

EAST GEORGIA STATE COLLEGE

ACADEMIC CATALOG

2024-2025



Swainsboro
Statesboro
Augusta
Online



A UNIT OF THE
UNIVERSITY SYSTEM OF GEORGIA

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For an up-to-date copy, go to the policies and procedures page on the EGSC website.

Adopted by President's Cabinet
9/4/24

East Georgia State College
131 College Circle, Swainsboro, GA 30401
General Information: (478) 289-2000
Admissions: (478) 289-2017
URL: www.ega.edu

Welcome to East Georgia State College (EGSC)! We are excited that you have chosen our institution and we welcome the opportunity to assist you in furthering your education. To better educate you to college life in general, and this institution in particular, we have attempted to tailor this document to what we perceive will best suit 'your' needs. You will find general information at the front, followed by area-specific information concerning admissions, financial aid, academic policy, fee payment, student services, degree information, transfer pathways, and an alphabetical listing of course offerings with course descriptions. Please take time to read this information. It will offer valuable insight regarding policies, procedures and services provided by EGSC. We hope you enjoy your time with us, and if there is anything we may do to assist you, please do not hesitate to contact us. Should you have any suggestions for ways to improve this publication, please email the Registrar at records@ega.edu.

Catalog Editions

Students will normally satisfy the curricular degree requirements of the catalog in effect at the time they enter. It must be recognized that revisions may be required to provide more effective programs. Changes in academic regulations affect all students. Examples include the academic honesty policy, procedures for removing incomplete grades, and appeals procedures. There are several instances, however, when students will be required to "change catalog editions." This means that students will be required to satisfy the curricular degree requirements of the current catalog in effect when/if they: change their degree program, re-enter the college after a period of two or more consecutive years in which they have earned no academic credit, or have not graduated by the time their catalog edition is 10 years old. The curricular degree requirements of more than one catalog edition cannot be combined. Students who choose to satisfy requirements of a later catalog must notify the Registrar's Office.

Americans with Disabilities Act

In compliance with the Americans with Disabilities Act (ADA), EGSC will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose their disability to the counselor and complete any official documentation requirements before academic accommodations can be implemented. Further information can be found on the [Disability Services website](#).

Equal Opportunity Policy Statement

EGSC is an affirmative action, equal opportunity educational institution. Admissions, treatment, and employment at the college will not be influenced by race, sex, color, religion, national origin, age, veteran status, or disability.

Annual Notice of Student Rights under FERPA

EGSC is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, which is designed to protect the student's rights with respect to education records maintained by the institution. Under this act, a student has the right to inspect and review education records maintained by this institution that pertain to the student to challenge the content of records on the grounds that they are inaccurate, misleading or a violation of privacy and/or other rights; control disclosures of education records with certain exceptions and the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. 'Directory information' will be treated as public information and will generally be available on all current and former students at the discretion of the institution. This includes the following: student's name, address (local, home and email), telephone number (local and home), date and place of birth, major field of study, participation in officially recognized activities and sports programs, age, hometown, hobbies, and general interest items of members of athletic teams, dates and status of attendance, degrees, certificates, honors, and awards and awards applied for and/or received, and previous educational institutions attended by that student. Any student who does not wish directory information disclosed must file a written request with the Records Office. For more information concerning FERPA, refer to the Academic Policy and Procedure section of this catalog.

Notice of Title IX and Non-Discrimination Anti-Harassment

The Office of Title IX oversees the EGSC [Sexual Misconduct Policy](#) and [the Non-Discrimination Anti-Harassment Policy](#). Both policies cover students and employees. The Office of Title IX works to ensure a campus free of sexual misconduct and discrimination/harassment in accordance with the Title IX, Violence Against Women, Jean Clery Campus Security Policy and Crime Statistics Disclosure, and Title VII Acts. Compliance with these laws is carried out through education for students and employees, as well as investigations of complaints/reports made. All students and employees are encouraged to report any violation they have knowledge of to the Title IX Coordinator, whether they are the recipient of the inappropriate action or not. To make a complaint, students can email the Title IX Coordinator at titleix@ega.edu or call 478-289-2360.

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General Information

East Georgia State College (EGSC) is a unit of the University System of Georgia (USG). University System of Georgia offices are located at 270 Washington Street, S.W., Atlanta, Georgia 30334. The USG includes the following institutions: 4 research universities, 4 comprehensive universities, 9 state universities, 9 state colleges as well as Georgia Public Library Services and Georgia Archives. These public institutions are located throughout the state. A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board Members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years. The Chairman, Vice Chairman, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

Governance by the Board of Regents provides a high degree of autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board. State appropriations for the University System are requested by, made to, and allocated by the Board of Regents. The largest share of the state appropriations is allocated by the Board for instruction.

East Georgia State College's main campus is located at 131 College Circle, Swainsboro, Georgia 30401. The College offers a Certificate Program, Associate of Arts, Associate of Science, and select baccalaureate degrees. Additionally, EGSC operates two external off-campus instructional sites in Statesboro and Augusta.

Mission Statement

East Georgia State College is an associate-degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable pathways and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

Accreditation

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

Memberships and Affiliations

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Council on Education (ACE)
American Society of Composers, Authors, and Publishers (ASCAP)
Bee City/Campus USA Membership
Broadcast Music Inc (BMI)
College and University Professional Association for Human Resources (CUPA-HR)
Council for Advancement and Support of Education (CASE)

Georgia Association of Collegiate Registrars and Admission Officers (GACRAO)
Georgia Association of Chiefs of Police (GACP) (Approved by Pres)
Georgia Association of Veteran Certifying Officials (GAVCO)
Georgia Association of Student Financial Aid Administrators (GASFAA)
Georgia Organization for Student Success (GOSS)
Georgia Collegiate Athletic Association (GCAA)
National Association of College and University Attorneys (NACUA)
National Junior College Athletic Association (NJCAA)
National Organization for Student Success (NOSS)
Southern Association of Colleges & Schools Commission on Colleges (SACSCOC)
SESAC (aka Society of European Stage Authors & Composers)
Southern Political Science Association (SPSA)

EGSC Foundation Inc. is engaged in community outreach and is a member of several area chambers of commerce.

Main Campus – Swainsboro

East Georgia State College's main campus is comprised of 249.62 beautiful acres, many undisturbed, on land that was gifted in large part by Luck Flanders Gambrell. The campus boasts a blend of structures, some dating back to its establishment in 1974, while others are more contemporary additions. The campus also contains two small lakes and outdoor venues to promote student engagement and enrichment, as well as physical exercise.

Several buildings are key components to the educational experience on campus:

- The Jean Anderson Morgan Student Activities Center (referred to as the JAM by students) is the hub of student life. It is a One-Stop Shop for future and current students. The building houses Enrollment Management (Admissions, Registrar, Financial Aid), Student Life, Title IX, Student Conduct, Business Affairs (Business Office, Human Resources and Career Services, and Auxiliary Services), the College Café and Café dining area, the Richard L. Brown Dining Hall, the college bookstore, and the Student Government Association (SGA) office. It also houses the campus Art Gallery. In Spring 2019, the JAM Center underwent renovations to enhance and improve the Bookstore and Dining Operations. In Fall 2020, 16,250 square feet building expansion provided enhanced student recreation opportunities and a dedicated club meeting space.
- Bobcat Villas South and West, EGSC's convenient on-campus apartments, feature 103 four-bedroom, two-bath suites with common living area and full kitchen. Each suite is fully furnished with modular furniture, cable, microwave and refrigerator. Each private bedroom is furnished with a bed, desk, and chair. Residents also enjoy use of the L.C. "Shot" and Jean Strange Clubhouse directly behind Bobcat Villas for relaxing, exercising, playing games and studying. Counseling and Disability Services and the AVP for Student Conduct and Title IX are also located here.
- The Walker Academic Building is the primary facility for all things academic. The building is home to the College's School of Liberal Arts, Mathematics and Natural Sciences and contains faculty offices, classrooms, computer labs, science labs, an instructional greenhouse, the Student Health Clinic, and the Center for Excellence in Teaching and Learning.
- The George L. Smith Building is home to Information Technology and the IT Help Desk.

- The Physical Education Building houses the College's gymnasium (home of the Bobcat Athletics), Physical Education classes, Bobcat Basketball games, and is used by the student population for free time exercise. The building also contains the Art Department, Fitness Center, Military Resource Center, and classrooms. The original Physical Education Building is connected to the gym and houses the Athletic Department, athletic and general student locker rooms, classrooms, faculty offices and Athletics Weight Training room. Adjacent to the PE Building is the Athletic Complex which serves the Bobcat baseball and softball teams and the College's tennis courts.
- The Luck Flanders Gambrell Building boasts classrooms, a computer lab, the Auditorium, and the Learning Commons. The Office of the President, Provost and Vice President for Academic and Student Affairs, Legal Counsel/Chief of Staff, Institutional Research, Institutional Advancement, and the CHOICE program for Inclusion are also located here.
- The Sudie A. Fulford Community Learning Center is a beautiful facility at the main entrance to campus. It was made possible by a generous gift from Pete and Ada Lee Correll in memory of Ada Lee's mother, Sudie A. Fulford. The Center is a multidisciplinary, community-focused learning facility open to all Emanuel County and surrounding county residents. The facility provides space for individual and small group learning opportunities and serves as an educational resource center for teacher education students, K-12 students and teachers, and college faculty. Tutoring, group studies, and flexible classroom style areas for meetings, workshops, and small conferences are just a few of the services provided by the Fulford Center. The Center provides community outreach services including a lunch and learn series, youth camps, and the Youth Leadership Academy. The Fulford Center is also home to a 20-foot, full-dome planetarium. Also housed within the center is the office of Magnolia Midlands Georgia Youth Science Technology Center. Magnolia Midlands offers teacher professional development courses and curriculum enrichment opportunities to regional K-12 schools. Frequently requested teacher courses are integrating Math and Science into Children's Literature, STEM-u-lating Science, and Process Skills for grades K-8.
- Outdoor venues also have a presence and play a large part in a student's academic and social experience on campus. An 18-hole disc golf course is located near the entrance to the campus. Both a 5K and 10K cross country course are enjoyed by students and visitors, as well as high schools from around the state. The campus has a nature trail, along with two small lakes. Outdoor seating and picnic areas are available for students to interact, study, and reflect in the peaceful surroundings of native pines and beautiful landscape. The campus entrance along Madison Dixon Drive is an educational corridor which is home to several protected species (gopher tortoise, eastern indigo snake, red-cockaded woodpecker and flatwoods salamander), as well as natural landscape (upland sandhills, bottomland hardwood forest, swamp forest and bog type pine forest). Additionally, the campus has been certified as an affiliate of the Bee Campus USA due to the addition of the Bobcat Apiary, as well as Tree Campus USA Designation for its activities including participation in the Arbor Day Foundation.

The Learning Commons

The Learning Commons is centrally located on the Swainsboro campus in the heart of the Luck Flanders Gambrell (J) Building. The Learning Commons consists of the Library and the attached Heritage Center, the Academic Center for Excellence (ACE), and Common Grounds (the campus coffee shop).

The EGSC Library provides students with a welcoming atmosphere in which to gather and collaborate using advanced technological resources. The Library strives to develop a collection of print and electronic resources of sufficient size, quality, currency, and diversity to support the teaching and learning needs of faculty and students. These resources include an expanding, constantly updating collection containing over 51,000 items. Patrons can borrow physical books from the Browsing Collection (highlighting new and popular titles), the Ehrlich Collection (focusing on military history), or the Stacks Collection (holding the bulk of our academic titles). Board games and DVDs are also available to borrow. The Library also provides numerous periodical subscriptions and access to local and national newspaper publications. The

Library also has a technology lending program, where patrons can borrow laptops, calculators, and WiFi Hotspots. The Library serves as a place where students can access computers, printers, and four private study rooms. The space is laid out to provide students with the option for either group or individual study.

The Library's electronic collection is constantly growing. GALILEO, (Georgia Library Learning Online), is an online library portal to authoritative, subscription-only information that is not available through free search engines or internet directories. Through partnership with GALILEO and additional database subscriptions, the EGSC Library offers access to a growing number of databases, e-books, and electronic journals. The Library participates in collaborative relationships that allows patrons to borrow physical books and e-journal articles from other institutions through programs such as GIL (GALILEO Interconnected Libraries) Express and InterLibrary Loan (ILL).

The ACE learning environment provides the opportunity to positively impact students' lives in addition to providing supplemental instruction of subject matter through peer tutors and by serving as EGSC's tutoring center, testing center, and advisement center. In the ACE, staff focus on ensuring the student has a clear grasp of the course materials and concepts while providing them with encouragement and the skills to obtain the determination to push forward in their academics. It is important that the academic and student support programs, services, and activities keep EGSC operating effectively in the areas of retention and institutional effectiveness. It is the goal of the ACE to ensure equal opportunity for all students to have educational and personal development experience at all levels of education.

The Heritage Center, a part of the EGSC Library, serves as an instrument for preserving historical data, stimulating historical interest, and fostering collaboration with historical societies and area public libraries. Specifically, the collection includes various print items, images, manuscripts, maps, artifacts, microforms, and digital and audio-visual materials focusing on local and EGSC history. It includes topics such as genealogical research, Emanuel County history, and Georgia history. As such the collection includes many items that are unique, historical, rare, and/or irreplaceable.

The Library staff is available to help patrons navigate the use of all of these resources. The Library has a repository of LibGuides and Course Reserves which provide supplemental materials to assist students with their coursework, research, and use of Library materials. Librarians oftentimes visit classes to instruct students on the use of Library resources and are available for one-on-one consultations for reference, research, and citation questions.

East Georgia State College-Statesboro

East Georgia State College established a presence in Statesboro in 1997 through a cooperative academic program with Georgia Southern University (GSU). EGSC-Statesboro's academic facility is located at 847 Plant Dr. on the Georgia Southern University Statesboro campus, and houses faculty and administrative offices, the Academic Center for Excellence (ACE), classrooms, and computer labs. Students utilize the GS bookstore for all textbook and supply needs. Classes are held in the Nessmith Lane building as well as in various buildings located on the GSU campus. EGSC - Statesboro students may co-enroll in select courses with GS and may participate in the GS Army ROTC program and Southern Pride Marching Band. Students may also pursue other programs of study while attending EGSC - Statesboro and should consult with their academic or faculty advisor for additional information.

East Georgia State College-Augusta

In May 2013, East Georgia State College extended its access mission to the Augusta area through a cooperative academic program with Augusta University (AU). EGSC-Augusta operates on AU's Summerville campus, and the program enrolled its first students in fall 2013. Following the completion of 30 credit hours in the program, students with a cumulative Grade Point Average of 2.3 or higher are eligible to transfer into a bachelor's degree program at AU. Classes are taught in several buildings on the Summerville campus by EGSC-Augusta faculty. Administrative and faculty offices are located on the 2nd floor of Galloway Hall. The ACE, and a computer lab are also located in Galloway Hall. EGSC-Augusta students may co-enroll in select courses with AU and may also participate in the Army ROTC program at AU.

Tobacco and Smoke Free Campus

EGSC prohibits the use of any tobacco products and other smoking devices (such as hookahs, electronic cigarettes) on campus as a means to foster the health and safety of our students, faculty, staff, and visitors and to promote the cleanliness of our facilities and grounds. For further details refer to the [Tobacco and Smoke Free Campus Policy](#).

Online Degrees

EGSC offers an online Associate of Arts degree, Associate of Science in Financial Technology degree, and a Bachelor of Science in Criminal Justice degree. Pursuing an online degree at EGSC is resourceful, flexible and convenient: individualized learning and accessible faculty enable students to study and learn at their own comfortable and successful pace, which often translates into goals being reached in a shorter period of time; and often, when the cost of gas, parking, housing, and other fees associated with a traditional campus-based education are eliminated, students can save money by earning an online degree. There may be instances when students are asked to come to a campus location at the discretion of the instructor; however, instructors will work with students to make reasonable accommodations for students not physically located within driving distance of the institution.

East Georgia State College Foundation

The primary purpose of the East Georgia State College Foundation is to promote higher education in the region through the development of East Georgia State College. The Foundation is empowered to create scholarships and/or endowments and to furnish grants for research or scholarly work in arts, science, education, or other fields in which East Georgia State College has an interest. Established in 1975, the Foundation is governed by a Board of Trustees whose officers are: Richard McNeely, chair, Mr. Milton Gray, vice chair; Matt Donaldson Secretary; Mr. Ron Stalnaker, treasurer; David Schechter, President; Mr. Denny Key, past chair; and Executive Director (vacant). Other members of the Board are: Mr. Brandon Andrews; Mrs. Jennie Wren Denmark; Dr. John Derden; Mr. Dustin Durden; Mrs. Stephanie Fagler; Ms. Elizabeth Gilmer; Mrs. Susan Gray; Mr. Donald Jenkins; Mr. Wade Johnson; Ms. Juanita Porter; Harriet Ray, Mr. Bill Rogers, Jr.; Dr. Bobby Sasser; Mayor Charles Schwabe; Mr. Guy Singletary; Mrs. Toni Terwilliger; Mr. Ken Warnock; Mrs. Tammy Wilkes; Dr. Jerry Ashcroft, honorary director emeritus/former ECJC/EGC President; Mrs. Marcile Bird, director emeritus; Dr. John Black, honorary director emeritus/former EGC-EGSC President; Dr. Bob Boehmer, honorary director emeritus/former EGSC President; Mr. Bill Devane, director emeritus; Mr. Henry Gambrell, director emeritus; Dr. Willie Gunn, honorary director emeritus/former ECJC President; Mr. Phillip Jennings, III, director emeritus; Mrs. Paula Karrh, director emeritus; Representative Larry J. "Butch" Parrish, director emeritus; Bobby Reeves, director emeritus; Mr. Bill Simmons, director emeritus; Jesse Stone director emeritus; Ms. Lynda Talmadge director emeritus; Mr. Donald Wilson, director emeritus and Mrs. Carol Yeomans, director emeritus.

East Georgia State College Academic Scholarships

An array of scholarships from civic clubs, organizations, individual donors, and the East Georgia State College Foundation are awarded to students annually. Scholarships may be need-based (based on financial need), merit-based (based on academic achievement), or merit-based with consideration given to financial need. Students may obtain criteria and information regarding scholarships from the Office of Institutional Advancement. Students apply for all scholarships online at the college website, www.ega.edu/scholarships. Current available scholarships include: the Beta Sigma Phi Scholarship, Betty Colston Scholarship, Dekle-Lamb Scholarship, Bryant, Dorothy and John Black Scholarship, EGSC Alumni Association Scholarship, Kiwanis Circle K Scholarship, Gambrell Scholarship, Herrington Scholarship, James W. Buckley Scholarship, Jennings Scholarship, Jerry Ashcroft Scholarship, Livingston Scholarship, Richard L. Brown Scholarship, Hubert and Nell Reeves Family Scholarship, Rountree Family Scholarship, Walker Scholarship, the Deveraux, Haigh, Lippett Scholarships, Sallie Canady Scholarship, Charles Eames Travel Scholarship, Vendie Hooks Scholarship, Ray Scholarship, Jean and Shot Strange Scholarship, Rachel Jane Frederick Scholarship, Hill Scholarship, Nunnally Scholarship, Emily Pestana Mason Scholarship, Willie D. Gunn Scholarship, Study Abroad and the

Bobcat Promise Scholarships. Need-based aid is also available as funds allow. Periodically, EGSC announces special scholarships and distributes information via student email and the college website. The College also posts external scholarship opportunities on the website at www.ega.edu/scholarships.

The CHOICE Inclusive Learning Program

The CHOICE Program is a two-year (4 semesters) inclusive college certificate program built upon four principles: career development, academic enrichment, self-determination, and independent living. These principles provide an organizing framework of individual support for the academic and social inclusion of students with intellectual disabilities for immersion in the higher education experience. Using a person-centered planning approach, CHOICE students engage in education that specifically targets both academic and social development, integrated work experiences such as work-based learning opportunities and work-based internships/training on and off campus, self-advocacy skills, and independent living skills that will empower students to lead richer, fuller lives in their respective communities. The CHOICE Program is a designated U.S. Department of Education Comprehensive Transition Program (CTP). The DOE recognizes such programs that meet specific criteria and provide postsecondary learning opportunities for students with disabilities. One benefit of the CTP designation is that students are eligible to apply for financial aid. CTP was defined by the Higher Education Opportunity Act of 2008. For more information, contact Theresa R. Davis at trdavis@ega.edu or visit the [CHOICE program webpage](#).

The Vision Series

The Vision Series at East Georgia State College is a college initiative that brings programs of intellectual and cultural enrichment to the college and its broader constituency. Since its inception, the Vision Series has brought to our community outstanding personalities, authors, newsmakers, musical performances, dance companies, and theatrical productions. Through sponsored field trips, students and community members have had numerous opportunities to attend exhibitions and dramatic productions, not only in Georgia, but in neighboring states, as well. The Vision Series has deepened and broadened the East Georgia State College experience for students and enhanced their aspirations. Additionally, faculty, staff, and community members have benefited from these events.

Admissions

The Office of Admissions is located in the Jean Anderson Morgan Student Activities Center and can be contacted by telephone at (478) 289-2017, by mail at East Georgia State College, Admissions Office, 131 College Circle, Swainsboro, Georgia 30401-2699 or by visiting our [website](#).

Admissions Policy

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

General Admissions Information

Applicants are encouraged to apply and provide all supporting documentation in advance of the term's priority dates. An application is valid for the semester for which it is submitted. Late applications may be considered at the discretion of the Director of Admissions, but in general, late applicants will be processed and, if admitted, enrolled in the next semester open to them after the admissions priority date has passed.

A student desiring to reactivate an application within one year of the original application submission date for a future semester must complete an Application Update form and return it to the Office of Admissions. Applicants who applied over one year ago from the original application submissions date will be required to submit a new application to the Office of Admissions. If the applicant has attended another college during the past year, an official transcript must be sent from that college. The applications and records submitted to the College become the property of the College and will not be returned to the applicant or sent to another institution.

The College has the right to cancel admission prior to or following enrollment if the applicant becomes ineligible as determined by the standards of the Board of Regents for the University System of Georgia. The Office of Admissions determines the final acceptance or denial of each applicant. This decision may be appealed by the applicant under provisions set by the College and the Board of Regents of the University System of Georgia. Applicants can check their admissions status on the admission webpage under "[Check Admissions Status](#)".

Students must be admitted into the institution under one of the below admission types to be eligible to register, participate, and receive course instruction from the College.

Application Procedures

All students applying for admission to EGSC must complete the following procedures:

1. Complete an electronic Application for Admission. To complete an application, you may [apply here](#). Students who are unable to complete the electronic application should contact the EGSC Admissions Office at 478-289-2017.
2. Freshmen and applicants with fewer than 30 transfer hours must request that their most recently attended high school submit an official high school transcript to EGSC.
3. Applicants who have attended *any* college (as a transfer student or as a Dual Enrollment student) must request official college transcripts from all colleges previously attended for evaluation.
4. Students must submit the EGSC [Immunization Form](#) completed and signed by a physician.

5. Applicants who indicate that they have a pending or prior behavior or academic misconduct or criminal conviction or criminal charges will be asked to submit to a background check and if required, provide supplemental information in consideration of the applicant's eligibility for admission into EGSC. Failure to provide this information may impact the applicant's eligibility for admission.
6. The mailing address for submission of all documents (except the electronic admissions application) is:

East Georgia State College
Office of Admissions
131 College Circle
Swainsboro, GA 30401

Applicants will be able to check their admission's status [online](#) within 48 business hours, excluding weekends and holidays, after the application has been electronically submitted. A final decision on your acceptance into the College will be made after all essential application materials have been reviewed.

Lawful Presence

Please review the institution's policy regarding [Lawful Presence Policy](#).

Student Immunization Policy

All entering students (freshmen, transfer, and others) attending courses on campus or receiving resident credit are required to submit a Certificate of Immunization prior to attending classes. The Certificate of Immunization will be kept on file and will be valid throughout the concurrent enrollment of the student. Any lapse in enrollment of two concurrent semesters or more may require the student to provide updated documentation of the immunization requirements set forth by the Board of Regents.

Exceptions to the policy are students who have religious objections, taking online only courses, active-duty military personnel within the past two years, and students whose physicians have certified that they cannot be immunized because of medical reasons. Students who have not presented evidence of immunization as set forth above will be denied registration for on-campus courses at EGSC or other facilities of the University System of Georgia until such time as they present the required immunization certificate.

The Certificate of Immunization must be on the [Immunization Form](#) provided by the University System of Georgia and signed by a physician or an official of a County Health Department.

The complete policy can be found [online](#).

Background Check Information

Applicants have a responsibility to inform the College if they have been convicted of certain crimes. These convictions shall include: a finding of guilty by a judge or jury, or a plea of *nolo contendere*, irrespective of the pendency or availability of any appeal or application for collateral relief. Students with criminal convictions must submit a Criminal Background Investigation to the institution's vendor. An applicant's admittance decision will not be rendered until documentation has been submitted and reviewed by the Student Criminal Background Investigations Committee. More details can be found in the [Student Criminal Background Investigation Policy](#).

Students seeking careers and/or professional licensure in certain fields, including - but not limited to - nursing, education, criminal justice, social work, psychology, law, or medicine, may be required to submit an additional background check prior to a clinical assignment, internship, and/or professional licensure. It is the student's responsibility to check the requirements of his or her degree program and professional licensing board. Successful completion of a degree program in any of the above fields at any University System of Georgia institution does not guarantee licensure or employment in that respective profession.

Enrollment Categories and Admissions Requirements

Each enrollment category has admissions requirements that follow the [University System of Georgia Policy Manual section 4.2](#).

Freshman Applicants

A freshman applicant is a student who has not attended a college or university after high school graduation. A student who has completed less than 30 transferable hours after high school graduation is also considered a freshman and must meet freshman admission requirements.

The following minimum requirements must be met for a student to be considered for admittance as a freshman:

1. Submit a completed EGSC application for admission.
2. Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
3. Provide a copy of high school transcript to be sent directly from the high school to the EGSC Office of Admissions or provide a copy of high school equivalency test scores to the EGSC Office of Admissions.
4. Must have completed and present high school credit for the Required High School Curriculum, which entails completion of seventeen (17) specified units for students who graduated from high school in the last five years. Please refer to the Required High School Curriculum section below.
5. Earn a minimum cumulative high school grade point average of 2.00 HSGPA calculated on the grades in the required 17 units of the RHSC (Required High School Curriculum) if graduating from high school in the past five years.
6. Test scores are no longer required for admission to EGSC; however, students will be placed into the co-requisite courses in English and Math for the Core IMPACTS curriculum by default if they do not present test scores, or other qualifying materials. Please refer to the Learning Support Placement Policy for Mathematics, Reading and English Policy below. Students choosing to take these exams in Quantitative Reasoning, Algebra and Statistics, Reading Comprehension, and Writeplacer are to contact the Office of Admissions. There is no cost to take this exam in the first attempt. Any additional attempts will result in a \$15 testing fee.
7. Applicants must provide evidence of [lawful presence](#) in the United States to qualify for in-state tuition classification. **Students who are International, undocumented, non-resident alien, DACA, or TPS will be charged out of state tuition as they would not qualify for United States residency.*
8. Submit the required Certificate of [Immunization Form](#) to the Office of Admissions.

Home School/Non-Accredited High School

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. EGSC may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Home school applicants, regardless of age, must meet the following admission requirements:

1. Submit a completed East Georgia State College application for admission.
2. The required Certificate of [Immunization Form](#) to the campus the student plans to attend.
3. Home School Portfolio – Applicants who were home schooled must submit a Home School Portfolio Summary form along with supporting documentation.
4. Letter of Completion from the primary teacher or program administrator certifying completion of high school and date of high school graduation.
5. Official College Transcripts from all college, university, or technical college(s) attended.

Home school applicants who earned a high school equivalency diploma will need to submit official passing high school equivalency test scores as well as a Home School Portfolio for College Preparatory Curriculum Evaluation.

Dual Enrollment

Dual Enrollment provides high school students the opportunity to take college courses for both college and high school credit. Dual Enrollment courses are primarily available for eligible 11th and 12th grade (in some limited cases 10th grade) high school students. Students may enroll full time or part time in approved credit-bearing college level courses. There is no residency or citizenship requirement to participate in the Dual Enrollment Program.

Approved courses for dual enrollment are listed in the Approved Course Directory found at www.gafutures.org. The Georgia Department of Education (DOE) has produced and provided to the Georgia Student Finance Commission (GSFC) a directory of eligible public high school courses that can be substituted with college level coursework and applied toward high school graduation requirements for dual credit students.

The Dual Enrollment Funding Program is a state funded program for high school (public, private, and approved home-study) students that provides dual enrollment tuition assistance in Georgia. The Dual Enrollment Funding program covers 100% of tuition for approved courses, all mandatory, non-course related fees, and textbooks for approved courses. Students will be responsible for expenses for unapproved dual enrollment courses not found listed in the Approved Course Directory and any additional courses that are taken after the approved 30 credit hour cap funded by the Dual Enrollment Funding Program. Furthermore, students may incur expenses for course related fees and supplies required for a course or optional fees.

Note: All Dual Enrollment state policies are subject to change at any time per the State of Georgia Legislature and Georgia Student Finance Commission.

Dual Enrollment applicants must meet the following admission requirements:

1. Submit a completed East Georgia State College application for admission.
2. Earn a minimum cumulative high school grade point average of 3.00 HSGPA in RHSC (Required High School Curriculum) courses calculated by the Office of Admissions.
3. Be "on-track" to complete the Required High School Curriculum (RHSC) requirements.
4. East Georgia may now admit junior and senior students for dual enrollment who present a standardized test score that exempts a student from corequisite learning support for one portion of an entrance exam (traditionally Math or English) using the following conditions:
 - a. If a student presents one of the following Math scores, they may enroll in STEM courses at EGSC: 440 SAT or PSAT; 17 ACT/PreACT Math; 258 Accuplacer QAS or higher.
 - b. If a student presents one of the following English scores, they may enroll in any non-STEM course: 480 SAT OR PSAT ERW; 17 ACT/PreACT English or Reading; 237 Accuplacer Reading & 4 WritePlacer or higher.
 - c. If a student passes both portions of the exam, the student may enroll in any college level courses appropriate to their scores and in accordance with program rules and regulations.
 - d. 10th Grade students are required to meet the minimum scores of: 1200 SAT Total score, EBRW 480 and Math 440, or 26 ACT Composite score, 17 English and 17 Math
5. Submit the Dual Enrollment Funding Application/Student Participation Agreement which provides permission from their high school guidance counselor and parents for student to

participate in the dual enrollment program.

There are minimum requirements for students to participate in certain courses. [Please review this document](#) for specific details.

Transfer Applicants

Students who have previously attended another college or university and are enrolling at EGSC for the first time are considered transfer students. Students who are enrolled in other institutions are reminded that they must report all previously earned credit and/or attempted college course work to EGSC during the admissions process. Failure to report previous college attendance is considered sufficient cause for cancellation of the student's admission and/or registration and may result in any credits earned being forfeited.

The following minimum requirements must be met for a student with 30 or more transferable credit hours:

1. Submit a completed EGSC application for admission.
2. Provide official transcripts from all college and/or technical institutions previously attended. Prior post-secondary coursework earned from accredited institutions will be evaluated and the student will be notified of work accepted. Students who are not considered to be in good academic standing at prior institution(s) will be considered on a case-by-case basis.
3. Must have completed any Required High School Curriculum deficiency requirements if transferring from a USG institution.
4. Be eligible to continue or return to prior/transferring institution.
5. Learning Support placement at a prior University System of Georgia institution will be honored and must be completed at EGSC. For the complete policy regarding Learning Support for Transfer/Returning students, please refer to the [President's Policies and Procedures webpage](#).
6. Courses accepted in transfer must have been earned at a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited institution, or an institution accredited by another regional accreditation body recognized by SACSCOC as an equal. Transfer credit is evaluated upon receipt of official college transcripts. Grades accepted for transfer will include grades of "D" or better in core curriculum courses except in ENGL 1101 and 1102; MATH 1001, MATH 1101, 1111, 1401, 1113, 1540, 2012 or 2013. A grade of 'C' or higher is also required of all students who enroll in EDUC 2110, 2120 or 2130 (see Course Descriptions section of the catalog). Grades below a "C" in these courses will not be accepted to satisfy a degree requirement. Learning Support courses from out-of-state and private colleges do not transfer to EGSC. Out-of-State students who have taken Political Science, United States or American History will need to take a proficiency exam to receive credit for the course(s) as well as satisfy the Georgia and United States History and Constitution requirements.
7. Submit the required Certificate of [Immunization Form](#) to the Office of Admissions.

If a transfer applicant has less than 30 transferable credit hours, the student is required to meet freshman requirements. Please refer to the Freshman Applicant requirements.

Transient Students

Students who are regularly enrolled at another institution and who expect to return to that institution, but who desire to enroll temporarily at EGSC.

The following admission requirements must be met by transient applicants:

1. Submit a completed EGSC application for admission.
2. Submit a letter of transient permission stating the student is in good academic standing at the home institution and be signed by either an Academic Dean or the Registrar. The letter must indicate that the student has permission to enroll at EGSC for the term in which the student is

applying.

3. Submit the required Certificate of [Immunization Form](#) to the Office of Admissions.
4. Provide documentation of lawful presence or documentation of an exception.

Credit earned at EGSC will be forwarded to the student's home institution upon completion of a transcript request. Transient students desiring to continue enrollment as transfer students must submit a new [Admissions Application](#) and satisfactorily complete all transfer requirements.

EGSC students desiring to attend another college as a transient student must initiate procedures with their advisor at EGSC prior to attending that institution. More information is presented in the [Transient Student Permission Policy](#).

International Students

In addition to the requirements for beginning students and transfer students as outlined in this catalog, students from countries other than the United States must meet the following requirements for admission to EGSC:

1. Present test scores that demonstrate proficiency in the English language if English is not the native language. Please refer to the [Admissions International Student webpage](#).
2. Send an official evaluated document-by-document, course by course analysis of high school transcript or Certificate of Education. A GPA calculation is required. The evaluation must be sent directly from the agency to the Admissions Office.
3. Achieved a level of education equivalent to high school graduation in the United States.
4. Submit the appropriate "SEVIS Data Form."
5. Submit an "International Student Certificate of Financial Support Form" outlining student or guarantor's ability to pay all East Georgia State College tuition, fees, and expenses in full of at least **\$20,000** for the first year of enrollment. International students are not eligible for financial assistance. The College reserves the right to request funds for one year from countries in which students experience unusual difficulty in sending money out of their country. If someone other than yourself will provide financial support, that person must complete and sign the Guarantor's Affidavit of Support form.
6. Present evidence of personally acquired health and accident insurance from an approved college agency. International students who have personal insurance coverage through private sources or sponsors and would like to apply for an exemption of the school plan may do so. Insurance must be acquired within 30 days of the first day of classes.
7. Test scores are no longer required for admission to EGSC; however, students will be placed into the co-requisite courses in English and Math for the Core IMPACTS curriculum by default if they do not present test scores, or other qualifying materials. Please refer to the Learning Support Placement Policy for Mathematics, Reading and English Policy below. Students choosing to take these exams in Quantitative Reasoning, Algebra and Statistics, Reading Comprehension, and Writeplacer are to contact the Office of Admissions. There is no cost to take this exam in the first attempt. Any additional attempts will result in a \$15 testing fee.
8. Submit the required Certificate of [Immunization Form](#).

