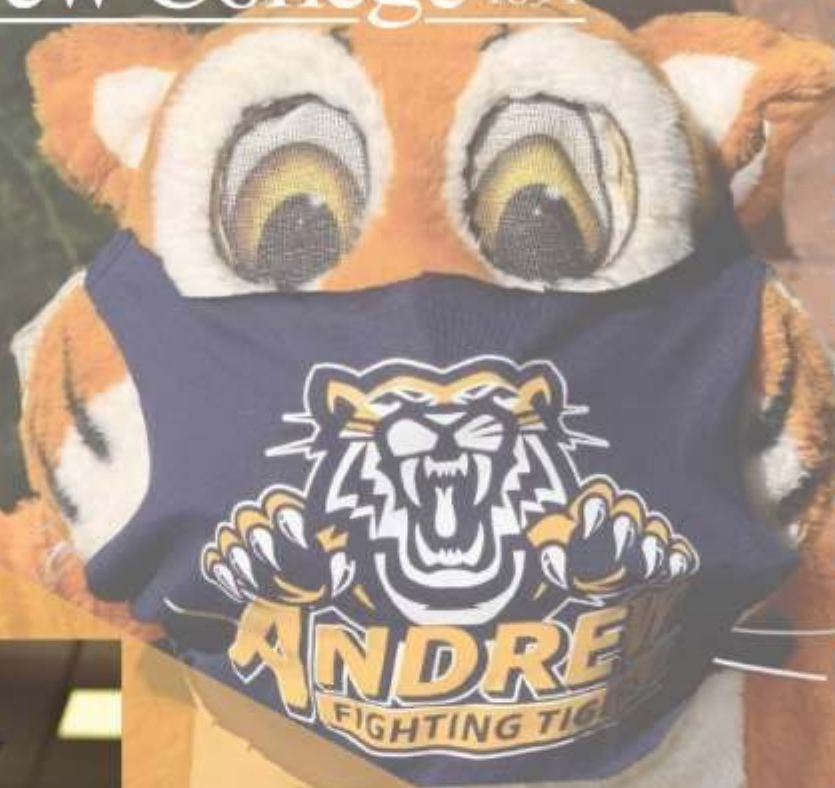




Andrew College 1854



ACADEMIC CATALOG

2020-2021

Andrew College offices are open Monday through Friday from 8:30 a.m. until 4:30 p.m. Visitors are always welcome. Persons wishing to visit the college during the weekend should contact the Office of Enrollment Services. The College address is:

Andrew College
501 College Street
Cuthbert, Georgia 39840
229-732-2171
229-732-2176 (fax)
1-800-664-9250 (Enrollment Services)
www.andrewcollege.edu

Communications Directory

Educational Programs	Office of Academic Affairs
General Information	Office of Enrollment Services
Catalog Requests	Office of Academic Affairs
Transcript Requests	Office of the Registrar
College Calendar	www.andrewcollege.edu
Payment of Accounts	Business Office
Scholarships, Grants	Office of Enrollment Services
Alumni Affairs	Office of Development
Student Life	Office of Student Affairs
Student Housing	Office of Student Affairs
Athletics	Athletic Director

This catalog will remain in effect until superseded by a new catalog or catalog supplement. Any student whose program is interrupted by an absence of one year or more may incur the obligation of meeting changed requirements as printed in the current catalog.

Andrew College does not discriminate on the basis of race, color, religion, gender, age, creed, national origin, or disability in its admissions and employment policies, its educational, financial aid, athletic and other college programs. Andrew College complies with Title IX of the Educational Amendment of 1972 and Section 504 of the 1973 Rehabilitation Act.

Table of Contents

Academic Calendar	8
General Information	10
Accreditation	11
Degrees & Certifications	11
Mission and Purpose	11
Mission Statement	11
Purpose	11
Institutional Outcomes	12
COVID-19 Policy and Procedures	12
History	12
Location	12
The Student Body	12
Intercollegiate Athletics	12
Institutional Research, Assessment, and Effectiveness	12
Intellectual Property	12
Statement on Freedom of Expression	13
Academic Support Services and Programs	13
Academic Advising	13
Disability Services	13
Student Success Center (SSC)	13
Pitts Library	14
Interdisciplinary Writing and Reading Center (IWRC)	14
Learning Support Programs	14
Special Programs	14
Academic Honors Night	15
AndrewServes	15
Cultural Enrichment Programs (CEP)	15
Honors Program	15
Phi Theta Kappa Sarah Anne Staples Seminar Day	16
Dramatic Productions	16
Choraliers	16
Student Publications	16
Yearbook	16
Literary Magazine	16
Newspapers	16
Family Educational Rights and Privacy Act (FERPA)	16
Admissions	18
Policies and Procedures	19
Criteria for Admission	19
Non-Conditional Acceptance	19
Provisional Acceptance	19
Home-Schooled Students	19
Non-Immigrant, Foreign Students	19

Transfer Students	20
Transient Students.....	20
Veterans	20
Dual Enrollment.....	20
Readmission	20
Financial Information	21
2019-2020 Tuition and Fees	22
Fees and Charges	22
Books/Supplies.....	22
Financial Obligation.....	22
Refund Policies	22
Withdrawal Procedure	22
Refunds of Tuition and Fees.....	23
Appeals for Refund.....	24
Student Repayment Policy.....	24
Student Financial Aid	24
Federal Financial Aid Eligibility Requirements.....	24
Satisfactory Academic Progress (SAP)	25
Institutional Scholarships.....	27
Georgia Tuition Equalization Grant (GTEG).....	28
HOPE & Zell Miller Scholarships	29
Veterans and Dependent Benefits.....	30
Other Aid.....	30
Additional Information	29
Student Life	30
Office of Student Affairs	31
Mission	33
Aims and Objectives.....	31
Student Handbook Information.....	31
Calendar/Scheduling of Events.....	31
Counseling Services.....	31
Grievances and Complaints.....	31
Health and Medical Care.....	33
Andrew College Police Department	33
Religious Life.....	34
Student Life Programs.....	34
Student Orientation	35
Summer Orientation	35
New Student Orientation.....	35
Recreation and Intramural Program	34
Student Organizations	35
Sexual Misconduct-Sexual Harrassment or Sexual Assault.....	37
Residence Life Information.....	36
Residency Requirements	36

Academic Regulations	37
Academic Standards.....	39
Academic Honor Code	39
Academic Integrity	39
Attendance.....	40
Classification of Students	39
Credit Hours.....	39
Credit by Examination	40
Credit Earned at Other Institutions	40
Credit for Experience	41
Concurrent Enrollment	41
Transient Student Status	41
Course Load	41
Course Sequence.....	41
Grades	42
Grade Point Average (GPA)	43
Grade Appeals	43
Repeating a Course.....	44
Independent Study	44
Auditing.....	44
Final Examinations	45
Grade Reports.....	45
Honors and Awards.....	45
President's List.....	45
Dean's List.....	45
Graduation.....	45
Graduation Ceremony and Diplomas.....	45
Intent to Graduate and Graduation Fee	45
Graduation with Honors.....	45
Graduation Requirements.....	45
Physical Education Requirements and Exemption	46
Registration.....	46
Drop/Add	46
Academic Performance	47
Academic Warning.....	46
Academic Probation	46
Academic Suspension.....	47
Academic Expulsion	47
Academic Transcripts	49
Replacement Diplomas	49
Withdrawal.....	48
From the College.....	48
From a Course	48
Due to Disciplinary Suspension	49

Registration Cancellation	50
Academic Programs	50
Degrees, Certifications & Concentrations	51
Academic Concentrations.....	52
Curriculum Summary.....	53
Certificate of Church Music	54
A.A. in Communication	55
A.A. in History.....	56
A.A. in Liberal Arts.....	57
A.A. in Literature.....	58
A.A. in Theatre Arts	59
A.A. in Visual Art.....	60
A.M. in Music.....	61
A.S. in Agribusiness - Online	62
A.S. in Applied Behavioral Health	63
A.S. in Athletic Training.....	64
A.S. in Biology	65
A.S. in Business Administration	66
B.S. in Business Administration.....	67
A.S. in Chemistry.....	68
A.S. in Criminal Justice.....	69
A.S. in Education.....	70
A.S. in Engineering	71
A.S. in Forestry	72
A.S. in Health Science.....	73
A.S. in Mathematics	74
B.S. in Organizational Leadership	75
A.S. in Physics.....	76
A.S. in Social Science	77
A.S. in Sustainable Agriculture.....	78
Division of Allied Health	79
A.S. in Cancer Registry Management - Online	83
Certificate of Cancer Registry Management - Online.....	84
A.S. in Respiratory Therapy.	90
Elementary Education	91
B.S. in Elementary Education.	95
Division of Nursing	96
Associate Degree in Nursing	101
Course Descriptions	103
CULTURAL ENRICHMENT (ACS)	1023
ANDREW COLLEGE EXPERIENCE (ACE).....	103
APPLIED BEHAVIORAL HEALTH (ABH).....	103
ART (ART).....	102
BIOLOGY (BIO)	103