It is the policy of EGSC not to issue any Certificate of Eligibility for non-immigrant (F-1) student status (Form I-20) until all international student admission requirements have been met. Since no Form I-20 will be issued within thirty (30) days prior to the date of registration, international students are encouraged to have their admissions file completed at least 60 days in advance of the start of their semester of entrance.

International students with student (F-1) visas are required to take a full course load (12 semester hours) spring and fall semester. International students are not permitted to register for a fully online schedule only and can enroll in one online course during spring or fall semester.

EGSC reserves the right to only admit an international applicant who is academically qualified, who has proven his/her ability to meet the financial requirements while in attendance, and who has qualified for the appropriate visa type.

EGSC has on-campus housing at the Swainsboro campus. Any student interested in on-campus housing should submit their application prior to the first day of the semester. Students assume responsibility for their own housing.

International Student Application Deadline

Fall semester	July 1
Spring semester	November 15
Summer semester	May 2

Special Admission for Adult, Non-Traditional Students

Applicants for adult, non-traditional admission must have been out of high school or college for at least five (5) years and those applicants who attended college must have earned fewer than 30 semester hours of transferable college credit.

Adult non-traditional applicants must meet the following admission requirements:

1. Submit a completed EGSC application for admission.
2. Provide a copy of final high school transcript or a copy of high school equivalency, HiSET or TASC test scores approved by the Board of Regents mailed from an official test center to the EGSC Office of Admissions.
3. Provide official transcripts from all college and/or technical institutions previously attended. Prior post-secondary coursework earned from accredited institutions will be evaluated and the student will be notified of work accepted. Students who are not considered to be in good academic standing at prior institution(s) will be considered on a case-by-case basis.
4. Test scores are no longer required for admission to EGSC; however, students will be placed into the co-requisite courses in English and Math for the Core IMPACTS curriculum by default if they do not present test scores, or other qualifying materials. Please refer to the Learning Support Placement Policy for Mathematics, Reading and English Policy below. Students choosing to take these exams in Quantitative Reasoning, Algebra and Statistics, Reading Comprehension, and Writeplacer are to contact the Office of Admissions. There is no cost to take this exam in the first attempt if the application fee has been paid. Any additional attempts will result in a \$15 testing fee.
5. Submit the required Certificate of [Immunization Form](#) to the Office of Admissions.

Persons 62 Years of Age or Older

Applicants must be residents of Georgia, 62 years of age or older at the time of registration and present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility. Individuals may enroll as regular or auditing students in courses offered for resident credit on a "space available" basis during the final registration date without payment of tuition and fees except for supplies, laboratory or shop fees.

These applicants must meet regular admission requirements as follows:

1. Submit a completed EGSC application for admission.
2. Provide a copy of final high school transcript or a copy of high school equivalency, HiSET or TASC test scores approved by the Board of Regents mailed from an official test center to the EGSC Office of Admissions.
3. Provide official transcripts from all college and/or technical institutions previously attended. Prior post-secondary coursework earned from accredited institutions will be evaluated and the student

will be notified of work accepted. Students who are not considered to be in good academic standing at prior institution(s) will be considered on a case-by-case basis.

4. Test scores are no longer required for admission to EGSC; however, students will be placed into the co-requisite courses in English and Math for the Core IMPACTS curriculum by default if they do not present test scores, or other qualifying materials. Please refer to the Learning Support Placement Policy for Mathematics, Reading and English Policy below. Students choosing to test in these exams in Quantitative Reasoning, Algebra and Statistics, Reading Comprehension, and Writeplacer are to contact the Office of Admissions. There is no cost to take this exam in the first attempt if the application fee has been paid. Any additional attempts will result in a \$15 testing fee.
5. Submit the required Certificate of [Immunization Form](#).

Auditors

Students who wish to enroll in regular academic classes but receive no college credit. Admissions requirements are the same as those expected of regular freshman and transfer students. Auditor applicants must submit an official transcript showing evidence of graduation from an accredited or approved high school or an earned high school equivalency diploma. Students may not change from audit to credit status, or from credit to audit status after the last day of late registration for that semester. The auditor may not use any audited course for credit unless he/she repeats the course for credit as a regularly enrolled student. The college will consider the acceptance of auditors only when their enrollment will cause no hardship or inconvenience to the institution or the regularly scheduled students. An auditor may or may not, as he/she wishes, participate in all activities of the course including taking examinations and submitting course papers for evaluation. Regular matriculation fees will be charged for courses that are audited. An application for admission must be filed with the Office of Admissions prior to the opening of the semester for which the auditor plans to enroll. Be aware that financial aid will not pay for audited courses.

Non-Degree Seeking Students

Students who wish to take courses to pursue a special interest, complete pre-requisite courses, or for self-enrichment and do not wish to work towards a degree.

The following minimum admission requirements will be applied to non-degree admission students. Additional admission requirements may be required:

1. Submit a completed EGSC application for admission.
2. Request a copy of final high school transcript or a copy of high school equivalency, HiSET or TASC test scores approved by the Board of Regents mailed from an official test center to the EGSC Office of Admissions.
3. Submit a transcript from all prior colleges.
4. Test scores are no longer required for admission to EGSC; however, students will be placed into the co-requisite courses in English and Math for the Core IMPACTS curriculum by default if they do not present test scores, or other qualifying materials. Please refer to the Learning Support Placement Policy for Mathematics, Reading and English Policy below. Students choosing to take these exams in Quantitative Reasoning, Algebra and Statistics, Reading Comprehension, and Writeplacer are to contact the Office of Admissions. There is no cost to take this exam in the first attempt if the application fee has been paid. Any additional attempts will result in a \$15 testing fee.
5. Students enrolled in this program are limited to eighteen (18) semester hours of coursework. Students may not enter degree programs until regular admission requirements for this institution have been satisfied.
6. Submit the required Certificate of [Immunization Form](#) to the Office of Admissions.

Presidential Exception

See [EGSC Presidential Exception Procedure](#).

Required High School Curriculum

All first-time freshman applicants and those who have not earned 30 semester hours of transferable post-secondary credit must have completed the USG's Required High School Curriculum ("RHSC") requirements and have graduated from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education (See the University System of Georgia Board of Regents Policy Manual section 4.2.1.1).

The 17 specified USG units are:

MATHEMATICS: Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. The 4 units of Mathematics must include a course at the level of Math 3 or higher.

ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.

SCIENCE: Four (4) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Georgia Public High School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.

SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.

FOREIGN LANGUAGE: Two (2) units in the same foreign language (two years or levels I and II of the same language) emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) unit of computer science may be used to satisfy this requirement. Those students with RHSC deficiencies must take additional courses to fulfill the requirements. See below under "Required High School Curriculum" for further information. Any student who does not have seventeen RHSC courses is encouraged to apply and will be considered on a case-by-case basis.

Students, graduating from high school within the past five years who have not followed the Required High School Curriculum, must complete the deficiencies in the following ways:

English: Students graduating with fewer than the four required units of English to take the placement exam in English and Reading.

Based upon the student's score, the student would either:

1. Be exempt from Learning Support English and/or Reading OR
2. Be placed in Learning Support English and/or Reading at the co-requisite level. Upon completion of the Learning Support and co-requisite English and/or Math course, the deficiency would be satisfied.

Mathematics: Students graduating with fewer than the four required units of mathematics to take the placement exam in Mathematics.

Based upon the student's score, the student would either:

1. Be exempt from Learning Support Mathematics OR
2. Be placed in Learning Support Mathematics at the co-requisite level. Upon completion of the

required Learning Support and co-requisite Math course, the deficiency would be satisfied.

Science: Students graduating with fewer than four units of science will be required to complete additional four-semester hour course in laboratory science chosen from the approved laboratory sciences for the Core IMPACTS curriculum of the EGSC Core Curriculum.

Courses that will satisfy this deficiency are:

BIOL 1103/1103L	Introductory Biology I
BIOL 1107K	Principles of Biology I
CHEM 1211K	Principles of Chemistry I
GEOL 1121	Physical Geology
GEOL 1122	Historical Geology
ISCI 1101K	Integrated Science
PHYS 2211K	Physics I: Classical Mechanics
PHYS 2212K	Physics II: Electricity and Magnetism, Optics

Social Science: Students graduating with fewer than three units of social science will be required to complete one additional three-semester hour course chosen from the approved social science for the Core IMPACTS curriculum. Courses that will satisfy this deficiency are:

ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics
HIST 1111	World History I
HIST 1112	World History II
HIST 1121	Survey of Western Civilization I
HIST 1122	Survey of Western Civilization II
HIST 2111	Survey of U.S. History I
HIST 2112	Survey of U.S. History II
PSYC 1101	Introduction to General Psychology
SOCI 1101	Introduction to Sociology

Foreign Language: Students graduating with fewer than two units of the same foreign language will be required to complete a three-semester hour introductory foreign language.

Courses that will satisfy this deficiency are:

FREN 1001	Elementary French I
SPAN 1001	Elementary Spanish I

The following provisions apply to the Science, Social Science, and Foreign Language requirements: The student must earn a 'C' or better in each of these courses. The course should be taken with the idea of expanding the student's previous exposure to the disciplines. Grades assigned to students satisfying Required High School Curriculum deficiencies in science, social science, and foreign language will be in conformance with the Uniform Grading Policy of the University System. Such grades will be included in the student's semester and cumulative grade point average, and credit hours earned for these courses are to be counted in the student's total hours earned for student classification and reporting purposes and they may be counted towards the completion of the Core Curriculum or other graduation requirements.

Learning Support Placement Policy for Mathematics, Reading and English

The Accuplacer is not required for admissions, but it is used for academic placement. EGSC's Testing guidelines allow us to place more emphasis on the evaluation of an applicant's high school grade point average and the courses they completed to determine academic placement.

If the student chooses not to take the Accuplacer and the exemption criteria for support has not been met, the default placement will be in an entry level collegiate course with corequisite support. Students wishing to attempt to place directly into Corequisite Learning Support Math for STEM majors or into MATH 1111 as a stand-alone math course should schedule an appointment to take the Accuplacer

exam. Students may exempt learning support placement in English and/or Math if they have earned a grade of “C” or better in a collegiate level English and/or Math course from a qualified post-secondary institution and submitted sufficient ACT or SAT test scores. Please view the chart below for test scores used for exemption.

Test Requirements to Exit LS Courses

Test	Composition ENGL 1101	<i>Non-STEM majors</i> MATH 1001 or MATH 1101	<i>STEM majors</i> College Algebra MATH 1111	<i>STEM majors</i> Precalculus MATH 1113	<i>STEM majors</i> Calculus MATH 1540
Accuplacer	Reading – 237 Writeplacer – 4	Quantitative Reasoning, Algebra and Statistics – 258	Quantitative Reasoning, Algebra and Statistics – 266		
ACT	English – 17	Math – 17	Math – 20	Math – 23	Math – 26
SAT	Evidence-Based Reading & Writing – 480	Math – 440	Math – 510	Math – 560	Math – 610

Please visit <https://www.ega.edu/admissions/academic-placement-testing/index.html> to learn how to exempt testing based on high school GPA.

East Georgia State College-Statesboro / East Georgia State College - Augusta

The primary purpose of EGSC-Statesboro and EGSC-Augusta programs is to accommodate students who, due to rising admissions standards throughout the University System of Georgia, do not meet regular freshman admission requirements for universities. These programs provide this population of students with the opportunity to become academically successful and earn an associate degree. It is understood that many of the students who attend EGSC-Statesboro desire to transfer to Georgia Southern University (GS), and EGSC-Augusta students desire to transfer to Augusta University (AU). All institutions work closely together to ensure students receive the best in academic and student services support.

Students accepted to EGSC-Statesboro or EGSC-Augusta are coded according to their location of attendance and during the registration process they are assessed the university and technology fees that are currently being charged to all students attending either GS for EGSC-Statesboro or AU for EGSC-Augusta. These additional fees result in a higher total cost when compared to students taking courses on the Swainsboro campus. EGSC-Statesboro and EGSC-Augusta students can take coursework on the main campus in Swainsboro or online and are encouraged to do so in the event course availability prevents students from attaining a desired course load in Statesboro or Augusta.

Following registration, EGSC-Statesboro and EGSC-Augusta students may present proof of registration to GS or AU (as appropriate) to receive an Eagle Card (GS) or a JAG Card (AU). This ID card allows access to student services and activities on the GS or AU campus, respectively, and is one of the many benefits of the programs.

Students enrolled at EGSC-Statesboro or EGSC-Augusta are full members of the GS and AU campus communities and are, therefore, subject to the provisions of the GS and AU Student Handbooks and Catalogs, respectively.

To be eligible to transfer into baccalaureate programs, students must have satisfied all Learning Support and Required High School Curriculum (RHSC) requirements and must have earned at least 30 semester hours of degree credit. EGSC-Statesboro students with at least 30 semester hours and a cumulative Grade Point Average (GPA) of 2.0 or higher may transfer seamlessly to GS. EGSC-Statesboro students are encouraged to complete their associates degree with EGSC before transferring to GS. Those attending EGSC-Augusta with at least 30 semester hours of degree credit and a cumulative GPA of 2.3 may transfer seamlessly to AU. Grades earned in courses taken at GS or AU are not calculated into the transfer GPA when a student transfers to either of the partnering institutions. Each semester, EGSC-

Statesboro and EGSC-Augusta host transfer meetings for students who anticipate transferring the next semester. Specific details concerning these meetings are sent to EGSC-Statesboro and EGSC-Augusta students via the EGSC CatMail email system.

College Credit for Military Education

Students should refer to the institution's policy for College Credit for Military Education on the [President's Policies and Procedures webpage](#).

Credit by Examination

Advanced Placement Program: Subject to approval by the appropriate EGSC academic department, high school students who participate in an Advanced Placement Program will be awarded appropriate course credit provided a score of three (3) or better is earned on The College Board Advanced Placement Test (AP). Official test scores should be mailed directly from The College Board to the Office of the Admissions/Records Office for review. Each student will receive confirmation of the credit awarded. Advanced Placement tests and the equivalent EGSC courses are listed on the [EGSC Website](#). Credits earned through standardized examinations cannot be used to fulfill the residency requirements for graduation.

College Level Examination Program (CLEP): Students may earn up to 18 semester hours of college credit by making satisfactory scores on the Subject Examinations of the College-Level Examination Program (CLEP). The CLEP Subject Examinations measure achievement in specific subject areas. These exams require college-level knowledge and critical-thinking ability; sufficient preparation is required to do well. CLEP tests are given at many colleges and universities nationwide. A list of test centers is available at the [CLEP Website](#). CLEP tests and the equivalent EGSC courses are listed on the [EGSC Website](#).

To earn CLEP credit a student must earn a score of 50 or above. Students earning a score of 50 or above on the College English Composition Subject Examination must also write an essay, which will be graded by the English Department. The English Department must approve and "pass" the essay only before credit for College English Composition I will be awarded. CLEP credit is not awarded for any science-related course that has laboratory requirements. A student may not attempt a CLEP examination for a course in a field in which credit has been earned for a more advanced course. No examination may be repeated in an attempt to receive credit. Hours earned by examination are recorded on a student's permanent record with the notation "credit by examination" with the course name and number. Grades are not given; therefore, credit by examination does not affect a student's grade point average. Credits earned through standardized examinations cannot be used to fulfill the residency requirements for graduation.

Departmental examinations: Departmental examinations are available in certain subject areas not included as a part of the College Level Examination Program. An example of a departmental examination is the First-Aid examination. The Provost/Vice President for Academic and Student Affairs must grant permission for a student to attempt a departmental examination. The Provost/Vice President for Academic and Student Affairs will refer the examination results to the Deans and faculty members of the respective subject area, who will grade and review the examination to determine if the student meets the competencies and course knowledge to be granted credit for the course.

International Baccalaureate Test: Students should refer to the institution's policy for credits awarded through the International Baccalaureate Test posted on the [President's webpage](#). Credits earned through standardized examinations cannot be used to fulfill the residency requirements for graduation.

Student Residency

EGSC is required under the guidelines established by the Board of Regents of the University System of Georgia, to determine the residence classification of all applicants and students of the institution for fee payment purposes. The priority deadline for submitting a *Petition for Classification of Students for Tuition Purposes* is as follows:

Fall semester	August 6
Spring semester	December 15
Summer semester	June 1

Petitions or waivers are not applied retroactively to past semesters.

For an in-depth description of the Board of Regents policy regarding Classification of Students for Tuition Purposes, please refer to the [University System of Georgia—Board of Regents Policy 4.3.2](#).

Waivers

Students who are not considered eligible for in-state tuition may be eligible for an out-of-state tuition fee waiver. Waiver applications should be submitted at least two weeks prior to the first day of the semester for which the out-of-state tuition is to be waived. Applications received after this deadline will be considered as time permits. Tuition waivers are valid for a limited period, usually up to 12-consecutive months or as long as the student remains continuously enrolled depending on the waiver type. Students can review available waivers and their specific requirements on the [Waivers and Tuition Classification webpage](#). The Institution's policy regarding Presidential Waivers can be reviewed on the [President's Policies and Procedures webpage](#).

Students will receive a decision regarding the out-of-state tuition waiver via email.

Right to Appeal: Any student has the right to appeal their classification as a non-resident for tuition purposes. The burden of proof resides on the student. The College reserves the right to acquire any documentation it deems necessary for the classification of students as residents. Students are responsible for notifying EGSC of incorrect residence classifications and will be liable for additional fees. Individuals who are classified as non-resident by the College, but who claim to qualify as legal residents, must file a "[Petition for Classification of Students for Tuition Purposes](#)" form with required supporting documentation to the Office of the Registrar by the deadline listed on the petition form. Resident status is not changed automatically, and the burden of proof rests with the student to demonstrate that he or she qualifies as a legal resident under the regulations established by the Board of Regents of the University System of Georgia. Students should be prepared to pay out-of-state tuition rates pending the outcome of their petition. EGSC will consider and evaluate petitions within the first 45 days of the semester as time permits. All requests after that period will not be considered for the next term. Students may file a petition once a semester. EGSC does not retroactively consider requests for in-state tuition (waivers or petitions) for completed terms.

Petition for permanent in-state (Georgia) classification

Students seeking consideration for permanent in-state classification should review the required conditions and multiple types of required supportive documentation necessary to prove their eligibility. The *Petition for Classification for Tuition Purposes* can be found on the [Waivers and Tuition Classification webpage](#).

Mandatory Orientation

In order that new students may be fully informed and aware of all phases of college life, an orientation program is provided upon enrollment prior to the beginning of each semester. The first phase of the orientation for new students is accomplished by completing Orientation modules. Students are then required to attend an in-person orientation at the location at which they will be taking classes. Fully online

students will complete a live online orientation. Students will be charged a one-time \$25 Orientation Fee upon completion of orientation and this will be posted on their account upon registration for classes.

Financial Aid

Through the financial aid programs, EGSC strives to provide deserving students from all economic levels an opportunity for higher education. Every effort will be made to provide assistance to students who, without such aid, would be unable to attend college. Financial aid is awarded on the basis of need, scholastic achievement, or promise of academic success.

EGSC financial aid programs are administered according to nationally established policy and philosophy of financial aid for education. Financial aid is available from a variety of federal, state, institutional, and private sources and may be in the form of a scholarship, loan, grant, employment, or a combination of these. Students may apply for financial aid online.

How to Apply for Financial Aid

1. Apply for a Federal Student Aid ID username and password for yourself and your parents (*if you do not meet the* Apply for a Federal Student Aid ID username and password for yourself and your parents (*if you do not meet the federal student aid definition for an independent student*) from the Federal Student Aid website ([here](#)).
2. All financial aid applicants must complete and submit the Free Application for Federal Student Aid (FAFSA). Complete the FAFSA on the Web provided by the U.S. Department of Education. Use the School Code 010997 as the receiving school, so that EGSC receives a copy of your FAFSA. This school code is used for all three EGSC Campuses.
3. Although most commuter students will not need to borrow from the federal student loan programs, if you are living on campus, or have other expenses beyond tuition and fees, you may borrow from the federal student loan programs by completing a Loan Offer Request Form in the myEGSC student portal/Financial Aid forms, and Student Loan Entrance Counseling Requirement and the Student Loan Master Promissory Note (MPN) for the US Department of Education.
4. Completed financial aid applications will be processed when EGSC has received your FAFSA and all other required documentation.
5. Financial aid recipients must re-apply for assistance each year. The US Department of Education usually makes the FAFSA available online between October 1 and December 31.

Recommended Application Priority Filing Dates

It is important for students to apply for financial aid as early as possible so that the financial need for all applicants may be determined prior to registration. The recommended time for completing the FAFSA is as soon as possible after October 1st of the year prior to attending. All required documents as well as official acceptance to EGSC must be filed by the following priority file dates:

Fall Semester	June 1 st
Spring Semester	October 1 st
Summer Semester	March 1 st

Students who do not have a complete financial aid file, including all Student Aid Report Corrections and request for documents required by the above dates, may be required to pay ALL educational expenses incurred out-of-pocket until applications are processed, and eligibility is determined.

Applications received after these dates will receive consideration as time permits.

All financial aid awards are made for one academic year only. The EGSC financial aid award year begins in the fall semester and ends at the conclusion of the summer semester. Beginning freshmen who plan to enroll during the summer semester must complete the current academic year financial aid application as well as the next academic year application. Example: If you are attending Summer 2024, you need to complete the 2023-2024 FAFSA and for Fall2024 the 2024-2025 FAFSA.

Student Financial Aid Budget Cost of Attendance (COA)

The US Department of Education requires schools to establish a Cost of Attendance (COA) so students know what resources they may need during an academic year. The COA includes both direct costs (funds that must be paid to the school) and indirect costs (your day-to-day living expenses, like transportation, clothing, etc.).

In developing a COA, allowances for tuition & fees, books, supplies, housing & food, transportation, and other miscellaneous expenses are included. The following is an example of a budget for a two-semester academic year (fall & spring) for a Georgia resident, living on-campus at EGSC:

\$ 2,900	Tuition and Fees
\$ 1,216	Books, Equipment, and Supplies
\$ 11,318	Housing and Food
\$ 2,313	Transportation
\$ 2,481	Miscellaneous
<hr/>	
\$ 20,228	Total*

**Please note, these are not all charges due to the college, but also represent costs associated with your daily living expenses.*

Offers of Financial Aid

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

Once students' financial aid applications have been processed, they will receive an electronic offer letter that lists the various types of aid they are eligible to receive during the academic year. Offers are based on full-time (12 credit hours or more) status; some offers 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 the offer has been accepted, the Financial Aid office is required to adjust the student's offer.

Students will automatically be reviewed for Federal PELL Grants and FSEOG because they are considered gift aid and do not have to be repaid. Students also will be reviewed for Federal Work-Study at the student's request. The school will be notified by the Georgia Student Finance Commission (GSFC) of students eligible for the HOPE Scholarship, and these awards will appear on the offer letter. Continuing students currently receiving HOPE are automatically reviewed. Transfer students must complete the online HOPE/ZELL Request form.

Federal Direct Student Loans require separate loan applications in addition to the FAFSA. The EGSC online Loan Offer Request form can be completed on the myEGSC student portal. Additionally,

students requesting loans must complete an [Application/Master Promissory Note \(MPN\)](#) and [Entrance Counseling](#) online. Student Loans will **NOT** be automatically listed on the Offer Letter.

Students who apply by the priority processing due date will be considered for all available funds. Some funds are limited and are awarded to eligible students based on greatest need and meeting the deadline.

Federal Direct Student Loans require separate loan applications in addition to the FAFSA. The EGSC online Loan Offer Request form can be completed on the myEGSC student portal. Additionally, students requesting loans must complete an [Application/Master Promissory Note \(MPN\)](#) and [Entrance Counseling](#) online. Student Loans will **NOT** be automatically listed on the Offer Letter.

Students who apply by the priority processing due date will be considered for all available funds. Some funds are limited and are to eligible students based on greatest need and meeting the deadline.

Verification Process

Verification is a federally mandated quality control process to ensure the accuracy of information provided on the FAFSA and uses additional documentation to confirm that the information provided is correct. Verification ensures that eligible students receive all the federal financial aid to which they are entitled. Below are answers to commonly asked questions about the verification process:

How will I know if I am selected for verification?

- If you are selected for verification by the federal processor, there will be an asterisk next to your Student Aid Index (SAI) number on your FAFSA Submission Summary (FSS). If you are selected for verification the EGSC Office of Financial Aid will also notify you of any additional documentation that is required.
- EGSC uses Campus Logic to assist in processing verifications. If you are selected for verification, create an account with Campus Logic [here](#) and complete the documents requested.

Why was I selected for verification?

- Reasons vary; it may be that your FAFSA was incomplete or contains estimated or inconsistent information. You may have also been chosen randomly. Verification is a federal regulation. Students selected for verification are not being punished; rather verification prevents ineligible students from receiving aid by reporting false information and ensures that eligible students receive all the aid for which they qualify.

How will I know what additional documentation is required for verification and where/when to send it?

- If your FSS indicates you were selected for verification or if the EGSC Office of Financial Aid determines that your application needs to be verified, you and your parent(s) will be required to provide supporting documents to the EGSC Office of Financial Aid.
- The Department of Education has established different categories of verification based on answers provided on your FAFSA. The specific documentation required will vary.
- If you are selected for verification, EGSC utilizes Campus Logic to collect required documentation. You must create an account with Campus Logic [here](#), using your EGSC username and password.

If I am selected for verification, am I required to submit additional documentation?

- Yes. Participation in the verification process is not optional. If a student who is selected does not submit the required documentation by the established deadline, he or she will not be eligible to receive federal financial aid.
- Should the verified financial information differ significantly from the original information provided on the FAFSA, your aid may be adjusted, in which case you will be notified.

Verification Categories

Standard Verification (V1)

What is required?

- For tax filers, request a hard copy of your federal tax return transcript from the IRS website ([here](#)), or a signed copy of your IRS 1040.
- For non-tax filers provide a copy of W-2 statement(s).
- If anyone in your household received SNAP benefits at any time during the past two years, provide a signed statement indicating receipt of such benefits.
- If anyone in your household paid child support to another household at any time during the tax year in question, provide a signed statement indicating the amount of child support paid, to whom it was paid and for whom it was paid.

Custom Verification (V4)

What is required?

- You must appear in person at one of the EGSC campus locations, present a valid government-issued photo ID and a signed statement of educational purpose (to be submitted in person upon your arrival on campus).
- If anyone in your household received SNAP benefits during the past two years, provide a signed statement indicating receipt of such benefits.
- If anyone in your household paid child support to another household during the tax year in question, provide a signed statement indicating the amount of child support paid, to whom it was paid and for whom it was paid.

Aggregate Verification (V5)

What is required?

- You must appear in person at one of the EGSC campus locations, present a valid government-issued photo ID and a signed statement of educational purpose.
- For tax filers, request a hard copy of your federal tax return transcript from the IRS website ([here](#)), or a signed copy of your IRS 1040.
- For non-tax filers, provide a copy of W-2 statement(s) and non-tax filer statement from the IRS (if other than a dependent student).
- If anyone in your household received SNAP benefits at any time during the past two years, provide a signed statement indicating receipt of such benefits.
- If anyone in your household paid child support to another household at any time during the tax year in question, provide a signed statement indicating the amount of child support paid, to whom it was paid and for whom it was paid.

To avoid delays, all verification documents should be submitted immediately.

If the federal processor selects your application for verification, you do not have to wait for the Office of Financial Aid to request additional documentation from you. It is your responsibility to review your FSS, which will list the specific verification category you were selected for, to determine if you are selected and submit additional documentation to the Office of Financial Aid by the suggested priority deadline for the semester you are entering for that academic year.

If the EGSC Office of Financial Aid selects your application for verification, you will be informed that you have been selected and that additional documentation is required. Be sure to provide documentation by the deadline to avoid delays in crediting your financial aid to your student account.

EGSC utilizes the Campus Logic website to aid in the collection of verification documents and the

completion of the verification process. The first step in the verification process is to create a Campus Logic account, then proceed to complete and upload the requested documents. For more information about Campus Logic go to the [EGSC website](#).

Financial Aid Policies

1. The family is primarily responsible for helping students meet educational costs. Financial aid aims to fill the gap between the student's resources and educational expenses.
2. For selecting financial aid recipients, the college places primary emphasis on financial need, academic achievement, or future academic promise.
3. Students receiving financial aid must notify the Office of Financial Aid of any changes that may affect their financial aid eligibility (ex. additional scholarships).
4. Students receiving financial aid who withdraw before completing the semester may be expected to repay a portion of their award. Refer to the Institution's *Return to Title IV Official and Unofficial Withdrawal Policy*
5. Students who have defaulted on a loan or owe a refund on a grant are ineligible to receive financial aid.

Satisfactory Academic Progress Policy (SAP)

In accordance with federal regulations, EGSC has established Satisfactory Academic Progress guidelines to ensure students receiving financial assistance progress toward graduation without exhausting their eligibility for financial aid. The complete policy regarding [Satisfactory Academic Progress](#) can be found on the EGSC website.

Distribution of Financial Aid

Financial aid is disbursed proportionally according to the number of semesters enrolled during the academic year. First-time borrowers of a William D. Ford Federal Direct Loan Program will receive their first disbursement 30 days after classes begin.

Students employed in the student assistant program and Federal Work-Study Program are paid once every two weeks.

Financial Aid Programs

Financial aid is available from a variety of federal, state, institutional, and private sources and is awarded in the form of scholarships, loans, grants, employment, or a combination of these. Grants and scholarship awards usually do not have to be repaid. Most loans are repayable by students in monthly installments beginning 6 months after graduation or withdrawal from school or drop below half-time enrollment.

Grants

Federal Pell Grant: The Federal Pell Grant Program is a federal aid program designed to provide financial assistance to those students with exceptional financial need as determined by the Student Aid Index (SAI) reported on the FAFSA Submission Summary (FSS).

Federal Supplement Educational Opportunity Grant (FSEOG): Federal Supplemental Educational Opportunity Grants are awarded to students with exceptional financial need. Eligible students who are enrolled at least half-time, maintain good academic standing and maintain SAP standards may receive FSEOG as funds are available.

HOPE & Zell Miller Scholarships: Georgia's HOPE and Zell Miller Scholarships are available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with a portion of the tuition cost at an eligible college or university. More information on these

scholarship can be found on the [Georgia Futures website](#).

Loans

Direct Loans are low-interest loans for students and parents to assist with payment of a student's educational costs. The lender is the U. S. Department of Education rather than a private bank or other financial institution.

The Direct Loan program offers three types of loans: Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS loan (Parent Loan for Undergraduate Students). For more information on types of student loans, please visit the [Federal Student Aid website](#).

Federal Work-Study Program

Federal Work-Study is a federally funded program designed to help create jobs for students who have qualified for financial assistance and who need to work in order to attend college. To be eligible for Federal Work-Study a student must be enrolled in at least 6 credit hours and be in good academic standing. The jobs are located in various departments and offices on campus. Under present arrangements, students may work ten to nineteen hours per week during the regular academic semester until the awarded amount has been earned. Some students are eligible to work between semesters and during vacation periods.

Student Assistance Program

This program is financed entirely by the college. Students under the program generally work ten to nineteen hours a week. Positions are available in most departments on campus. Financial need is not a major determinant of qualifying for work as a student assistant. To be eligible for Federal Work-Study a student must be enrolled in at least 6 credit hours and be in good academic standing. All employment at the college operates in compliance with Title IV of the Civil Rights Act of 1964.

Leadership Scholarships

Several civic clubs, organizations, and individual donors in the area served by EGSC make awards for scholarship purposes to the college on a yearly basis. Scholarships from these funds are awarded to students on the basis of high school achievement, college academic promise, and positions of leadership held while a high school student. Students interested in applying for a leadership scholarship should complete the Leadership Scholarship Application that is available on the [EGSC website](#). Refer to the website for application and deadline dates.

Veterans Affairs (VA) Benefits

EGSC actively encourages former service personnel, children of permanently disabled veterans, and war orphans to take full advantage of benefits available through the Montgomery GI Bill®. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>. Those persons eligible should apply for admission to EGSC and complete the admission process. Certification of the enrollment must be made to the Department of Veterans Affairs by the VA Certifying Official after enrollment is verified. Students must submit a VA Enrollment Pre-Screen Form, Certificate of Eligibility/NOBE and a copy of the DD-214 (if applicable) in addition to other requested documents.

VA Educational Benefits

EGSC honors all VA Educational benefit types, and students who elect to utilize VA Educational Benefits must submit their certificate of eligibility for entitlement to educational assistance no later than the first day

of a course of education to the School Certifying Official. All recipients must also complete the Pre-Screening form to ensure that they understand any enrollment changes must be reported to the School Certifying Official. EGSC permits the use of VA Education Benefits to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

EGSC will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33. If the student is a Chapter 33 recipient who is paid at less than 100%, the student is responsible for the remaining financial obligation after the amount of the VA education benefit disbursement.

Vocational Rehabilitation

Through the Vocational Rehabilitation Services, a student with a physical disability may obtain grants-in-aid to cover tuition and possibly books and supplies. The State of Georgia provides the financial assistance for this program. Students who believe they may qualify for vocational rehabilitation services should contact; Georgia Department of Human Resources, Office of Rehabilitation Services, 47 Trinity Avenue SW, Atlanta, Georgia or call 1-800-869-1150.

Return to Title IV Official Withdrawal Policy

****NOTE:** This policy is applicable to all EGSC students, regardless of their location in attending classes, who receive Federal Student Aid (FSA) at EGSC.

If a student who is an eligible recipient of FSA Title IV grant or loan funds withdraws from academic study after beginning attendance in scheduled credits, EGSC is required to determine the amount of Title IV grant or loan assistance earned by the student, in accordance with a federally mandated formula. If the amount disbursed to the student is greater than the amount the student earned, the amount of unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. If a student does not receive all of the FSA Title IV funds during their attendance period, the student may be due a post-withdrawal disbursement. EGSC must get permission before disbursement can be made if the disbursement is from any of the eligible Federal Direct Loan program fund sources. The student has the right to decline part of or all of the loan funds to keep from incurring additional debt. EGSC may use all or a portion of the student's post withdrawal disbursement of grant funds to pay for tuition, fees, and room and board.