BUSINESS ADMINISTRATION (BUS).....	105
CANCER REGISTRY MANAGEMENT (CRM)	112
CHEMISTRY (CHE)	112
CRIMINAL JUSTICE (CRJ)	112
EDUCATION (EDU).....	113
ELEMENTARY EDUCATION (ELE).....	113
ENGINEERING (ERG).....	116
ENGLISH (ENG)	113
FOREIGN LANGUAGES.....	118
KOREAN (KOR)	118
SPANISH (SPA)	118
FORESTRY (FOR)	120
HEALTH EDUCATION (HED).....	120
HISTORY (HIS)	120
HUMANITIES (HUM)	121
INFORMATION SYSTEMS (IFS)	121
MATHEMATICS (MAT).....	121
MUSIC (MUS)	123
APPLIED MUSIC	124
CHURCH MUSIC (MUC)	125
NURSING (NUR)	125
ORGANIZATIONAL LEADERSHIP (LDR)	125
PHYSICAL EDUCATION (PED).....	125
PHYSICS (PHY)	128
POLITICAL SCIENCE (POS).....	129
PSYCHOLOGY (PSY).....	130
RELIGION/PHILOSOPHY (RPH)	130
RESPIRATORY THERAPY (RES)	130
SERVANT LEADERSHIP (STL)	131
SOCIOLOGY (SOC).....	132
SUSTAINABLE AGRICULTURE (SAG).....	133
THEATRE (THE).....	135
Faculty & Administration	136
Board of Trustees	137
Faculty	137
President's Cabinet.....	138

2020-2021

Academic Calendar

Fall Semester 2020

Full Term: August 25, 2020 – December 11, 2020
 1st Mini-term: August 25, 2020 – October 14, 2020
 2nd Mini-term: October 19, 2020 – December 11, 2020

August 20, Thursday..... New Students Arrive/Move-In
 August 20-24, Thursday-Monday..... New Student Orientation
 August 24, Monday.....Returning Students Arrive/Advising/Registration
 August 25, Tuesday.....Classes Begin (Full Term/1st mini-term)
 August 28, Friday..... Last Day to Drop or Add a Class (Full Term/1st mini-term)
 September 3, Thursday.....Fall Convocation
 September 7, Monday..... Labor Day (No Classes, Offices Closed)
 September 12, Saturday..... Reading Day
 September 15, Tuesday..... Midterm (1st mini-term)
 September 25, Friday.....Deadline to submit Application for Graduation for Fall 2020
 October 10, Saturday..... Reading Day
 October 12, Monday..... Midterm (Full Term)
 October 13, Tuesday.....Last Day to Withdraw from a course (1st mini-term)
 October 14, Wednesday..... Last Day of Classes (1st mini-term)
 October 15-16, Thursday-Friday.....Fall Break (No Classes)
 October 19, Monday.....Classes Begin (2nd mini-term)
 October 21, Wednesday..... Last Day to Drop or Add a Class (2nd mini-term)
 October 22, Thursday..... Official Census Day
 October 26, Monday.....Registration for Spring 2021 and Summer 2021 Begins
 November 9, Monday..... Midterm (2nd mini-term)
 November 14, Saturday..... Reading Day
 November 25-27, Wednesday-Friday.....Thanksgiving Holidays (No Classes, Offices Closed)
 December 4, Friday Last Day of Classes/Last Day to Withdraw from a course (Full Term, 2nd mini-term)
 December 7-11, Monday-Friday..... Final Exams
 December 11, Friday (5:00 PM)..... Student Break Begins
 December 23-25; December 30-January 4..... Campus Offices Closed

Spring Semester 2021

Full Term: January 12, 2021 – April 30, 2021
 1st Mini-term: January 12, 2021 – March 5, 2021
 2nd Mini-term: March 15, 2021 – April 30, 2021

January 9, Saturday..... All Students Arrive/Move-In
 January 10, Sunday..... New Student Orientation
 January 11, Monday..... Advising/Registration
 January 12, Tuesday.....Classes Begin (Full Term/1st mini-term)
 January 15, Friday..... Last Day to Drop or Add a Class (Full Term/1st mini-term)
 January 18, Monday.....Martin Luther King, Jr. Day (No Classes, Offices Closed)
 February 2, Tuesday..... Midterm (1st mini-term)
 February 5, Friday.....Deadline to submit Application for Graduation for Spring 2021 and Summer 2021
 February 10, Wednesday..... Academic Competition
 February 20, Saturday..... Reading Day

February 23, Tuesday	Seminar Day
February 26-28, Friday-Sunday	Homecoming
March 2, Tuesday	Midterm (Full Term)
March 4, Thursday	Last Day to Withdraw from a course (1 st mini-term)
March 5, Friday	Last Day of Classes (1 st Mini-term)
March 8-12, Monday-Friday	Spring Break (No Classes)
March 15, Monday	Classes Begin (2 nd mini-term)
March 17, Wednesday	Last Day to Drop or Add a Class (2 nd mini term)
March 18, Thursday	Official Census Day
March 20, Saturday	Reading Day
April 2, Friday	Good Friday (No Classes, Offices Closed)
April 5, Monday	Midterm (2 nd mini-term)
April 5, Monday	Registration for Summer 2021 and Fall 2021 Begins
April 15, Thursday	Honor's Convocation
April 17, Saturday	Reading Day
April 23, Friday	Last Day of Classes/ Last Day to Withdraw from a Course (Full Term, 2 nd mini-term)
April 26-30, Monday-Friday	Final Exams
April 30, Friday	All Students/Move-Out
April 30, Friday	Nursing Pinning Ceremony 2021
May 1, Saturday	Baccalaureate/Commencement Exercises

Summer Term 2021

1st Mini-Term (ONLINE): May 3, 2021 – June 25, 2021
2nd Mini-Term (ON CAMPUS): June 1, 2021 – July 23, 2021
3rd Mini-Term (ONLINE): June 28, 2021 – August 20, 2021

1st Mini-Term – ONLINE

May 3, Monday	Classes Begin
May 5, Wednesday	Last Day to Drop or Add a Course
May 26, Wednesday	Midterm
May 31, Monday	Memorial Day (No Classes, Offices Closed)
June 22, Tuesday	Last Day of Class/Last Day to WD from a Course
June 23-25, Wednesday-Friday	Final Exams

2nd Mini-Term – ON CAMPUS

June 1, Tuesday	Classes Begin
June 3, Thursday	Last Day to Drop or Add a Course
June 24, Thursday	Midterm
July 5, Monday	Independence Day Observance (No Classes, Offices Closed)
July 20, Tuesday	Last Day of Class/Last Day to WD from a Course
July 21-23, Wednesday-Friday	Final Exams

3rd Mini-Term – ONLINE

June 28, Monday	Classes Begin
June 30, Wednesday	Last Day to Drop or Add a Course
July 5, Monday	Independence Day Observance (No Classes, Offices Closed)
July 22, Thursday	Midterm
August 17, Tuesday	Last Day of Class/Last Day to WD from a Course
August 18-20, Wednesday-Friday	Final Exams

General Information

Accreditation

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

Affiliation

Andrew College is endorsed by the University Senate of the United Methodist Church as an affiliated United Methodist institution.

Degrees and Certifications

Andrew College offers the Associate of Arts, Associate of Music, Associate of Science, Associate Degree in Nursing, and the Bachelor of Science degree programs that lead to advanced degrees in the arts and sciences, in addition to two certificate programs: Cancer Registry Management and Church Music. A complete listing of the academic programs of study can be found in this *Catalog*.

Mission and Purpose Statement

Mission Statement

Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Purpose

In keeping with its Christian heritage, Andrew College provides an environment which prepares students and enables them to understand themselves as persons of responsibility and potential within the global community. Andrew is not sectarian and its services are open without regard to race, gender, ethnicity, creed, or economic status.

Andrew College seeks to achieve its purpose by providing the following advantages:

- Opportunity for intellectual, social and spiritual growth;
- A professionally competent faculty dedicated to teaching;
- Individual attention to students at all levels of operation within the college;
- A two-year curriculum that parallels that of four-year colleges and universities;
- A baccalaureate degree that prepares students for successful careers or graduate programs;
- A cultural enrichment program which encourages students to appreciate the arts;
- The opportunity to learn leisure time skills which lead to the development of a healthy body;
- Redemption in the basic skills;
- Orientation experiences for successful adjustment to college life;
- Academic advising;
- Challenging programs for the intellectually gifted student;
- A student community committed to the earning of a college education;
- Cultural and academic resources for the community and the churches of the area.

Institutional Outcomes

The institutional goals for Andrew College are derived from its mission and emphasize the following three competency areas within its general liberal arts curriculum:

1. Communication Skills
2. Critical Thinking Skills
3. Cultural Awareness and Appreciation

COVID19 Policies and Procedures

All COVID-19 policy and procedure requirements apply to all Andrew College locations and property. Our knowledge and understanding of the COVID-19 virus continues to change, and our policies and plans will be updated as appropriate as more information becomes available. All information used is in compliance with the CDC guidelines. For information on Andrew College policies regarding COVID-19, please go to andrewcollege.edu/covid-19/response/. This website information is updated as necessary.

History

Andrew Female College and Academy opened in 1854. The college, named in honor of Bishop James O. Andrew was dedicated by Bishop Andrew to “the service of God.” During the years 1864-65, classes were held in town, and the college was used as Hood Hospital. When the school reopened in 1866, a physical culture course, the first offered for women, was in the curriculum. All the college buildings burned in 1892, but funds were raised immediately by the people of Cuthbert and the surrounding area. “Old Main”, the present administration building, was built in 1892. Warren Bush Hall, the first classroom building, was built in 1900 and Cuthbert Hall in 1912.

In 1917, Andrew College became a two-year institution. Andrew remained a woman’s college until 1956. A period of expansion began in 1948 with the construction of the original Pitts Library, now the Suarez Fine Arts Buildings. In the 1960s, Rhodes Hall, the Parker Physical Education Building, the new Pitts Library, and Mitchell Hall were built. During the 1980s, the Don Abbott Turner Dining Hall, the Charlotte and Idus Rhodes Science and Computer Center, and the Jinks Physical Education Complex opened. Fort Hall was completed in 1991 and the Phyllis and Jack Jones Chapel in 2001.

In 2017, Andrew College began an ADN program, and by 2019, the College became fully accredited to grant the BS in Business Administration. The campus began an expansion into the downtown area with the Wilda and Jack Berryman Ceramics Studio and the reception area, 80 Peachtree, the Maloof Building, a music building, at theatre production area, and one other arts building. In 2020, Warren Bush Hall, completely renovated, began to be used as a classroom building, the nursing building, and faculty offices. The Patterson Quad was completed with four new housing facilities.

Location

Cuthbert is located sixty miles south of Columbus, Georgia, twenty-five miles east of the Alabama State line and two hours north of Tallahassee, Florida. The city is intersected by U.S. Highways 82 and 27 that provide excellent access. The Randolph County airport can accommodate light aircraft.

The Student Body

The student body at Andrew is impressively diverse and yet tightly knit. Andrew students come from every section of the United States as well as from foreign countries. Within this varied population, there exists the kind of social harmony that only a small college can provide. There are no strangers at Andrew. People know each other because they study together, live together, dine together, and interact in small groups. The residence halls, the classrooms and the athletic fields are all provide learning communities at Andrew College. The harmonious social atmosphere that Andrew College provides is an integral part of the total educational experience at Andrew.

Intercollegiate Athletics

Andrew College maintains membership in the National Junior College Athletic Association (NJCAA) and the Georgia Collegiate Athletic Association (GCAA). Andrew College sponsors five women's sports and five men's sports. The women's sponsored sports include basketball, soccer, softball, cross country and volleyball. The men's sponsored sports include basketball, baseball, golf, cross country and soccer. Andrew offers scholarships in all intercollegiate sports in which the College participates.

Institutional Research, Assessment and Effectiveness

Andrew College, in a commitment to ensure excellence in its academic programs, administrative offices, and services has implemented a continuous program of institutional research, effectiveness and student assessment. These activities are used to gather information and data to assess academic programs and student achievement, perceptions, and attitudes. This information plays an important role in determining college policies and academic requirements. All students are required to participate in various assessment activities to determine how well the institution is achieving its mission.

Intellectual Property

Scholarly works such as articles, computer programs, books, musical or dramatic compositions of employees or students of Andrew College are considered the property of the creator unless the work is prepared by special agreement or is a part of the expectations of the employment contract. Any discovery or invention which a) results from research carried on by or under the direction of any employee which is supported by Andrew College funds or by funds controlled or administered by the college, or b) has been developed in whole or in part through the use of college resources or facilities not available to the general public, or c) results from an employee's duties with the college shall belong to Andrew College. College employees and students shall disclose any item that may fall within items "a" or "b" listed in this statement of ownership of Intellectual Property.

Statement on Freedom of Expression

Andrew College is committed to the principles of free speech, robust exchange of ideas, and the pursuit of truth. Civil debate, discussion, and deliberation may seem to some members of the Andrew College community to be offensive, immoral, or wrong. It is up to individuals within the Andrew College community to make judgements regarding ideas to which they may or not agree. In the spirit of Andrew College's educational mission, fostering debate and deliberation of ideas that may not be popular or well-received and allowing individuals to discuss these ideas in a responsible manner is part of the educational mission of an institution of higher learning.

In addition to Andrew College's commitment to protect and promote free exchange of ideas, the Andrew College community itself must allow free expression. Members of the Andrew College community may criticize, contest, or debate ideas to which they do not agree, but they may not obstruct or interfere with the freedom of other people to have ideas which may not be accepted by others.

Andrew College has a responsibility to all freedom of debate and deliberation as well as a responsibility not to allow others to restrict this freedom.

Academic Support Services and Programs

Academic Advising

Degree-seeking students are assigned a faculty advisor by the Registrar based upon the student's chosen academic area of study or concentration. Students are encouraged to declare a concentration upon enrolling at the college. By the end of the first semester, all degree-seeking students are required to declare a concentration by completing a Change of Major-Concentration-Advisor Form through their initial advisor, and submit the completed form to the Office of the Registrar. The Registrar will process the completed form and assign the student a faculty advisor based upon the student's chosen discipline or preference. The faculty advisor will assist the student in all matters relating to academic programs, progression through a plan of study, transferability of coursework, and graduation requirements. The student must always consult his/her advisor before making course changes, and the advisor must sign all course change forms.

Disability Services

Andrew College is committed to providing equal educational opportunities for all students while facilitating a successful and positive college experience. One of the responsibilities of the College is to help integrate students with disabilities into the academic and social process so that they may enjoy a full college experience. At Andrew College, the Disability Services Coordinator facilitates disability services for students. Students with disabilities must self-disclose their disabilities to the Disability Services Coordinator and provide required documentation to be certified eligible for services.

The Disability Services Coordinator reviews the student's documentation to determine eligibility for appropriate accommodations including but not limited to physical disabilities, learning disabilities, and psychiatric disabilities, at Andrew College under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Individuals requesting reasonable accommodations must schedule an appointment with the Disability Services Coordinator as soon as the student is accepted at Andrew College. The student must provide current documentation of his/her disability from a qualified, licensed professional, and the documentation must meet the criteria outlined in the *Andrew College Disability Documentation Guidelines*, which are available through the Disability Services Coordinator. The documentation must establish that the student has an official diagnosis of a disability and demonstrate that the disability substantially limits a major life activity. In addition, the documentation must validate the need for reasonable accommodations and demonstrate the impact of the disability on the student's ability to function in a postsecondary setting. The documentation assists in the determination of the appropriate accommodations and services to minimize the impact of the disability and personalizes the student's rights to equal access to Andrew College.

It is the responsibility of the student to provide this documentation and to register with the Disability Services Coordinator by the end of the first full week of classes; however, students are encouraged to contact the Disability Services Coordinator and self-disclose any disabilities as soon as they are accepted to Andrew College. After the Disability Services Coordinator documents the student's appropriate accommodations, it is the student's responsibility to meet with each of his/her instructors and faculty advisor, to communicate the appropriate accommodations that the student is eligible to receive.

Student Success Center (SSC)

The Student Success Center (SSC) provides the most comprehensive academic support services available at Andrew College. This center is open to all students and offers services such as academic counseling, professional tutoring, transfer information, ACE Workshops, career exploration, facilitated and supervised study halls, campus referrals, community referrals, one-on-one assistance and support. The mission of the Student Success Center is to increase retention, persistence, and completion rates through implementation of academic and student support initiatives. The Student Success Center is located in Pitts Library.

Pitts Library

The professional staff at Pitts Library assists students whenever help is requested or needed. Subscriptions to periodicals and daily and weekly newspapers supplement the holdings and provide reading and research sources for the students and faculty. Library computers afford students access to WorldCat and GALILEO. Subscriptions to Films on Demand and GALE, as well as microfilm resources provide materials in different forms. A group study room and special reference section are available for student use and an attractive main reading room provides areas for individual study. The Andy Cat Café provides an area for students to study individually or in socially distanced groups. Tiger Pause, the Andrew College store, is located in Pitts Library. The Andrew College Archives are located in the building.

Interdisciplinary Writing and Reading Center (IWRC)

The Interdisciplinary Writing and Reading Center (IWRC) provide students with the support they need in writing and reading to build a strong foundation for excellence in their coursework and their chosen discipline. The IWRC is open to all students. It is a 'one-stop' shop for assistance with writing and reading assignments in all courses, at all levels. It offers one-on-one tutoring consultations on student assignments in progress. Students can also obtain help with other things, such as college application essays. In addition, the IWRC offers workshops and presentations—for small groups, classes, student organizations, or even residence hall programs. Presentations can cover any writing or reading issue. (For more information on workshops and presentations, contact the IWRC Director.) The IWRC is located in the Pitts Library.

Learning Support Programs

Learning Support Programs

The Learning Support Program serves students who need to develop or enhance their skills and knowledge in English and/or math. A student's learning support requirements are determined on the basis of SAT/ACT test scores, the high school grade point average, and/or college placement exam scores. Students who test into Learning Support courses must be enrolled in required courses until all subject areas have been satisfied. Learning Support placement criteria may be found on the Learning Support section of the Andrew College website. Learning Support courses count toward the GPA at Andrew College but do not carry credit applicable to a degree and do not qualify for any honor recognition awarded by Andrew College.

Learning Support Courses:

- ENG099 – Support for English Composition – 2 hours (To be taken with ENG 111)
- MAT091 – Foundations of Math – 3 hours
- MAT099 – Accelerated Foundations of Math – 1 hour (To be taken with MAT 111)

Learning Support Attempt Policy:

A student may not attempt MAT091 more than two times, and a student who cannot successfully exit after two attempts will not be allowed to attend Andrew College until an equivalent course is successfully completed at another institution. MAT099 and ENG099 may be taken three times, the same as the college-level courses they support.

ENG099 Course Policies

The English corequisite course, ENG 099, is designed to provide corequisite support for students in ENG 111. Students who score within the ENG 099 placement range must take the support course in combination with the college level course. Students will exit the corequisite course upon successful completion of the gateway college course (ENG 111). Students will re-enroll in the corequisite until they have successfully completed the gateway course. Therefore, corequisite students must register for both the gateway and corequisite courses every semester until they successfully complete the collegiate course.

- Students' grades in the corequisite course need not be the same as their grades in the gateway course.
- Students will receive a grade of either A, B, C, or F in the corequisite course, and a grade of A, B, C, or F in the gateway collegiate course.
- Students who pass the corequisite course but do not successfully complete the gateway college course must repeat both the corequisite course and the gateway course.
- The limit of attempts for corequisite courses is the same as the limit of attempts for the gateway collegiate courses they support: 3.
- Students who pass the gateway collegiate course exit Learning Support even if they do not pass the corequisite support course.
- Students enrolled in the gateway collegiate course with corequisite support may not withdraw from either course without withdrawing from both.