In compliance with Federal Regulations relating to Student Assistance General Provision [34 CFR 668.22], EGSC must determine whether a return of Title IV federal funds is necessary when a student fails to attend or ceases to attend class and does not withdraw. This situation is referred to as an "unofficial withdrawal." Please note that if a student never actually began attendance for the payment period or period of enrollment, the student is not eligible for Title IV funds, and adjustments to awards must be made.

Return of Title IV (R2T4) Funds

If a student withdraws from EGSC, then the school, or the student, or both may be required to return some, or all, of the Title IV grant or loans funds awarded to the student for that semester. The federal government requires a return of Title IV federal aid that was received if the student withdrew on or before completing 60% of the semester. EGSC is required to complete a federal R2T4 calculation to determine if an adjustment should be made to a student's Title IV aid if that student ceases enrollment after beginning attendance in at least one class. If completion of the semester can be confirmed for at least one class, a R2T4 calculation is not required, and the student is deemed to have "earned" all funding for which they are eligible. This is called a Return of Funds calculation or R2T4. As a part of the Higher Education Amendments of 1998, Congress passed provisions governing what must happen to federal financial assistance if a student completely withdraws from school in any term. The policy governs all federal grant and loan programs including the Federal Pell Grant, Academic Competitiveness Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Subsidized and Unsubsidized Stafford Loan, The Federal PLUS Loan and any new programs introduced in the future. The Return of Title IV Policy does not affect the Federal Work-Study Program.

In general, the law assumes that a student "earns" federal financial aid awards directly in proportion to the number of days of the term the student attends. A student "earns" financial aid in proportion to the time s/he is enrolled up to the 60% point. The percentage of federal aid to be returned (unearned aid) is equal to the number of calendar days remaining in the semester when the withdrawal takes place divided by the total number of calendar days in the semester. If a student was enrolled for 20% of the semester before completely withdrawing, 80% of federal financial aid must be returned to the aid programs. If a student stays through 50% of the semester, 50% of federal financial aid must be returned. The portion of federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the term to the number of days completed before the student withdrew or stopped attending. For a student who withdraws after the 60% point-in-time, there is no unearned aid. However, a school must still complete a Return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

Official Withdrawal Policy

When a student chooses to officially withdraw from EGSC, prior to the end of an academic term, they must first complete a "[Withdrawal](#)" form. The student should obtain this form from the Registrar's Webpage. This form must be completed and submitted no later than the Midterm date, which is noted on the academic calendar, in order to avoid academic penalty.

Students who stop attending classes but did not complete the official withdrawal process or provide notification of his or her intent to withdraw or leave the school, the date of the institution's determination that the student withdrew would be the date that the school becomes aware that the student stops attending classes. In these cases, students will receive all Fs at the end of the semester. The last date of attendance will be provided by faculty for courses the student failed to complete. In instances where there are multiple withdrawal dates, some before and some after the 60% point, it is the policy of EGSC to base the Title IV calculation on the maximum last date of attendance.

Academic Policy and Procedures

The Academic Year

The academic year is divided into three standard terms of instruction that includes two semesters of approximately 15 weeks each and a shorter summer semester. Academic calendars for each semester are available on the College's main webpage. Students may enter EGSC at the beginning of any semester, including the *summer semester.

Student Email Account

EGSC assigns each attending college student an email account (CatMail) which both the student and the school will use as **the official form of communication** when sending communication to each other. Students are expected to check their CatMail Account on a daily basis to stay informed about important messages from various departments on campus including but not limited to the Business Office, Registrar's Office, Admissions Office, Financial Aid Office and Student Life.

Academic Credit Units

The unit of credit is the semester hour. A semester hour of credit represents 750 minutes of instructional class time, which generally consists of one 50-minute class per week for 15 weeks. Two hours of laboratory or physical education work per week are considered the equivalent of one semester hour credit. For example, a course offering 3 hours of semester credit would need to meet for a total of 2250 minutes during the semester. To do this, the course must meet 3 times a week, for 15 weeks, 50 minutes each class meeting or twice a week, for 15 weeks, 75 minutes each class meeting.

Student Classifications

Classification is based on the number of cumulative degree credit hours earned by the student. Institutional credit and Learning Support courses are examples of courses that do not count toward a student's classification. The breakdown by classification is as follows:

Freshman	0- 29 hours
Sophomore	30-59 hours
Junior	60-89 hours
Senior	90+ hours

Course Load

Twelve to seventeen hours is considered a normal course load. Students who enroll for twelve or more hours are considered full-time students. A minimum of twelve credit hours is considered full-time for fall, spring and summer semesters. Students who wish to take more than seventeen hours and who have demonstrated exceptional academic achievement may apply for approval of a course overload to the Provost/Vice President for Academic and Student Affairs. A form for this purpose must be submitted and approval granted prior to the completion of the registration process. Approval requires the signature of the student's academic advisor, the Vice President for Academic Affairs, and the Registrar.

**NOTE: Students should be conscious of their academic course load. If a student chooses to register for only 12 hours a semester, it will require 6 semesters to complete an A.S. or A.A. degree, which at EGSC requires 64-65 hours. Excluding summer semester, those 6 semesters will require 3 years to complete.*

Academic Advisement

Academic advisement is required at EGSC. An academic advisor is assigned to each student upon admission or readmission to EGSC. Advisor assignment is based upon a student's declaration of major and/or need to meet learning support requirements, and the campus location that the student is accepted to attend. Each advisor will provide guidance in planning and monitoring the student's progress toward a degree. While this guidance is very important, ultimately each student is responsible for knowing and completing all degree requirements as outlined in this catalog.

Students should obtain a copy of the two-year academic degree plan with assistance from their advisors and maintain a record of each course taken and the grade earned. Transfer students should discuss any coursework completed at their prior college(s) which they believe would satisfy a requirement within their current program with their advisor. Students should consult with their advisors for advice on course sequences and develop a long-term plan that will lead to graduation in a timely manner. Career plans should be discussed honestly and openly with each academic advisor and input sought for any problem (academic or nonacademic) encountered.

If the advisor is unable to help the student, the advisor will direct the student to an appropriate source of help. Recent literature indicates that the strongest correlation for student success in college is a good relationship with an academic advisor. Newly-admitted students should meet with their advisors as soon as possible to simply get acquainted. Students should openly discuss their interests and future plans and let their advisors know that they are serious about their education. This early visit will make it easier for the student to seek an advisor's help in the future. With any problem, students should first see their advisor.

Registration Procedures

Continuously enrolled or returning students may create their class schedule for upcoming semesters during open registration prior to the start of a semester after speaking with their academic advisor. Academic advisement is required at EGSC. Students should work with their advisor to develop a continuous academic plan toward graduation. Registration dates can be found on the [Academic Calendar](#).

Former students returning to EGSC after an absence of two or more semesters must apply for readmission using the [EGSC Admissions Application](#) and indicate they are a former student. Applicants seeking Financial Aid will need to complete the Free Application for Federal Student Aid (FAFSA) listing EGSC on the application (Federal School Code -- 010997) by the financial aid deadline for the anticipated term of enrollment. If returning students have attended other institutions during their absence from EGSC, they **must** provide all official college transcripts from each college, university or technical school attended. Applicants must be eligible to return to the institution last attended and applicants must be in good academic standing.

New students will need to refer to the [Admissions Office website](#) for the admission process.

Transient Student Permission

Please refer to the institution's policy for [Transient Student Permission policy](#) posted on the President's Policies and Procedures webpage.

Class Attendance

Class attendance is expected and required of all students enrolled at EGSC. To attain maximum success, students should attend the first day of class, attend regularly, and are expected to attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. Regular and punctual attendance at all classes is the student's responsibility. Students are expected to account for absences to each instructor and, at the discretion of the instructor, to make up all work missed because of the absence.

Final approval for any class absence remains with the individual instructor. At the beginning of each semester, instructors will clearly explain the specific attendance requirements. The general attendance policy at EGSC is that after the equivalent of one week of absences, regardless of cause, instructors may penalize the student. The "one-week equivalent" means three absences in a three-hour credit course that meets three times a week during a fifteen-week semester; however, the "equivalent week" will vary depending on the class meeting schedule and the length of the term.

Students who exceed the attendance policy may be assigned a final grade of *WF*-Withdrawal Failing.

Students who are reported as not attending during the first week of class will be removed from the official class roster.

ARCHIVED

For an up-to-date copy, go to the policies and procedures page on the EGSC website.

Drop and Withdrawal Policy

EGSC distinguishes between:

- **Drop** of a course(s) during the Drop/Add (schedule adjustment) period (course removed from the student's schedule);
- **Withdrawal** from a course(s) after the Drop/Add period (schedule adjustment) period but before the Last Day to Withdraw Without Academic Penalty (W);
- **Withdrawal** from a course(s) after the Drop/Add (schedule adjustment) period and after the Last Day to Withdraw Without Academic Penalty (WF);
- **withdrawal** from all courses due to military orders (WM); and
- **Hardship Withdrawal** from all courses after the Drop/Add period (schedule adjustment period) and after the Last Day to Withdraw Without Academic Penalty ("W").

The policies and procedures that apply to each of these actions are described below, but it is important to note that students must remain continuously enrolled in the particular courses described below until the requirements set forth by the USG Board of Regents and EGSC policy are met.

Courses in Which the Student Must Remain Continuously Enrolled Until Requirements Are Met.

Students should note that dropping and/or withdrawing from the courses described below may adversely affect degree progress and enrollment in other courses may not be allowed until these requirements are met. These courses are required for future progress and success. The student must be continually enrolled in these courses until they are successfully completed.

A. Learning Support Courses

In accordance with the policies of the University System of Georgia Board of Regents Academic and Student Affairs Handbook section 2.9.1, students in need of Learning Support courses must be continuously enrolled in these courses in order to enroll for other courses.

Students who withdraw from the Learning Support course(s) in English and Math must withdraw from the credit-bearing co-requisite ENGL and MATH course(s) as well and will be required to register for both courses again during the next available term(s) until requirements are met.

Students who attempt to drop a learning support course during the Drop/Add schedule adjustment period will not be allowed to complete registration until they select the learning support course(s) and credit-bearing co-requisite course(s) they are required to take.

Students who accumulate 30 credits of course work without exiting Learning Support will not be allowed to register for any other courses until Learning Support Requirements are met.

B. Required High School Curriculum (RHSC) Deficiencies

In accordance with the policies of the University System of Georgia Board of Regents Academic and Student Affairs Handbook section 3.1.1.3, students who are admitted to EGSC with RHSC deficiencies must take courses to meet these deficiencies within the first 30 hours of their coursework at EGSC. Students who reach 30 credits without completing RHSC deficiencies will not be allowed to register for other courses until the student is registered for the appropriate deficiency course or courses.

C. Critical Thinking and Academic Success Course (Core IMPACTS curriculum Institutional Priority - CATS 1101)

The EGSC catalog and other policy statements require registration for CATS 1101 during the first term of course work and continuous registration in CATS until the requirement is met. Students who:

- attempt to drop the CATS course during the Drop/Add (schedule adjustment period) will not be permitted to complete their registration until they enroll for a section of CATS.
- withdraw from the CATS course will have to register for the course in the next available term and thereafter until course requirements are met.

Dropping a Course during the Drop/Add (Schedule Adjustment) Period

Definition

A "drop" at EGSC refers to a student's removal of a class from his or her schedule during the period from registration through the end of the Drop/Add (schedule adjustment) period.

The Drop/Add (schedule adjustment) period occurs from the beginning of registration for a particular term through the end of the first three days of the term, defined as including the official first day of the term through the third day of the term, regardless of the days on which the student's classes meet. See the academic calendar for exact dates for each term.

What is the result of Dropping a Course(s)?

Dropping a course will remove the course from the student's schedule without academic penalty. Nothing will show on the student's transcript.

Procedures to Initiate and Complete a Drop

1. Meet with the Advisor Prior to Initiating a Drop

Students should check with their advisors about the impact of dropping a course on their degree program progress and their financial aid to ensure that they are making Satisfactory Academic Progress.

Note: Athletes must obtain the signature of the Athletics Director prior to submitting the Schedule Adjustment Form to the Registrar's Office.

2. Meet with Student Financial Aid Counselors Prior to Initiating a Drop.

It is important to realize that modifications to the schedule may impact financial aid eligibility.

3. Students who are classified as military students must consult with and report any changes to the degree, major and/or transfer pathway or enrollment (drop/add/withdrawals) to the VA Certifying Official. Students must present official documentation of the call to active duty.

4. Complete the Schedule Adjustment Form and Submit it to the Registrar

Students may choose to drop one or more courses or all of their courses prior to the first day of the term and/or the end of the Drop/Add period by completing the [Schedule Adjustment Form](#) and selecting the option to indicate they do not wish to attend the upcoming semester. The form must be submitted to the Registrar's Office.

Non-Attendance Does Not Result in Dropping a Course(s)

A student who simply stops attending class without following the official procedure described above to officially drop a course(s) will receive an "F" in the course. The course and the grade will remain on the transcript.

Refunds

If the student has made a payment for tuition and fees, a 100% refund for the course(s) dropped will be issued.

Withdrawals

Definition - A "withdrawal" at EGSC refers to an attempt to exit a course **after** the end of the Drop/Add (schedule adjustment) period. Withdrawals result in a grade of "W," "WM" or "WF," depending on the date that the withdrawal request is submitted to the registrar. A withdrawal may be for one or more courses or for all courses in which one is enrolled.

What is the Grade Given for Withdrawing from a Course(s) **On or Before** the Last Day to Withdraw Without Academic Penalty?

Students who withdraw after the registration and Drop/Add (schedule adjustment) period ends but **before the Last Day to Withdraw Without Academic Penalty** (see Academic Calendar for the exact dates) will receive a grade of "W" in all courses in which they are enrolled and for which they request a withdrawal. "W" indicates a withdrawal with no penalty.

- The "W" does not count in the GPA
- The "W" will appear on the transcript

What is the Grade Given for a Withdrawal from a Course(s) **After** the Last Day to Withdraw Without Academic Penalty?

Students who withdraw from a course(s) **after** the *Last Day to Withdraw Without Academic Penalty* (see the Academic Calendar for the exact dates) will receive grade of "WF" in courses for which they request a withdrawal. "WF" indicates a withdrawal with penalty. The student is assigned an "F" for the course(s).

- The "WF" counts in the GPA as an "F."
- The "WF" will appear on the transcript.

What is the grade given for a withdrawal due to receipt of emergency orders to active duty in the military?

Students who receive emergency orders to active duty in the military receive a **WM**. Students who receive a Military Withdrawal are withdrawn as of the first day of classes.

- The student will receive "WM" grades for all courses for which he/she registered.
- A "WM" appears on the transcript.
- A grade of WM entails no penalties that would ordinarily apply for federal or state aid. For example, the student does not have to pay back money already spent for books and fees, and a WM does not count against attempted hours for HOPE.

Non-Attendance Does Not Initiate or Complete a Withdrawal

*Important Note: Informing an instructor that the student will not return to the course does not constitute a formal withdrawal from a course. As well, failure to attend the course does not initiate or complete a formal withdrawal. Students **must complete the [Schedule Adjustment Form](#) and follow the approved withdrawal procedure** described below and found on the registrar's web page to ensure that they are officially withdrawn from the course. Simply abandoning a course(s) through failure to attend classes and/or complete course requirements will result in a grade of 'F' being assigned by the instructor.*

Procedure to Withdraw from a Course(s)

Students who wish to withdraw from one or more courses should:

- Complete a [Schedule Adjustment Form](#). Indicate on the form from which course(s) the student wishes to withdraw, the date of the request, and whether the withdrawal is due to emergency orders to active military duty.

Complete the following steps:

- Consult with your academic advisor to understand the impact of the withdrawal on academic progress towards your degree.
 - Athletes must meet with the Athletic Director/Coach before proceeding further.
 - Consult with a Financial Aid Counselor for students who receive financial aid to discuss the impact of a 'W' or "WF" grade on their record and understand the consequences of how a final grade of 'W' and/or "WF" may impact their financial aid and satisfactory academic progress.
- Consult with the Director of an EGSC housing staff member, if the student lives in EGSC Housing, to understand the impact of the withdrawal on the student's housing agreement.
- VA students must consult with and report any changes to their degree, major and/or transfer pathway or enrollment (drop/add/withdrawals) to the School's VA Certifying Official.
 - Military withdrawal students must present official documentation of the call to active duty.
- Consult with the instructor(s) and get the instructor's permission to withdraw from the course.
 - If the course is an online course and the student is unable to meet with the instructor on campus, then the student must contact the instructor and request an email from the instructor indicating that they agree to sign-off on the form.
- Submit the [Schedule Adjustment Form](#) to the Registrar's Office by the close of business on the Last Day to Withdraw Without Academic Penalty in order to receive a "W"; withdrawals submitted after the Last Day to Withdraw Without Academic Penalty will result in a grade of "WF." Withdrawal for emergency orders to active military service will receive a "WM." The form can be submitted in one of three ways:
 - 1) submit electronically through NexGen Forms in the students' myEGSC for processing;
 - 2) turn into the Office of Enrollment Management (Swainsboro) at the document submission window in the JAM;
 - 3) turn into the front desks at the EGSC-Statesboro & EGSC-Augusta locations.

Refunds

Any refund due to the student, other than a student withdrawing due to military orders, will be based on a percentage of term attendance calculated by the Business Office. Please contact the Business Office for more detailed information concerning refund percentages.

Refunds for Students Who Withdraw Due to Emergency Orders to Active Service

Students must officially withdraw and present official orders to qualify for refunds of tuition and fees. In accordance with USG BOR Policy manual section 7.3.5.3 and subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are:

1. Military reservists (including members of the National Guard) who, after having enrolled in a USG institution and paid tuition and fees, receive orders to active duty or are reassigned for temporary duty or mandatory training that prevents completion of the term; (BoR Minutes, June 2011)
2. Commissioned officers of the United States Public Health Service Commissioned Corps (PHSCC) who receive deployment orders in response to a public health crisis or national emergency after having enrolled in a USG institution and paid tuition and fees; (BoR Minutes, February 2010)
3. Active-duty military personnel who, after having enrolled in a USG institution and paid fees, receive reassignment or a temporary duty assignment or a training assignment that would prevent completion of the term; (BoR Minutes, June 2011) or,
4. Otherwise unusually and detrimentally affected by the activation of members of the reserve components or the deployment of active-duty personnel of the Armed Forces of the United States who demonstrate a need for exceptional equitable relief. (BoR Minutes, June 2011)
5. In accordance with the USG BOR Academic and Student Affairs Handbook section 2.5.2,
6. A grade of WM entails no penalties that would ordinarily apply for federal or state aid. For example, the student does not have to pay back money already spent for books and fees, and a WM does not count against attempted hours for HOPE.
7. Requests for exceptional relief (as specified above under (4), are made directly to the president of the institution. The president will make a determination on each request expeditiously. Such requests must be made at the time of the withdrawal petition.

Hardship Withdrawals

Definition - A Hardship Withdrawal refers to a withdrawal from all courses after the official *Last Day to Withdraw Without Academic Penalty*. A hardship withdrawal is intended for the student who has experienced an acute, traumatic event that prevents him/her from completing the semester after the official Last Day to Withdraw Without Academic Penalty has passed. That same event also makes it impossible for the student to take an Incomplete and finish the work the next semester. The Hardship Withdrawal is based on unusual or emergency circumstances that are non-academic in nature and beyond the student's control. **A Hardship Withdrawal is not available as a remedy to address academic difficulties.** A Hardship Withdrawal Request is granted only when the special non-academic circumstances beyond the control of a student described above can be thoroughly documented.

What is the Grade Given for a Hardship Withdrawal?

An approved Hardship Withdrawal results in a withdrawal from all classes and results in a grade of "W".

- A hardship withdrawal does not remove courses from the academic record.
- A grade of "W" does not impact the GPA but may impact the student's Satisfactory Academic Progress (SAP) and, hence, their eligibility for continued financial aid.

What Circumstances May Qualify a Student for a Hardship Withdrawal?

Non-Academic emergency circumstances that may qualify a student for a Hardship Withdrawal include:

Physical - Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims must include a licensed physician's report, including name, address, phone, documentation of the nature of illness and/or accidents, dates of treatment, prognosis, and recommendation in the form of a signed licensed physician's letter indicating whether the student is or is not able to continue in their courses.

Psychological - Examples include extreme mental duress suffered from traumatic experiences of such a severity and frequency as to prevent completion of course work. Necessary documentation to support such claims must include documentation from any licensed physician, psychiatrist, or counselor treating the student that includes dates of treatment and a clear recommendation of whether the student is able or not to continue their coursework.

Personal - Examples include a significant change in financial status, such as through loss of job, or personal tragedy, such as the death of a loved one or domestic disruptions, to such a degree as to prevent completion of coursework. Necessary documentation to support such claims might include copies of divorce papers, papers related to employment and/or unemployment status, police reports, obituaries, or other pertinent documents that are verified.

Invalid Reasons for Requesting a Hardship Withdrawal

Hardship Withdrawal Requests are strictly granted for **non-academic reasons beyond the student's control**. Often students experience academic difficulties of various kinds. These are considered invalid reasons for a Hardship Withdrawal Request. A request based on any of these reasons will not be approved. Examples of **invalid reasons** for initiating a Hardship Withdrawal Request include, but are not limited to:

1. Poor performance in one or more courses.
2. Registration for the wrong course.
3. Preference for a different professor or class section.
4. Failure to drop course during the drop/add period.
5. Failure to withdraw by the published deadline using normal procedures.

Hardship Withdrawal Requests will *not* be approved if the student has completed all course requirements such as a final examination and/or a final project.

Can A Student Request a Hardship Withdrawal from Some but Not All Courses?

Hardship Withdrawal Requests are generally approved only for *withdrawal from all courses*.

Exceptions to the requirement that a Hardship Withdrawal Request result in a *withdrawal from all courses* may be made by the Provost/VPASA for extreme non-academic circumstances that impact some but not all courses. For example, a student who is passing a fitness walking class may acquire injuries that prevent walking. While the student cannot complete the fitness walking class, the injuries may not prevent completion of the requirements for other courses. Thus, a student might be allowed to withdraw from the fitness walking class on the basis of a documented physical hardship but allowed to complete other courses being taken concurrently.

Deadline for Hardship Withdrawal Request

Hardship Withdrawal Requests must be received **prior to the last day of class for the term in question**. Please see the [academic calendar](#) for specific dates. A student who knows that they are in such extreme circumstances that they cannot complete the term should file the Hardship Withdrawal Petition as soon as possible prior to the end of classes for the term in question.

Procedure for Initiating a Hardship Withdrawal Request

For the Student to Complete

- Consult, where and when possible, with the academic advisor and instructors to understand the impact of the hardship withdrawal on their academic progress and to ensure that there are no other options, such as an "incomplete" available. Students who are near the end of the term might be better advised to seek an "incomplete."
- Consult, where and when possible, with the Student Affairs financial aid counselor prior to initiating a hardship withdrawal to ensure that SAP and financial aid eligibility is not impacted.
- If a resident student, Consult with the Director of Housing or an EGSC housing staff member to understand the impact of the hardship withdrawal on the student's current and future semester's housing obligations. A hardship withdrawal granted under this policy may result in a waiver of housing cancellation fees.
- File the Hardship Withdrawal petition on a timely basis. This should be done as soon as possible after the student becomes aware that they are unable to continue due to non-academic reasons beyond their control.
 - Students who know prior to the *Last Day to Drop Without Academic Penalty* that they have a hardship that may prevent continuing progress in classes are best advised to follow the procedures above to withdraw from one or more of their courses.

- Students who file for *Hardship Withdrawal* after the *Last Day to Withdraw Without Academic Penalty* must document continuing hardship circumstances in the period after the *Last Day to Withdraw Without Academic Penalty* in order to qualify for consideration.
- Complete the “[Request for Hardship Withdrawal](#)” form found on the Registrar’s Website (here).
- Submit the request and all supporting documentation to the Registrar’s Office.

For the College to Complete

- Consultation between the Provost/VPASA and other personnel, which may include but not be limited to the Office of Counseling and Disability Services, the registrar, and the deans of the academic schools. The Provost/VPASA may choose, together with others consulted, to interview the student.
- Determination by the Provost/VPASA as to whether to approve or not the petition.
- Transmission by Registrar’s office Provost/VPASA of the original records of the Hardship Withdrawal Petition to the.
- Communication of the decision by the Provost/VPASA to the registrar and the student within five business days of receipt of the request.

Refunds

Students who are granted a hardship withdrawal do not receive refunds of expenditures for the semester for which the hardship was requested/approved.

Appeals

The student may appeal the decision to the College President within five business days of the student’s receipt of the Provost/VPASA’s decision. Appeals may only be made on the following basis:

- Claims that stated procedures described above were not followed;
- Claims that policies described above were not properly applied and/or followed.
- The appeal is a review of the record only and is not a hearing. No new documentation may be submitted, and all documents previously submitted must be sent along with the appeal. The appeal will be granted only if the president finds there is no substantial evidence in the record to support the finding by the VPASA/Provost that non-emergency circumstances qualifying a student for Hardship Withdrawal as defined in the policy do not exist.

Students should submit an appeal it to the College President via email or in hard copy form to the receptionist in the president’s office. The President will render a decision on the appeal within 10 business days of receipt of the appeal request and will notify the student of the decision. This is the final institutional decision. The student may apply for discretionary review of the decision to the University System of Georgia Office of Legal Affairs within 20 business days of receipt of the President’s decision:

<https://www.usg.edu/policies/> manual.

Academic Honesty

The Institution has an established policy regarding [Academic Honesty](#) and it can be found on the President’s Policies and Procedures webpage.

Declaration: Change of EGSC-Location (Swainsboro, Statesboro, or Augusta)

At the time students apply to EGSC, they will indicate on their admission application the location they plan to attend (Swainsboro, Statesboro, or Augusta). The location along with the number of credit hours students enroll in will determine their cost of tuition and fees for any semester. Fees assessed to Statesboro or Augusta students remain higher than students attending in Swainsboro due to additional fees assessed by GS and AU.

If students wish to change from their original or latest assigned location, they must complete *the Change of Campus Location form* located in their MyEGSC portal under [Student forms- Registrar forms](#). Approval is required by the Financial Aid and registrar’s office. The form must be received at least two weeks prior to the start of the semester or two weeks prior to open registration for an upcoming semester in which the student wishes to execute the change. A change of campus location form is reviewed only once during an academic aid year, which runs from fall semester through summer semester. The Financial Aid Office will assess the student’s request; determine if there is sufficient aid to accommodate the change; and notify them if a campus change will present a problem. Students deciding to request another change at the start of the next academic aid year must complete a new request form.

Tests and Examinations

Students are expected to be present for all announced examinations. Make-up examinations may be given, when in the instructor's judgment, the absence was caused by personal illness or other circumstances beyond the control of the student. A student will not be permitted to take a final examination at a time other than the regularly scheduled dates unless extraordinary circumstances suggest a departure from this schedule to be recommended by the instructor and approved by the Provost/Vice President for Academic and Student Affairs.

Grading System

Academic standing is determined by the student's grade point average at the end of each semester. The grade point average is computed by equating letter grades to the following numerical code:

Letter Grade	Grade Description	Equals	Quality Points
A	Excellent	=	4 points
B	Good	=	3 points
C	Satisfactory	=	2 points
D	Passing	=	1 point
F	Failing	=	0 points
WF	Withdrew Failing	=	0 points

Each point represents a quality point earned per semester credit hour. Quality points are determined by multiplying the number of semester credit hours listed for the course by the number of points awarded for the grade earned in the course.

The following symbols are used as indicated, but are not included in the determination of the grade point average:

- I Indicates that course work numbered 1000 and above was completed satisfactory; but for non-academic reasons beyond the student's control, the student was unable to meet the full requirements of the course. The instructor for the course may issue the student an Incomplete grade ('I') and the student must fulfill the remaining assignment by the end of the next semester of enrollment to remove the 'I'. Without regard to enrollment, an 'I' must be removed within one calendar year. If the faculty instructor has not submitted a Grade Change Form for the course, the Records Office will replace the Incomplete Grade with a Grade of 'F' and recalculate the student's GPA.
- W Indicates a withdrawal without penalty. Grades of 'W' are posted to the course if the student officially withdraws **on or before the Last Day to Withdraw without Academic Penalty**. 'W' grades do not count as an attempt in a Learning Support course. 'W's do however count in attempted hour calculations for the purposes of Financial Aid.
- WF Indicates a withdrawal with penalty. Withdrawals received **after the Last Day to Withdraw Without Academic Penalty** are posted to the course with a grade of 'WF' (withdraw failing) and are calculated in the GPA as 'F' grades. Withdrawal requests received after the Last Day to Withdraw without Academic Penalty related to a hardship may be considered by the Vice President for Academic and Student Affairs if there is adequate supportive documentation for extenuating circumstances. See the [Drop and Withdrawal Policy](#).
- WM Indicates that the student received emergency orders to active duty in the military and withdrew from all classes. Students who receive a Military Withdrawal are withdrawn as of the first day of classes. A 100% refund is issued to the student or whoever has paid the student's tuition. The student will receive "W" grades for all courses that he/she registered for and all hours are counted as attempted on the student's record.
- NR Indicates that no grade has been reported for the course. The student should contact the course instructor.
- V Indicates that a student was given permission to audit the course. Students may not change from audit to credit status or from credit to audit after the first day of classes.
- K Indicates that a student was given credit for the course via a credit-by-examination program approved by the faculty (CLEP, AP, Proficiency, etc.).
- IP Indicates that, for a course designed to extend over more than one semester, the student did not satisfactorily complete requirements for the course. At EGSC, Learning Support courses would be an example. These courses may require more than one semester to satisfactorily complete requirements and exit the course.

S, U S is for satisfactory and U is for unsatisfactory.

Grade Point Average

The grade point average (GPA) is the numerical average computed by dividing total quality points by total credit hours attempted in a semester. In calculating grade point averages, the student should be aware that grade points are awarded for each hour earned. In other words, a three-hour course in which a student earned an 'A' grade would total 12 quality points (3 hours multiplied times 4 quality points =12). Semester and cumulative GPAs are not rounded up. See example below:

Grade	Numerical Equivalent		Credit Hours Accepted		Quality Points	GPA
A	4	X	3	=	12.00	
B	3	X	3	=	9.00	
C	2	X	3	=	6.00	
D	1	X	3	=	3.00	
F or WF	0	X	3	=	0.00	
Total			15		30.00	2.00

****NOTE:** Learning Support coursework is not computed in the GPA.

Academic Progress

The following system of academic warning, probation, and exclusion is designed to inform students that their academic performance is unsatisfactory.

- If, after attempting 1-17 semester credit hours, a student's cumulative GPA falls below 2.0, the student is placed on Academic Warning (AW).
- If, after attempting more than seventeen credit hours, the student's cumulative GPA falls below 2.0, the student is placed on Academic Probation (P1).
- The student must then make at least a 2.0 term GPA during the next and any subsequent semester until the cumulative GPA is 2.0 or more, or the student will be placed on Academic Exclusion for one semester (AQ).
- **Upon** return, the student's readmission status is Continued Probation (P2) until the student achieves a cumulative GPA of 2.0 or greater.
- Failure to earn a term 2.0 GPA in any semester while on Continued Probation will result in the student being placed on Academic Exclusion for one year (AY).

Final Grades

Faculty will report final grades to the Registrar's office by the grade submission deadline at the end of each semester. The actual deadline dates are posted on the College's Academic Calendar and provided to faculty by email from the Registrar's office. Grade information including a student's academic standing are not posted to students' academic records until the end of the semester and are not considered official until all end of term processing has been completed, this usually occurs within three business days after the last day of final exams. Grades for short-term classes may be viewable on students' academic advising records if the grades have been entered by the instructor.

It is the student's responsibility to actively monitor their banner web and check their final grades after each semester of enrollment. New and returning students receive login credentials to their Catmail account at the start of their semester.

A grade of Incomplete indicates that course work numbered 1000 and above was completed satisfactory; but for non-academic reasons beyond the student's control, the student was unable to meet the full requirements of the course. The instructor for the course may issue the student an Incomplete grade ('I') and the student must fulfill the remaining assignment(s) by the end of the next semester of enrollment to remove the 'I'. Without regard to enrollment, an 'I' must be removed within one calendar year. If the faculty instructor has not submitted a grade change form for the course, the Registrar's Office will replace the Incomplete grade with a Grade of 'F' and recalculate the student's GPA. It is imperative that the student and instructor work to resolve a grade of Incomplete in a timely manner. It is not advised that a course is repeated while working to resolve a prior Incomplete within the same course. By doing so, a student will have repeated the course and both grades will factor into their GPA and only the last attempt of the course will be considered towards degree completion.

Challenging Grades

Please refer to the institution's [policy for final course grade appeal](#) posted on the President's Policies and Procedures webpage. If a grade appears to be incorrect, the student must notify the instructor immediately. Final grades will not be changed after one calendar year of the assigned date and are considered as part of the student's permanent academic record for EGSC.

Dean's List (Honor or Merit)

1. A student with a semester grade point average of 3.5 or higher in 15 or more hours of course work will be placed on the Dean's Honor List for that semester.
2. A student with a semester average of 3.5 or higher in at least 12 semester hours, but less than 15 semester hours of course work, will be placed on the Dean's Merit List.
3. Institutional credit hours do not count for the purposes of the Dean's Honor or Merit List. Only degree credit is used in these calculations.

Learning Support Policies and Procedures

USG access institutions must offer a learning support program which will include co-requisite options in learning support English and Mathematics. Students required to take co-requisite learning support courses must complete all learning support requirements within their first 30 credit hours. All current and returning EGSC students are subject to the current learning support policies.

1. Testing is for academic placement only. Scores are not required for admissions into the College.
2. To exempt the co-requisite learning support courses students may submit SAT scores (≥ 480 Reading / ≥ 440 Mathematics), ACT (≥ 17 English/ ≥ 17 Math), and/or take a placement-exam in the areas of Writeplacer (≥ 4) and Reading Comprehension (≥ 237 exempts ENGL 0999), and Quantitative Skills and Reasoning, Algebra and Statistics (≥ 258 exempts MATH 0997 ≥ 266 exempts MATH 0999) before gaining registration. **These exams are given by appointment only. Registration for a testing date may be accessed [here](#). EGSC testing follows the USG academic calendar; EGSC does not test on holidays or weekends.** Any student who has successfully completed a co-requisite course in English and/or math at another USG institution will not be required to take a placement exam in English and/or math at EGSC. Students who disclose English as a second language on the Colleges admissions application will be required at minimum to take a placement exam in the areas of Writeplacer and Reading Comprehension.
3. A student placed in the co-requisite option in English and/or Math will take ENGL 1101 and its accompanying co-requisite, ENGL 0999, and/or MATH 1111 and its accompanying co-requisite, MATH 0999, MATH 1001 and its accompanying co-requisite MATH 0997.
4. Students placed in the co-requisite learning support option are not limited in the number of attempts to exit the credit-bearing course and its co-requisite learning support course but must be continuously enrolled in these courses until they successfully complete the co-requisite courses to exit learning support and must complete all learning support requirements within the first 30 credits of course work.
5. Students who do not complete all learning support requirements within their first 30 credits of course work will not be able to enroll for additional courses until all learning support co-requisite requirements are completed.
6. Returning and readmitted students who have learning support requirements are subject to the policies contained in this catalog. Students returning from academic suspension will follow the current learning support co-requisite policies.