	Pass corequisite	Fail corequisite
Pass collegiate	Exit Learning Support	Exit Learning Support but receive failing grade for corequisite course
Fail collegiate	Remain in LS; repeat corequisite and collegiate course	Remain in LS; repeat corequisite and collegiate course

Concurrent Course Policies

The concurrent math course, MAT 099, is designed to provide extra support for students in MAT 111. Students who score within the MAT 099 placement range must take the support course in combination with the college level course. Students can exit the MAT 099 course upon successful completion of the course with a grade of C or better. Students who pass MAT 099 with a C or better are not required to re-enroll in the course even if they fail MAT 111. Re-enrollment is at the discretion of the student.

- Students' grades in the MAT 099 course need not be the same as their grades in the MAT 111 course.
- Students will receive a grade of either A, B, C, D or F in the concurrent course, and a grade of A, B, C, D or F in the gateway collegiate (MAT111) course.
- Students who pass the concurrent (MAT 099) course but do not successfully complete the gateway (MAT 111) college course are not required to repeat the concurrent course.
- The limit of attempts for concurrent courses is the same as the limit of attempts for the gateway collegiate courses they support: 3.
- Students who pass the gateway collegiate course exit Learning Support even if they do not pass the concurrent support course.
- Students enrolled in the gateway collegiate course with concurrent support may not withdraw from either course without withdrawing from both.
-

	Pass MAT 099	Fail MAT 099
Pass collegiate	Exit Learning Support	Exit Learning Support but receive failing grade for concurrent course
Fail collegiate	Exit Learning Support, but must repeat collegiate course	Remain in Learning Support; repeat concurrent and collegiate course

Special Programs

Academic Honors Night

The Academic Honors Night is held during spring semester every year. Awards given are as follows: Andy Awards in the areas of scholarship, leadership, service, and outstanding achievement on the state, regional or national level. As well, academic departmental awards are presented in each of the disciplines represented in the curriculum. Recognition is also given to members of Phi Theta Kappa, the Woodall Scholars, Outstanding Staff Member Award, and the Vulcan Teaching Award.

AndrewServes

Andrew Serves develops a spirit of Servant Leadership which connects academic reflection with community involvement and service. The AndrewServes program helps students discover leadership abilities while making a difference in the community. Projects, retreats, mentoring, and shadowing exemplary leaders are available to further enhance students' leadership education and development.

Each year, a limited number of freshman students are selected to participate as Servant Leader Scholars and receive a scholarship. Renewal of this award is granted for the sophomore year if program requirements are successfully completed. These students are enrolled in a two-year leadership curriculum program and participate in practical leadership experiences and community service.

Cultural Enrichment Programs (CEP)

Through the Cultural Enrichment Program (CEP), Andrew College recognizes the fact that exposure to the cultural arts is an essential part of a liberal arts education. As a graduation requirement, all degree-seeking students must attend designated programs relating to the cultural arts during their enrollment. Presentations such as concerts, lectures, and dramatic productions comprise the Cultural Enrichment Program schedule of events each year, and each student must submit successfully completed CEP forms for at least four programs to meet the graduation requirement.

Honors Program

The Honors Program provides opportunities for students to develop their academic and leadership potential. Participants in the program are eligible to take honors courses across the Andrew College curriculum and to take advantage of special academic and extracurricular opportunities. To be eligible for the Honors Program, students must be unconditionally accepted to Andrew, maintain a 3.0 grade point average, and score at least a 1000 on the SAT or 20 on the ACT. Students may also be nominated for the Honors Program by faculty members.

The goals of the Honors Program are to:

1. Provide experiential learning through specialized planned activities
2. Enhance personal and professional development
3. Build critical and creative thinking skills
4. Develop leadership skills in the classroom and beyond
5. Increase student's probabilities of being admitted into top universities and colleges
6. Enhance scholarship opportunities

In order to remain in good standing in the Honors Program, students must maintain an overall GPA of at least 3.0 and participate in Honors activities on a regular basis. To graduate in the Honors Program, students must complete fifteen hours of Honors courses with a minimum overall GPA of 3.2. The Honors Program graduation distinction, Honors Scholar, is conferred at the time of graduation and printed on students' official academic transcripts.

Phi Theta Kappa Sarah Anne Staples Seminar Day

Seminar Day, sponsored by the Theta Lambda Chapter of Phi Theta Kappa, is held each year during the spring semester. Classes are suspended for the scheduled seminars, and all students are required to attend. For over 40 years, outside speakers and Andrew faculty members have participated in this community-wide Seminar Day centered upon the international Phi Theta Kappa study topic. By participating in Seminar Day programs, Andrew College offers unique educational opportunities to students. The Theta Lambda Chapter has won regional, national, and international awards since 1970.

Dramatic Productions

Students interested in music and theatre have the opportunity to participate in the Andrew College theatrical productions each fall and spring.

Choraliers

The Choraliers is a select vocal group that represents the college in programs both off and on campus. The group is open to all students by audition and participation carries one semester hour of credit.

Student Publications

Yearbook

The Andranthus is the yearbook published by students under staff supervision and serves as a record of school activities during the year.

Literary Magazine

A printed annual edition of a literary magazine entitled *Spire Light* is produced by students to showcase writing and artwork by the Andrew College community.

Newspapers

Andrew Weekly is the student e-newspaper published monthly during the academic year. The e-newspaper contains student, faculty and staff submittals, college announcements, and serves as a sounding board for campus issues.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a written request for access.**

Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed. Students also have the right to request copies of material from their records. The charge for such copies will be \$1.00 per page with the exception of the academic transcript. Options to order an academic transcript can be found on page 50.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or

misleading. *FERPA was not intended to provide a process to be used to question substantive judgments which are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned.*

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent, or official of the National Student Loan Clearinghouse); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Generally, schools must have written permission from the student before releasing any information from a student's educational record. However, the law allows schools to disclose records, without consent of the student, to the following parties:

- College employees who have a legitimate need to know
- Parents of dependent students as defined by the Internal Revenue Service
- Persons who need to know in cases of health and safety emergencies
- Accrediting organizations to carry out accrediting functions
- Appropriate parties in connection with financial aid to a student
- Federal, State and local governmental officials for purposes authorized by law
- Individuals who have lawfully obtained court orders or subpoenas
- Organizations conducting educational studies for the College
- Courts during litigation between the College and the student or parent
- Victims of crimes of violence after final results of a disciplinary hearing
- Public after disciplinary proceedings determine student committed crime of violence.

5. Directory Information

The College designates the following as public or "Directory Information": The student's name, home and college addresses, telephone numbers, program of study, degree sought, expected date of completion of degree requirements and graduation, degrees and awards received, dates of attendance, full or part time enrollment status, the previous educational agency or institution attended, participation in officially recognized activities and sports, weight and height of athletic team members and other similar information. Students may restrict the release of "Directory Information", except to school officials with legitimate educational interests and others as indicated in point #4 above. To do so, a student must make the request in writing to the Office of the Registrar, 501 College Street, Cuthbert, GA, 39840-5550. Once filed, this request becomes a permanent part of the student's record until the student instructs the Registrar, in writing, to have the request removed.

6. 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.

In many situations, complaints relative to FERPA can be resolved within the College on an informal basis. Any student who wishes to discuss a FERPA complaint may contact the Office of the Registrar, 501 College Street, Cuthbert, GA, 39840-5550 or (229) 732-5962. To file a FERPA complaint with the U.S. Department of Education, contact the Office that administers FERPA at:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC, 20202-4605**

Admissions

Policies and Procedures

Andrew College admits applicants who demonstrate abilities necessary for successful completion of the program. Admission decisions are based on the applicant's previous academic record, test scores (if submitted) and, in some cases, a personal or telephone interview and recommendation from the Enrollment Management Committee. Equal educational opportunities are offered to students regardless of race, color, religion, gender, age, creed, or national origin

Criteria for Admission

Applicants may be admitted for any term. In order to insure proper processing, all credentials should be on file in the Office of Enrollment Services 30 days prior to semester registration. All applicants must submit the following material:

1. A completed application for admission, including a \$20 application fee,
2. Transcripts of high school (or GED) and/or all college coursework attempted,
3. For the 2020-2021 academic year, Andrew College will offer test optional admission. Scores from either the SAT or ACT are required to be submitted if a student wishes to be considered for scholarship consideration. Students who have been out of high school for over 5 years or who have at least 24 semester hours of transferable credit are exempt from this requirement.

Non-Conditional Acceptance (Clear Acceptance)

Admission to Andrew College is gained through an individual selection process. Minimum academic requirements for non-conditional (clear) acceptance include a high school diploma, graduation from an accredited high school, an evaluated high school GPA (generally including only academic, college-preparatory coursework) of 2.0 on a 4.0 scale

Provisional Acceptance

Students not meeting the minimum academic requirements for non-conditional acceptance may be provisionally accepted.

Provisionally accepted students are those students who have a high school GPA below 2.0. Students admitted provisionally must attain a minimum overall GPA of 1.6 by the end of their second semester enrolled at the college, with at least 24 credit hours of coursework attempted. Failure to attain this GPA will mean a minimum of one semester suspension from the college.