Learning Support Policy for Transferring/Returning Students

Please refer to the institution's [Learning Support Policy for Transferring/Returning students](#) on the President's Policy and Procedure webpage.

Registration and Learning Support Coursework

All students must exit or exempt Learning Support English and/or Learning Support Mathematics to be eligible to enroll in credit-bearing courses for which learning support courses are a pre-requisite. In order to exit learning support, the student must complete or exempt the co-requisite option in the appropriate area of learning support.

The EGSC courses open to learning support students are listed below:

TABLE 1		
Courses Open to ALL Learning Support Students		
Course	Title	Credit Hours
All Art Classes	(See catalog for complete list of courses)	3
COMM 1010	Intercultural Communication	3
COMM 1110	Public Speaking	3
CATS 1101	Critical & Academic Thinking for Success	1
FREN 1001	Elementary French I	3
HLTH 2181	First Aid	1
MATH 0997	Quantitative Skills and Reasoning Support	1
MATH 0999	College Algebra Support	1
MUSC 1100	Music Appreciation	3
SPAN 1001	Elementary Spanish I	3
THEA 1100	Theatre Appreciation	3

(Institutional credit only)

(Institutional credit only)

TABLE 2		
Students placed in MATH 0999 or 0997 are eligible for all courses EXCEPT those listed below:		
BIOL 1103/1103L	Introductory to Biology & Lab	3/1
BIOL 1107K	Principles of Biology I	4
BIOL 2251K	Anatomy & Physiology I	4
BIOL 2260K	Foundations of Microbiology	4
CHEM 1211K	Principles of Chemistry I	4
GEOL 1121	Physical Geology	4
MATH 1113	Pre-Calculus	3
MATH 1401	Elementary Statistics	3
MATH 1540	Calculus I	4
PHYS 2211K	Physics I: Classical Mechanics	4

TABLE 4	
Students placed in ENGL 0999 are allowed to take any course listed on Table 1, WELL 1000 and all Math or Science courses.	

Accuplacer Exam Information

Incoming students who have not provided test scores but who wish to exempt learning support co-requisite requirements, and who have not yet attended any courses have an opportunity to take the Accuplacer placement exam in one or more areas. There is a charge to retake the exam, no matter how many areas of the exam are retaken. Transfer students who were placed in learning support co-requisite courses are not eligible to retake the exam unless it has been one year since they last attended any institution. Students are permitted to take the placement exam up to four times, inclusive of attempts at another institution.

Students who successfully complete the co-requisite courses in English and Math with a grade of 'C' or better are eligible to exit Learning Support.

Learning Support Grading

ENGL 0999: Grades of A, B, or C in ENGL 1101 indicate that a student successfully completed requirements for this course. Students who do not successfully complete the requirements for ENGL1101, by achieving a D or an F will receive a grade of IP for ENGL 0999 and must re-enroll in ENGL 0999 and ENGL 1101 the following semester.

MATH 0997: Grades of A, B, or C in MATH 1001 indicate that a student successfully completed requirements for this course. Students who do not successfully complete the requirements for MATH 1001, by achieving a D or an F will receive a grade of IP for MATH 0997 and must re-enroll in MATH 0997 and MATH 1001 the following semester.

MATH 0999: Grades of A, B, or C in MATH 1111 indicate that a student successfully completed requirements for this course. Students who do not successfully complete the requirements for MATH 1111, achieving a D or an F will receive a grade of IP for MATH 0999 and must re-enroll in MATH 0999 and MATH 1111 the following semester.

MATH 0998: Grades of A, B, or C in MATH 1101 indicate that a student successfully completed requirements for this course. Students who do not successfully complete the requirements for MATH 1101, achieving a D or an F will receive a grade of IP for MATH 0998 and must re-enroll in MATH 0998 and MATH 1101 the following semester.

NOTE: In some instances, instructors may issue a grade of 'F' when a student completely fails to put forth any effort in class.

It should be noted however, that the 'F' grade is intended to designate that a student has not successfully completed requirements for exiting an area in the required number of attempts. For Learning Support courses, this grade WILL NOT count in the cumulative GPA. It does, however, count in the Financial Aid calculation of the HOPE GPA.

Student Academic Exclusion – Appeals Process

Please refer to the institution's policy for [academic exclusion – appeals process](#) posted on the President's Policies and Procedures webpage.

Repeating Courses

Although the record of all degree credit courses attempted will remain on the student's permanent record and in the cumulative GPA, only the last grade received for repeated courses will be used in calculating the Institutional GPA. A student is encouraged to repeat courses in which they have earned grades of 'D' or 'F' in order to raise the Institutional GPA. It is important to note that many institutions include grades for all courses attempted when computing an acceptable grade point average for admittance as a transfer student. Consult with Financial Aid section of the catalog concerning aid eligibility for repeated courses.

Minimum Grade Compliance Policy

English Courses Minimum Grades

Grades of 'C' or higher are required of all students in ENGL 1101 (English Composition I), before progressing to ENGL 1102 (English Composition II). Students must also complete ENGL 1102 with a 'C' or higher prior to enrolling in ENGL 2111/2112 (World Literature I or II) or ENGL 2120/2130 (British or American Literature).

Math Courses Minimum Grades

Grades of 'C' or higher are required of all students in MATH 1001 (Quantitative Skills and Reasoning) and MATH 1111 (College Algebra), before progressing to MATH 1401 (Elementary Statistics). Students must also complete MATH 1111 with a 'C' or higher before enrolling in MATH 1113 (Pre-Calculus) and grades of 'C' or higher are required for all Math courses used to satisfy the Core IMPACTS Mathematics & Quantitative Skill requirement. Students must also complete MATH 1101 (Math Modeling) with a C or better to satisfy the math requirement.

Elementary Education Courses Minimum Grades

Grades of 'C' or higher are required of all students in ENGL 1101 (English Composition I), before progressing to ENGL 1102 (English Composition II). Students must also complete ENGL 1102 with a 'C' or higher prior to enrolling in ENGL 2111/2112 (World Literature I or II) or ENGL 2120/2130 (British or American Literature).

Special Note for Elementary Education Courses Minimum Grades: Each of the elementary education courses requires the EGSC student to complete classroom experience sessions in a K-12 school in order to fulfill the essential requirements of the course. The purpose of the policy is to ensure that students who prepare to become educators possess appropriate qualities of character conducive to a K-12 setting. The Criminal Background Investigation (CBI) must be completed and approved by the committee prior to the student being placed in a K-12 classroom. Any elementary education student convicted of a crime of moral turpitude would be ineligible for placement in the K-12 classroom and unable to fulfill the essential requirements of the course. Additionally, it is possible such student would likely not be able to fulfill future student teaching course requirements nor receive eventual licensure. The above policy allows EGSC to better advise students of the difficulties they face in obtaining future internships, student teaching, and licensure.

Credit Hours Awarded

Please refer to the institution's [definition of a credit hour](#) posted on the EGSC website.

Legislative Requirements

University System of Georgia (USG) Proficiency Requirements: By state law all students seeking an undergraduate degree from a USG institution are required to demonstrate proficiency in U.S. History, the U.S. Constitution, Georgia History, and the Georgia Constitution. Normally all these requirements may be satisfied at East Georgia State College (EGSC) by completing *POLS 1101 & HIST 2111 or 2112*. Students transferring from non-USG institutions, however, may have already passed a comparable course in American Government, U.S. History or both, thus earning 3-6 credit

hours toward graduation, yet still be required by state law to take the Georgia History Exam and/or the Georgia Constitution exam to demonstrate proficiency in those areas. Those students will be notified of the requirement to take one or both upon admission to EGSC or shortly thereafter.

The exams will be conducted and proctored online and instructions for how to schedule and complete the exam will be provided by the Department of Social Sciences and Professional Studies. A student may attempt each exam twice. A passing grade is 72%. If a passing grade is not earned on the second attempt, the student must take the full course(s) POLS 1101 and/or HIST 2111 or 2112. The student and the Registrar's Office will be notified promptly of the exam score(s).

Students may also check the status of their fulfillment of these degree requirements by logging in to the MyEGSC portal and looking in the "Degree Works" Link.

This policy follows the [USG Policy 3.3.4](#) United States and Georgia History and Constitution. Please refer to the USG website on [Georgia Legislative Requirements](#) for more information.

Academic Renewal

Please refer to the institution's policy for [Academic Renewal](#) posted on the President's Policies and Procedures webpage.

Notification of Student Rights under FERPA

FERPA is a federal privacy law that protects the disclosure of student records. Per FERPA, a "student" is defined as any individual who is or has been in attendance at EGSC and regarding whom EGSC maintains educational records. For purposes of this policy, EGSC considers a student to be "in attendance" once the student is admitted, enrolled and upon the first day of class. "Educational records" are records directly related to the student and maintained by the college or a party acting for the college. FERPA does not apply to applicants that are denied or who are admitted but chose not to attend. FERPA does not apply to applicants until the applicants are admitted, enrolled and in attendance at EGSC. Please refer to the institution's policy for [FERPA](#) posted on the EGSC website for further information.

Record Retention, Storage, and Disposal

Please refer to the institution's [policy for retention, storage and disposal of records](#) posted on the President's Policies and Procedures webpage.

Graduation

How to Apply

- Students planning to graduate are required to complete the online graduation application.
- It is strongly recommended that students submit their graduation application at least two semesters before their degree completion. The application deadline is usually 4-6 weeks prior to the end of a student's planned graduating semester. Actual deadline dates are posted on the College's Academic Calendar.
- A student may receive their diploma after the last semester in which all degree requirements are fulfilled.
- In the event a student submits their application after the semester their requirements were satisfied, the diploma award date will not be posted retroactively. Diploma award dates will be posted with the most recent graduation date.
- Students who wish to participate in the commencement ceremony must purchase their cap and gown before the posted order deadline. Cap and gown orders are completed through the Herff Jones vendor website and can be picked up in the campus bookstore during designated pick-up dates.

Please refer to the institution's [commencement participation policy](#).

Graduation Requirements: Associate of Arts or Science

The following requirements must be satisfied by all students seeking an associate degree:

1. Candidates must complete all degree requirements with an Institutional GPA of 2.00 or higher.

2. All candidates must complete English 1101 with a grade of 'C' or higher or must demonstrate proficiency on the CLEP test. A candidate must earn a grade of 'C' or higher in English 1102.
3. All candidate must complete Mathematic course with a grade of 'C' or higher. *(Please see Core IMPACTS Curriculum for the appropriate Math course for your Field of Study).*
4. Satisfy Core IMPACTS Curriculum (42 credit hours) and all Field of Study requirements specific to the major (18 credit hours).
5. Complete requirements for the History and Constitution of the United States and Georgia as required by the State of Georgia. They may be met by completing American Government, POLS 1101 and one of the two Survey of U.S. History courses, HIST 2111/2112.
6. Must meet the residency requirement by earning a minimum of 17 Institutional semester hours..
7. Satisfy all outstanding holds to the College.
8. Official transcripts from prior colleges must be on file (if applicable).

Graduation Requirements: Bachelor of Arts or Science

The following requirements must be satisfied by all students seeking a baccalaureate degree:

1. All candidates must have a minimum Institutional GPA of 2.00.
2. All candidates must complete all degree requirements.
3. Degree candidates may earn credit by correspondence, or through transient credit, but not more than ten hours in the major discipline and not more than thirty total hours of credit earned in this manner will count toward degree requirements.
4. A candidate must complete English 1101 with a grade of 'C' or higher or must demonstrate proficiency on the CLEP test. A baccalaureate degree candidate must earn a grade of C or higher in English 1102.
5. Complete requirements for the History and Constitution of the United States and Georgia as required by the State of Georgia. They may be met by completing American Government, POLS 1101 and one of the two Survey of U.S. History courses, HIST 2111/2112.
6. Must complete 120 semester hours.
7. To remain in the program and to progress, a student will maintain a 2.0 overall GPA on all coursework.
8. Must meet the residency requirement by earning a minimum of 31 Institutional semester hours.
9. Official transcripts from prior colleges must be on file (If applicable).

Graduation Exercises

Degrees are formally conferred at the close of the fall semester and spring semester. Students who complete all requirements for their degree by the end of the summer semester are invited to participate in our fall commencement ceremony to receive their diploma.

Summer graduation candidates may be eligible to participate in the spring semester ceremony. Please refer to the institution's policy for [Commencement Participation Policy](#) posted on the President's Policies and Procedures webpage.

Requirements for a Second Degree

Students may be awarded more than one Associate of Arts or Science degree with disciplinary distinction provided the student meets all of the requirements.

Graduation with Honors

A graduation candidate who has taken a minimum of 25 semester hours at EGSC and who has an overall cumulative average of no less than 3.5 will graduate cum laude. A student with a final cumulative average of 3.8 or better will graduate magna cum laude and a student with a 3.9 or better cumulative average will graduate summa cum laude.

Posthumous Degree Policy

Refer to the institution's policy for [Posthumous Degree Policy](#) posted on the President's Policies and Procedures webpage.

Tuition and Fees

Tuition and fees charged by EGSC are approved by the University System of Georgia annually. Changes in tuition and fee rates are typically effective in the fall semester each year. Legal residents of the State of Georgia pay in-state tuition, while students who are not legal residents of the State of Georgia pay out-of-state tuition. Actual costs are determined when a student registers for classes each semester and are based on residency, campus code, credit hours, miscellaneous course fees, housing, and meal plan.

See current EGSC In-state [Tuition Policy for Military Students](#).

The Board of Regents set the full-time tuition rate at 15 credit hours. Students enrolled for less than 15 credit hours will pay tuition per-credit hour up to 15 hours. For current EGSC tuition and fees, please visit the [Tuition and Fees webpage](#).

Part-Time Students: (Less than 12 credit hours)

- Any **Swainsboro** student taking 4 or more semester credit hours will pay a Student Activity Fee and Athletic Fee. Regardless of the hours enrolled, students are required to pay the mandatory Health Fee, Technology Fee and Parking Fee.
- Any **Statesboro** student taking 4 or more semester credit hours will pay the GS University Fee and EGSC Athletic Fee. Regardless of the hours enrolled, students are required to pay the mandatory GS Technology Fee, EGSC Technology Fee.
- Any **Augusta** student taking 4 or more semester credit hours will pay the EGSC Athletic Fee. Regardless of the hours enrolled, students are required to pay the mandatory AU Summerville Fees and EGSC Technology Fee.

Dual Enrollment Tuition and Fees

Eligible high school students, enrolled in 11th and 12th grades, may receive Dual Enrollment funding for eligible core courses in English, Math, Science, Social Sciences and World (Foreign) Languages up to the 30 semester hours Program Funding Cap.

The term the student reaches the Funding Cap, the student will be charged Tuition for any courses exceeding the Funding Cap.

Any dual enrollment student classified as out-of-state must be assessed out-of-state tuition for any course or course hours not funded through the Dual Enrollment Program.

Mandatory fees will be waived for dual enrollment students who take a mix of funded and unfunded courses in the same term.

If a student chooses to continue enrollment in additional terms and courses exceeding the Funding Cap, the student will be charged Tuition, Mandatory Fees, and book costs for the term and/or courses.

If a student chooses to take courses that do not appear on the approved course directory, the student will be charged Tuition for those courses.

Payment of Tuition and Fees

All tuition and fees must be paid by the final fee payment deadline to avoid the class drop for non-payment.

Please refer to the [Returned Checks for Tuition and Fees policy](#).

See also: [VA Educational Benefits Policy](#)

Nelnet Payment Plan

Paying for the rising costs of a college education is a concern for nearly every student and family. To help you meet your educational expenses, EGSC is pleased to offer the Nelnet Payment Plan as a convenient budget plan. This is not a loan program. Interest or finance charges do not apply and there is no credit check. Enrollment in this plan is easy and available online. Students must be enrolled in classes before the Nelnet Payment Plan "Target Dates to Enroll By" deadline. These dates will be different each semester. For more information on the Nelnet Payment Plan, please visit or call the EGSC Business Office at 478-289-2186.

Tuition/Fee Refunds

Students who formally withdraw from the college will be entitled to refunds of the institutional charges and other mandatory fees according to the following:

A *pro rata* percentage is determined by dividing the number of calendar days in the semester the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends but excludes scheduled breaks of five or more days and days those students were on an approved leave of absence. The unearned portion shall be refunded up to a point in time that the amount earned equals 60%. Students withdrawing after the calculated percentage of completion is greater than 60% are NOT entitled to a refund of any portion of institutional charges. Students must contact the Records Office as soon as the decision is made to withdraw in order to formalize the decision. There will be no refund for reducing course load unless the institution is at fault.

Special Conditions: 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 tuition or fee charge. A refund of all tuition and other mandatory fees shall be made in the event of the death of a student at any time during the semester. Ordinarily, refunds will be processed within 2 to 3 weeks of the date of the withdrawal.

When considering withdrawal from EGSC, students should consult with their instructors and advisors to determine if this is the best course of action. Withdrawals could impact student accounts, financial aid, tuition assistance and Veteran Benefits status; thus, students are encouraged to consult with their financial aid administrator prior to withdrawal. Students need to be aware that the withdrawal date is the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw or the student's last date of attendance at a documented academically related activity. Ceasing to attend class does not constitute an official withdrawal. Please see the financial aid section of this catalog for the Return to Title IV Official and Unofficial Withdrawal Policy.

Military Service Refunds

Students who are members of the Georgia National Guard or other reserve components of the Armed Forces who receive emergency orders to active military duty for an indefinite period are entitled to a full refund of tuition and mandatory fees paid for that semester, in accordance with guidelines promulgated by the Chancellor.

Military personnel on active duty in the Armed Forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location, are entitled to a full refund of tuition and mandatory fees paid for that semester, in accordance with guidelines promulgated by the Chancellor.

For the first academic year the service member returns, the institution cannot increase the tuition and fee charges above the prior amount the service member was or would have been assessed for the academic year when the service member left the institution, unless there are sufficient veteran's education benefits or other service member education benefits to pay the increased amount of those tuition and fee charges.

Tuition Waivers

Students coded as an out-of-state may be eligible for an out-of-state tuition waiver. A complete list of out-of-state waivers is available on the [Waivers and Tuition Classification](#) webpage.

Books

Books and supplies may be purchased at the EGSC Bookstore, which is managed by Follett Higher Education Group. The bookstore schedule will be posted at the beginning of each semester. Refunds on textbook purchases will be made when all of the following conditions are met:

1. Books are returned on or before the last day to register.
2. Books are in the same condition as when they were purchased. (If a book has a name written in it or any other markings, it will be considered a used book).
3. Sales receipts are presented. (SAVE YOUR RECEIPT). The bookstore buys back some used books that are in good condition during the final exam week. The list of books eligible for buy-back will be posted at that time.

Miscellaneous/Special Fees

A list of Miscellaneous/Special Fees is located on the [Tuition and Fees](#) webpage. An explanation of those fees is listed below (fees are subject to change based on Board of Regents approval):

- Application for Admissions Fee: A non-refundable application fee is charged upon completion of the application for admissions to the institution.

- Application for On-Campus Housing Fee: A non-refundable application fee is charged upon completion of the application for campus housing (Swainsboro Campus Only).
- Accuplacer Re-test Fee: After the initial examination, new students have three additional opportunities to test, regardless of sections attempting. There is a non-refundable fee for this test. Students are encouraged to take a test before Orientation/Registration, but the placement test must be taken and/or re-taken before the first day of classes.
- Criminal Background Investigation (CBI) Fee: A non-refundable fee is charged for CBI. Criminal background investigations are required for every new or returning student who has ever been convicted of a crime, other than a traffic offense, or who has criminal charges pending at the time of application/reapplication. CBIs are also required for current students who: (1) are applying for admission to teacher education; (2) want to participate in study abroad and (3) work as a PREP Tutor. Students who wish to live in on-campus housing must also request a criminal background investigation, but the cost is covered by their application fee for housing.
- Library Book Fines and Delinquent Fees: A student who has library books overdue or who is delinquent in any fee or fine will have his/her transcript withheld until the delinquency is removed. Nonpayment of these charges will prevent registration for a succeeding term.
- Identification Card/Access Card Replacement Fee: At the time of a student's enrollment at EGSC, the student will be issued a photographic identification/access card. Students must have this card to access computer labs, sporting events, housing complex, bookstore, etc. This card also serves as a library card. A fee is charged for replacements and must be paid at the time of re-issue.
- Orientation Fee: All incoming freshmen will be assessed a non-refundable Orientation fee to cover the cost of materials and administration.
- Remote Placement Testing Fee: Students who are testing for another institution are charged a non-refundable fee to cover EGSC administration costs. The fee must be paid at the Business Office with cash, VISA, Master Card, or money order at the time of testing.
- Return Check Fee: If any check is not paid on presentation to the bank on which it is drawn, a service charge will be incurred.
- Parking: Please see the [Parking and Transportation policy](#) located on the President's Policy and Procedure webpage.
- Other Fees: Certain courses are offered by the College that require students to pay an additional non-refundable class fee. Please see the full list on the [Tuition and Fees](#) webpage. Fees are subject to change based on Board of Regents approval.

Art 3D Design Fee
 Art Lab Kit
 Archery Equipment Fee
 Disc Golf Equipment Fee
 First Aid Certification
 Lab Kit Fee (Integrated Science—Web Class Only)
 Bowling

Financial Responsibility of the Student

All financial obligations to the College must be paid promptly. EGSC reserves and intends to exercise the right to withhold copies of educational records and/or to cancel classes for students who have outstanding financial obligation(s) to the institution. A student who is delinquent in financial obligations to the College shall not be allowed to register for the next term. EGSC is an educational institution, and therefore does not have the resources to perform extensive debt collection activities. For this reason, past due and delinquent accounts will be assigned to a collection agency.

For information regarding the Institution's policy regarding non-payment of fees, please see the EGSC Policy Regarding [Non-Payment of Fees](#) on the President's Policies and Procedures webpage.

Classification of Students for Tuition Purposes

A student is responsible for registering under the proper residency classification. Petitions for re-classification or waivers are not retroactive to prior terms. They will only be considered for the term listed on the form. For a full list of available out-of-state student waivers, please see the [Waivers and Tuition Classification](#) webpage.

Regents' Policies Governing the Classification of Students for Tuition Purposes

For an in-depth description of the Board of Regents policy regarding Classification of Students for Tuition Purposes, please refer to the University System of Georgia [Board of Regents Policy 4.3.2](#).

Student Services

Student services at EGSC are dedicated to the promotion of the physical, cultural, and personal development and well-being of the individual student. The student services program is designed to involve the student in co-curricular and extra-curricular activities of the college, so as to make them an integral part of the total college experience of the student. The functions of student services are to meet the needs of the individual students; to promote good communication and working relationships among students, faculty, and staff; and to heighten awareness of civic responsibility.

Counseling and Testing

Students may seek help at any time by contacting the college's Counseling and Disabilities Services Provider located in the Bobcat Villas Club House. Services are also available at our EGSC-Statesboro and EGSC-Augusta locations. Testing is available to determine interests and aptitude. Academic advisors are assigned to students to assist in developing graduation plans.

Scholastic Aptitude Test (SAT)

The EGSC code for students taking the Scholastic Aptitude Test (SAT) and requesting scores be sent to the institution is 5200. To have SAT scores reported directly to EGSC use the above code when completing the SAT application. Inquiries regarding the SAT should be made to Admissions Office.

Student Activities

The student activities program is administered through the Office of Student Life and is sponsored and advised by the Student Government Association. These activities include movies, dances, lectures, concerts, field trips, student publications, intramural sports, club activities, etc. Notices of upcoming activities are posted on the campus bulletin boards, social media, bathroom stalls, and sent to students via Catmail. Students who wish to suggest activities should contact the Student Government Association or Coordinator of Student Life.

Student Government

This campus organization governs student activities and represents the students in college affairs. The student body elects the members and officers of the SGA. Each EGSC campus will have its own SGA consisting of a Vice President and Secretary/Treasurer, and a pre-determined number of Senators. All SGA units will be governed by and report to one President, and this President must be a full-time student at the Swainsboro campus. Each SGA will perform functions and duties as related to the specific campus it represents. Each SGA unit will consist of two (2) departments, the legislative department and the executive department. The Swainsboro Campus SGA is composed of three officers: the president, the vice-president, and the secretary-treasurer; three senators elected from the sophomore class; and three senators elected from the freshman class.

Student Email Accounts

For Information regarding EGSC student email accounts, please see the *Student Email Accounts* section of the [Campus Email Policy](#) found on the President's Policies and Procedures webpage.

Clubs

EGSC offers its students many opportunities to be involved in various clubs and organizations. Club membership is open to all students unless otherwise noted. For a complete listing of all EGSC clubs and organizations, please review the [Student Handbook](#) found on the President's Policies and Procedures webpage.

Student Publications

The official student publications on campus are *The Hoopee Bird*, the student newspaper; and *Wiregrass*, the literary magazine. Students produce these publications under the supervision of faculty advisors. Financed in part by the Student Activity Fund, these publications provide opportunities for students in creative writing, reporting, business, and design.

Intramural Sports

Intramural sports activities are developed for students who wish to participate in both team and individual competitive sports activities including volleyball, table tennis, flag football, basketball, soccer, softball and kickball. For more information see the [Intramural Sports Handbook](#).

Health Services

EGSC, through contract with a third-party medical provider, provides basic health services for its students in the Student Health Services Clinic located in the lower level of the Academic Building. The clinic provides basic medical screening and treatment, for non-life-threatening diseases, or referral, health education and disease prevention information. Basic health services in the clinic are free to Swainsboro students and are covered by the EGSC Student Health services fee of \$30 per semester. For more information and hours of operations, please see the [Health Services](#) website.

Alumni Association

Membership in the EGSC Alumni Association is automatically conferred upon all graduates of the institution and is available to those students who have attended but have not graduated. This organization, under the administrative supervision of the Office of Institutional Advancement, was formed after the college's first graduation. For more information, please contact the Development Coordinator at (478)289-2193 or visit the [Association's webpage](#).

Services for Students with Disabilities

EGSC is committed to assisting students in attaining their highest potential by providing reasonable academic accommodations for those students with various learning, physical and/or medical disabilities. Services presently available include counseling, liaison with faculty/staff, access to technology, and referral to other services. For assistance, please contact [Disability Services](#) in the counselor's office.

In compliance with the requirements of the Americans with Disabilities Act (ADA), it is the policy of the college that it does not discriminate against an individual on the basis of his or her disability, as covered under the ADA and section 504 of the Rehabilitation Act of 1973. We also affirm that all programs of the college are open to regularly admitted students without regard to disability. No students will be denied access to any program or to any administrator or faculty person because of the person's disability. Students who have a complaint or grievance in regard to the ADA and section 504 or the Rehabilitation Act of 1973 should contact the Director of Counseling and Disability Services. See [EGSC Student ADA Grievance Policy](#).

International Intercultural Studies Program

The University System of Georgia has established several International Intercultural Studies Programs for the benefit of students. The programs provide foreign study opportunities for selected students through charter and group service arrangements available to educational institutions. Further information may be obtained by contacting the Provost/Vice President for Academic and Student Affairs and/or the Director of Study Abroad.

Disruptive Behavior

The EGSC [Disruptive Behavior Policy](#) applies to students, faculty and staff.

Drug Free Schools Policy Statement

In compliance with the Drug Free Schools and Communities Act of 1989, (PL 101-226), EGSC has developed an [institutional drug and alcohol policy](#). Please review the policy regarding drugs and alcohol on the President's Policy and Procedure webpage.

Student Conduct Information and Regulations

College regulations provide guides for college life. A student is expected to display an attitude in which cooperation, good judgment and civility are standards of life at college. Regulations are designed to protect the interest and well-being of the student, his or her family, the college, and society. Disciplinary measures are designed to be corrective and beneficial to the educational development of the student. Registered students are subject to the regulations outlined in the Student Handbook and in the institution's [Student Code of Conduct](#). Please review both on the [President's Policies and Procedures](#) webpage for more in-depth information regarding student conduct.

Violations: When a student is charged with violation of the conduct regulations, disposition of the case shall be according to constitutional requirements, due process, and in keeping with the procedures outlined in the in the [Student Code of Conduct and Disciplinary Procedure Policy](#).

Children on Campus

No childcare facilities are available on campus. The institution cannot be held responsible for children left unattended. Therefore, children should not be left unsupervised while on campus. Children are not permitted to accompany students to classes, laboratories, seminars, etc. Please see the [Minors on Campus Policy](#) for further details.

ARCHIVED

For an up-to-date copy, go to the policies and procedures page on the EGSC website.

Core IMPACTS Curriculum

The Core Curriculum at East Georgia State College follows [USG BoR Policy 3.3.1](#), including the system-wide Learning Outcomes and Career-Ready Competencies that have been established for each Core IMPACTS area. To be included in a Core IMPACTS area, courses must address the approved Learning Outcomes and Career-Ready Competencies for that area. Career-Ready Competencies are broad transferable skills that go beyond the content of specific courses. These competencies are defined in the table below.

Competency	Definition
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.
Ethical Reasoning	Assessing one's own ethical values, recognizing ethical issues in a variety of settings, thinking about how different perspectives might apply to ethical dilemmas, and considering the ramifications of alternative actions.
Information Literacy	Recognizing when information is needed, and locating, evaluating, synthesizing, and effectively using the needed information, while appropriately crediting the original source of information.
Inquiry and Analysis	Exploring the world, and supporting informed conclusions through the collection, evaluation, and use of relevant evidence.
Intercultural Competence	Developing knowledge, skills and behaviors that support effective and appropriate interaction in a variety of cultural contexts.
Perspective-Taking	Considering perspectives other than one's own and allowing new information, differing opinions, and others' experiences to impress upon one's thinking, understanding, and appreciation of others.
Persuasion	Using messages that are intentionally designed to appeal to another's reason, emotions, or both, in order to enact change.
Problem-Solving	Designing, evaluating, and implementing strategies to solve problems using data, knowledge and facts.
Teamwork	Building and maintaining collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
Time Management	Prioritizing and structuring tasks and resources to achieve an effective use of time while performing goal-directed activities.

For an up-to-date copy, go to the policies and procedures page on the EGSC website.

INSTITUTIONAL PRIORITY**4 hrs.**

Orienting Question: How does my institution help me to navigate the world?

Learning Outcome: Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Career Ready Competencies: Critical Thinking, Teamwork, Time Management

Required:

CATS 1101	Critical & Academic Thinking for Success	1
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Choose one:

BUSA 1000	Professionalism in the Workplace	3
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COMM 1010	Intercultural Communication	3
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COMM 1110	Public Speaking	3
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ENGL 1104	Introduction to Business & Technical Communication	3
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Institutional priority:

East Georgia State College is committed to preparing students to take their next steps toward their career, whether that be further study or entering the workforce. Thus, the institutional academic priority at EGSC is career readiness. This area of the core will provide students with the option to select courses that are best suited to their individual needs and interests, while maintaining a focus on critical thinking and problem solving within the context of preparing them for their chosen career. The courses will have a broad focus, making them relevant to all career paths. The phrase "College to Career" will be used as the simplified theme for this area.

MATHEMATICS & QUANTITATIVE SKILLS**3 hrs.**

Orienting Question: How do I measure the world?

Learning Outcome: Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.

Career Ready Competencies: Information Literacy, Inquiry and Analysis, Problem-Solving

Choose one:

MATH 1001	Quantitative Skills and Reasoning	3
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MATH 1101	Introduction to Mathematical Modeling	3
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MATH 1111	College Algebra	3
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MATH 1113	Pre-Calculus	3
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Recommended mathematics courses by program:

AA Elementary Education	MATH 1001 or MATH 1101
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AA Liberal Arts / General	MATH 1001 or MATH 1101
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AA Liberal Arts / Computer Science	MATH 1113
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AA Liberal Arts / Nursing	MATH 1001 or MATH 1101
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AA Social Sciences	MATH 1001 or MATH 1101
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AS Business, BBA	MATH 1101 or MATH 1111
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AS FinTech	MATH 1001 or MATH 1101
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AS Natural Sciences

MATH 1113

BS Criminal Justice

MATH 1001 or MATH 1101

BS Organizational Leadership

MATH 1001 or MATH 1101

POLITICAL SCIENCE and US HISTORY**6 hrs.****Orienting Question:** How do I prepare for my responsibilities as an engaged citizen?**Learning Outcome:** Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.**Career Ready Competencies:** Critical Thinking, Persuasion, Intercultural Competence

Required:

POLS 1101	American Government	3
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Choose one:

HIST 2111	Survey of US History I	3
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HIST 2112	Survey of US History II	3
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ARTS, HUMANITIES, ETHICS**6 hrs.****Orienting Question:** How do I interpret the human experience through creative, linguistic, and philosophical works?**Learning Outcome:** Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.**Career Ready Competencies:** Information Literacy, Intercultural Competence, Ethical Reasoning

Choose one:

ENGL 2111	World Literature I	3
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ENGL 2112	World Literature II	3
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ENGL 2120	British Literature	3
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ENGL 2130	American Literature	3
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Choose one:

ART 1100	Introduction to Art	3
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ART 2030	Art History I	3
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ART 2031	Art History II	3
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ENGL 2111	World Literature I	3
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ENGL 2112	World Literature II	3
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ENGL 2120	British Literature	3
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ENGL 2130	American Literature	3
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ENGL 2140	African-American Literature	3
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ENGL 2150	Survey of Children's Literature	3
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FILM 1100	Introduction to Film	3
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FREN 1001	Elementary French I	3
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FREN 1002	Elementary French II	3
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FREN 2001	Intermediate French I	3
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FREN 2002	Intermediate French II	3
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MUSC 1100	Music Appreciation	3
PHIL 2010	Introduction to Philosophy	3
SPAN 1001	Elementary Spanish I	3
SPAN 1002	Elementary Spanish II	3
SPAN 2001	Intermediate Spanish I	3
SPAN 2002	Intermediate Spanish II	3
THEA 1100	Theatre Appreciation	3

COMMUNICATING in WRITING

6 hrs.

Orienting Question: How do I write effectively in different contexts?

Learning Outcomes:

- i. Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- ii. Students will appropriately acknowledge the use of materials from original sources.
- iii. Students will adapt their written communications to purpose and audience.
- iv. Students will analyze and draw informed inferences from written texts.

Career Ready Competencies: Critical Thinking, Information Literacy, Persuasion

Required:

ENGL 1101	English Composition I	3
ENGL 1102	English Composition II	3

TECHNOLOGY, MATHEMATICS, SCIENCES

11-12 hrs.

Orienting Question: How do I ask scientific questions or use data, mathematics, or technology to understand the universe?

Learning Outcome: Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

Career Ready Competencies: Teamwork, Inquiry & Analysis, Problem-Solving

STEM MAJORS (AA Liberal Arts – Computer Science & AS Natural Sciences)

Choose two of the following courses (8 credit hours)

BIOL 1107K	Principles of Biology I	4
BIOL 1108K	Principles of Biology II	4
CHEM 1211K	Principles of Chemistry I	4
CHEM 1212K	Principles of Chemistry II	4
PHYS 2211K	Physics I - Classical Mechanics	4
PHYS 2212K	Physics II - Electricity, Magnetism, Optics	4

Choose one of the following (3-4 credit hours)

CSCI 1301	Programming Principles I	4
CSCI 1302	Programming Principles II	4
CHEM 1211K	Principles of Chemistry I	4
CHEM 1212K	Principles of Chemistry II	4
DATA 1501	Introduction to Data Science	3
MATH 1113	Pre-Calculus	3
MATH 1401	Elementary Statistics	3
MATH 1232	Survey of Calculus	3
MATH 1540	Calculus I	4
MATH 2012	Calculus II	4
PHYS 2211K	Physics I - Classical Mechanics	4
PHYS 2212K	Physics II - Electricity, Magnetism, Optics	4

NOTE: MATH 1540 is recommended.

HEALTH PROFESSION MAJORS (AA Liberal Arts – Nursing)

Choose a sequence of two lab sciences (8 credit hours)

BIOL 1103/L	Intro Biology I + Lab	4
BIOL 1104/L	Intro Biology II + Lab	4
BIOL 1107K	Principles of Biology I	4
BIOL 1108K	Principles of Biology II	4
CHEM 1211K	Principles of Chemistry I	4
CHEM 1212K	Principles of Chemistry II	4

NOTE: Students planning to transfer to a 4-year nursing program should take BIOL 1107K and BIOL 1108K.

Choose one of the following (3-4 credit hours)

CSCI 1301	Programming Principles I	4
CSCI 1302	Programming Principles II	4
CHEM 1211K	Principles of Chemistry I	4
CHEM 1212K	Principles of Chemistry II	4
DATA 1501	Introduction to Data Science	3
MATH 1113	Pre-Calculus	3
MATH 1401	Elementary Statistics	3
MATH 1232	Survey of Calculus	3
MATH 1540	Calculus I	4
MATH 2012	Calculus II	4
PHYS 2211K	Physics I - Classical Mechanics	4
PHYS 2212K	Physics II - Electricity, Magnetism, Optics	4

NOTE: MATH 1401 is recommended.

NON-STEM MAJORS (All programs not listed above)

Choose one of the following courses (4 credit hours)

BIOL 1103/L	Intro Biology I + Lab	4
BIOL 1104/L	Intro Biology II + Lab	4
BIOL 1107K	Principles of Biology I	4
BIOL 1108K	Principles of Biology II	4
CHEM 1211K	Principles of Chemistry I	4
CHEM 1212K	Principles of Chemistry II	4
GEOL 1121K	Physical Geology	4
GEOL 1122K	Historical Geology	4
ISCI 1101K	Integrated Science	4
PHYS 2211K	Physics I - Classical Mechanics	4
PHYS 2212K	Physics II - Electricity, Magnetism, Optics	4

Choose two of the following (7-8 credit hours)

BIOL 1103/L	Intro Biology I + Lab	4
BIOL 1104/L	Intro Biology II + Lab	4
BIOL 1107K	Principles of Biology I	4
BIOL 1108K	Principles of Biology II	4
CSCI 1301	Programming Principles I	4
CSCI 1302	Programming Principles II	4
CHEM 1211K	Principles of Chemistry I	4
CHEM 1212K	Principles of Chemistry II	4
DATA 1501	Introduction to Data Science	3
ENVS 2202	Environmental Science	3
GEOL 1121K	Physical Geology	4
GEOL 1122K	Historical Geology	4
MATH 1113	Pre-Calculus	3
MATH 1401	Elementary Statistics	3
MATH 1232	Survey of Calculus	3
MATH 1540	Calculus I	4
MATH 2012	Calculus II	4
PHYS 2211K	Physics I - Classical Mechanics	4
PHYS 2212K	Physics II - Electricity, Magnetism, Optics	4

NOTE: MATH 1401 is recommended for business majors.

SOCIAL SCIENCES**6 hrs.****Orienting Question:**

How do I understand human experiences and connections?

Learning Outcome:

Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Career Ready Competencies:Persuasion, Intercultural Competence,
Perspective Taking

Choose two of the following:

ECON 2105	Principles of Macroeconomics
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3

ECON 2106	Principles of Microeconomics	3
HIST 1111	World History I	3
HIST 1112	World History II	3
HIST 1121	Western Civilization I	3
HIST 1122	Western Civilization II	3
HIST 2111	Survey of US History I	3
HIST 2112	Survey of US History II	3
HIST 2200	Black History	3
HIST 2300	History of Science	3
POLS 2301	Comparative Politics	3
POLS 2401	Global Issues	3
PSYC 1101	Introduction to General Psychology	3
SOCI 1101	Introduction to Sociology	3

NOTE: ECON 2105 and ECON 2106 are recommended for business majors.

Associate Degrees Curriculum

FIELD of STUDY (AA and AS Degrees)	18 hrs.
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NOTE: These are the recommended/required courses for a Field of Study that focusses on a specific pathway of interest. Courses listed as recommended for pathways are provided as guidance to advisors and students who may be considering transferring to a bachelor's degree program in the relevant field of study.

Diplomas and transcripts will list the degree but not the pathway.

AA Liberal Arts – General

Required:

18 credit hours of courses not already taken in the Core IMPACTS.

AA Liberal Arts – Nursing Transfer Pathway

Recommended:

BIOL 2251K Anatomy and Physiology I	4
BIOL 2252K Anatomy and Physiology II	4
BIOL 2260K Microbiology	4

Choose two:

MATH 1401 Elementary Statistics	3
PSYC 2103 Introduction to Human Development	3
SOCI 1101 Introduction to Sociology	3
SOCI 1160 Introduction to Social Problems	3
SOCI 2293 Introduction to Marriage and Family	3

AA Liberal Arts – Computer Science Transfer Pathway

Recommended:

CSCI 1301 Programming Principles I	4
CSCI 1302 Programming Principles II	4

Choose 10 credit hours:

MATH 1540 Calculus I	4
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MATH 2012 Calculus II	4
DATA 1501 Intro to Data Science	3
MATH 1401 Elementary Statistics	3
Carry Over from MATH 1540 if taken in Technology, Mathematics and Sciences area.	1

AA Liberal Arts – Film & Television Post-Production Certificate

Required:

GFA 1040 Introduction to Film & Television Post-Production	6
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Choose one:

GFA 2040 Fundamentals of Editing with Avid Media Composer 100	6
GFA 2140 Fundamentals of Sound Design with Avid Pro Tools 100	6

Choose one:

GFA 2000 Film, Television & Digital Entertainment Internship	6
GFA 2040 Fundamentals of Editing with Avid Media Composer 100	6
GFA 2140 Fundamentals of Sound Design with Avid Pro Tools 100	6

The Film & Television Post-Production Certificate may only be earned, and will only be awarded, in conjunction with the AA Liberal Arts degree. It will not be awarded as an independent credential. The courses are offered through the Georgia Film Academy.

AA Elementary Education

Required:

EDUC 2110 Investigating Critical & Contemporary Issues in Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Teaching and Learning	3
MATH 2008 Foundations of Numbers & Operations	3
ISCI 2001 Life & Earth Science for Early Childhood Education	3
ISCI 2002 Foundations of Physical Science	3

AA Social Sciences – General

Required:

18 credit hours of courses from CRJU, ECON, HIST, PHIL, POLS, PSYC, or SOCI

AA Social Sciences – Criminal Justice pathway

Recommended:

CRJU 1100 Introduction to Criminal Justice	3
CRJU 2100 Introduction to Law Enforcement	3
CRJU 2200 Judicial Process	3
SPAN 1001 Elementary Spanish I	3

Choose two:

PSYC 2102 Psychology of Abnormal Behavior	3
SOCI 1160 Introduction to Social Problems	3
COMM 1010 Intercultural Communication	3
SPAN 1002 Elementary Spanish II	3

AA Social Sciences – History pathway

Recommended – choose four:

HIST 1111 World History I or HIST 1121 Survey of Western Civ I	3
HIST 1112 World History II or HIST 1122 Survey of Western Civ II	3
HIST 2111 Survey of US History I	3
HIST 2112 Survey of US History II	3
HIST 2200 Black History	3
HIST 2300 History of Sciences	3

Additional 6 credit hours of CRJU, ECON, PHIL, POLS, PSYC, or SOCI

AA Social Sciences – Political Science pathway

Recommended:

POLS 2101 Intro to Political Science	3
POLS 2301 Comparative Politics	3
POLS 2401 Global Issues	3

Additional 9 credit hours of CRJU, ECON, HIST, PHIL, PSYC, or SOCI

AA Social Sciences – Psychology pathway

Recommended:

PSYC 1101 Introduction to General Psychology	3
PSYC 2101 Introduction to Psychological Adjustment	3
PSYC 2102 Psychology of Abnormal Behavior	3
PSYC 2103 Introduction to Human Development	3

Additional 6 credit hours of CRJU, ECON, HIST, PHIL, POLS, or SOCI

AA Social Sciences – Sociology pathway

Recommended:

SOCI 1101 Introduction to Sociology	3
SOCI 1160 Introduction to Social Problems	3
SOCI 2293 Introduction to Marriage and Family	3

Additional 6 credit hours of CRJU, ECON, HIST, PHIL, POLS, or PSYC

AS Business Administration

Required:

ACCT 2101 Principles of Accounting	3
ACCT 2102 Principles of Accounting II	3
ECON 2105 Principles of Macroeconomics	3
ECON 2106 Principles of Microeconomics	3

Choose two to four courses*:

BUSA 1105 Introduction to Business	3
BUSA 2105 Communicating in the Business Environment	3
BUSA 2106 The Environment of Business	3
CISM 2201 Fundamentals of Computer Applications	3

**Note: If ECON 2105 and/or ECON 2106 are taken in the Social Sciences area of the core, additional courses must be selected to complete 18 credit hours in the field of study.*

AS Financial Technology

Required:

ACCT 2101 Principles of Accounting I	3
FTA 2400 Introduction to Financial Technology	3
FTA 2410 Coding for Financial Technology	3
FTA 2420 Data Analytics for Financial Technology	3
FTA 2430 Cybersecurity for Financial Technology	3
FTA 2440 Financial Technologies and Services	3

AS Natural Sciences

Required – 18 hours from the following:

BIOL 1107K Principles of Biology I	4
BIOL 1108K Principles of Biology II	4
BIOL 2260K Microbiology	4
CHEM 1211K Principles of Chemistry I	4
CHEM 1212K Principles of Chemistry II	4
CHEM 2411K Organic Chemistry I	4
CHEM 2412K Organic Chemistry II	4
MATH 2012 Calculus II	4
PHYS 2211K Physics I - Classical Mechanics	4
PHYS 2212K Physics II - Electricity, Magnetism, Optics	4
Carry Over from MATH 1540 if taken in Technology, Mathematics and Sciences area	1

AS Natural Sciences – Biology pathway

Recommended - if not taken elsewhere in the Core:

BIOL 1107K Principles of Biology I	4
BIOL 1108K Principles of Biology II	4

Additional courses to complete 18 credit hours:

CHEM 1211K Principles of Chemistry I	4
CHEM 1212K Principles of Chemistry II	4
CHEM 2411K Organic Chemistry I	4
PHYS 2211K Physics I - Classical Mechanics	4
PHYS 2212K Physics II - Electricity, Magnetism, Optics	4
Carry Over from MATH 1540 if taken in Technology, Mathematics and Sciences area.	1

AS Natural Sciences – Chemistry pathway

Recommended - if not taken elsewhere in the Core:

CHEM 1211K Principles of Chemistry I	4
CHEM 1212K Principles of Chemistry II	4

Additional courses to complete 18 credit hours:

BIOL 1107K Principles of Biology I	4
BIOL 1108K Principles of Biology II	4

CHEM 2411K Organic Chemistry I	4
CHEM 2412K Organic Chemistry II	4
MATH 2012 Calculus II	4
PHYS 2211K Physics I - Classical Mechanics	4
PHYS 2212K Physics II - Electricity, Magnetism, Optics	4
Carry Over from MATH 1540 if taken in Technology, Mathematics and Sciences area	1

Bachelors Degrees Curriculum

FIELD of STUDY (BS Degrees)	18 hrs.
MAJOR/CONCENTRATIONS (BS Degrees)	60 hrs.

BS Criminal Justice

Field of Study [18 credit hours]

CRJU 1100 Introduction to Criminal Justice	3
CRJU 2100 Introduction to Law Enforcement	3
CRJU 2200 Judicial Process	3
SPAN 1001 Elementary Spanish I	3
Choose two:	
PSYC 2102 Psychology of Abnormal Behavior	3
SOCI 1160 Introduction to Social Problems	3
COMM 1010 Intercultural Communication	3
SPAN 1002 Elementary Spanish II	3

Major [21 credit hours]

CRJU 3100 Criminal Law	3
CRJU 3110 Criminal Procedures	3
CRJU 3200 Criminology	3
CRJU 3300 Corrections	3
CRJU 3700 Research Methodology	3
CRJU 4700 Ethical Issues in Criminal Justice	3
CRJU 4800 Senior Capstone	3

BS CJ - Concentration – General [39 credit hours]

Required - Select 13 courses:

CRJU 3250 Crime and Media	3
CRJU 3350 Drugs in America	3
CRJU 3400 Juvenile Delinquency and Justice	3
CRJU 3500 Criminal Investigations	3
CRJU 3501 Criminal Investigations II	3
CRJU 3600 Criminal Justice Administration	3
CRJU 3710 Special Topics in Criminal Justice	3
CRJU 3800 Race, Ethnicity, and Criminal Justice	3
CRJU 3810 Victimology	3
CRJU 4000 Internship in Criminal Justice	3
CRJU 4110 Law of Criminal Evidence	3
CRJU 4200 Profiling Serial Offenders	3
CRJU 4210 Terrorism and the Criminal Justice System	3

CRJU 4300 Community Corrections	3
CRJU 4350 Family Violence	3
CRJU 4500 Management of Forensics	3
CRJU 4600 Police Problems and Practices	3
POLS 3100 Constitutional Law	3
PSYC 3850 Forensic Psychology	3
SOCI 3800 Development of Criminal Behavior	3
SJUS 3000 Introduction to Social Justice	3
SJUS 4000 Social Justice Culture	3
SJUS 3050 Politics of Social Justice	3
SJUS 4050 Law and Social Justice	3
SJUS 4800 Social Justice Policy Analysis	3

BS CJ - Concentration – Law Enforcement [39 credit hours]

Required – Select ten (10) courses:

CRJU 3350 Drugs in America	3
CRJU 3400 Juvenile Delinquency and Justice	3
CRJU 3500 Criminal Investigations	3
CRJU 3501 Criminal Investigations II	3
CRJU 3600 Criminal Justice Administration	3
CRJU 3710 Special Topics in Criminal Justice	3
CRJU 3800 Race, Ethnicity, and Criminal Justice	3
CRJU 3810 Victimology	3
CRJU 4110 Law of Criminal Evidence	3
CRJU 4200 Profiling Serial Offenders	3
CRJU 4210 Terrorism and the Criminal Justice System	3
CRJU 4300 Community Corrections	3
CRJU 4350 Family Violence	3
CRJU 4600 Police Problems and Practices	3

Required – Select three (3) courses:

Any course(s) not taken above.

CRJU 3250 Crime and Media	3
CRJU 4000 Internship in Criminal Justice	3
CRJU 4500 Management of Forensics	3
POLS 3100 Constitutional Law	3
PSYC 3850 Forensic Psychology	3
SOCI 3800 Development of Criminal Behavior	3
SJUS 3000 Introduction to Social Justice	3
SJUS 4000 Social Justice Culture	3
SJUS 3050 Politics of Social Justice	3
SJUS 4050 Law and Social Justice	3
SJUS 4800 Social Justice Policy Analysis	3

BS CJ - Concentration – Social Justice [39 credit hours]

Required – Select four (4) courses:

SJUS 3000 Introduction to Social Justice	3
SJUS 4000 Social Justice Culture	3
SJUS 3050 Politics of Social Justice	3
SJUS 4050 Law and Social Justice	3

SJUS 4800 Social Justice Policy Analysis	3
Required – Select nine (9) courses:	
Any course(s) not taken above.	
CRJU 3250 Crime and Media	3
CRJU 3350 Drugs in America	3
CRJU 3400 Juvenile Delinquency and Justice	3
CRJU 3500 Criminal Investigations	3
CRJU 3501 Criminal Investigations II	3
CRJU 3600 Criminal Justice Administration	3
CRJU 3710 Special Topics in Criminal Justice	3
CRJU 3800 Race, Ethnicity, and Criminal Justice	3
CRJU 3810 Victimology	3
CRJU 4000 Internship in Criminal Justice	3
CRJU 4110 Law of Criminal Evidence	3
CRJU 4200 Profiling Serial Offenders	3
CRJU 4210 Terrorism and the Criminal Justice System	3
CRJU 4300 Community Corrections	3
CRJU 4350 Family Violence	3
CRJU 4500 Management of Forensics	3
CRJU 4600 Police Problems and Practices	3
POLS 3100 Constitutional Law	3
PSYC 3850 Forensic Psychology	3
SOCI 3800 Development of Criminal Behavior	3

BS Organizational Leadership

Field of Study [18 credit hours]

ORGL 1100 Leadership in Global Society	3
ORGL 1500 Profiles of Leaders	3
ORGL 2100 Writing for Leadership	3
ORGL 2601 Introduction to Public Administration	3
ORGL 2800 Ethics and Leadership	3
ORGL 2900 Program and Policy Evaluation for Leaders	3

Major [30 credit hours]

ORGL 2050 Communications for the Workplace	3
ORGL 3400 Technology for Organizations	3
POLS 4218 Project Management in the Public Sector	3
ENGL 3405 Professional and Technical Writing	3
POLS 4200 Principles of Public Administration	3
POLS 4219 Public Human Resource Management	3
POLS 4204 Public Finance	3
ORGL 3200 Introduction to Organizational Development	3
ORGL 3000 Reflective Seminar I: Self as Learner	1
ORGL 3050 Reflective Seminar II: Self in Context	1
ORGL 4000 Reflective Seminar III: Transforming Self, Self-Transformation	1
ORGL 4690 Organizational Leadership Capstone	3

BS OL – Concentration – Health Care Administration [30 credit hours]

Required – Select four (4) courses:

HADM 3304 Health Care Communication	3
HADM 4301 Design Communication	3
HADM 4402 Health Information Management	3
HADM 4401 Health Care Compliance	3
HADM 3302 Health Care Economics	3
HADM 3303 US Health Care Systems	3
HADM 3301 Health Care Organizations	3

Required – Select 18 credit hours of general electives.

BS OL – Concentration – Office Administration & Technology [30 credit hours]

Required – Select four (4) courses:

OATC 3700 Desktop Publishing	3
OATC 4020 Virtual Office Tech	3
OATC 3610 Web design & Multimedia	3
OATC 3150 Computer Operating Systems	3
OATC 4810 Contemporary Skills	3
OATC 4160 Administrative Office Procedures	3

Required – Select 18 credit hours of general electives.

BS OL – Concentration – Public Service [30 credit hours]

Required – Select four (4) courses:

ORGL 4900 Internship	3
POLS 3601 POLS Methods II	3
POLS 3201 Public Policy	3
POLS 4220 Administrative Law and Government	3
POLS 4221 Government Organization and Administrative Theory	3
POLS 4202 Interorganizational Behavior	3
COMM 3330 Advanced Communication Skills	3
POLS 4215 Management of Nonprofit Organizations	3
PHIL 4120 Professional Ethics	3
POLS 4217 Grant Writing for Nonprofit Organizations	3
POLS 4210 Public Management	3
POLS 4860 Special Topics	3

Required – Select 18 credit hours of general electives.

BS OL – Concentration – Social Justice [30 credit hours]

Required – Select four (4) courses:

SJUS 3000 - Introduction to Social Justice	3
SJUS 4000 - Social Justice Culture	3
SJUS 3050 - Politics of Social Justice	3
SJUS 4050 - Law and Social Justice	3
SJUS 4800 - Social Justice Policy Analysis	3

Required – Select 18 credit hours of general electives.

FIELD of STUDY (Bachelor of Business Administration)	18 hrs.
MAJOR/CONCENTRATIONS (Bachelor of Business Administration)	60 hrs.

Field of Study [18 credit hours]

Required:

ACCT 2101 Principles of Accounting	3
ACCT 2102 Principles of Accounting II	3
ECON 2105 Principles of Macroeconomics	3
ECON 2106 Principles of Microeconomics	3

Choose two to four courses*:

BUSA 1105 Introduction to Business	3
BUSA 2105 Communicating in the Business Environment	3
BUSA 2106 The Environment of Business	3
CISM 2201 Fundamentals of Computer Applications	3

**Note: If ECON 2105 and/or ECON 2106 are taken in the Social Sciences area of the core, additional courses must be selected to complete 18 credit hours in the field of study.*

Major Foundation Requirements [6-12 credit hours]

Required:

BUSA 1000 Professionalism in the Workplace	3
MATH 1401 Elementary Statistics	3

Two of the following not taken in Field of Study:

BUSA 1105 Introduction to Business	3
BUSA 2105 Communications in the Business Environment	3
BUSA 2106 The Environment of Business	3
CISM 2201 Fundamentals of Computer Applications	3

Major Upper-Level Requirements [24 credit hours]

Required:

BUSA 3101 Principles of Management	3
BUSA 3401 Introduction to Business Analytics	3
BUSA 3501 Principles of Marketing	3
BUSA 3601 Financial Management	3
COMM 3330 Advanced Communications Skills	3

One of the following:

BUSA 4103 International Business	3
BUSA 4303 Intercultural Business Communications	3

Two of the following:

BUSA 3103 Introduction to Logistics and Supply Chain Management	3
BUSA 4706 Business Law	3
CISM 3201 Management Information Systems	3
BUSA 4105 Human Resource Management	3
ORGL 3200 Intro to Organizational Development	3

Capstone Requirement [3-6 credit hours]

One of the following:

BUSA 4800 Strategic Management	3
BUSA 4900 Internship	3-6

General Electives [6-15 credit hours]**BBA – Concentration – General Business [12 credit hours]**

Twelve (12) hours from the following: (not taken elsewhere)

BUSA 3103 Introduction to Logistics and Supply Chain Management	3
BUSA 4103 International Business	3
BUSA 4105 Human Resource Management	3
BUSA 4303 Intercultural Business Communications	3
BUSA 4706 Business Law	3
BUSA 4800 Strategic Management	3
BUSA 4900 Internship	3-6
CISM 3201 Management Information Systems	3
ORGL 3200 Intro to Organizational Development	3
Any course listed in the other BBA concentrations.	

BBA – Concentration – Financial Technology (eMajor) [12 credit hours]

Four of the following:

FTA 4001 Foundations of FinTech	3
FTA 4002 Financial Technologies	3
FTA 4003 Commercial Banking and FinTech	3
FTA 4004 Introduction to Financial Data Analytics	3
FTA 4100 Introduction to Information Security for FinTech	3

BBA – Concentration – Healthcare Administration (eMajor) [12 credit hours]

Four of the following:

HADM 3301 Health Care Organizations	3
HADM 3302 Health Care Economics	3
HADM 3303 US Health Care Systems	3
HADM 3304 Health Care Communication	3
HADM 4301 Design Communication	3
HADM 4401 Health Care Compliance	3
HADM 4402 Health Information Management	3

BBA – Concentration – Office Administration and Technology (eMajor) [12 credit hours]

Four of the following:

OATC 3150 Computer Operating Systems	3
OATC 3610 Web design & Multimedia	3
OATC 3700 Desktop Publishing	3
OATC 4020 Virtual Office Tech	3
OATC 4160 Administrative Office Procedures	3
OATC 4810 Contemporary Skills	3

Course Descriptions

Below each course prefix and number, there are three numbers (Ex: 3-0-3). The first number listed is the number of lecture hours; the second number indicates the number of laboratory hours; and the third number indicates the number of credit hours awarded for successful completion of the course.

ACCT 2101 3-0-3	Principles of Accounting I A study of the underlying theory and application of financial accounting concepts.
ACCT 2102 3-0-3	Principles of Accounting II <i>Prerequisite: ACCT 2101</i> A study of the underlying theory and application of managerial accounting concepts.
ART 1010 2-2-3	Drawing I Introduction to the techniques, materials, and principles of drawing.
ART 1011 2-2-3	Drawing II <i>Prerequisite: ART 1010</i> Techniques, materials, and principles of drawing.
ART 1020 2-2-3	Two-Dimensional Design/Color Theory The fundamentals of two-dimensional design introduced through projects in a variety of media.
ART 1030 1-4-3	Three-Dimensional Design An Investigation of three-dimensional forms and space using various materials and methods.
ART 1080 1-4-3	Smart Phone Photography An introductory course exploring the use of the smart phone as an image making device. This course will explore various aspects of smart phone photography including (but not limited to): technique, manipulation, social media, ethics, photojournalism, fine art photography, visual aesthetics, and printing. Students must have a smart phone with a data plan (or Wi-Fi access) to use during the course.
ART 1088 1-4-3	Digital Photography I Comprehensive introduction to the medium of digital photography including: the digital camera, photographic technique, and computer-based image manipulation using Adobe software. The class will include digital studio time, in-classroom discussions, and constructive critiques focused on image quality, presentation and concept.
ART 1100 3-0-3	Introduction to Art Complements art theory with art criticism to provide insight into the characteristics and scope of the visual arts.
ART 2030 3-0-3	Art History I This is an introductory art history course that explores art from the ancient world up to the 15th century.
ART 2031 3-0-3	Art History II This is an introductory art history course that explores art from the 15th century up to the present day.
ART 2050 1-4-3	Painting Acrylic painting emphasizing the exploration of individual problems of perception and expression through the study of styles and techniques in the past and present.
ART 2060 1-4-3	Pottery Basic methods of ceramic production including hand-building, wheel-throwing, and glaze application.
ART 2088 1-4-3	Digital Photography II <i>Prerequisite: C or higher in ART 1088</i> This course will further develop students' skills in the medium of Digital Photography. This will include: An in-depth exploration of concepts as it relates to photography, honing skills in concept, production and building a successful portfolio. The students' understanding/workflow within the digital darkroom will also be explored at greater depth. The class will include digital studio time, in class discussions, and constructive critiques focused on image quality, presentation and concept.
BIOL 1000 3-0-3	Environmental Biology Helps students identify and understand scientific concepts, ethical values, information sources, political processes, and alternative points of view that underlie environmental issues.
BIOL 1103 3-0-3	Introductory Biology I <i>Pre-requisite: Student must satisfy all learning support requirements prior to this course.</i> <i>Co-requisite: BIOL 1103L or no Co-requisite if the student previously earned a C or above in BIOL 1103L.</i> A general biology course for non-STEM majors focused on the chemical and cellular basis of life, energy pathways, metabolism, cellular reproduction, genes, inheritance, and concepts of evolution. This course will not satisfy core requirements for STEM majors. Note: Students cannot earn credit in the Technology, Mathematics, Sciences requirement of the Core IMPACTS curriculum and/or towards their degree programs for both BIOL 1103 and BIOL 1107K.
BIOL 1103L 0-2-1	Introductory Biology I Lab <i>Pre-requisite: Student must satisfy all learning support and co-requisite level requirements prior to this course.</i> <i>Co-requisite: BIOL 1103 or no Co-requisite if the student previously earned a C or above in BIOL 1103.</i>

A general biology laboratory course to accompany BIOL 1103. This course is intended for non-science majors only and will not satisfy core requirements for STEM majors.

BIOL 1104
3-0-3

Introductory Biology II

Prerequisite: C or higher in BIOL 1103 and BIOL 1103L.

Co-requisite: BIOL 1104L or no Co-requisite if the student previously earned a C or above in BIOL 1104L.

A general biology course for non-STEM majors focused on the biological diversity of microbes, plants, fungi, and animals; form and function in plants and animals; and concepts of ecology and conservation. This course will not satisfy core requirements for STEM majors. Note: Students cannot earn credit in the Technology, Mathematics, Sciences requirement of the Core IMPACTS curriculum and/or towards their degree programs for both BIOL 1103 and BIOL 1107K.

BIOL 1104L
0-2-1

Introductory Biology II Lab

Pre-requisite: C or higher in BIOL 1103 and BIOL 1103L

Co-requisite: BIOL 1104 or no Co-requisite if the student previously earned a C or above in BIOL 1104

A general biology laboratory course to accompany BIOL 1104. This course is intended for non-science majors only and will not satisfy core requirements for STEM majors.

BIOL 1107K
3-2-4

Principles of Biology I

Prerequisite: Must satisfy all learning support and co-requisite level requirements prior to this course.

A study of the molecular and cellular basis of life, principles of genetics, and evolution as a framework for understanding biological phenomena. Topics include the chemical basis of life, the structure and function of biological molecules, cell structure and metabolic processes, the molecular and cellular basis of genetics and inheritance, gene expression and regulation, and evolutionary processes. This course is intended for STEM majors. Note: Students cannot earn credit in the Technology, Mathematics, Sciences requirement of the Core IMPACTS curriculum and/or towards their degree programs for both BIOL 1103 and BIOL 1107K.

BIOL 1108K
3-2-4

Principles of Biology II

Prerequisite: C or higher in BIOL 1107K

A survey of the diversity of life and principles of structure and function at the level of organisms, populations, communities, ecosystems, and the biosphere. Topics include the phylogeny and history of life, diversity and ecology of the major branches of the Tree of Life, the structure and function of plants and animals, and principles of ecology and conservation biology. This course is intended for STEM majors. Note: Students cannot earn credit in the Technology, Mathematics, Sciences requirement of the Core IMPACTS curriculum and/or towards their degree programs for both BIOL 1103 and BIOL 1107K.

BIOL 2251K
3-2-4

Anatomy and Physiology I

Prerequisite: C or higher in BIOL 1107K for Biology Majors; C or Higher in BIOL 1103 & BIOL 1103L or BIOL 1107K for all other majors.

This integrated lecture and laboratory course is the first course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, biological chemistry; cellular structure and function; tissues, and the integumentary, skeletal, muscular, and nervous systems. This course includes laboratory exercises that supplement the material covered in lectures. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions.

BIOL 2252K
3-2-4

Anatomy and Physiology II

Prerequisite: C or higher in BIOL 2251K

This integrated lecture and laboratory course is the second course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, cardiovascular, endocrine, lymphatic and immune, respiratory, digestive, urinary, and reproductive systems. Metabolism and fluid, electrolyte, and acid-base balance will also be covered. This course includes laboratory exercises that supplement the material covered in lectures. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions.

BIOL 2260K
3-2-4

Foundations of Microbiology

Prerequisite: C or high in BIOL 1107K for Biology Majors; C or higher in BIOL 1103 & BIOL 1103L or BIOL 1107K for all other majors.

This integrated lecture and laboratory course provides an introduction to microbiology. This course introduces the student to the diversity and classification of medically significant microorganisms, their modes of pathogenesis and transmission, and the infectious diseases they cause. Topics to be covered include, but are not limited to, microbial cell biology and genetics; major classes of disease-causing microorganisms; host immune response; microbial control; aseptic technique; disinfection; isolation, culture, staining, and identification of microorganisms. Select laboratory exercises will provide training in the basic laboratory techniques for culture and identification of microbes. This course is designed for non-biology majors, especially those pursuing majors in nursing and the allied health profession.

BIOL 4800
3-0-3

Internship

Prerequisite: Permission of Internship Coordinator

An internship or research project is required of all biology majors. Internships need to be approved 3-6 months prior to registration in the course. Upon completion of this internship, students will: (1) gather accurate information about a possible career path; (2) effectively use methodology associated with the profession such as the scientific method, problem solving in the work environment, or assuming responsible tasks of the profession; (3) communicate in-depth scientific information effectively in oral and written form using appropriate terminology and media; (4) collect and analyze data and interpret results in chart/graph and oral/written form.

BUSA 1000
3-0-3

Professionalism in the Workplace

This course is designed to equip students with the essential skills and knowledge needed to thrive in a professional work environment. Students will explore various aspects of professionalism, including effective communication, workplace ethics, time management, interpersonal skills, and personal branding.

BUSA 1105
3-0-3

Introduction to Business

An Integrative study of the functional areas of business (finance, operations, marketing, human resources, etc.)