Home Schooled Students

All applicants must submit the following material to be considered for admission:

1. A completed and signed application for admission
2. \$20 application fee
3. Transcripts of home school coursework attempted (or GED)
 - If studies are completed through a formal home school program, this record should be an official transcript of the program.
 - If the program is crafted by parents or others, a detailed account of subjects studied, texts used, and books read should accompany an evaluation of the student's performance in specific areas.
4. Transcripts of college coursework attempted, if applicable.
5. Copy of Declaration of Intent to Home School as filed with the local school board. (needed when applying for HOPE)
6. Scores from either the SAT or the ACT (optional for admission but required for scholarship consideration).
7. Letters of recommendation or an interview may be requested if necessary.

Students not meeting the minimum academic requirements for regular acceptance as outlined above may be accepted provisionally and will follow the provisions set forth in the section above regarding Provisional Admission.

Non-Immigrant, Foreign Students

Andrew College is authorized under federal regulations to enroll international students who possess the proper documentation. International students who have completed Secondary Education (12 years), and score 61 Internet Based Test / 173 Computer Based Test / 500 Paper Based Test or higher on the Test of English as a Foreign Language (TOEFL) or score 5.5 or higher on the International English Language Testing System (IELTS) or obtain an acceptable score on an equivalent English language examination may be admitted to Andrew College without condition. Non-Immigrant or Foreign students must complete the admission process 30 days prior to New Student Orientation. International students whose first language is English will be required to submit SAT or ACT scores to be considered for admission in order to prove English proficiency. (See Criteria for Admission). The following items must be submitted before the student can be considered for acceptance

1. Admission application and application fee
2. Proof of Secondary School graduation
3. College transcripts from all colleges that the student has attended
4. Proof of English proficiency (see above)

5. Financial statement (a bank statement, no more than 1 month old, with a current balance that meets the financial threshold required for Andrew College to issue the I-20)
6. Sponsor letter from the person (s) funding the cost of education
7. Copy of their Visa or passport

Transfer Students

Students who have successfully completed work at other colleges and who are not currently on suspension from another college may apply to Andrew College as transfer students. Students who have less than 24 semester hours accepted for transfer credit will be considered based upon the general criteria for admission applied to new students. Students who have 24 or more semester hours accepted for credit will be considered on the basis of their college transcript.

Transient Students

A student enrolled as a regular student at another college or university may apply for temporary admission to Andrew College. The following policies govern the admission of students on a transient status:

1. The applicant must be a student in good standing at another accredited college or university.
2. The applicant must be recommended, in writing, for admission as a transient student by the Dean of Academic Affairs or Registrar of the institution at which the student is currently enrolled.

Veterans

Andrew College is approved by the Georgia State Approving Agency for veterans, reservists, and eligible dependents to receive educational benefits under the various educational law or programs administered by the Veterans Administration. Eligible veterans are required to meet the same academic criteria for admission as non-veterans including placement testing. Veterans must also participate in student orientation and academic advising. Other policies regarding the enrollment of veterans may be obtained from the Office of the Registrar.

Dual Enrollment

Andrew College cooperates with high schools that participate in the Dual Enrollment program, available to eligible students in grades 11-12. Students who meet minimum state requirements and who have proper authorization from their high school counselor and parental permission will be considered for admission. Participants in this program may earn college credit as well as high school course credit.

Students may elect to enroll part-time or on a full-time basis at Andrew College. The minimum requirements for admission as a part-time student include a 3.0 GPA on a 4.0 scale and the recommendation of your high school counselor. Students wishing to take math or writing-intensive courses must have a minimum 480 EBRW and 535 Math on the SAT OR minimum 17 ACT-English or Reading, 21 ACT-Math.

Students wishing to attend Andrew College full-time as part of the Dual Enrollment program should meet the following admission criteria: minimum 3.0 GPA on a 4.0 scale; 1120 on the new SAT (minimum 530 Evidence Based Reading and Writing) or 23 ACT (minimum 24 ACT English score) and complete an interview with the Dean of Academic Affairs. Students who wish to attend full-time and live on campus MUST have at least junior standing and be 16 years of age or older.

Readmission

Andrew College students who withdrew from all classes were suspended for at least the remainder of a semester or who were not enrolled during the previous academic term (excluding summer term) must apply for readmission. The Enrollment Management Committee is charged with the review and approval of these applications. Each applicant will be considered on the basis of the procedure described in the *Student Handbook*. Financial Aid is not available to returning students who left the College on academic suspension until reinstatement criteria are met. Students suspended for academic or disciplinary reasons may not apply for readmission during their term of suspension.

Financial Information

2020-2021 Tuition and Fees

	Semester	Annual
Tuition	\$9,586	\$19,172
Room & Board	\$5,864	\$11,728

*Students should budget an additional \$1000 to \$1500 annually for textbooks.

*Summer tuition and fee rates can be found at www.andrewcollege.edu/tuition-fees

Fees and Charges

The tuition and fee charges shown in the catalog are for full time students enrolled for fall and spring semesters. There are additional fees for private lessons, private rooms, laboratory fees, course overloads and other non-routine services. Please call the business office for a list of these and other charges or visit our website at www.andrewcollege.edu.

Books/Supplies

MBS Direct is the College's textbook service provider. MBS Direct provides Andrew College all aspects of the ordering, selling and buy back of texts to the student body and college community. Textbooks may be ordered via <http://bookstore.mbsdirect.net/andrew.htm> or by phone or fax. Information about purchasing textbooks is available for registered students before the beginning of the academic term. The Andrew College Store is operated for the convenience of the students and offers supplies and college clothing.

Financial Obligation

Full payment is due on or before registration unless prior arrangements have been made with FACTS Management, tuition management and payment processing system. Information about payment plans available through FACTS will be available to students prior to the commencement of each term. A student who is delinquent in his or her financial obligation to any facet of the College community including fines, charges for non-return of keys, library books or other college property, will not be allowed to register or enroll for the next term, graduate, or receive transcripts. This includes non-payment of fees resulting from dishonored checks or charge cards. Andrew College reserves the right to withdraw the registration of students who fail to promptly meet their financial obligations to the College. If a student's registration is withdrawn, the student cannot attend class, must vacate student housing, and will not be able to participate in the campus food service program. The College has the right to add interest and recovery costs to past due student accounts.

Refund Policies

Upon registration of a student, the College commits to expenses of a continuing nature based upon the expectation that the student will remain enrolled for the entire term. Refund policies reflect the need to meet those expenses and to comply with institutional and Federal guidelines for student financial aid policies.

- Any student who is suspended or excluded for disciplinary reasons is not eligible for a refund of tuition, room, board, or other fees charged as a condition of enrollment.
- No refund will be made for individual courses dropped after the drop/add period for that particular term.
- Approved refunds will be processed no later than thirty (30) calendar days of the student's withdrawal from the college as defined by:
 - The date, as determined by the institution, that the student completed the withdrawal process as described in the Withdrawal Procedure described below, or
 - The student's last date of documented class attendance, or the mid-point of the term, if the student did not submit the completed form to the Registrar's Office or otherwise did not officially notify the school of their intent to withdraw, or
 - In circumstances beyond the student's control (i.e. illness, accident, grievous personal loss), the date the institution determines is related to that circumstance.

The Department of Education requires all unearned Title IV funds to be returned to the program from which such aid was awarded. The College will credit a student's account for all unearned institutional charges. The Department of Education defines institutional charges as "all charges for tuition, fees, and room and board, and expenses for required course materials, if the student does not have a real and reasonable opportunity to purchase the required course materials from any place but the school."

Withdrawal Procedure

A student completely withdrawing from Andrew College must complete the *Withdrawal from College Form* which is available outside of the Office of the Registrar located on the 3rd floor of Old Main Administration Building. The form requires the acknowledgement of the student's academic advisor, the Assistant Academic Dean, Financial Aid, Student Life, and the Business Office during which the student will be apprised of the academic and financial consequences of withdrawing completely from

college. If after consultations the student decides to withdraw, he/she must return the completed form to the Office of the Registrar for processing.

Withdrawal fee: A \$100 fee will be charged to the student's account when withdrawing from the college. For calculation purposes, withdrawal fee, bookstore charges (vouchers) and Academic Lab fees are counted as "tuition and fees."

Refunds of Tuition and Fees

A student who officially withdraws from the College may be eligible for a partial refund of tuition and fees as described below. Unpaid charges will be subtracted from the calculated refund. Institutional financial aid (Andrew College Scholarships) does not vest with the student until the 15th day of enrollment. A student who withdraws before 15 days will have their institutional scholarship revoked. The revocation of an institutional scholarship may reduce the refund due to a student.

Refunds of institutional charges are calculated in accordance with the following schedules and based upon the first day of classes per the published schedule and the withdrawal date as is defined by:

- The date, as determined by the institution, that the student began the withdrawal process as described in the Withdrawal Procedure described above, or
- The student's last date of documented class attendance, or the mid-point of the term, if the student did not submit the completed form to the Registrar's Office or otherwise did not officially notify the school of their intent to withdraw, or
- In circumstances beyond the student's control (i.e. illness, accident, grievous personal loss), the date the institution determines is related to that circumstance.