BUSA 2105 3-0-3	Communicating in the Business environment A course emphasizing both interpersonal and organizational communications; to include written and oral exercises appropriate to business practice.
BUSA 2106 3-0-3	The Environment of Business An introduction to the legal, regulatory, political, social, ethical, cultural, environmental and technological issues which form the context for business; to include an overview of the impact of demographic diversity on organizations.
BUSA 3101 3-0-3	Principles of Management <i>Prerequisite: BUSA 1105</i> Principles of Management provides students with a comprehensive understanding of the core principles and concepts in the field of management. This course explores the fundamental principles and theories that underpin effective management practices in organizations.
BUSA 3103 3-0-3	Introduction to Logistics and Supply Chain Management <i>Prerequisite: BUSA 1105</i> Introduction to Logistics and Supply Chain Management introduces students to the principles, concepts, and operations that underpin modern logistics and supply chain management. In today's interconnected and globalized business world, the efficient and effective flow of goods and information is crucial. This course equips students with the knowledge and skills needed to comprehend, analyze, and contribute to the optimization of supply chains in diverse industries.
BUSA 3401 3-0-3	Introduction to Business Analytics <i>Prerequisite: MATH 1401</i> Introduction to Business Analytics introduces students to the fundamental concepts, techniques, and tools used in the field of business analytics. In an era of data-driven decision-making, this course equips students with the knowledge and skills necessary to collect, analyze, and interpret data to inform business strategies and improve decision outcomes. Whether in marketing, finance, operations, or any other business function, the principles learned in this course are applicable across a wide range of industries.
BUSA 3501 3-0-3	Principles of Marketing <i>Prerequisite: BUSA 1105</i> Principles of Marketing is designed to introduce students to the fundamental concepts, theories, and practices of marketing. This course provides a comprehensive understanding of marketing principles, strategies, and their real-world applications.
BUSA 3601 3-0-3	Financial Management <i>Prerequisite: ACCT 2102</i> Financial Management provides students with a comprehensive understanding of financial principles, tools, and practices essential for effective financial decision-making within organizations. This course equips students with the knowledge and skills required to make informed financial decisions, manage resources, and create value for stakeholders.
BUSA 4103 3-0-3	International Business <i>Prerequisite: BUSA 1105</i> International Business is designed to provide students with an understanding of the global business environment and the complexities of conducting business on an international scale. This course fosters a global perspective and equips students with the knowledge and skills necessary to navigate the challenges and opportunities of the global marketplace.
BUSA 4105 3-0-3	Human Resource Management <i>Prerequisite: BUSA 3101</i> Human Resource Management provides students with understanding of the principles, practices, and strategic aspects of managing human capital within organizations. Human resources are the lifeblood of any organization, and effective HR management is crucial for recruiting, developing, and retaining a motivated and skilled workforce.
BUSA 4303 3-0-3	Intercultural Business Communications <i>Prerequisite: BUSA 1105, BUSA 2105</i> Intercultural Business Communications is designed to equip students with the knowledge and skills necessary to work effectively in a diverse and interconnected global business environment. This course delves into the intricacies of intercultural communication, emphasizing the critical role it plays in building relationships, resolving conflicts, and facilitating global collaboration. Students will learn how to navigate cultural differences, adapt communication strategies, and enhance their cross-cultural effectiveness in professional settings.
BUSA 4706 3-0-3	Business Law <i>Prerequisite: BUSA 2106</i> Business Law provides students with an understanding of the legal principles, concepts, and regulations that govern business transactions and operations. This course equips students with the knowledge and skills required to navigate the legal landscape, make informed decisions, and ensure compliance with laws and regulations in various business contexts.
BUSA 4800 3-0-3	Strategic Management <i>Prerequisite: BUSA 3101, BUSA 3401, BUSA 3501, BUSA 3601</i> Strategic Management is a capstone course designed to integrate knowledge gained in the various functional business areas and to exercise the student's analytical skills in problem identification, strategy formulation, integration and decision implementation, including international and ethical considerations.
BUSA 4900 3-0-3	Internship <i>Prerequisite: BUSA 1000, BUSA 1105, BUSA 2105 or permission of instructor</i>

to 6-0-6	The Internship is a capstone course that provides students with the opportunity to gain practical, real-world experience in their field of study or a specific area of interest. This course bridges the gap between classroom learning and the professional world, allowing students to apply their academic knowledge to actual workplace settings.
CATS 1101 1-0-1	Critical & Academic Thinking for Success This CATS 1101 course is the freshman seminar course at EGSC. The course serves as a guide and support for students as they transition into college and develop their identity as student scholars. Methods of instruction include both discussion of key topics in class (thinking) and completion of assignments outside of class (doing). The required readings and class presentations guide students in their growth as scholars who pose problems, discover solutions, resolve controversies, evaluate knowledge, and use effective communication skills. Students are expected to self-regulate and take responsibility for their learning and production of knowledge. A special interest element is also included in the course content to aid in better connectivity of students to the mission of the college and the course. New students connect to the resources and people on campus that can help them be successful.
CHEM 1211K 3-2-4	Principles of Chemistry I <i>Prerequisite: MATH 1001 or MATH 1111; may also be taken concurrently by written permission from the instructor</i> The fundamental principles, concepts, and theories of chemistry are presented including nomenclature, chemical symbols, formulas, equations, and stoichiometry. This course will examine atomic structure, periodic law, chemical bonding, molecular structure, and polarity, as well as basic chemical reactions such as oxidation-reduction reactions and acid-base reactions. Thermochemical concepts, as well as the properties of solids, liquids, and gases will be discussed. The laboratory will introduce students to chemical safety the use of basic equipment, and methods of data collection, as well as the synthesis, isolation, and analysis of chemical compounds.
CHEM 1212K 3-2-4	Principles of Chemistry II <i>Prerequisite: C or higher in CHEM1211K</i> A continuation of CHEM1211K, with emphasis on solution processes, chemical equilibrium, kinetics, acid-base chemistry, thermochemistry and electrochemistry. The laboratory will emphasize methods of analysis related to each of these chemical concepts.
CHEM 2411K 3-2-4	Organic Chemistry I <i>Prerequisite: C or higher in CHEM1212K</i> An overview of the fundamental principles, theories and concepts of organic chemistry. The course will introduce the major organic functional groups, with an emphasis on the structure, nomenclature, and reactions of alkanes, alkenes, alkynes, aromatic compounds, and alcohols. The concepts of isomerism, stereochemistry, and reaction mechanisms will be discussed. The laboratory activities will familiarize students with the techniques used to produce, isolate, and characterize organic compounds, as well as maintain a formal laboratory notebook.
CHEM 2412K 3-2-4	Organic Chemistry II <i>Prerequisite: C or higher in CHEM 2411K</i> This course will continue with the concepts introduced in CHEM 2411K, by discussing the structure, nomenclature, and reactions of ethers, aldehydes, ketones, carboxylic acids, esters, and amines, as well as derivatives of these functional groups. In addition, students will be exposed to methods used for analyzing and determining molecular structure, including mass spectroscopy, NMR, IR, UV, and visible spectroscopy techniques. The laboratory will introduce students to the methods for the synthesis, purification, and analysis of organic compounds.
CHOI 1001 3-0-3	21st Century Skills I: Communication Skills: Social, Leisure and Self-Advocacy This course is designed to be an introductory course to 21st Century Skills necessary for personal growth and career development. The course will provide a student with the opportunity to gain effective interpersonal and intrapersonal communication techniques for success in college, career, and life. Well-developed social interaction skills are critical for developing positive self-esteem, building relationships, and ultimately for acceptance into society. Students are exposed to experiences that are designed to further develop their ability to communicate effectively with others, establish friendships, and develop positive social relationships. Students will also begin the process of developing their Person-Centered Plan. Students will receive guidance from CHOICE Staff and family members to develop a "toolbox" of methods and resources that enable the student to choose their own pathways to success.
CHOI 1002 2-1-3	Learning and Technology This course emphasizes learning and innovation skills, information, media and technology skills and life and career skills. This interactive learning course provides opportunities for learners to explore and build skills for college work and develop a foundation of behaviors, habits and skills that will enable students to succeed and thrive in the working world.
CHOI 1003 3-0-3	Workplace Readiness The course is designed to introduce students to the process of career decision-making, educational planning, and job searching. Students will evaluate their personal career interests, values, skills and aptitudes. Students will understand the importance of matching career options to their personal preferences and how those preferences may change over time due to maturity and experiences. Job Shadowing is also a component of this course. Classroom exercises conducted prior to and following the job shadow are designed to help students connect their experiences to their course work and relate the visits directly to career pathways, related skills requirements, all aspects of an industry and post-secondary education options. This is a very interactive course and students will frequently use online tools and applications including multi-media programs, career assessments and research. Students will develop a job search portfolio and participate in a mock job interview.
CHOI 1004 3-0-3	21st Century Skills II: Career Exploration and Planning The course is designed to introduce students to the process of career decision-making, educational planning, and job searching. Students will evaluate their personal career interests, values, skills and aptitudes. Students will understand the importance of matching career options to their personal preferences and how those preferences may change over time due to maturity and experiences. This is a very interactive course and students will frequently use online search tools and applications including multi-media programs, career assessments and research. Student will develop a job search portfolio and participate in mock job interview.
CHOI 2005	Independent Living Skills I: Learning and Earning

- 2-2-3 This course is designed to prepare students for responsible decision making in a variety of areas that confront young adults as they prepare to move into life beyond college. The primary focus of this course is the development of essential skills for living on their own, in a family or with others. Students are likely to try to balance family, career and community roles, manage their resources and develop lasting relationships. This course focuses on practical information and skills related to such topics as interpersonal and family relationships, financial literacy, career preparation, life management, healthy living, foods and nutrition, and housing.
- CHOI 2006 Career Planning**
3-0-3 This course focuses on instructional methods, materials and curricula to introduce students to the fundamentals of planning, organizing and implementing a comprehensive job search campaign. Emphasis is placed on identification of individual career goals, assessments of skills and abilities, exploration of career options, analysis of the job market, and effective use of employment search tools (e.g., resumes, cover letters, interviewing, networking, and management of career pathways and resources. Discussion and debate are encouraged and includes presentations by Recruiters and Employer Representatives.
- CHOI 2007 Independent Living II: Empowered Transition**
3-2-4 *Prerequisite: C or higher in CHOI 2005*
This course is designed to help students to begin deliberate preparation for their professional lives after graduation, whether they plan to enter the workplace immediately, continue in their current profession or move on to third and fourth year programs or professional schools. As a result of this dual purpose, students are asked to demonstrate their ability to apply key knowledge and skills by planning, completing and presenting a culminating project linked to one of more area of personal communication and technology skills including additional relevant 21st century skills via completing a Career Interest Capstone Project. This initiative provides the students with a Capstone Project to showcase the skills they have acquired while participating in the CHOICE Program at EGSC over the past two years. It combines both academic as well as career requirements intended to challenge the students' ability, stretch their limitations, and celebrate their individuality. The work component of the course (laboratory) provides students with on-the-job training opportunities that are directly related to their career goal and course of study identified through their Person-Centered Plan and Career Portfolio. This learning experience is designed to bridge the gap between program and work. Appropriate supervision by CHOICE staff will be maintained.
- CISM 2201 Fundamentals of Computer Applications**
2-2-3 An in-depth investigation of the operating system and suite of applications. Emphasis will be placed on showing how word processors, spreadsheets, relational databases, and presentation graphics software can be used together to produce effective results. Plus, the utilization of computer technology to enhance organizational communications and decision making will also be examined.
- CISM 3201 Management Information Systems**
Prerequisite: CISM 2201
Management Information Systems provides an introduction to the principles, concepts, and applications of information systems in the context of modern business management. This course equips students with the knowledge and skills necessary to harness the power of information technology to support decision-making, strategic planning, and operational efficiency in various business settings.
- COMM 1010 Intercultural Communication**
3-0-3 This course examines the basic elements of interpersonal communication and culture as the two relate to one another. An introduction to principles and skills of effective communication between individuals, students will study a variety of topics, including verbal and non-verbal channels, cultural identity, conflict resolution, listening and communication barriers.
- COMM 1110 Public Speaking**
3-0-3 The organization of materials and the vocal and physical aspects of delivery in various speaking situations.
- COMM 3330 Advanced Communication Skills**
3-0-3 *Prerequisite: C or higher in COMM 1110 or COMM 1100; This is an eMajor course*
Analysis and application of interpersonal, small group, and mediated communication skills as effective speaking, listening, negotiation, conflict management, presentation, and media interviewing.
- COSP 1101 Correll Scholars Program Seminar**
1-0-1 The Introductory course in the Correll Scholars Program that is premised upon introducing first year scholars to the value and importance to the local community and the State of Georgia, as well as surveying the many facets of the Wiregrass/Pine Barrens region of the State of Georgia.
- COSP 1102 Correll Scholars Program Seminar on State and Regional Issues**
1-0-1 *Prerequisite: C or higher in COSP 1101*
The second required seminar of the Correll Scholars Program, this course builds upon the content of the first course, an introduction to service and a variety of issues of local importance, expanding the focus to the impact of these issues statewide and regionally. Methods of evaluation of student success include short essays, quizzes, journal assignments, examinations, presentations, and portfolio development.
- COSP 2101 Correll Scholars Program Seminar on National and International Issues**
1-0-1 *Prerequisite: C or higher in COSP 1102*
As the third required seminar of the Correll Scholars Program, this course builds upon the content of the two earlier courses with an introduction to service and a variety of issues of national and global importance. Methods of evaluation of student success include short essays, journal assignments, examinations, presentations, and portfolio development.
- COSP 2102 Correll Scholars Program Practicum**
1-0-1 *Prerequisite: COSP 2101*
This final course in the Correll Scholars Programs provides the student with the opportunity to observe the practice of service learning, academic research and professional development by providing a structured and extended on-campus experience related to a student's career interests. During the course, students are expected to integrate classroom knowledge with work experience, develop practical career-related skills and training, explore a career before graduation, and obtain work experience and professional attributes for future

employment. To complete this course, students must work a total of 50 hours with an EGSC faculty member and complete three learning modules on D2L and a final research summary paper. Practicum assignments are subject to the approval of the Director of the Correll Scholars Program.

- CRJU 1100**
3-0-3 **Introduction to Criminal Justice**
A survey of the law enforcement agencies on the local, state, and federal levels and an overview of the administration of justice in the United States.
- CRJU 2000**
3-0-3 **Introduction to Social Science Research Methods**
Math 1001 or higher and MATH 1401 both with C or higher; May be taken concurrently with CRJU 1100 and/or SOCI 1101 or higher
Provides the student with a comprehensive treatment of research methods commonly used in the social sciences to analyze social phenomena in a rigorous and scientific manner. Topics include critical evaluation of research, ethics in research, issues of accuracy such as objectivity, validity, and reliability, the research process, inductive and deductive approaches, quantitative and qualitative studies, surveys, experimental studies, and use of existing database resources. Students will learn the necessary practical skills required for the practice and application of research and the skills required for both written and oral dissemination of research results.
- CRJU 2100**
3-0-3 **Introduction to Law Enforcement**
Provides an overview of law enforcement in a free society and the relationship of police to the criminal justice system as a whole. History, organization, operations, and selected issues are examined.
- CRJU 2200**
3-0-3 **The Judicial Process**
Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.
- CRJU 2601**
3-0-3 **Courts and Basic Criminal Procedures**
Evaluation of the scope of crime, its causes, society's reaction to criminals, correctional treatment of criminals, and post-release problems.
- CRJU 3100**
3-0-3 **Criminal Justice Law**
Prerequisite: CRJU 1100; this is an eMajor course.
Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (*mens rea*), and prohibited conduct (*actus reus*). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.
- CRJU 3110**
3-0-3 **Criminal Procedures**
Prerequisite: CRJU 1100; this is an eMajor course.
A study of the nature and function of the law regulating the criminal processes, policies, and procedures in the administration of criminal justice. Special attention will be given to United States Supreme decisions.(F)
- CRJU 3200**
3-0-3 **Criminology**
Prerequisite: CRJU 1100; this is an eMajor course.
A study of the nature and scope of crime in society with an emphasis on criminological theories.(S)
- CRJU 3250**
3-0-3 **Crime and Media**
Prerequisite: CRJU 1100; this is an eMajor course.
Analyzes the role the mass media has on human behavior, subsequently affecting human judgment, attitudes, perceptions of crime, and societal reactions to crime in general. This course analyzes how the general public processes the "criminal event" and other pertinent information regarding crime and how this process is fundamentally derived from the media and is an instrumental element in the creation of fear of crime.
- CRJU 3300**
3-0-3 **Corrections**
Prerequisite: CRJU 1100; this is an eMajor course.
A study of the history, structure, and functions of corrections as well as the legal and philosophical basis for the punishment of criminal offenders.
- CRJU 3350**
3-0-3 **Drugs in America**
Prerequisite: CRJU 1100; this is an eMajor course.
Explores and analyzes the complex experience of illicit drug use in America from multiple angles with specific attention to the ways that our culture understands drugs, drug use, and drug policy as a social/criminal justice problem. Topics include punishment, interdiction, prevention, and or rehabilitation.
- CRJU 3400**
3-0-3 **Juvenile Delinquency & Justice**
Prerequisite: CRJU 1100; this is an eMajor course.
Reviews the juvenile justice system, including the impact of Supreme Court decisions, and examines the theories of juvenile delinquency and the implication of those theories for preventing and controlling juvenile deviance.
- CRJU 3500**
3-0-3 **Criminal Investigation I**
Prerequisite: CRJU 1100; this is an eMajor course.
An overview of principles, techniques, law and procedure involved in the criminal investigative process from its inception to culmination.
- CRJU 3501**
3-0-3 **Criminal Investigation II**
Prerequisite: CRJU 3500; this is an eMajor course.

Continues information introduced in CRJU 3500, with special focus on the investigation of the crimes of burglary, robbery, forgery, homicide, assault, and bombings. Providing testimony in court, assessing modus operandi, and developing personality profiles will also be examined, as well as obtaining fingerprints and other types of latent evidence.

CRJU 3600
3-0-3

Criminal Justice Administration

Prerequisite: CRJU 1100; this is an eMajor course.

Introduction to criminal justice management theory, practice, and policy. This course includes a review of traditional schools or organizational theory, including bureaucracy, scientific management, human relations, and the behavioral approach, with particular emphasis on how each applies to criminal justice agencies.

CRJU 3700
3-0-3

Criminal Justice Research Methodology

Prerequisite: CRJU 1100, CRJU 3200; this is an eMajor course.

An introduction to criminal justice research methodologies, with a focus on research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings.

CRJU 3710
3-0-3

Special topics In Criminal Justice

Prerequisite: CRJU 1100; this is an eMajor course.

An intensive study of a specific topic relevant to criminal justice, including sex crimes, terrorism, drug law, or capital punishment. This course may be taken three times for a total of nine credit hours when topics vary.(F)

CRJU 3800
3-0-3

Race, Ethnicity & Criminal Justice

Prerequisite: CRJU 1100; this is an eMajor course.

Addresses the racial impact of criminal laws enacted by the people's elected representatives, the actions and policies of law enforcement agencies, the courts, correctional institutions, the juvenile justice system, and the death penalty. Raises awareness and promotes critical thinking about the problems that exist in our system, how those problems originated and evolved, and possible solutions for these problems.

CRJU 3810
3-0-3

Victimology

Prerequisite: CRJU 1100; this is an eMajor course.

Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.

CRJU 4000
3-0-3

Internship in Criminal Justice

This is an eMajor course

Addresses the physical, emotional, and financial impact of crime victimization; the relationship between victims and offenders; how the criminal justice system interacts with crime victims; and the policies designed by the government to offer assistance to individuals who are victimized by crime. Raises awareness and promotes critical thinking and problem solving about the most effective strategies for interaction with crime victims, the measurement of crime victimization, and victim trends.

CRJU 4110
3-0-3

The Law of Criminal Evidence

Prerequisite: CRJU 1100; this is an eMajor course.

An examination of the rules of evidence used in criminal prosecutions, including burden of proof, presumptions, inferences and stipulations, relevancy of evidence and competency of witnesses, expert testimony, hearsay, and constitutional limitations.

CRJU 4200
3-0-3

Profiling the Serial Offender

Prerequisite: CRJU 1100; this is an eMajor course.

An examination of the type and patterns of crimes committed by serial offenders and the process by which profiles are developed to solve these crimes.

CRJU 4210
3-0-3

Terrorism & Criminal Justice System

Prerequisite: CRJU 1100; this is an eMajor course.

An examination of the motives and actions of terrorists, the governmental response to terrorism, especially in the wake of 9/11, and the legal and constitutional restraints on the government. Included will be issues such as surveillance of American citizens, detention of suspected terrorists, enemy combatants, limits on the methods of interrogation, and use of military tribunals.

CRJU 4300
3-0-3

Community Corrections

Prerequisites: CRJU 1100, CRJU 3300

An examination of alternatives to incarceration. Special emphasis will be given to the issues of probation and parole, as well as diversion, community service, electronic monitoring, and various treatment programs.

CRJU 4350
3-0-3

Family Violence

Prerequisite: CRJU 1100; this is an eMajor course.

Explores a range of crimes that occur in the family setting, including violence between intimate partners, child abuse, and neglect. Theoretical factors, as well as how the criminal justice system responds to both victims and perpetrators of family violence, will be examined.

CRJU 4500
3-0-3

Management of Forensics

Prerequisite: CRJU 1100, CRJU 3500; this is an eMajor course.

The scientific investigation of crime with emphasis on the collection, analysis, comparison, and identification of physical evidence.

CRJU 4600
3-0-3

Police Practices and Issues

Prerequisite: CRJU 1100; this is an eMajor course.

An advanced examination of policing, exploring topics including the police subculture, the police use of discretion, the broken-windows approach, community policing, and problem-solving approaches.

CRJU 4700
3-0-3

Ethical Issues in Criminal Justice

Prerequisite: CRJU 1100, CRJU 3500; this is an eMajor course.

An examination of the philosophical theories underlying ethics and how they relate to issues involving the police, courts, corrections, law, and principles of justice.

CRJU 4800
3-0-3

Senior Capstone

Prerequisite: CRJU 3700; this is an eMajor course.

Serves as the comprehensive experience in criminal justice utilizing the students' knowledge and academic skills, including pursuing archival research, journal keeping, note taking and report writing to address a topic or issue of contemporary interest in criminal justice or one of its subfields. The course will be taught at the senior level and will focus on criminal justice issues at the national and international levels. In addition to the course requirements, students will complete a major research paper that results in an end-of-semester presentation to the class. This course serves as a capstone course for criminal justice majors.

CSCI 1301
3-2-4

Programming Principles I

Prerequisite: C or higher in MATH 1111

Provides a fundamental understanding of computer programming with emphasis on "object-oriented", structured, top-down development and testing. Concepts include the following: an overview of computer system design and JAVA programming, problem solving and algorithm development using simple data types and control structures, arithmetic and logical operators, selection structures, repetition structures; text files, arrays (one- and two- dimensional), implementation and testing of programmed problem solutions, modular programming including subprograms or equivalent.

CSCI 1302
3-2-4

Programming Principles II

Prerequisite: C or higher in CSCI 1301

Software development techniques in an object-oriented computer language, a continuation of CSCI 1301. Emphasis is on advanced programming techniques such as system methods, recursion, data driven and event-driven design and implementation, GUI, algorithm efficiency and file processing techniques.

DATA 1501
3-0-3

Introduction to Data Science

This is an eCore course.

This course is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application.

ECON 2105
3-0-3

Principles of Macroeconomics

This principle of economics course is intended to introduce students to concepts that will enable them to understand and analyze economic aggregates and evaluate economic policies.

ECON 2106
3-0-3

Principles of Microeconomics

This principle of economics course is intended to introduce students to concepts that will enable them to understand and analyze structure and performance of the market economy.

EDUC 2110
3-0-3

Investigating Critical & Contemporary Issues in Education

Prerequisite: C or higher in ENGL 1101

Students engage in analysis of critical and contemporary educational issues in the socio-political contexts of education settings in Georgia and the U.S., examining the teaching professional from perspectives from within and outside the school. Students interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. A practicum is required in preschool or elementary school for this course. *Students must earn a grade of 'C' to pass the course.*

EDUC 2120
3-0-3

Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

Prerequisite: C or higher in ENGL 1101

This course examines 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity; and 4) the influences of culture on learning, development, pedagogy. Future teachers acquire knowledge of teaching children from diverse backgrounds. A practicum is required in preschool or elementary school for this course. Students must earn a grade of 'C' to pass the course.

EDUC 2130
3-0-3

Exploring Teaching and Learning

Prerequisite: C or higher in ENGL 1101

This course explores aspects of learning and teaching through examining individual and group learning processes, with the goal of applying knowledge to enhance the learning of all students in a variety of educational setting and contexts. A practicum is required in preschool or elementary school for this course. Students must earn a grade of 'C' to pass the course.

ENGL 0999
1-0-1

Support for English Composition I

Institutional Credit Only

This Learning Support course provides corequisite support in reading and writing for students enrolled in ENGL 1101 - English Composition I. Topics will parallel those being studied in ENGL 1101 and the course will provide support for the essential reading and writing skills needed to be successful in ENGL 1101. Taken with ENGL 1101, this is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

ENGL 1101
3-0-3

English Composition I

Co-requisite: enroll in ENGL 0999.

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

ENGL 1102

3-0-3

English Composition II

Prerequisite: C or higher in ENGL 1101

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

ENGL 1104

3-0-3

Introduction to Technical Communication

Prerequisite: Exit or exemption from corequisite Learning Support (ENGL 0999).

An introduction to writing in professional settings, including email, social media resume writing, brochures, memorandum, reports, and proposals. Strong emphasis on oral presentation.

ENGL 2111

3-0-3

World Literature I

Prerequisite: C or higher in ENGL 1102

A survey of important works of world literature from ancient times through the mid-seventeenth century.

ENGL 2112

3-0-3

World Literature II

Prerequisite: C or higher in ENGL 1102

A survey of important works of world literature from the mid-seventeenth century to the present.

ENGL 2120

3-0-3

British Literature

Prerequisite: C or higher in ENGL 1102

A survey of important works of British literature.

ENGL 2130

3-0-3

American Literature

Prerequisite: C or higher in ENGL 1102

A survey of important works of American literature.

ENGL 2140

3-0-3

African American Literature

Prerequisite: C or higher in ENGL 1102

Survey of important works of African American Literature.

ENGL 2150

3-0-3

Survey of Children's Literature

Prerequisite: C or higher in ENGL 1102

Prepares students to demonstrate an understanding of the traditions and chief characteristics of literature written for and read by children and young adults, and to become familiar with some of the noted authors, illustrators, and scholars of the genre. Students will study genre distinctions, gender politics, and both philosophical and theoretical approaches to understanding the world that children's literature engages, and they will demonstrate skills in critical thinking, analytical reading, discussion supported by textual evidence, and writing about children's and young adult literature. Students will be evaluated through essays and formal letters, journal/blog assignments, examinations, and a website presentation project.

ENGL 2200

3-0-3

Creative Writing

Prerequisite: All English Learning Support requirements must be satisfied.

In order to cultivate a clear analytical view of the human condition it is necessary to study the works of accomplished literary artists and engage in the creation of original works. The course will explore the technical and aesthetic elements of poetry, drama, and narrative prose, focusing on the modes of writing, methods of development, and the refinement of expressive language skills. Workshop sessions, in which student writing will be critiqued by peers and the instructor, will be followed by public readings and performances, resulting in a final portfolio. In addition, the course will also examine the procedures for submission to literary journals, theater companies, and contests.

ENGL 2989

3-0-3

Environmental Literature of the United States

Prerequisite: C or higher in ENGL 1102

A survey of American writers who explore the physical and spiritual relationship between humanity and the natural world, with emphasis on the symbiotic nature of that relationship.

ENGL 2999

3-0-3

Special Topics in Literature

Prerequisite: C or higher in ENGL 1102

This course focuses on a specific theme, culture or genre of literature. Topics will be announced when the course is offered.

ENGL 3000

3-0-3

Environmental Literature of the United States

Prerequisite: C or higher in ENGL 1102; this course is for junior and senior level students only

A survey of American writers who explore the physical and spiritual relationship between humanity and the natural world, with emphasis on the symbiotic nature of that relationship.

ENGL 3405

3-0-3

Professional and Technical Writing

Prerequisite: ENGL 1102; This is an eMajor course

This course will introduce students to basic ethical and rhetorical concepts that govern a multitude of professional and technical situations. Highlighting the importance of the writing process, this course will concentrate on the fundamentals within professional writing communities in order to train students in effective and persuasive communication. Students will gain intensive practice in composing powerful audience-driven documents such as letters, memos, and job application materials, as well as instructions and formal reports. Covering a wide range of business principles - from gathering data through primary and secondary research to the planning and organizing of workplace genre sets - this provides practical advice regarding the professional standards that students will encounter in their future careers. Moreover, students will learn to craft effective presentations supported with appropriate documentary and visual aids as they collaborate on technical research and reporting projects with peers.

ENVS 2202	Environmental Science <i>This is an eCore course.</i> Environmental Science, the study of interactions between humans and the environment, is an interdisciplinary science course that integrates principles from biology, chemistry, ecology, geology, and non-science disciplines. Issues of local, regional, and global concern will be used to help students explain scientific concepts and analyze practical solutions to complex environmental problems. Emphasis is placed on the study of ecosystems, human population growth, energy, pollution, and other environmental issues as well as important environmental regulations.
3-0-3	
FILM 1100	Introduction to Film This course will introduce students to the academic study of film. After taking this course, students will have a better understanding of and appreciation for film as an art form and a business. Students will learn film history, including its major filmmakers, narrative and non-narrative modes of filmmaking, stylistic components, and the language of film style.
3-0-3	
FREN 1001	Elementary French I <i>Note: Not open to native speakers of French</i> Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.
3-0-3	
FREN 1002	Elementary French II <i>Prerequisite: FREN 1001 or 2 units of RHSC/2 years of high school: Note: Not open to native speakers of French</i> Continued listening, speaking, reading, and writing in French with further study of the culture of French-speaking regions.
3-0-3	
FREN 2001	Intermediate French I <i>Prerequisite: FREN 1002 or high school equivalent</i> Continued study of the fundamentals of French with increased emphasis on composition and reading. Classes will be conducted in the language.
3-0-3	
FREN 2002	Intermediate French II <i>Prerequisite: FREN 2001 or high school equivalent</i> Completion of essential grammar study including selected readings from representative authors in French and written literary analysis. Classes will be conducted in the language.
3-0-3	
FTA 2400	Introduction to Financial Technology <i>This is an eMajor course</i> This course introduces the fundamentals of Financial Technology. It explores what new financial technologies are emerging and how the technological advances in data analytics are enabling the innovation in the financial industry. It also examines new services and business models in various areas of banking, insurance and financial asset management.
3-0-3	
FTA 2410	Coding for Financial Technology <i>This is an eMajor course</i> This course introduces the fundamentals of Financial Technology. It explores what new financial technologies are emerging and how the technological advances in data analytics are enabling the innovation in the financial industry. It also examines new services and business models in various areas of banking, insurance and financial asset management.
3-0-3	
FTA 2420	Data Analytics for Financial Technology <i>This is an eMajor course</i> This course introduces core statistical skills and data analytics techniques used to manipulate and analyze financial datasets. Students will learn how to interpret outcome from data analysis for efficient and effective decision-making, consumer/business intelligence, problem identification and forecasting.
3-0-3	
FTA 2430	Cybersecurity for Financial Technology <i>This is an eMajor course</i> This course covers cybersecurity principles of financial technologies. Students will learn about threats, vulnerabilities, risks, and the controls to handle them. The course will introduce legal, ethical, and compliance issues that arise when working with financial infrastructure in a global economy.
3-0-3	
FTA 2440	Financial Technologies and Services <i>This is an eMajor course</i> This course covers the foundations of financial technologies and services. It focuses on the usage of technology that powers financial ecosystems, digital finance platforms, mobile payments, and digital asset management. Students will explore the characteristics and functions of electronic and mobile payment systems.
3-0-3	
FTA 3100	Foundations of Data Analytics <i>This is an eMajor course</i> This course is designed to provide a comprehensive overview of the various modeling and analytical techniques used in the business world to make informed decisions based on data. The course teaches students how to interpret data, as well as how to perform basic descriptive statistics and make meaningful inferences. In addition, the course also covers the various statistical models and methods used in business data analytics, such as regression and time series analysis, forecasting, linear programming models, etc. Students will apply learned skills to real world business scenarios.
3-0-3	
FTA 3200	Data Visualizations & Analytics <i>This is an eMajor course</i> Data visualization is an essential skill that we use to share information with others. FinTech companies all use data visualization techniques to learn facts, identify problems, and communicate information. The course is built with an emphasis on the application where students learn skills, such as data visualization techniques, via hands-on experience. Students will learn data manipulation
3-0-3	

techniques to organize the data better to answer specific questions, use basic visual objects to describe the data, create visual objects to analyze existing relationships, and link visual objects that allow a deeper understanding of these relationships. Students will also create dynamic visual objects, use automated analysis, and generate forecasts.

FTA 3360
3-0-3

Financial Management & Digital Transformation

This is an eMajor course

This course provides an in-depth analysis and link between financial theory and the practice of corporate financial management. The course is designed to cover the traditional areas of capital budgeting, working capital management, business valuation, financial planning, options in corporate finance and international finance, as well as the prominent trends in finance such as FinTech, AI (Artificial Intelligence), and Big Data. Students will also understand the technologies that are impacting the economy, especially banking and finance, know the most recent trends of digital innovation, pursued digital transformation, and finally, write SAS (Statistical Analysis System) programming codes for data curation to make data-driven decisions.

FTA 3810
3-0-3

Payment Processing

This is an eMajor course

This course focuses on the payment process ecosystem, life cycle, regulation, security, fraud protection, and payment networks. The student will learn the products and services of the payments, fraud and risk reduction strategies, and roles & responsibilities of card issuers, acquirers, merchants, and strategies for maximizing card usage while minimizing loss associated with card use. The student will also learn about payments negotiations, risk management, customer relationships, principles of authorization, settlement, chargeback, and procedures, strategies, and best practices for acquiring merchants.

FTA 3850
3-0-3

Digital Payments Security

This is an eMajor course

This course examines security issues in the Payments vertical. Students explore application security addressing the challenges and weak points of applications, learn the tools and techniques of machine learning as a defensive security strategy overcoming the continuous automatic attack generated by machines, and engage in hands-on practice and penetration testing. Payments framework and standards including NIST cybersecurity framework, ISO 27001 information security management, and Payment Card Industry Data Security Standards (PCI DSS) will be discussed. Administration of the information security function including strategic planning process, policies, procedures, and staffing functions necessary to organize and administer ongoing security functions will be discussed. In addition, fraud, regulation, security practices, security architecture, competitive intelligence, and operating environments are emphasized throughout the course.

FTA 3860
3-0-3

Emerging Payments Technology

This is an eMajor course

Electronic payments are the lifeblood of e-commerce. They are expanding rapidly and changing because of the pervasive use of electronic devices, whose use is not confined to consumer transactions. The course covers a wide variety of electronic payment mechanisms used to make payments worldwide. The course is designed to stimulate creative thinking about the use of new technologies in the movement of money, from small peer-to-peer transactions through the largest interbank payments. Even though everyone is familiar with money on a day-to-day basis, very few people understand how money actually moves. Payments are complex because they usually involve at least five parties -- in addition to the buyer and seller there are also the buyer's bank, the seller's bank and the country's central bank, and this does not even include service providers who transmit payment data and aggregate transactions. The buyer and the seller must communicate with each other concerning the transaction, then instructions must be transmitted to the buyer's bank, which then takes action at the central bank to cause money to appear in the seller's account in the seller's bank. When different currencies are involved, the central banks of two countries are involved. Every payment system must provide for secure communication of payment orders. The course covers banking systems, e-payment security, foreign exchange, Internet banking, wireless payments, stored value cards, micropayments, peer-to-peer payments, large scale B2B payments and the future of money.

FTA 3890
3-0-3

Experiential Learning in Payments

This is an eMajor course

Students engage in a team-based interactive virtual experiential learning with a collaborating industry partner to gain on-the-job experience. A virtual collaboration platform is used to enroll, onboard, empathize, reboot, experiment, and deliver business solutions for client problems. Students get mentored, trained, and practice on tools and techniques used in industry. Student progress is tracked using a feedback loop to improve their learning. Prototyping and experimentation are encouraged to understand "real world" issues. Partner companies share their anonymized dataset, tools and techniques. Coaching activities include design thinking, backlog management, and business modeling are used in this course.

FTA 4000
3-0-3

Data Analysis in Finance & Economics

This is an eMajor course

Analyzing data is an essential part of business decisions and has changed virtually all areas of life. This course will introduce students to the basics of analyzing data and how data can inform business decisions. The course is built with an emphasis on application where students will learn statistical and analytical methods through case studies and datasets to visually present data, estimate simple and multivariate regression models, evaluate the results, test hypotheses, and make forecasts and predictions. Some of the most recent developments and issues in data science, such as Big Data, Machine Learning, and the impact of Artificial Intelligence are also discussed.