Date of Withdrawal	Tuition Refund	Housing Refund	Boarding Refund
If enrolled 0-2 days from 1 st class day	100%	80%	94%
If enrolled 3-7 days from 1 st class day	80%	80%	94%
If enrolled 8-14 days from 1 st class day	40%	0%	88%
If enrolled 15+ from 1 st class day	0%	0%	Prorated by week

Example 1-Calculation of Refund of Charges: A full time, second year student withdraws 13 calendar days as counted from the 1st day of class. Based upon the following illustrative fee schedule (a current fee schedule should be consulted to determine charges applicable to a particular term) a student's refund of charges would be calculated as follows:

	Illustrative Charges	Percent Refund	Refund Amount
Tuition	\$9,586	40%	\$3,834
Housing	\$2,941	0%	\$0
Board	\$2,923	88%	\$2,572
Total Charges Refunded	\$15,450		\$6,406

Refunds of Federal Title IV Aid:

The College will calculate the dollar amount of federal grant and loan funds the student has earned during the term by dividing the number of days a student is enrolled (as determined by the withdrawal date) by the total number of days in the term (excluding breaks of five days or more). The resulting percentage is then multiplied by the amount of federal funds that were credited to the student's account. This figure is the dollar amount of Title IV funding earned by the student during their enrollment. The remainder of the Title IV funds will be returned to the originating program. If the resulting percentage exceeds 60 percent, the student would be entitled to 100 percent of the federal funds. *In certain cases, these refund requirements may leave an indebtedness on the student's account. This may also require the student to reimburse the Department of Education for some or all of the applicable Federal Pell and SEOG funds. It is therefore imperative that students fully discuss the financial ramifications of withdrawing from college with the Financial Aid Office and the Business Office prior to making a final decision.* A student will not receive a refund until all financial aid programs (federal, state, institutional) have been reimbursed. Refunds will be issued to the originating source in the order indicated below:

Unsubsidized Federal Stafford Loan Program
 Subsidized Federal Stafford Loan Program
 Federal PLUS Program
 Federal Pell Grant Program
 Federal SEOG Program
 Other Title IV Programs
 State
 Institutional, Other Assistance Programs
 Student

Example 2-Calculation of Title IV to be refunded to originating source. The student referred to in example 1 above received an Unsubsidized Federal Stafford Loan and a Federal Pell Grant, but no other financial aid. He withdrew on the 13th day of a term which had a total of 116 days. The calculation amount of Title IV funds earned by the student and the amount that must be returned is illustrated below:

*% of aid earned: $13/116 = 11.2\%$
 Total Title IV funding received: \$10,938
 Dollar amount earned: $11.2\% \times \$10,938 = \$1,225.06$
 Dollar amount to be refunded: \$10,938 minus \$1,225.06 = \$9,712.94*

<i>Title IV Funding</i>	<i>Total Credited to Account</i>	<i>Amount Returned (Refer to program refund order listed above example)</i>
<i>Stafford Loan</i>	<i>\$7,890</i>	<i>\$7,890.00</i>
<i>Pell Grant</i>	<i><u>\$3,048</u></i>	<i><u>\$1,822.94</u></i>
	<i>\$10,938</i>	<i>\$9,712.94</i>

Example 3-Calculation of net liability of student. This illustration assumes that the student had paid on his account the balance of the term's tuition and fees (\$15,450 - \$10,938) the amount of \$4,512.

<i>Total Charges (example 1)</i>	<i>\$15,450.00</i>
<i>Less: Total Charges Refunded (example 1)</i>	<i>-\$6,406.00</i>
<i>Less: Title IV Funds Earned (example 2)</i>	<i>-\$1,225.06</i>
<i>Add Withdrawal Fee</i>	<i><u>\$ 100.00</u></i>
<i>Net of Charges, Refunds of Charges, & Aid Earned</i>	<i>\$7,918.94</i>
<i>Less Amount previously paid by student on his account</i>	<i><u>\$4,512.00</u></i>
<i>Net Owed/ (Refund)</i>	<i>\$3,406.94</i>

Appeals for Refund

A student may appeal a refund determination if the student feels an error has been made in establishing the date of withdrawal used. Written requests for an appeal must be made to the Business Office within six weeks of the end of the semester in which the student withdrew.

Student Repayment Policy

Students who receive cash disbursements after registration for that semester will be assessed liability for repayment of the appropriate percentage of the refund due the Title IV programs upon withdrawal, exclusion, or suspension. Students who receive cash disbursements that are attributable to Federal Pell or SEOG programs may owe a repayment of these funds to the College to prevent an overpayment. A student who owes a repayment will be deemed ineligible for any financial assistance from any source until the student has resolved the overpayment. Repayments will be allocated to the student aid programs in the following order: Pell Grant, SEOG, other Title IV programs, and then, to the institution. Students have 45 days from the date of their notification to make arrangements for repayment of the aid received. If they fail to make satisfactory arrangements within the 45-day time period, the account will be submitted to the Department of Education and the student could lose future eligibility for financial aid programs.

Student Financial Aid

The fundamental purpose of the Financial Aid Program at Andrew College is to make it possible for qualified students to attend college. The college believes that the main responsibility of financing a student's education rests with the student and his/her parents or guardians. The college also recognizes that economic conditions make it difficult or even impossible for parents to finance their children's total educational expenses. Therefore, Andrew College makes every effort to meet the financial need, as established on the Department of Education's Free Application for Federal Student Aid (FAFSA) Form, of each student without exceeding the total cost of tuition, fees, room, and board for the year. Financial need is computed by a standard need analysis using confidential information submitted by the parents and students. The analysis of a family's financial strength includes consideration of current family income, assets, family size, number of children, number in college, retirement allowance, and any other factors that seriously alter a family's financial strength. Since federal, state and college aid programs do not permit aid awards that exceed the computed need, information on all sources of aid must be provided to the Financial Aid Office.

Federal Financial Aid Eligibility Requirements

All federal government aid programs are based on the financial need of the applicant. A student's need is established when the cost of education exceeds the total family contribution as determined by the completed FAFSA. In general, an applicant for financial aid must meet the following requirements:

1. Be a United States citizen or permanent resident alien;
2. Be accepted for admission to an approved degree-seeking program;

3. Be making progress toward the completion of a course of study according to Andrew College's Satisfactory Academic Progress Policy;
 4. Not be in default on a Perkins Loan (formerly National Direct Student Loan), Stafford Loan (formerly Guaranteed Student Loan), Parent Loan, or Supplemental Loan received for attendance at any institution;
 5. Not owe a refund on a Pell Grant, Supplemental Educational Opportunity Grant, or Student Incentive Grant received for attendance at any institution;
 6. Certify that all males are registered with the Selective Service or that the male student is not required to register;
 7. Be enrolled at least one-half time. Some student state and institutional aid programs require full time enrollment.
- Special Note: Some students that are enrolled less than half time may qualify for some federal grants.

Satisfactory Academic Progress (SAP)

Federal regulations require students receiving Federal Title IV funds to make satisfactory progress toward program completion. Satisfactory Academic Progress (SAP) is determined by using both qualitative and quantitative measurement standards. Quantitative standards measure the number of courses satisfactorily completed while qualitative measures the cumulative grade point average. Failure to meet the minimum standards outlined in this policy will result in a loss of financial aid eligibility.

Note: These policies are used to determine Satisfactory Academic Progress for financial aid eligibility and should not be confused with academic probation or suspension.

Maximum Time Frame Requirement:

The maximum time frame for a student to complete their degree and receive federal aid cannot exceed 150% of the published length of their academic program. In other words, students enrolled in a program that requires 64 semester hours to complete, must finish within 96 attempted hours. This time frame is measured in credit hours (**i.e. $64 \times 1.5 = 96$**). **If the student has not completed his/her program within the maximum time frame, financial aid eligibility may be suspended.** All enrollment periods are considered including those in which students did not receive federal or state financial aid. Transfer hours that have been accepted by Andrew College from other institutions are included in determining maximum timeframe.

Learning Support courses will be counted as attempted hours when determining SAP even though they do not count toward graduation requirements. Both attempts at repeated courses will be counted. Grades of "A", "B", "C", "D", and "IP" are considered satisfactory and will be counted as hours completed. Grades of "F", "W", "WP", "WF", "U" and "I" will not be counted as credit hours completed.

Qualitative Progress Measurement

Cumulative Grade Point Average requirement: In order to receive or continue to receive financial aid, students must maintain a cumulative grade-point average within the minimum guidelines below. Grade point averages are calculated at the end of each term which may include summer term should the student attend summer school. A student will be placed on Financial Aid Warning if his/her cumulative grade-point average falls below these minimum standards after calculations are completed: (which includes all attempted and accepted transfer credits)

<u>Cumulative Hours Attempted</u>	<u>Required Cumulative GPA</u>
1 - 16	1.4
17 - 32	1.6
33 - 48	1.8
49 - 120	2.0

Pass Rate (PACE)

Completion rate reflects the pace at which students must progress to ensure they are able to complete their degree program within the maximum time frame allowed. It is calculated by taking the total number of credit hours a student successfully completes (passes) divided by the total number of credit hours a student has attempted. All students must earn at least 67% of all hours attempted. This cumulative calculation includes all hours that a student is enrolled in at the end of the 100% refund period (census date). Hours added after census date will be included in the number of financial aid attempted hours for the term. Transfer hours that have been accepted by Andrew College from other institutions are included as attempted and earned hours for determining completion rate.

Students Enrolled in the Nursing Program:

For transfer students accepted into the nursing program and receiving federal funds, the SAP Quantitative Performance Measurements and Maximum Time Frame Requirement with regard to Title IV purposes shall be based upon the number of credit hours from other institutions accepted by the Andrew College registrar's office and used to fulfill academic coursework requirements for that Associate Degree in Nursing program plus hours earned while in the program at Andrew College. The Qualitative Performance Measurement will be used for compliance in the grade point

average of the student to determine federal financial aid requirements based upon the student's grades completed while at Andrew College only and will be consistent with other academic programs offered at the college.

Should a student change their course of study from Nursing into another academic program offered at the college, the general SAP standards of Andrew College will be in effect. Students initially entering the college in another area of study and later being accepted into the Nursing program at Andrew College will fall under the SAP policy governing Nursing students upon their acceptance into the Nursing program.