FTA 4001
3-0-3

Foundations of FinTech

This is an eMajor course

The financial services industries are changing rapidly with the emergence of financial technology (FinTech). The objective of the course is to provide students with an overview of FinTech and introductions to its applications in financial services, such as commercial and investment banking, digital investing, financial advising, and insurance. Students are expected to develop a broad understanding of the recent FinTech development and its impact on different parts of the financial world. Students will also have hands-on problem-solving experiences that can be useful in FinTech applications and innovation. Topics may include but are not limited to: blockchain and cryptocurrencies, smart contracting, payments, digital banking, P2P lending, crowdfunding, robo-advising, and InsurTech.

FTA 4002
3-0-3

Financial Technologies

This is an eMajor course

This course examines the information and communications tools, technologies, and standards integral to consumer, merchant, and enterprise services in the payments and financial service sectors. Explores technology's role in reshaping FinTech businesses. Technologies span messaging, communication networks and gateways, core processing, mobile and online software, and application program interfaces (APIs). Includes the challenges, standards, and techniques associated with securing systems and data.

FTA 4003
3-0-3

Commercial Banking and FinTech

This is an eMajor course

The FinTech revolution is creating significant disruption to the traditional processes of managing and regulating financial institutions, especially banks. Understanding, assessing and forecasting FinTech's impact on banking is particularly important because proper management and oversight of financial institutions is essential to the efficient operation of the national, as well as global, economy. In this course, students will learn about the principles and practices of commercial bank management, bank regulation, and the tradeoffs between risk and return. Challenges presented by the FinTech evolution, including traditional and emergent competitors as well as demographic, social, and technology forces driving change in the industry, will be integrated throughout the entire course.

FTA 4005
3-0-3

Introduction to Financial Data Analytics

This is an eMajor course

This course provides the foundation for financial data analytics used in business and FinTech applications. The objective of this course is for students to gain experience in analyzing financial data using modern machine learning techniques, statistical methods, and prediction models. Students will develop computational skills to perform data analysis using a modern statistical programming environment and apply these skills to address a range of problems encountered by business firms, including those in the FinTech industry. The topics discussed include an introduction to R language, visualization of financial data, cluster analysis, simple and multiple linear regression, classification models, high dimension data analysis using Lasso, tree regression, and model assessment and selection using cross validation. Students will have hands-on experience in the development of data analytics applications to analyze real world financial problems.

FTA 4100
3-0-3

Introduction to Information Security for FinTech

This is an eMajor course

The purpose of this course is to introduce the student to the rapidly evolving and critical international arenas of Privacy, Information Security, and Critical Infrastructure for FinTech. This course is designed to develop knowledge and skills for security of information and information systems within FinTech organizations. It focuses on concepts and methods associated with security across several systems platforms, including internal and Internet-facing systems. The course utilizes a world view to examine critical infrastructure concepts as well as techniques for assessing risk associated with accidental and intentional breaches of security in a FinTech network. It introduces the associated issues of ethical uses of information and of privacy considerations.

GEOL 1121
3-2-4

Physical Geology

It is strongly recommended that student take MATH 1001 or MATH 1111 prior to or while taking this course.

Provides both science and non-science majors alike with information about the physical composition of earth and the internal and external processes operating in the evolution of this planet. Mineral and rock identification, map reading skills, and written exercises are emphasized in the lab.

GEOL 1122
3-2-4

Historical Geology

Prerequisite: GEOL 1121

Provides both science and non-science majors alike with information about the physical and biological evolution of earth throughout geologic time. Absolute and relative age dating, fossil identification, and written exercises emphasizing application of the scientific method to geology are emphasized in the lab.

GEOL 1123
3-0-3

Environmental Geology

Introductory course designed to provide both science and non-science majors alike with an understanding of the relationships between geology, geologic hazards, and human activities.

GFA 1040
6-0-6

Introduction to Film & Television Post-Production

This course is the first of an 18-credit hour certification in "Film & Television Post-Production." Students will operate various professional non-linear editing (NLE) systems, with a focus on practical skills and essential knowledge of editing, including file management, footage logs, timecodes, proxies, edit decision lists (EDLs), synchronization, transitions, simple effects, basic audio mixing and file exports. Additionally, students will explore the terminology, department hierarchy, history and theory of editing and sound design through topics such as continuity style, montage, juxtaposition of images, development of sound design, and linear and flat-bed editing. Students will also develop an understanding and awareness of current post-production industry standards and workflow practices. This course is the prerequisite for ALL other GFA courses in the "Film & Television Post-Production" Certification Pathway.

The class includes creative video editing projects on various NLE systems that require the usage of the practical skills learned. The second project will utilize Avid editing programs, working with the industry-standard software.

GFA 2040
6-0-6

Fundamentals of Editing with Avid Media Composer 100

Prerequisite: C or higher in GFA 1040.

The tools and techniques of post-production are presented through lecture, demonstration, and hands-on exercises. The foundation of the curriculum is the industry-standard Avid Media Composer Certified Training in the most recent Fundamentals 1 (MC101) and Fundamentals 2 (MC110) courses. Avid's curriculum will be supplemented with elemental post-production information, including: current processes, procedures and terminology; project organization; digital file codecs; audio sample rates; finishing processes; and introductory troubleshooting.

Upon successful completion of this course, students will demonstrate the skills needed for entry level positions in film and television post-production. Students will demonstrate knowledge of industry standards, tools and techniques related to preparation of dailies,

media management, editing, audio mixing, audio effects, visual effects, color correction, and digital file delivery. Emphasis will be placed on understanding industry working conditions and employer expectations.

Rigorous study of the MC101 and MC110 books, combined with hands-on practice, in and outside of class, will greatly aid in successfully passing Avid's two certification exams. While Avid certification is not required for successful completion of the course, passing the two certification exams will earn the student the credential of Avid Media Composer Certified User, recognized worldwide as an industry standard for editors in feature film and broadcast television.

This course is a course from the Georgia Film Academy.

GFA 2140
6-0-6

Fundamentals of Sound Design with Avid Pro Tools 100

Prerequisite: C or higher in GFA 1040.

The tools and techniques of post-production sound design are presented through lecture, demonstration, and hands-on exercises. The foundation of the curriculum is the industry-standard Avid Pro Tools Certified Training in the most recent Fundamentals 1 (PT101) and Fundamentals 2 (PT110) courses. Avid's certification training is supplemented with academic curriculum, including but not limited to: an historical overview of the sound design process and tools; current processes, procedures and terminology; project organization; audio sample rates and file types; audio manipulation; and introductory troubleshooting. Technical operations are covered, including: creating sessions; recording and importing audio and MIDI; multi-track recordings of live audio; editing session media; MIDI sequences and virtual instruments; navigating sessions and arranging media on tracks; and using basic processing and mixing techniques to finalize a production.

Upon successful completion of this course, students will demonstrate the skills needed for entry level positions in film and television post-production. Students will demonstrate knowledge of industry standards, tools and techniques related to preparation of recording, media management, editing, audio mixing, audio effects, and digital file delivery. Emphasis will be placed on understanding industry working conditions and employer expectations.

Rigorous study of the PT101 and PT110 books, combined with hands-on practice, in and outside of class, will greatly aid in successfully passing Avid's two certification exams. While Avid certification is not required for successful completion of the course, passing the two certification exams will earn the student the credential of Avid Pro Tools Certified User, recognized worldwide as an industry standard for sound editors in feature film and broadcast television.

This course is a course from the Georgia Film Academy.

GFA 2000
6-0-6

Film, Television & Digital Entertainment Internship

Prerequisite: C or higher in GFA 1000 or GFA 1040 or GFA 1500, and at least one other GFA Specialty Craft Course in chosen Certification Pathway.

The theory and practices of film and television sound design are presented through lecture, demonstration, and hands-on exercises. The curriculum is designed to incorporate the industry standard Avid Pro Tools Certified Training in the most recent Fundamentals 1 (PT101) and Fundamentals 2 (PT110) courses. Avid's certification training is supplemented with academic curriculum, including but not limited to: an historical overview of the sound design process and tools; current processes, procedures and terminology; project organization; audio sample rates and file types; audio manipulation; and introductory troubleshooting. Technical operations are covered, including: creating sessions; recording and importing audio and MIDI; multi-track recordings of live audio; editing session media; MIDI sequences and virtual instruments; navigating sessions and arranging media on tracks; and using basic processing and mixing techniques to finalize a production.

Upon successful completion of this course, students will demonstrate the skills needed for entry level positions in film and television post-production. Emphasis will be placed on understanding industry standards and employer expectations for professional film and television post production.

Rigorous study of the PT101 and PT110 books, combined with hands-on practice, in and outside of class, will greatly aid in successfully passing Avid's two certification exams. While Avid certification is not required for successful completion of the course, passing the two certification exams will earn the student the credential of Avid Pro Tools Certified User, recognized worldwide as an industry standard for sound editors in feature film and broadcast television.

This course is a course from the Georgia Film Academy.

HADM 3301
3-0-3

Health Care Organizations

This is an eMajor course

This project-based course is intended for those interested in a systematic understanding of organizational principles, practices, and insights pertinent to the management of health service organizations. While based on organizational theory and research, the emphasis is on the application of knowledge. Students will go beyond the traditional focus of health care in hospitals and other provider organizations to include suppliers, buyers, regulators, public health and financing organizations, and examine a more comparative global perspective of how the United States and other countries address issues of health and health care. Case studies, practical scenarios, and controversial issues are highlighted in each chapter to challenge the student to provide solutions and philosophical positions on a variety of issues.

HADM 3302
3-0-3

Health Care Economics

This is an eMajor course

This course is intended for those interested in an analytical approach to the study of medical services, and, through the use of numerous applications and figures, to illustrate the usefulness of economics as is applicable to the understanding of public policy issues affecting this sector.

HADM 3303
3-0-3

U.S. Health Care Systems

This is an eMajor course

Fundamental concerns such as cost, access, quality, financing, health workforce, and public health represent key topics. We will apply these topics or problems to real-life situations. The approach will be purposeful to allow the successful student to recognize how these topics interact with each other within the whole health care system.

HADM 3304
3-0-3

Health Care Communication

This is an eMajor course

There is a growing awareness that communication not only affects but is inextricably linked with issues of health and medicine. This is true on a personal level in the way patients and caregivers interact in the examination and hospital room. It is also true on an organizational level in that policies and community relations affect the way health care is provided and the way people feel about providers. It is also evident in media campaigns that seek to educate people about health.

HADM 4301
3-0-3

Designing Health Communication Messages

This is an eMajor course

Health communication messages inform, convince, and motivate their audience for a change in behavior. This course illustrates the importance of effective communication in disease prevention and health promotion. It highlights the importance of building theory-based messages while being responsive to diverse audience needs. It also illustrates core health communication principles and processes for designing effective messages for health communication interventions and campaigns. Perspectives from multiple areas including psychology, public health, and social marketing are integrated.

HADM 4401
3-0-3

Health Care Compliance

This is an eMajor course

This course provides a comprehensive overview of health law, which is relevant to students seeking the basic management skills required to work in health care organizations, and students currently working in health care. The course will focus on an overview of specific health laws and affordable health care to producers of medical products and the future of healthcare in the US. The course concludes with a summary of improved medical technologies and the future of personalized health care.

HADM 4402
3-0-3

Health Information Management

This is an eMajor course

A study of recordkeeping practices in the hospital and physician's office. Emphasis is placed on hospital and medical staff organization, patient record content, procedures in filing, numbering and retention of patient records, quantitative analysis, release of patient information, forms control and design, indexes and register, reimbursement, regulatory and accrediting agencies, and alternative health care delivery systems.

HIST 1111
3-0-3

World History I

A survey of world history to early modern times.

HIST 1112
3-0-3

World History II

A survey of world history from 1500 to modern times.

HIST 1121
3-0-3

Survey of Western Civilization I

The first half of a two-semester survey of the political, social, and cultural developments of western civilization. The primary emphasis will be on the ancient and medieval periods.

HIST 1122
3-0-3

Survey of Western Civilization II

The second half of a two-semester survey of the political, social, and cultural developments of western civilization. The primary emphasis will be on the modern period.

HIST 2111
3-0-3

Survey of U.S. History I

A survey of U.S. History to the post-Civil war period.

HIST 2112
3-0-3

Survey of U.S. History II

A survey of U.S. History from the post-Civil war period to the present.

HIST 2300
3-3-3

History of Science

Prerequisite: C or higher in ENGL 1101

This subject introduces the history of science from antiquity to the present. Students develop a definition of what has come to be called "science" in the Western tradition, through exploration of pre-scientific concepts such as alchemy and astrology to the work of pre-day scientists. The course also provides an overview of founders and theories in astronomy. Finally, students will discuss the impact of technology and its influences, positive and negative, on globalization.

HIST 2200
3-0-3

Black History

Prerequisite: HIST 2111 or 2112

This course will survey the chronological period from the beginning of the Atlantic slave trade in the 1400s to the post-civil rights movement years of U.S. history. It will divide black history into essentially 3 broad phases: slavery, Jim Crow and modern times. It will identify the black leaders in each phase and cover the issues that most affect the black population during each phase.

HLTH 2051
2-0-2

Health

Increases the student's understanding of the human body and the health habits necessary for the maintenance of an efficient and productive life in today's society.

HLTH 2051
0-2-1

First Aid

Covers the theory and practice of standard first aid and CPR. Methods and techniques taught in this course will allow the student to qualify to take the American Red Cross Community CPR test and the American Red Cross Standard First Aid test. The American Red Cross has a minimum charge for certification.

HLTH 2200 3-0-3	Introduction to Nutrition, Fitness and Sport <i>Prerequisite: BIOL 2251K</i> The purpose of this course is to provide the Exercise Science student with current knowledge and information in the development of the nutritional needs and requirements necessary for the maintenance of an efficient and productive life in today's active society.
INTC 1100 3-0-3	Introduction to Information Technology For students majoring in information technology. Topics include foundations in hardware, software, data and procedures. Students are introduced to structured programming techniques, systems development, database design and networking. Business ethics, interpersonal skills and team building are emphasized.
INTC 1200 3-0-3	Foundations of System Analysis Surveys methods of information system design and implementation. A project-based class which demonstrates by example and experience the process of building systems from needs analysis and definition through specifications and implementation.
INTC 1300 3-0-3	Foundations of Project Management An introduction to project management techniques and tools as applied to information systems projects including resource and personnel management and allocation, product testing, scheduling, and project management software.
INTC 1400 3-0-3	Basic Database Applications and Design A foundation course in terminology, concepts and applications of database processing including file organization and data structures. The course emphasizes database design using various modeling techniques. Students are expected to design, create and process a database to demonstrate competency in the course content.
INTC 1500 3-0-3	Basic Networking Introduces terminology, applications of communications and networking as essential elements of computer and business information systems. Students gain experience with communications hardware, software, media, LAN and WAN systems.
INTC 1600 3-0-3	Introductory Webmaster Focuses on the writing of HTML code, knowledge of basic control structures, language syntax, file structures and the planning and design of web pages for target audiences. Students will learn techniques for client interfacing, project development, paper mock-up and on-line mock-up of webpages. In addition, the course focuses on hypertext design and navigation, application interface, copyright and ownership issues, ethics and privacy, licensing and trademark issues.
INTC 2100 3-0-3	Internship in Information Technology <i>Prerequisite: INTC 1100</i> Students complete internships with local businesses to focus and apply information technology skills. Hours may vary, but generally range between 20-40 hours per week. Employers agree to evaluate student performance in the workplace in coordination with the college. Students must articulate clear goals and objectives and document their progress.
INTC 2150 3-0-3	Information Technology Seminar <i>Prerequisite: INTC 1100</i> Selected topics to develop skills necessary to function competently in the business world of information technology. Topics could include resume writing, electronic resumes, cover letters, group and individual interviewing techniques, job research, portfolio development, business ethics and professional organizations.
INTC 2400 3-0-3	Intermediate Database Design <i>Prerequisite: INTC 1400</i> An intermediate level skills course in database design. Topics include reports, forms, OLE fields, sub forms, macros, VBA and the switchboard manager. An introduction to relational database theory and database design is included. This course continues the study of relational databases with additional topics. Student teams create a database to demonstrate competency in course content and skills.
INTC 2500 3-0-3	Intermediate Networking <i>Prerequisite: INTC 1500</i> An intermediate course in terminology, concepts and applications of data communications technology including network topologies, network devices, standards and protocol analysis. Hands-on experience provided in the use of data communications hardware, software, facilities and media.
INTC 2600 3-0-3	Intermediate Webmaster <i>Prerequisite: INTC 1600</i> An intermediate course in web page production. Topics include: the application of graphics, sound video, and animation in the creation of interactive multimedia web sites. Students will gain familiarity with a variety of browsers and plug-ins and will focus on the skill of analyzing leading edge software tools. Students will examine graphic and image formats and processing using leading edge software tools.
ISCI 1101K 3-2-4	Integrated Science A multi-disciplinary course for non-science majors. Students are introduced to fundamental principles of astronomy, biology, chemistry, geology, and physics. The course will focus on the scientific method and critical thinking and will include written laboratory exercises.
ISCI 2001 2-2-3	Life and Earth Science for Early Childhood Education Teachers A field of study course for education majors with an integrated overview of the core of Life and Earth Science content covered in the K-5 Georgia Performance Standards. Topics include the solar system, earth processes, and characteristics of living organisms, biodiversity, and the natural history of Georgia. Students will gain conceptual understanding through inquiry-oriented activity based pedagogical strategies in order to have experiences learning science content in the ways they will be expected to teach in the future.

ISCI 2002 2-2-3	Foundations of Physical Science <i>Prerequisites: C or higher in MATH 1001, MATH 1111 or MATH 1113 and a C or higher in one core required laboratory science Biology, Physics, Geology, Integrated Science or Chemistry.</i> Course for field of study elementary education majors with emphasis in those topics listed in the K-5 Georgia Performance Standards. Conceptual understanding of these topics will be emphasized through exploration and experimentation.
LACS 1100 3-0-3	Latin American Culture An introduction to Latin American culture and society, with an emphasis on literary, social, and historical topics, themes, and processes that have shaped, and continue to shape the region.
MATH 0997 1-0-1	Support for Quantitative Reasoning <i>Institutional Credit Only</i> <i>Co-requisite: MATH 1001 Quantitative Reasoning</i> This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1001 – Quantitative Reasoning. Topics will parallel topics being studied in MATH 1001 and the course will provide support for the essential quantitative skills needed to be successful in MATH 1001. Taken with MATH 1001, topics to be covered will include logic, basic probability, data analysis and modeling from data.
MATH 0998 1-0-1	Support for Mathematical Modeling <i>Institutional Credit Only</i> <i>Co-requisite: MATH 1101 Introduction to Mathematical Modeling</i> This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1101 – Introduction to Mathematical Modeling. Topics will parallel the topics being studied in MATH 1101 and the course will provide support for essential quantitative skills needed to be successful in MATH 1101. Taken with MATH 1101, this course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.
MATH 0999 1-0-1	Support for College Algebra <i>Institutional Credit Only</i> <i>Co-requisite: MATH 1111 College Algebra</i> This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 and the course will provide support for the essential quantitative skills needed to be successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions.
MATH 1001 3-0-3	Quantitative Skills and Reasoning <i>Co-requisite: MATH 0997</i> Course places quantitative skills and reasoning in the context of experiences that a student will likely encounter. Emphasis is placed on acquiring skills that will enable a student to construct logical arguments based on rules of inference and to develop strategies for solving quantitative problems.
MATH 1101 3-0-3	Introduction to Mathematical Modeling <i>Co-requisite: MATH 0998</i> An introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.
MATH 1111 3-0-3	College Algebra <i>Co-requisite: MATH 0999</i> A functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions, their graphs, inequalities, and linear quadratic piece-wise defined rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.
MATH 1113 3-0-3	Pre-Calculus <i>Prerequisite: C or higher in MATH 1111 or SAT Math Score 560 or higher or ACT Math Score 23 or higher.</i> Prepares students for calculus, physics, and related technical subjects. Topics include an intensive study of algebraic and trigonometric functions with applications.
MATH 1401 3-0-3	Elementary Statistics <i>Prerequisite: C or higher in MATH 1001 or MATH 1101 or MATH 1111 or MATH 1113</i> This is a non-calculus-based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.
MATH 1232 3-0-3	Survey of Calculus <i>Prerequisite: C or higher in MATH 1101, MATH 1111, or MATH 1113</i> Covers the fundamental elements of differential and integral calculus of algebraic, logarithmic and exponential functions. Topics include a brief review of algebraic principles, limits, derivatives and integrals. Oriented towards applications in business and economics. Appropriate technology will be incorporated throughout the course.
MATH 1540 4-0-4	Calculus I <i>Prerequisite: C or higher in MATH 1113 or consent of instructor</i> Topics include a study of limits and continuity, derivatives of algebraic and transcendental functions with applications, the definite integral, the Fundamental Theorem of Calculus, and applications of the integral to areas and volumes.

MATH 2008 3-0-3	Foundations of Numbers and Operations <i>Prerequisite: C or Higher in MATH 1001, 1101, MATH 1111, MATH 1113, MATH 1232, or MATH 1401.</i> Field of study introductory mathematics course for elementary education majors. The emphasis will be on understanding and use of major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.
MATH 2012 4-0-4	Calculus II <i>Prerequisite: C or higher in MATH 1540</i> Topics include techniques of integration, further applications of the integral, a study of exponential and logarithmic functions, improper integrals, indeterminate forms, infinite series, and power series.
MATH 2013 4-0-4	Calculus III <i>Prerequisite: C or higher in MATH 2012</i> Topics include polar coordinates, parametric equations, and multi-variate calculus including partial differentiation, multiple integration, and vectors in two-dimensional and three-dimensional space.
MATH 2220 3-0-3	Elementary Linear Algebra <i>Prerequisite: C or higher in MATH 1540</i> An Introduction to systems of linear equations, matrices, determinants, vector spaces, linear transformations, and eigenvalues and eigenvectors.
MSCI 1111 0-2-1	Introduction to Military Science <i>Co-requisite: MSCI 1510</i> Instruction provides the basics of the U.S. Army and its role in National Defense. Includes the following subjects: the roles of the U.S. Army in national defense, organization and branches of the U.S. Army and its role, customs and traditions of the service, military writing, implementing a personal physical fitness program, role of the ARNG and USAR, and roles of the commissioned and non-commissioned officer.
MSCI 1510 0-2-1	Mountaineering <i>Co-requisite: MSCI 1111</i> A course designed to introduce mountaineering skills, fundamentals, and knowledge.
MSCI 1122 2-0-2	Basic Military Leadership Continues the development of critical military skills, leadership, and management techniques. Provides basic leadership techniques and principles, professional ethics and senior subordinate relationships. Skills development includes instruction in basic marksmanship techniques including safety procedures and firing Army small arms weaponry. One weekend field trip is required.
MSCI 2121 2-0-2	Basic Military Skills <i>Prerequisite: MSCI 1122</i> Instruction and practical exercises covering basic skills necessary as a future leader in the U.S. Army. Includes the following subjects: land navigation and map reading, basic first aid, survival and communications.
MSCI 2122 2-0-2	Basic Military Tactics <i>Prerequisite: MSCI 1122</i> Introduces students to the fundamentals of Army leadership and management techniques. Focus is placed on the mission, organization and composition of small unit teams, principles of offensive operations stressing firepower, movement, communications techniques and introduction to troop leading procedures.
MUSC 1100 3-0-3	Music Appreciation Introduction to Music History and Literature
OATC 3150 3-0-3	Computer Operating Systems <i>This is an eMajor course</i> A general overview of computer hardware, networks, and operating systems. Developing basic technological expertise and leadership in administering computer technology in the workplace is emphasized. This course helps prepare students to take a certification exam for a current operating system.
OATC 3610 3-0-3	Web Design and Multimedia <i>Prerequisite: CISM 2201 or consent of the instructor; This is an eMajor course</i> Development of the knowledge and skills necessary for utilizing web editing and graphics programs effectively. This course will focus on the design and production of websites and other materials for use in educational and training environments.
OATC 3700 3-0-3	Desktop Publishing <i>Prerequisite: CISM 2201; This is an eMajor course</i> Development of desktop publishing concepts and their application to the modern office. Basic, intermediate, and advanced features of various page design programs will be used to create various business-related documents.
OATC 4020 3-0-3	Virtual Office Technology <i>Prerequisite: ACED 2400 or CISM 2201; This is an eMajor course</i> A general overview of the skills needed to perform as a virtual office assistant in the modern office. Emphasis on the use of a time and information management software application. Increased awareness of the role of online meeting/internet telephone communication software in the workplace, Internet research, social networking tools in the workplace, e-commerce, and the use of mobile devices with today's business applications.
OATC 4160 3-0-3	Administrative Office Procedures <i>This is an eMajor course</i>

Development of increased awareness of the role and scope of the administrative assistant position. This course will focus on basic and expanded job responsibilities, professionalism, and performance of simulated office activities.

OATC 4810
3-0-3

Contemporary Skills

This is an eMajor course

Analysis of the workplace skills needed in a rapidly changing technological society. Emphasis is on communication skills, employee motivation, change management, delegation, team building, and career planning. Students are required to build a career plan and to design a change management project.

ORGL 1100
3-0-3

Leadership in a Global Society

This is an eMajor course

Students learn how cultural context affects leadership style, conflict negotiation, and ethical decision making; examine how leaders might impact culture; and develop their own multicultural awareness and competencies. Contemporary cases of how leadership varies depending on cultural context are researched. Key geographical regions of the world will be analyzed from a leadership perspective, and an individual cultural experience highlighting the intersection of leadership and culture also occurs.

ORGL 1500
3-0-3

Profiles of Leaders

This is an eMajor course

The objective of this course is to focus on the basic principles of personal and interpersonal leadership through the exploration of various leaders. It uses the case study method to analyze several well-known leaders. Students will explore the motivation, decision-making, time management, power, team building, conflict resolution, and change management of pivotal leaders.

ORGL 2050
3-0-3

Communications for the Workplace

Prerequisite: C or higher in ENGL 1102; This is an eMajor course

Principles of effective oral and written communications. A thorough review of grammar, sentence and paragraph construction, punctuation, and writing techniques. Emphasis on the job-getting process.

ORGL 2100
3-0-3

Writing for Leadership

This is an eMajor course

Move beyond the inspirational poster! In this course, students read and study the works of famous leaders as models for their own communications as leaders. Students will learn to analyze the rhetoric and persuasive techniques in the speeches, writings, and rhetoric of leaders both real and fictional, such as Shakespeare's Henry V, Windson Churchill, Sun Tzu, Marcus Aurelius, Queen Elizabeth I and others, while reading excerpts from contemporary business advice literature. Themes for the class will include: How to Inspire, How to Navigate Change, and How to Change Minds.

ORGL 2601
3-0-3

Introduction to Public Administration

This is an eMajor course

This course introduces students to Public Administration, which is a subfield of Political Science. Administrative aspects of Political Science will be examined, focusing on concepts and methods used to analyze public policy, political systems, governmental structures, bureaucracy, government and public management, and public policy planning.

ORGL 2800
3-0-3

Ethics and Leadership

This is an eMajor course

The objective of this course is to explore the theories, models, and constructs related to the study and practice of ethics and leadership. Teaches students to develop ethical decision-making strategies, communicate effectively in diverse group settings, value civic engagement and actively apply ethical leadership skills.

ORGL 2900
3-0-3

Program and Policy Evaluation for Leaders

This is an eMajor course

Students will learn the methods of collecting, analyzing, interpreting, and communicating policy and program information used in organizational evaluations. Program and policy evaluation assists program managers and policy makers (leaders) in making decisions about which programs to fund, policies to modify, expand or eliminate. Students will learn how to be critical and effective users of evaluations. This course will examine a broad range of social and organizational policy areas including health, criminal justice (public sector), education, public finance, human services, and development.

ORGL 3000
3-0-3

Reflective Seminar I: Self as Learner

This is an eMajor course

Graded "Satisfactory" or "Unsatisfactory." An introduction to the major conceptual frameworks for reflective learning that require students to reflect on and document their own assumptions, beliefs, and biases and how they affected their prior learning experiences.

ORGL 3050
3-0-3

Reflective Seminar II: Self in Context

Prerequisite: ORGL 3000; This is an eMajor course

Graded "Satisfactory" or "Unsatisfactory." A seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the social networks, environmental context, and political context that has affected their prior learning experiences.

ORGL 3200
3-0-3

Introduction to Organizational Development

Prerequisite: PSYC 1101; This is an eMajor course

A broad survey of major topics in Organizational Development including but not limited to introduction to organizational process; creation of organizational growth climates/cultures; examination and selection of effective leadership styles and effective modes of communication; coping with the future in periods of accelerating change.

ORGL 3400
3-0-3

Technology for Organizations

This is an eMajor course

Development of intermediate and advanced skills in the use of spreadsheet, database, communication, and presentation software. Emphasis is placed on creation of computer projects appropriate to the student's major.

- ORGL 4000**
3-0-3
Reflective Seminar III: Transforming Self, Self-Transformation
Prerequisite: ORGL 3000 and ORGL 3050; This is an eMajor course
Graded "Satisfactory" or "Unsatisfactory." A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection and analysis and development of students' own capacity to adapt and transform their own learning practices.
- ORGL 4690**
3-0-3
Capstone Seminar
Prerequisite: ORGL 3000, ORGL 3050, ORGL 4000; This is an eMajor course
A capstone course in which students will demonstrate a comprehensive understanding of reflective learning, conceptual frameworks, goals of their own degree program and/or specialization within Organization Leadership.
- ORGL 4900**
3-0-3
Organizational Internship
Prerequisite: POLS 1101; This is an eMajor course
Students may receive academic credit for personal experience in non-profit organizations, the political process, or public employment. Credit hours only apply toward electives.
- PHIL 2010**
3-0-3
Introduction to Philosophy
This is an eCore course.
Introduction to the central issues, questions, and theories of Western Philosophy. Topics covered include logic & critical thinking; religion; knowledge & skepticism; philosophy of mind; freedom and determinism; and ethics.
- PHIL 4120**
3-0-3
Professional Ethics
This is an eMajor course
This course introduces students to ethical issues common to the professions. The term "profession" is a label for a class of occupations, exemplified by the traditional model of the lawyer or physician. We will think about characteristics of these occupations that distinguish them as a class and how these characteristics are related to a variety of ethical problems.
- PHYS 2211K**
3-2-4
Physics I: Classical Mechanics
Prerequisite: C or higher in MATH 1540
Classical Mechanics in an introductory, calculus-based course emphasizing the principles of classical physics. Although Newtonian mechanics is emphasized, other select topics in classical physics including thermodynamics and oscillatory motion are discussed.
- PHYS 2212K**
3-2-4
Physics II: Electricity and Magnetism, Optics
Prerequisite: C or higher in PHYS 2211K
Electricity and Magnetism, Optics is a calculus-based course emphasizing the principles of classical physics.
- POLS 1101**
3-0-3
American Government
A study of the political structures and actual functions of the various levels of government in the United States. The national government plus state and local governments of Georgia will be emphasized. Successful completion satisfies the legislative requirements for instruction in the constitutions of the U. S. and Georgia.
- POLS 2101**
3-0-3
Introduction to Political Science
Prerequisite: C or higher in POLS 1101
This course is designed to provide a foundation for and a focus on the theories and language of the discipline and on political inquiry.
- POLS 2201**
3-0-3
State and Local Government
Prerequisite: C or higher in POLS 1101
A three (3) hour survey course providing students with an introduction to state and local governments. The course examines political actors, institutions, formal rules, and informal processes associated with federal system of intergovernmental relations. Particular emphasis is placed on policymaking at the state and local level. Because of the federal nature of the U.S. political system, the course will also focus on current events at all levels of government.
- POLS 2301**
3-0-3
Introduction to Comparative Politics
Prerequisite: C or higher in POLS 1101
Comparative Politics introduces students to important theoretical approaches to comparing different political systems, and then helps students employ empirical analysis to address such questions as: Why does democracy flourish in some environments and not others? How does the nature of political institutions influence public policy? How are interests aggregated and represented in different political systems? By addressing these kinds of questions in the context of past and present political systems, student develop a broader understanding of the variety of ways that people can organize a political system and a deeper understanding of human political diversity. Students also familiarize themselves with the theoretical approach specific to comparative politics and with the methods used by social scientists generally.
- POLS 2401**
3-0-3
Global Issues
Prerequisite: POLS 1101
Acquaints the student with institutions and issues surrounding the world political system, including, but not limited to diverse topics such as theories of war, industrial development, international political economy, trade, national security, and terrorism. Current global issues are also explored. Students learn to think both normatively and descriptively. Additionally, the students are afforded a cursory introduction to the discipline of political science.
- POLS 3100**
3-0-3
Constitutional Law
Prerequisite: POLS 1101; this is an eMajor course.
Offers a comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include the denial of freedoms under the Bill of Rights, the equal protection of laws under the 14th Amendment, and

civil rights legislation enacted by Congress since the Civil War. The course will also focus on the application and interpretation of the constitutional protections by the American courts.