Cancer Registry Certificate Program: Financial Aid Satisfactory Academic Progress Policy

Maximum Time Frame Requirement

The maximum time frame for a student to complete their certificate program and receive federal aid cannot exceed 150% of the published length of their academic program. In other words, students enrolled in a 1½ year program that requires 37 semester hours to complete, must finish within 55 attempted hours. This time frame is measured in credit hours. (i.e. $37 \times 1.5 = 55$). **If the student has not completed his/her program within the maximum time frame, financial aid eligibility may be suspended.** All enrollment periods are considered including those in which students did not receive federal or state financial aid. Transfer hours that have been accepted by Andrew College from other institutions are included in determining maximum timeframe.

Remedial courses will be counted as attempted hours when determining SAP even though they do not count toward graduation requirements. Both attempts at repeated courses will be counted. Grades of "A", "B", "C", "D", and "IP" are considered satisfactory and will be counted as hours completed. Grades of "F", "W", "WP", "WF", "U" and "T" will not be counted as credit hours completed.

Qualitative Progress Measurement

Cumulative Grade Point Average Requirement

In order to receive or continue to receive financial aid, students must maintain a cumulative grade-point average within the minimum guidelines below. Grade point averages are calculated at the end of each term which may include summer term should the student attend summer school. A student will be placed on Financial Aid Warning if his/her cumulative grade-point average falls below these minimum standards after calculations are completed (which includes all attempted and accepted transfer credits). **Students in the Cancer Registry Certificate Program must maintain a cumulative grade point average of 2.0 or higher throughout their program.**

Semester Attempted
1-37

Required Cumulative GPA
2.0

Pass Rate (PACE)

Completion rate reflects the pace at which students must progress to ensure they are able to complete their degree program within the maximum time frame allowed. It is calculated by taking the total number of credit hours a student successfully completes (passes) divided by the total number of credit hours a student has attempted. All students must earn at least 67% of all hours attempted. This cumulative calculation includes all hours that a student is enrolled in at the end of the 100% refund period (census date). Hours added after census date will be included in the number of financial aid attempted hours for the term.

Financial Aid Warning

Financial Aid Warning means that the student is not currently meeting the Satisfactory Academic Progress requirements for Federal Student Aid. Students are eligible to receive payment of financial aid for one semester in which the student is in a warning status as they work toward completion of their degree programs. If the student is placed on warning, the student should take steps to ensure that he/she are meeting requirements by the end of the warning semester. If a student meets SAP after the term he/she was on warning the student will be placed in a "Good Standing" status. At the end of the warning semester if the student still is not meeting SAP requirements, the student will be placed on Financial Aid Suspension.

Financial Aid Suspension

Any student who fails to meet the criteria above is considered to not be making "satisfactory academic progress" and Federal Financial Aid and Georgia State Scholarships will be terminated.

Appealing a Financial Aid Suspension

A student may appeal Financial Aid Suspension if the student feels an error has been made in the calculation of suspension or if the student has an unusual circumstance.

Acceptable circumstances are defined as:

- the death of an immediate relative
- a serious illness or accident requiring medical intervention
- significant, unexpected family obligations
- catastrophic loss (e.g. flood, fire, etc.)
- extreme personal crisis

Documentation of the unusual circumstance must be submitted with along with a request for an appeal and presented to the Director of Financial Aid prior to the beginning of the semester following the semester in which the eligibility requirements were not met.

Appropriate Documentation would include:

- A signed personal statement that fully explains a summary of the circumstances that impacted your academic performance
- One or more letters of support from an objective, non-relative, adult professional that verifies the extraordinary, personal circumstances that are the basis for this appeal. Typically, these letters come from a physician, police officer or other professional who has personal, first-hand knowledge of the student's situation. The letter must be on official letterhead and include the professional's contact information including name, address and phone number for verification purposes. If there is court documentation regarding a specific situation, this should be submitted as well.

Financial Aid Probation

Probation is assigned if a student receives an approved financial aid appeal to reinstate their financial aid. The student is expected to meet the minimum requirement for SAP at the conclusion of the probation semester. If it is determined that it will take the student more than one term to raise their cumulative GPA to the minimum requirement or raise their Pass Rate(PACE) to the required minimum of 67% a student will be placed on an academic plan.

Institutional Scholarships

Andrew College offers a variety of institutional scholarships. Financial assistance is based on merit, ability to contribute to the campus community, and verified financial need. All institutional scholarships are prorated over two semesters (fall and spring), unless otherwise specified. Part-time students and students enrolled in exclusively online programs are typically not eligible for institution financial assistance. Eligible students:

- Will qualify for no more than one primary scholarship (over \$1,500) that the College administers (an institutional scholarship) and two secondary (\$1,500 or less) scholarships
- May qualify for scholarships offered by other entities, government or private, based upon need.
- Must complete the Free Application for Federal Student Aid (FAFSA).
- Must apply for every entitlement grant for which they may qualify in order to receive an institutional scholarship.
- All institutional, federal, and state awards will be applied to a student's tuition, fees and room and board.

The amount of courtesy, merit, or athletic scholarships must not exceed the student's tuition, fees, and room and board after the student has been credited with all other entitlement financial aid received. There are limited scholarships for International Students.

The Margaret A. Pitts Scholarship

Up to two incoming eligible freshmen are awarded the Margaret A. Pitts Scholarship to start at the beginning of each fall term. The scholarship covers the full amount of tuition, room, and board for the academic year. Minimum requirements include a 3.0 high school GPA and unconditional acceptance to the college. The Margaret A. Pitts Scholarship is renewable for the sophomore year, provided the student maintains a GPA of 3.0 or higher on all attempted hours.

The Judge Thomas Marshall Academic Scholarship

Incoming students whose high school GPA is 3.0 or higher and who scored at least 1,000 on the SAT (ACT equivalents are acceptable) may qualify for this scholarship. Preference is given to individuals who reside within the South Georgia Conference of The United Methodist Church. The Marshall Academic Scholarship is renewable for the sophomore year, provided the student maintains a GPA of 3.0 or higher on all attempted hours.

The Brim Fellowship Scholarship

Incoming students whose high school GPA is 3.0 or higher and who scored at least 1,000 on the SAT (ACT equivalents are acceptable) may qualify for this scholarship. The Andrew Fellowship Scholarship is renewable for the sophomore year, provided the student maintains a GPA of 3.0 or higher on all attempted hours.

Music, Theatre, and Visual Arts Scholarships

A number of scholarships are awarded annually to qualified students whose program of study is the fine arts and/or who participate in music, theatre, or the visual arts. An audition, interview, or portfolio is required and should be coordinated with the appropriate program director as early as possible. Scholarship amounts vary up to full tuition.

AndrewServes Scholarship

Each year, a limited number of freshman students are selected to participate in the AndrewServes Servant Leadership program, which offers students scholarships of up to \$9,500 per academic year. Renewal of this award will be granted for the sophomore year if program requirements are successfully completed. These students will be enrolled in *Leadership Development Studies* and will participate in practical leadership experiences and community service. The Harry Wilson endowed scholarship is awarded annually to one AndrewServes student.

Athletic Scholarships

Andrew College offers scholarships for athletic ability and performance potential in intercollegiate Women and Men's Soccer, Softball, Baseball, Volleyball, Women and Men's Basketball, Women and Men's Cross Country and Men's Golf.

The Goizueta Foundation Scholarship

Through the generosity of The Goizueta Foundation, Andrew College has scholarships available especially for Hispanic/Latino students. The Goizueta Foundation scholarships are awarded to students who are of Hispanic or Latino descent and who demonstrate both academic success and financial need. The selection will be based on high school grades, SAT/ACT scores, and financial need. Recipients must maintain a 2.0 grade point average to retain the scholarship for a second year. The Goizueta Foundation Scholars Fund has provided assistance to Hispanic/Latino students at Andrew College since 2001. To apply for the scholarship you must be an unconditionally accepted student and completed the [Free Application for Federal Student Aid \(FAFSA\)](#).

Louise G. Exum Scholarship

The Louise G. Exum scholarship is awarded annually to a woman seeking to study business administration. The selection will be based on high school grades, SAT/ACT scores, and financial need. Recipients must maintain a 2.0 grade point average to retain the scholarship for a second year. To apply for the scholarship you must be an unconditionally accepted student and completed the [Free Application for Federal Student Aid \(FAFSA\)](#).

United Methodist Awards

Scholarships or loans may be awarded to students who are members of The United Methodist Church. Other churches, religions and community organizations, and fraternal or business groups may also sponsor financial awards. United Methodist students who are active in their church may be recommended by their minister for a \$1,500 Methodist Minister Scholarship.

The dependents or spouses of ordained United Methodist Ministers are eligible for a \$10,000 per year scholarship.

Andrew College currently participates in the United Methodist Higher Education Foundation's (UMHEF) Dollars for Scholars (UMDFS) program. Each year through the United Methodist Dollars for Scholars (UMDFS) program, the United Methodist Higher Education Foundation (UMHEF) provides \$1,000 matching scholarships to United Methodist students who have received a \$1,000 scholarship from their local United Methodist church to help them attend a United Methodist-related college, university, or seminary. In addition, Andrew College provides a \$1,000 match to bring the total award to \$3,000. Application details and deadline can be found at www.umhef.org/UMDFSapp.php.

Legatee Scholarship

Andrew College students whose parents or grandparents graduated from Andrew College are eligible for the Legatee Scholarship, valued at up to \$1,000 per year.

Southwest Georgia Scholarship

Students residing in one of 26 counties in southwest Georgia are eligible for a \$500 per year scholarship if commuting or \$1000 per year scholarship if residing on campus.