- POLS 3201**
3-0-3
Public Policy
Prerequisite: POLS 1101; This is an eMajor course
An analysis of diverse public policy issues, as well as the decision process leading to the formulation of government policy. An analysis of societal factors that influence policy, and the effect of government policy on society.
- POLS 3601**
3-0-3
Political Science Methods II
Prerequisite: POLS 1101; This is an eMajor course
This course helps students understand the process and components of research methods in social sciences, especially in political science. It covers topics such as empirical research, research question, hypotheses, research design, data collection, data analysis, and ethical issues in conducting research. It focuses on practical examples and skills by which students can develop, design, and conduct empirical research.
- POLS 4200**
3-0-3
Principles of Public Administration
Prerequisite: POLS 1101; This is an eMajor course
An introductory examination of the characteristics of the public organization and its impact on society. Analysis of the theories of public administration, personnel issues, budgetary activities, legal dynamics, as well as historical development of the field are included.
- POLS 4202**
3-0-3
Interorganizational Behavior
Prerequisite: POLS 1101; This is an eMajor course
This course is designed to provide an understanding of the dynamics of and the interrelationships among and between the federal, state, and local levels of government.
- POLS 4204**
3-0-3
Public Finance
Prerequisite: POLS 1101; This is an eMajor course
This course involves an in-depth study of the equity and economic effects of government spending programs, taxes, and debt.
- POLS 4210**
3-0-3
Public Management
Prerequisite: POLS 1101; This is an eMajor course
Various changes in the management of public organizations are identified and analyzed. Includes the role of technology, modification of the relationship between public and private spheres, and current trends in the management of change and supervision of a diverse workforce.
- POLS 4215**
3-0-3
Management of Nonprofit Organizations
Prerequisite: POLS 1101; This is an eMajor course
This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objective statements, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. Thus, students will be provided an opportunity to examine critical issues of management faced by leaders in nonprofit organizations.
- POLS 4217**
3-0-3
Grant Writing for Nonprofit Organizations
Prerequisite: POLS 1101; This is an eMajor course
This course introduces students to the world of grant writing and management and provides an opportunity to experience writing actual grants. Students will learn the process of identifying prospective funders, developing relationships with funders, understanding the basics of writing grants, submitting proposals, working as a collaborative, and preparing for the follow up. Students will apply course learning to write and prepare actual grant proposals.
- POLS 4218**
3-0-3
Project Management in the Public Sector
Prerequisite: POLS 1101; This is an eMajor course
This course will discuss the theory, principles, tools, and techniques necessary to build a solid project management foundation. The Project Management Institutes (PMI) standards for project management will be emphasized throughout the course.
- POLS 4219**
3-0-3
Public Human Resources Management
Prerequisite: POLS 1101; This is an eMajor course
This course will examine the processes, policies, procedures and laws concerning public personnel. It will also cover the issues of employee protection, motivation, efficiency and responsibility.
- POLS 4220**
3-0-3
Administrative Law and Government
Prerequisite: POLS 1101; This is an eMajor course
This course introduces the student to the relationship between administrative law and American government as well as the ethics and challenges inherent in administrative law decision making. It is designed for undergraduates who are interested in public administration and public policy. While the course reviews and discusses the cases that form the basis of administrative law, the focus is on the understanding and application of principles rather than case law.
- POLS 4221**
3-0-3
Government Organization and Administrative Theory
Prerequisite: POLS 1101; This is an eMajor course
A systematic analysis of theories of organization, management, and administration. Special consideration will be given to institutional, behavioral, and psychological factors.
- POLS 4860**
3-0-3
Special Topics
Prerequisite: POLS 1101; This is an eMajor course
Selected topics of political and current interest in public administration. The course may be repeated for credit topics are different.

PROB 1101 1-0-1	Problem Solving I An interdisciplinary course in science and mathematics. Projects from a variety of areas including biology, chemistry, geology, mathematics, and physics will be considered. Emphasis will be placed upon the interdisciplinary nature of the sciences. <i>Available only as a directed study course.</i>
PROB 1102 1-0-1	Problem Solving II A continuation of PROB 1101. Students may select a second project. <i>Available only as a directed study course.</i>
PSYC 1101 3-0-3	Introduction to General Psychology 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.
PSYC 2101 3-0-3	Introduction to Psychology of Adjustment <i>Prerequisite: PSYC 1101, SOCI 1101 or consent of the instructor</i> An introductory examination of the applied psychological theory and research concerning mental health and wellbeing.
PSYC 2102 3-0-3	Psychology of Abnormal Behavior <i>Prerequisite: PSYC 1101 or consent of the instructor</i> Studies current views of abnormal behavior. Consideration will be given to theories and research regarding prevention, causation, and treatment of undesirable behavior.
PSYC 2103 3-0-3	Introduction to Human Development <i>Prerequisite: PSYC 1101, SOCI 1101 or consent of the instructor</i> An introductory, non-laboratory-based examination of human development across the lifespan with an emphasis on normal patterns of physical, cognitive, and social development.
PSYC 3850 3-0-3	Forensic Psychology <i>Prerequisite: ENGL 1102 & PSYC 1101; this is an eMajor course.</i> Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.
SCIE 1101 1-0-1	Science in Society <i>Prerequisite: Completion of BIOL 1107K, CHEM 1211, GEOL 1121, ISCI 1101, or PHYS 2211</i> The objective of this course is to introduce students to various forms of published scientific literature. Students will learn how to read, interpret, and critique scientific journal articles, as well as do literature searches using scientific databases. In the first half of the course, students will read selected articles provided by the instructor and, as a class, analyze and critique the articles. In the second portion of the course, the students themselves will select and interpret a journal article of their choice and present their analysis to the class. The goal is to have students become more familiar with the reading and understanding of scientific literature which will benefit them as they pursue a career in a scientific discipline.
SJUS 3000 3-0-3	Introduction to Social Justice <i>Prerequisite: CRJU 1100 OR POLS 1101 OR SOCI 1101; this is an eMajor course.</i> This course will introduce the student to the concept of social justice and social change. Examines various social justice theories such as restorative and distributive justice, postmodernism, feminism, and others. Theorists include Rawls, Mills, Kant, and others. A review of institutional systems and how social change occurs within the institutional framework.
SJUS 3050 3-0-3	Politics of Social Justice <i>Prerequisite: CRJU 1100 OR POLS 1101 OR SOCI 1101; this is an eMajor course.</i> This course examines selected contemporary issues of social justice at the national, state, and local level of politics in the United States. This course analyzes various social justice issues through an economic, demographic, institutional, and political lens. Course topics include a critical analysis of governance, criminal law, economic development, immigration, poverty and race, drugs, and social equity.
SJUS 4000 3-0-3	Social Justice Culture <i>Prerequisite: SJUS 3000; this is an eMajor course.</i> This course examines the relationship between music, art, movies & television, and social justice in the United States. These mediums bring people together, challenge the status quo, and shine a light on what is happening in various communities. This course will explore a range of music, art, movies, and television that reflect and influence social justice issues.
SJUS 4050 3-0-3	Law and Social Justice <i>Prerequisite: SJUS 3000; this is an eMajor course.</i> This course analyzes the relationship between legal institutions, inequality, and the ability of social groups to produce fundamental social change.
SJUS 4800 3-0-3	Social Justice Policy Analysis <i>Prerequisite: SJUS 3000; this is an eMajor course.</i> This course provides students with the tools to analyze policy implementation and effectiveness in the criminal justice system. Policies are evaluated in the areas of policing, corrections, courts, and criminal justice. Research methods and case study analysis will be used to evaluate and inform the creation of crime-related policies.
SOCI 1101 3-0-3	Introduction to Sociology A survey of the discipline of sociology. Topics will include sociological theory, methods and selected substantive area.

SOCI 1160 3-0-3	Introduction to Social Problems <i>Prerequisite: SOCI 1101</i> A theoretical and empirical analysis of selected major social problems confronting American society.
SOCI 2000 3-0-3	Introduction to Social Science Research Methods <i>Prerequisite: SOCI 1101; May be taken concurrently with MATH 1401 and/or SOCI 1160</i> Introduction to Social Science Research Methods provides the student with a comprehensive treatment of research methods commonly used in the social sciences to analyze social phenomena in a rigorous and scientific manner. Topics include critical evaluation of research, ethics in research, issues of accuracy such as objectivity, validity, and reliability, the research process, inductive and deductive approaches, quantitative and qualitative studies, surveys, experimental studies, and use of existing database resources. Students will learn the necessary practical skills required for the practice and application of research and the skills required for both written and oral dissemination of research results.
SOCI 2293 3-0-3	Introduction to Marriage and Family <i>Prerequisite: SOCI 1101</i> An introduction to the structure, processes, problems and adjustments of contemporary marriage and family life.
SOCI 3800 3-0-3	Development of Criminal Behavior <i>Prerequisite: C or higher in ENGL 1102; this is an eMajor course.</i> Focuses on understanding the development of criminal behavior. The course will cover topics such as the causes of violent crime and the development of criminality.
SPAN 1001 3-0-3	Elementary Spanish I <i>Note: Not open to native speakers of Spanish</i> Introduction to listening, speaking, reading, and writing in Spanish and the culture of Spanish-speaking regions.
SPAN 1002 3-0-3	Elementary Spanish II <i>Prerequisite: SPAN 1001 or 2 units of RHSC/2 years of high school; Note: Not open to native speakers of Spanish</i> Continued listening, speaking, reading, and writing in Spanish with further study of the culture of Spanish-speaking regions.
SPAN 2001 3-0-3	Intermediate Spanish I <i>Prerequisite: SPAN 1002 or high school equivalent</i> Continued study of the fundamentals of Spanish, with increased emphasis on composition and reading. Classes will be conducted in the language.
SPAN 2002 3-0-3	Intermediate Spanish II <i>Prerequisite: SPAN 2001 or high school equivalent</i> Completion of essential grammar study including selected readings from representative authors in Spanish and written literary analysis. Classes will be conducted in the language.
THEA 1100 3-0-3	Theatre Appreciation Survey and critical appreciation of Theatre.
THEA 1110 3-0-3	Fundamentals of Acting <i>Prerequisite: COMM 1110</i> An introduction and exploration will focus on the principles of the art of acting and explore the methods, styles and techniques. Instruction includes class lectures, exercises, and scene study. No prior acting experience required. This course will examine acting methods, styles and techniques helping students learn life skills such as: developing an informed perception, articulating a vision, developing self-confidence and self-discipline, problem solving and decision making. Studying acting will enhance the student's imagination, critical thinking and will refine cognitive and creative skills.
WELL 1000 2-0-2	Wellness WELL 1000 aims to increase the students' understanding of the human body including overall health, lifestyle, and fitness habits necessary to reduce risk of chronic diseases and for the maintenance of an efficient and productive life in today's ever-changing society. The course combines health-related content knowledge and reinforces positive behavioral and lifestyle choices with weekly participation in a fitness-based physical activity. Health related content includes behavior change, personal and reproductive health, drugs/alcohol awareness, chronic disease prevention, components of fitness, nutrition and weight management, and psychological well-being and stress management.

****NOTE:** East Georgia State College reserves the right to (1) withdraw any course, (2) limit the enrollment in any course or class section, (3) fix meeting time of all classes and sections and (4) offer such additional courses as demand and faculty warrant.

East Georgia State College Personnel

President

David Schecter

B.S., M.S., Florida State University; M.B.A., Fresno State; Ph.D., University of Florida

President's Cabinet

Da'Mon Andrews

**Associate Vice President for Grants and Data Analytics/
Associate Professor of Mathematics**

B.S., Georgia Institute of Technology; M. Ed., Ed.S. Ed.D., Georgia Southern University

Danielle Calloway

Director of Human Resources/Career Services

B.A., Western Governors University

Lester "Trey" Drawdy

Chief of Police/Director of Public Safety

A.S., College of Coastal Georgia; B.S., Armstrong State University; M.Ed., Troy State University

David Gribbin

Director of Strategic Planning & Institutional Research

A.A., Valley Community College; B.S., M.S., Illinois State University; M.Acc., Georgia Southern University

Theo Howard

Athletic Director / Head Women's Basketball Coach

B.S., M.S., University of Wisconsin

Nick Kelch

Director of East Georgia State College-Augusta

B.A., University of South Carolina; M.A., Victory Christian College

Courtney Patterson

Chief of Staff/Legal Counsel

A.A., East Georgia State College; B.A., Georgia Southern University; J.D., Baylor University School of Law

Tifani Pool

Director of East Georgia State College-Statesboro

A.A., East Georgia State College; B.B.A., University of Georgia; M.Ed., Georgia Southern University

Harley Smith

Vice President of Institutional Advancement

B.S., Georgia Southern University

Ron Stalnaker

Chief Business Officer

M.B.A., Auburn University; B.A., Georgia Southern University

Catherine Whelan

Provost and Vice President for Academic & Student Affairs

B.Ec., Macquarie University; P.G.Dip.Ed., Queensland University of Technology; M.B.A., M.Acc., Ph.D., Bond University

Ashley Woods

Vice President of Information Technology

M.S., Augusta University; B.S.I.T., Georgia Southern University; A.A., East Georgia State College; Information Technology Diploma, Swainsboro Technical College

Senior Administrative Staff

Terri Brown

Director of eLearning

B.S., M.I.S., Hodges University; M.E., University of Georgia

David Chevalier

Associate Vice President for Academics / Professor of Biology

B.S., University of Tours, France; M.S., University of Montpellier, France; Ph.D., University of Zurich, Switzerland

Meghan Crews

Director of Library

B.A., M.S., Valdosta State University

Theresa Davis

Director of CHOICE Program

A.A., East Georgia State College; B.S., Special Education Certification, Georgia Southern University; M.S., Ed.S., Nova Southeastern University

Gage Dowling

Director of Housing

M.S., Southwestern Oklahoma State University; B.A., Charleston Southern University

Johnna Eaton

Interim Dean of Students

B.S., M.S., Georgia Southern University

Walter "Ty" Fagler

Manager of Infrastructure Services

A.A., East Georgia College

Jennifer Fields

Director of Admissions

A.A., East Georgia College; B.B.A., Georgia Southern University

Casey Fountain

Director of Institutional Advancement

A.S., East Georgia State College; B.S., Columbia College; A.S., Southeastern Technical College

Travis Garrett

Head Men's Basketball Coach

A.A., College of Central Florida; B.A., Stetson University

Jeff Hankins	Head Softball Coach
Sherri Helms	Associate Vice President of Student Conduct and Title IX
B.A., LaGrange College; M.S., Fort Valley University	
Treva Johnson	Manager of Support Services
B.B.A., Brewton-Parker College	
Jason Mock	Head Baseball Coach
A.A., East Georgia State College	
Victor Poole	Information Security Analyst
Diploma, Southeastern Technical College	
Stephanie Royals	Director of Counseling & Disabilities
B.S., M.Ed., Georgia Southern University	
Georgia Mathews Sanders	Director of Student Success
A.A.S., A.A., East Georgia College; B.A., M.A., Ashford University	
Lynette M. Saulsberry	Registrar
B.A., Saint Leo University; M.A. Liberty University	
David Steptoe	Director of Plant Operations
Ruth M. Underwood	Director of Dining Operations
A.A., Brewton-Parker College	
Michael Wernon	Director of Financial Aid
B.A., University of Florida; M.S., University of Miami	
Vera M. Williams	Director of Accounting Services
A.A., East Georgia State College; B.B.A., Georgia Southern University; M.B.A., University of Phoenix Online	

Faculty

David Altamirano	Associate Professor of Sociology
B.S., M.A., Georgia Southern University	
Oluwakayode Aweda	Assistant Professor of Mathematics
B.Ed., University of Ibadan; M.S., Georgia Southern University	
Keith J. Barrs	Assistant Professor of Mathematics
B.S., Armstrong Atlantic State University; M.S., Georgia Southern University	
James "Jim" Beall	Associate Professor of Psychology
B.S., Brewton-Parker College; M.S., Georgia Southern University	
Armond Boudreaux	Associate Professor of English
B.S., University of West Alabama; M.A., Ph.D., University of Southern Mississippi	
Larry Braddy	Associate Professor of Psychology
B.S., Mercer University; B.A., M.Ed., University of Georgia	
Alan Brasher	Professor of English
B.A., University of Montevallo; M.A., Ph.D., University of South Carolina	
Thomas Caiazzo	Professor of Political Science
A.A., Miami-Dade Community College; B.A., M.A., University of Central Florida; Ph.D. Clark Atlanta University	
Paul Cerpovicz	Professor of Chemistry
B.S., Westfield State College; Ph.D., Kansas State University	
Valerie Czerny	Professor of English
B.A., Eckerd College; M.A., University of Arizona; Ph.D., Florida Atlantic University	
Jeniba Dart	Professor of Spanish
B.A., Armstrong Atlantic State University; M.A., Universidad de Salamanca; Ph.D., University of Cadiz	
Gina Denton	Professor of English
B.A., University of Tennessee; M.A., M.F.A., Ph.D., University of Memphis	
Natasha Goss	Professor of Accounting and Business
A.A., East Georgia College; B.B.A., M.Acc., Georgia Southern University	
Jeffery Howell	Professor of History
B.A., University of Mississippi; M.Div., Mid America Baptist Theological Seminary; M.A., Ph.D., Mississippi State University	
Courtney Joiner	Chair, Department of Social Sciences and Professional Studies, Professor of History
B.A., M.A., Georgia Southern University	
Heather Kelly	Assistant Professor of Mathematics
B.S., M.S., Ed.D., Texas A&M-Commerce	
Christian Kraus	Associate Professor of English
B.S.Ed., University of Georgia; M.A. Georgia Southern University	

- Deborah Lee** **Professor of Psychology**
B.S., University of South Alabama; M.S., Georgia Southern University
- Jaehyuk Lee** **Associate Professor of Economics**
B.A., Hanyang University; M.A., The University of Oklahoma; Ph.D., Auburn University
- Candace Lynn** **Chair, Department of Mathematics and Sciences**
Associate Professor of Mathematics
B.S., M.S., Georgia Southern University
- Daniel K. Mancill** **Professor of Political Science**
B.A., M.A., Mississippi State University
- Carmine Palumbo** **Professor of English/Director of Study Abroad**
B.A., Greensboro College; M.A., Virginia Tech; Ph.D., University of Louisiana at Lafayette
- Grace Pittman** **Assistant Professor of Political Science**
Ph.D., University of Georgia; B.A., Georgia Southern University
- Desmal Purcell** **Chair, Department of Humanities & Professor of Art**
B.A., Armstrong Atlantic State University; M.A., Georgia Southern University
- Martiana Segal** **Associate Professor of Biology**
B.S., University of Bucharest; M.S., Ph.D., Purdue University
- Farrah Senn** **Assistant Professor of English**
A.S., Middle Georgia College; B.S., M.P.A., M.A., Ed.S., Ed.D., Georgia Southern University
- Sandra Sharman** **Professor of Reading**
B.S., University of Mississippi; M.A.T., M.Ed., East Tennessee State University; Ph.D., University of Georgia
- Amelia J. Simmons** **Associate Professor of English**
B.S., M.S., Georgia Southern University
- Breana Simmons** **Professor of Biology**
B.A., Olivet College; M.A., Michigan State University; Ph.D., University of Georgia
- John H. Smoyer, III** **Associate Professor of Biology**
A.A., East Georgia College; B.S., M.S., Georgia Southern University
- Julie Strickland** **Assistant Professor of English**
B.A., Oglethorpe University; M.A., Georgia Southern University
- Aaron Taylor** **Assistant Professor of Mathematics**
Ph.D., The University of Memphis; M.S., Georgia Southern University; B.A., Georgia State University; A.A., Dalton State University
- Jessica Todd** **Professor of English and Spanish/Director of QEP**
B.A., M.A., Georgia Southern University; M.E., University of Georgia
- Deborah L. Vess** **Professor of History and Music/Director of CETL and Academic Assessment**
B.A. Indiana University; B.Mus. Pennsylvania State University; M.A. University of Pittsburgh; Ph.D. University of North Texas
- Harry L. Vogel** **Associate Professor of Sociology**
B.S., James Madison University; M.A., Western Kentucky University; Ph.D., Kansas State University
- Jason Walter** **Instructor of English**
B.A., M.A. Clemson University
- Larie Ward** **Assistant Professor of Mathematics**
B.S. University of Central Florida; M.S. University of Florida; M.S. Georgia Southern University; Ph.D. University of Florida
- Kristin Watkins** **Assistant Professor of Criminal Justice**
M.S., Georgia Southern University; B.A., Georgia Southern University
- Jimmy Wedincamp** **Professor of Biology**
A.A., East Georgia College; B.S., M.S., Georgia Southern University; Ph.D., Louisiana State University
- Yelena White** **Professor of Physics**
B.S. Kazakh St. National University; M.S., Ph.D., Vanderbilt University
- Fang "Christine" Xie** **Professor of Mathematics**
B.E., University of Petroleum-China, Beijing; M.T., M.S., Georgia Southern University

Professional Staff

Jada Armstrong	Human Resources Coordinator I
Greg Avra A.A., East Georgia State College	Information Technology Applications Analyst
Charlene Blankenship Certificate Barr Business School	Institutional Services Coordinator
Morgan Clifton M.S., Georgia Southern University; B.S., St. Petersburg College	Dual Enrollment Coordinator/Recruiter
Wilder Coleman A.S., East Georgia College; B.S., Georgia Southern College	Information Technology Database and Systems Administrator
Rendell Cordova B.S., Georgia Southwestern State University	Student Success Coach
Karen Curl A.A, East Georgia State College; B.A., Georgia Southern University	Accountant II
Casey Dowling M.S., Southwestern Oklahoma State University; B.S., Charleston Southern University	Assistant Director of Student Success
Tahir Dulaney A.A., East Georgia State College	Admissions Recruiter
Donna Freeman A.A., East Georgia College	Assistant Director of Human Resources/Career Services
Malanie Freeman A.A, East Georgia State College; B.A., Georgia Southern University; M.S., University of Georgia	Sudie A Fulford Community Learning Center Coordinator
Constance Gladney A.A., Burlington County College; B.A., Rutgers; M.S., Nova Southeastern University; M.A., PhD, Trinity Evangelical Divinity School	Student Success Coach
Jessica "Shea" Harrell A.A., East Georgia State College	Enrollment Management Processor II – Financial Aid
Amber Hodges A.A., East Georgia State College; B.A., B.S., The University of Georgia	Librarian
Susan Howell B.S., M.S., State University of New York at Brockport	Student Success Coach
Tabitha Huddleston	Library Associate
Taryn Jackson A.A., East Georgia State College; B.A., Valdosta State University	Admissions Recruiter
Sheila B. Jacobs	Accounting Technician II
Brandon Kight A.A., East Georgia State College	Assistant Director of Financial Aid
Vicky Lieu B.S., University of Georgia; A.A., East Georgia State College	Academic Center for Excellence Coordinator
Michael Luzzi B.S., State University of New York; Certificate of Completion, Bettis Recruiter Engineering School	Academic Center for Excellence Coordinator
Luke Martin B.S., M.S., Georgia Southern University	Student Success Coach
Kate Marshall M.Ed., Georgia College and State University; B.B.A., B.F.A. University of Georgia	Student Services Specialist/Slate Captain
Virginia McAllister A.A., Columbus State University	Residence Life Coordinator
Victoria Middleton A.A., Southeastern Technical College; A.A., East Georgia State College; B.B.A., Brenau University	Accountant II
M. Katelyn Moore B.A., M.S., Valdosta State University	Information Technology and Creative Services Specialist
Bonnie Nash B.A., University of West Georgia	Assistant Director- Admissions/Processing
Melvin Nunn	Energy/Project Manager
Melanie Phillips	Accounting Technician II
Ranceince Pollett B.A., American InterContinental University	Enrollment Management Processor III – Registrar
Amber Purcell	Student Life Coordinator
Cynthia Reese A.A., East Georgia State College; B.S., Brewton-Parker College	Director of Student Conduct/Title IX Coordinator
Danielle Renew B.A., M.A., Georgia Southern University	Accounting Manager

Kaitlyn Reininger	Enrollment Management Processor I – Admissions
Alexis Roberson	Enrollment Management Processor III – Registrar
M.S., Ashford University; B.S., Georgia Southern University; A.A., East Georgia State College	
Wendy Sikora	Enrollment Management Processor III - Financial Aid
B.S., Cornell University	
Astraea J. Thigpen	Institutional Services Coordinator
B.A., M.A., Georgia Southern University	
Jeffrey “Jeff” Waller	Academic Center for Excellence Coordinator
A.A., Broward College; B.S., Florida State University; M.A., Georgia Southern University	
William Waters	Technology Support Specialist II
A.A., Ogeechee Technical College	
Erin Youmans	Coordinator GYST
B.S., M.S., Georgia Southern University	
Roosevelt Young	Student Life Specialist
B.S., Georgia Southern University; A.A., East Georgia State College	
Sara S. Young	Assistant Registrar
A.A., East Georgia State College	
Carrie Ziglar	Student Success Coach
B.A., Bluefield University	

Clerical and Secretarial Staff

Jamie Boatright	Administrative Assistant, Academic Affairs
Kelly Brazell	Human Resources Technician I
Diana Cochran	Executive Assistant to the Provost/Vice President of Academic and Student Affairs
A.A., East Georgia State College	
Christopher Jackson	Technology Support Specialist I
CompTIA A+ Certification, Ogeechee Technical College	
Jessica Jones	Student Affairs Intake Specialist
B.S., East Georgia State College	
Victoria Martin	Front Desk Clerk
Alexander “Alex” Smith	Technology Support Specialist I
Catrezza N. Wilson	Administrative Assistant
Dana Wright	Administrative Assistant to the President
A.A., East Georgia State College	

Service/Maintenance Staff

Police Department

Randall Gallant	Public Safety Officer
B.S., Georgia Southern University	
James Mitchell	Police Officer II
Secola Mitchell-Johnson	Public Safety Officer
Austin Newton	Police Officer I
Oconee Fall Line Technical College; GA POST Certified	
Hadrian Wolff	Police Officer II
David Wright	Police Officer II
Southeastern Technical College; AZ POST Certified, Arizona Western College	

Custodial Services

Richard Alexander	Custodian
Tyler Alexander	Custodian
Amber Hirschy	Custodian
Shamonica Oglesby	Custodian
A.A., East Georgia State College	
Thomas Parillo	Custodial Supervisor
Gloria Robinson	Custodian
B.J. Scott	Custodian

Skilled Crafts Staff**Troy Riley****John Rincon****Café and Common Grounds****Toni Coleman****Lorrie Lehnerz****Holly Hopkins****Ela Machado****Kaydee Oglesby**

A.A., East Georgia State College; B.A., Armstrong State University

Wanda Owens**Linda Radford****Gracie Richards****Clair Wright****Skilled Trades Worker****Skilled Trades Worker****Food Service Worker I****Food Service Worker III****Food Service Worker III****Food Service Worker I****Dining Operations Assistant****Food Service Worker I****Location Lead Cook****Location Lead Cook****Food Service Worker III**

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Glossary

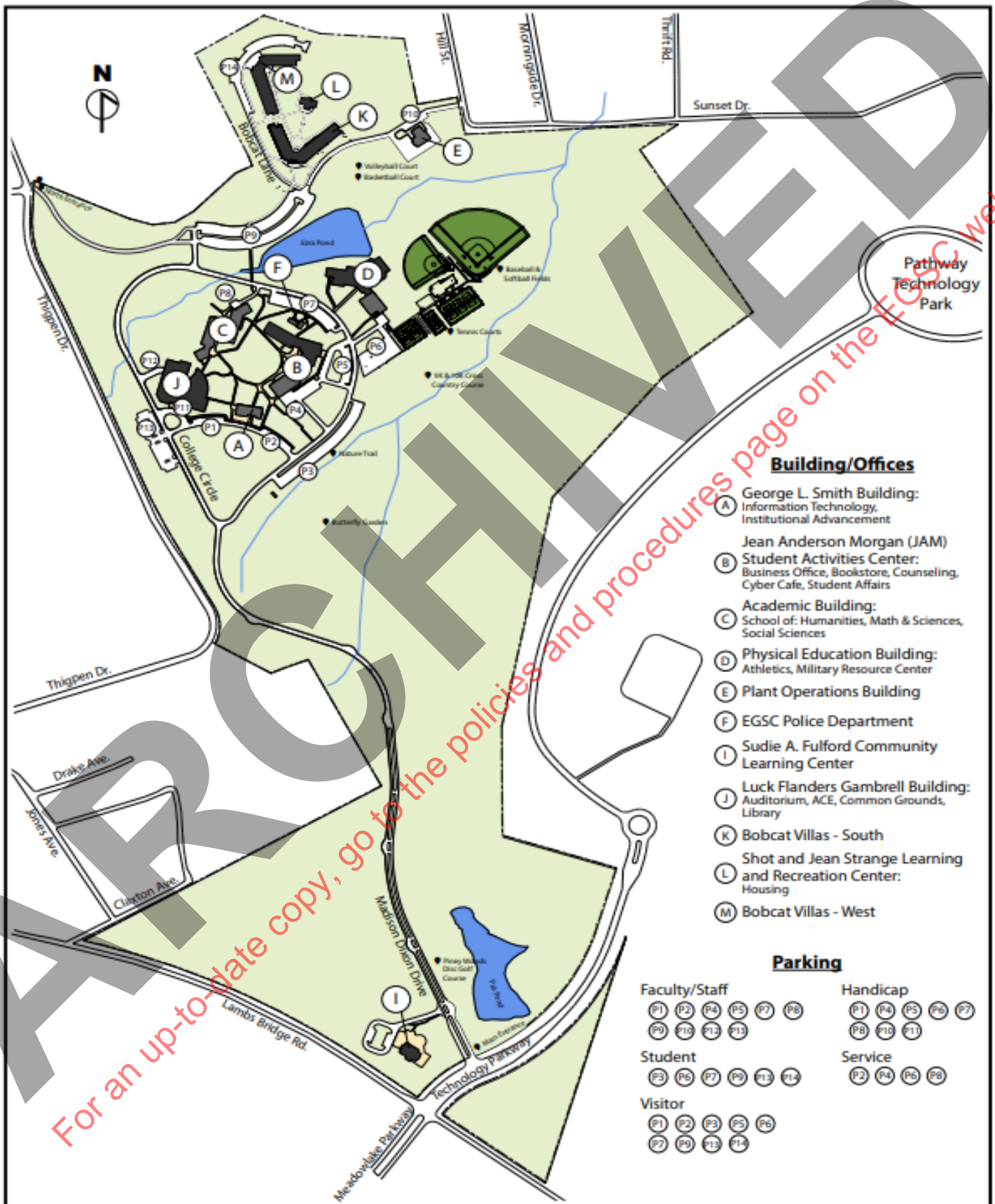
Academic Dismissal	Dismissal from the college for failure to maintain the required grade point average.
Academic Year	The college academic year consists of two 15-week semesters (fall and spring) and a shorter summer semester.
Accuplacer	A test evaluating a student's proficiency in Mathematics, Reading, and Writing for the purpose of determining proper course placement.
Accredited or Approved	A school that has met the standards of quality imposed by professional groups and/or accrediting agencies.
American College Testing (ACT)	The ACT Assessment Program (ACT) is a comprehensive guidance-oriented service that helps colleges, high schools, and students in the transition from high school to college. Students participate in the program by completing an educational/biographical questionnaire, an interest inventory, and four tests of educational development in English, mathematics, social studies, and natural sciences. After analyzing the information obtained, ACT prepares reports for use by students, high schools, and colleges in career and college planning, admission and placement, and academic advising. One of two national tests a student may take to complete admission requirements. This test measures mathematical and verbal skills much like the Scholastic Aptitude Test (SAT).
Associate Degree—Associate of Arts (A.A.)/Associate of Science (A.S.)	A post-secondary degree granted after at least two years of full-academic study beyond the completion of high school and the fulfillment of college graduation requirements.
Audit	To enroll in a course as an observer or listener without receiving academic credit. A "V" appears on the record instead of a grade.
Baccalaureate Degree—Bachelor of Arts (B.A.)/Bachelor of Science (B.S.)	A post-secondary degree granted after completing at least four years of full-time academic study beyond the completion of high school and the fulfillment of college graduation requirements.
Core Curriculum	A degree program established to provide uniformity among and within the units of the University System. The Core, prescribed as the first two years of college, provides for 60 semester hours of study, of which 42 are in general education and 18 are in a field of study.
Course Load	A full-time student usually enrolls for 4 or 5 academic courses plus a physical education course. Most courses carry 3 semester credit hours each, while physical education courses may carry 1 or 2 credit hours.
Learning Support Courses	Courses within the college's program to support students in the collegiate level course and improve a student's competence in areas of English and Mathematics.
Full-Time Student	A student enrolled for a minimum of 12 credit hours each semester.
Good Standing	A designation that signifies a student is eligible to continue, to return, or to transfer. It implies good academic standing.
Grade Point Average (GPA)	Calculated by dividing the number of quality points earned by the number of credit hours attempted. Institutional Credit - Credit awarded by an institution that is nontransferable and does not count toward graduation.
Matriculation	The process of enrolling into college.
Overload	Course loads of 18 semester hours or more during the fall or spring semester. Students may not register for more than 17 semester hours without written permission from the Provost/Vice President for Academic and Student Affairs.
Part-Time Student	A student enrolled in fewer than 12 credit hours each semester.
Permanent Record	The student's official academic record housed in the Registrar's Office.

Quality Points	Points per semester hour assigned to a passing grade indicating the numerical value of the grade (A=4, B=3, C=2, D=1, F=0, WF=0)
Required High School Curriculum (RHSC)	The required high school curriculum (RHSC) is the course of study students should follow in high school to prepare for college and applies to those graduating from high school 2012 or thereafter. This requirement was formerly known as college preparatory curriculum (CPC).
Scholastic Aptitude Test (SAT)	The SAT is a multiple-choice test made up of verbal and math sections. The verbal questions test your vocabulary, verbal reasoning, and understanding of what you read. The math questions test your ability to solve problems involving arithmetic, elementary algebra, and geometry.
Semester Credit Hours	The amount of credit assigned to each course. Example: English Composition (ENGL 1101) = 3 semester credit hours.
Transcript	An official or unofficial document listing a student's academic record at an institution.
University System of Georgia	All state-operated, public institutions of higher education in Georgia composed of 4 research universities, 4 comprehensive universities, 9 state universities, 12 state colleges, Georgia Public Libraries and the Georgia Archives.

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For an up-to-date copy, go to the policies and procedures page on the ECSC website.

Campus Map



Institutions of the University System of Georgia

<u>Institution</u>	<u>City</u>	<u>Zip</u>	<u>Website</u>
Research Universities			
Augusta University	Augusta	30912	www.augusta.edu
Georgia Institute of Technology	Atlanta	30332	www.gatech.edu
Georgia State University	Atlanta	30303	www.gsu.edu
University of Georgia	Athens	30602	www.uga.edu
Comprehensive Universities			
Georgia Southern University	Statesboro	30460	www.georgiasouthern.edu
Kennesaw State University	Kennesaw	30144	www.kennesaw.edu
University of West Georgia	Carrollton	30118	www.westga.edu
Valdosta State University	Valdosta	31698	www.valdosta.edu
State Universities			
Albany State University	Albany	31707	www.asurams.edu
Clayton State University	Morrow	30260	www.clayton.edu
Columbus State University	Columbus	31907	www.columbusstate.edu
Fort Valley State University	Fort Valley	31030	www.fvsu.edu
Georgia College & State University	Milledgeville	31061	www.gcsu.edu
Georgia Southwestern State University	Americus	31709	www.gsw.edu
Middle Georgia State University	Macon	31206	www.mga.edu
Savannah State University	Savannah	31404	www.savannahstate.edu
University of North Georgia	Dahlonega	30597	www.ung.edu
State Colleges			
Abraham Baldwin Agricultural College	Tifton	31793	www.abac.edu
Atlanta Metropolitan State College	Atlanta	30310	www.atlm.edu
College of Coastal Georgia	Brunswick	31520	www.ccca.edu
Dalton State College	Dalton	30720	www.daltonstate.edu
East Georgia State College	Swainsboro	30401	www.ega.edu
Georgia Gwinnett College	Lawrenceville	30043	www.ggc.edu
Georgia Highlands College	Rome	30161	www.highlands.edu
Gordon State College	Barnesville	30204	www.gordonstate.edu
South Georgia State College	Douglas	31533	www.sgsc.edu
Georgia Archives	Morrow	30260	www.georgiaarchives.org
Georgia Public Library Service	Atlanta	30345	www.georgialibraries.org

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