Out of State Scholarship

Students who reside in other US states and territories besides Georgia are eligible for a \$500 per year scholarship if commuting or \$1000 per year scholarship if residing on campus.

Bright Futures matching Scholarship

Florida residents who qualify for the Bright Futures Scholarship will receive a scholarship of up to \$2,210 per year. Documentation of scholarship eligibility is required.

Georgia Tuition Equalization Grant (GTEG)

To encourage Georgia residents to attend eligible private colleges in Georgia by providing grant assistance. This grant is also non-need based. For additional information regarding eligibility requirements please view the following website at <https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/georgia-tuition-equalization-grant/>.

HOPE & Zell Miller Scholarships

The HOPE Scholarship was established for degree-seeking students who are residents of the State of Georgia, and who meet established criteria. To be eligible for the HOPE scholarship a student must meet the criteria outlined on the official website at <https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/hope-scholarship/>.

Veterans and Dependent Benefits

Education Benefits are available to qualified veterans and children. These benefits are also available to dependents of deceased and disabled veterans. Information and applications may be obtained from the Veterans Administration or local Department of Veterans Services Offices. For additional basic information please review the following website:

<http://www.benefits.va.gov/gibill/dea.asp>.

Other Aid

Often there are special aid opportunities provided by local civic and fraternal organizations. Students are encouraged to discuss such opportunities with their school guidance counselors since most of these are awarded through local high schools to graduating seniors.

Additional Information

Students enrolling less than full time will have their financial aid awards reduced or cancelled according to the number of hours taken. Andrew College reserves the right to adjust or cancel any aid if there is a change in academic, financial, residential status of the aid recipient or to prevent institutional liability.

Student Life

Office of Student Affairs

Mission

The mission of the Office of Student Affairs is to create a nurturing environment that supports the educational mission of Andrew College while fostering student leadership, promoting campus involvement, facilitating individual and group achievement, and mentoring behavior that is reflective of the values and Christian heritage of the institution.

Aims and Objectives

The Student Affairs program is designed to promote activities and programs supportive of the aims and purposes of the College. The first two years of college are critical times in a student's academic life. It is the goal of the Student Affairs program to make those years special and rewarding for each student. Andrew College is committed to the idea that total education involves more than academic pursuit. The social, physical, cultural, and spiritual aspects of the student's life share importance with academic development. The activities sponsored within the Student Affairs program are designed to achieve a continuing, optimal student affairs environment, to provide student opportunities for gaining appreciation for the dignity and worth of the individual, to encourage an appreciation and understanding of scholarship, creativity, and community, and to enhance the ability to relate with others. Policies relating to the Student Affairs area are contained throughout the Student Handbook.

Student Handbook Information

The *Andrew College Student Handbook* is available online via the Andrew College website. The handbook is a summary of policies and procedures that define the rights and responsibilities of students as members of the college community. Andrew College reserves the rights to amend, change, delete and/or develop new policies and procedures to meet the needs of the Andrew community. All new policies or policy changes become effective immediately upon being posted on college bulletin boards or through the campus distribution method including either the student newspaper or campus mail. Other policies and procedures that relate to specific operations of the college may not be published in the handbook but are communicated through notices and other publications.

Calendar/Scheduling of Events

The Office of Student Affairs hosts a variety of activities and events throughout the year that can be found on the College website and in the Office of Student Affairs.

Counseling Services

Mental Health Counseling. Andrew College does not provide mental health counseling. If counseling is necessary, referrals may be made to off-campus professional services. The Office of Student Affairs can provide a list of off-campus counseling resources. Andrew College is not responsible for the cost of professional counseling for students. This information is provided only to assist students and is not intended as an endorsement of a particular resource.

Spiritual Counseling. Andrew College has a campus Chaplain, an ordained United Methodist minister, who is available to students for consultation and counseling concerning spiritual matters.

Substance Abuse Counseling. The Office of Student Affairs can provide a list of off-campus counseling resources to faculty, staff, and students for substance abuse. Individuals are responsible for the cost of these services. This information is provided only to assist students and is not intended as an endorsement of a particular resource.

Grievances and Complaints

Andrew College invites individuals who have complaints regarding the college to contact the following offices. For more detailed information on the process, please refer to the Student Handbook and College Policies and Procedures Manual.

- Academic decisions: Office of the Academic Dean
- Admission and Financial Aid Decisions: Office of the Vice President of Enrollment Management
- Student Services, clubs and organizations: Office of Student Affairs
- Human Resources, facilities and business functions: Business Office

Instructions for filing a complaint with our regional accreditor, the Southern Association of Colleges and Schools (SACSCOC): <http://www.sacscoc.org/about-sacscoc/faqs/>

Instructions for filing a complaint with the U.S. Department of Education in regard to Title IV (financial aid, civil rights violations or discrimination) can be found here: <http://www.justice.gov/crt/complaint/>

Andrew College operates under SARA policies thus providing our own and SARA's Complaint Resolution policies and procedures to all students taking courses under SARA policies. Initial responsibility for the investigation and resolution of Complaints resides with Andrew College. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal Entity and other responsible agencies of Andrew College's Home State, Georgia. The State Portal Entity is responsible for conducting the investigation and resolution of Complaints that are not resolved at Andrew College. The Portal Entity may enlist the assistance of other responsible entities in Georgia in carrying out the work of the Complaint resolution.

For students who wish to file a complaint with the State of Georgia, this form may be found here: <https://gnpec.georgia.gov/student-complaints>

Students who live in states outside of Georgia may file a complaint with their state of residence. Information and/links to state agencies may be found by following this link: http://sheco.org/sheco_surveys/

Health and Medical Care

Health Information Form

Upon enrollment at Andrew College, each student must submit a health information form. This form is used in emergencies to provide important information to medical professionals and to the staff. At check-in, each student must complete an emergency contact card that remains on file in the Office of Student Affairs. All forms must be fully completed and be legible.

Medical Care

Andrew College provides limited medical through TeleMed. Students may consult with a physician, free of charge, 7 days a week, 24 hours a day through TeleMed. Students who wish to participate in the health program may enroll at the beginning of the Fall and Spring semester. Depending on the care needed, physicians may provide a prescription or refer the student to their primary physician.

If a student needs to receive medical treatment, there are doctors' offices and an emergency room within walking distance of campus; however, the student may receive treatment where he or she chooses. The local Health Department is also available for students, subject to cost based on student income. Andrew College is NOT responsible for any medical expenses occurred while at the College. It is expected for the students to make reasonable decisions regarding health care.

Upon enrollment at Andrew College, each student must submit a health information form. This form is used in emergencies to provide important information to medical professionals and to the staff. At check-in, each student must complete an emergency contact form that remains on file in the Office of Student Affairs.

Andrew College provides supplemental accident insurance for all full-time students, but coverage is limited, and there are exclusions. This secondary plan is not a health insurance policy and does not provide benefits for non-accident-related injuries or for pre-existing injuries.

Student athletes are automatically enrolled in the Andrew College Athletic Accident Plan. This policy is secondary to personal family medical insurance coverage, and covers only injuries/illnesses/accidents resulting from the direct participation in the intercollegiate athletics program during the dates of the primary competitive season and designated off-seasons as approved by the Athletic Director according to NJCAA regulations, and also if they are reported to the Assistant Athletic Trainer or the Director of Athletic Safety and Therapy in a timely fashion. This policy provides coverage for athletic related accidents up to a maximum of \$25,000 per athletic accident and \$5,000 max for expanded medical (overuse injuries). Initial medical treatment must be received by a doctor within 90 days from the date of the accident or onset of symptoms for athletic related injuries. In addition, all student athletes are covered under a long-term disability policy up to \$3 million as part of the base plan. More information on the Athlete Accident Plan is available from the Athletic Training Department.

Also all students who are enrolled as full time students are covered under the school's mandatory accident plan for any injuries that happen on campus and are not athletically related, and are covered up to \$2,500.

All injuries that are from intercollegiate athletics must be reported when the injury occurs to the coach, and to the Assistant Athletic Trainer or the Director of Athletic Safety and Therapy. All injuries that require medical treatment must be reported to Director of Athletic Safety and Therapy or the Assistant Athletic Trainer located in the Parker Building (Gym) in order to complete an accident claim form. It is the student's responsibility to complete a claim form for an accident, and will need to be filled out to be covered under the school's policy.

Supplemental Accident Insurance

Andrew College provides supplemental accident insurance for all full-time students, but coverage is limited, and there are exclusions. This secondary plan is not a health insurance policy and does not provide benefits for non-accident-related injuries or for pre-existing injuries.

Student-athletes are automatically enrolled in the Andrew College Athletic Accident Plan. This policy is secondary to, or in excess of, personal family medical insurance coverage, and covers only injuries / illnesses / accidents resulting from the direct participation in the intercollegiate athletics program during the dates of the primary competitive season and designated off-seasons as approved by the Athletic Director according to NJCAA regulations. This policy provides coverage for Athletic Related Conditions up to a

maximum of \$5,000 per Athletic Related Condition. Initial medical treatment must be received by a doctor within 90 days from the date of the accident or onset of symptoms for Athletic Related Conditions. In addition, all student athletes are covered under a long-term disability policy up to \$3 million as part of the base plan. More information on the Athlete Accident Plan is available from the Athletic Training Department.

Andrew College Police Department

The Andrew College Police Department is charged with the responsibilities of providing life safety and property protection. To meet these important responsibilities, the college maintains a force of state certified police officers whose duties are integrated to provide law enforcement, crime prevention and parking control/enforcement. The department strives to contribute to the academic environment by performing professional law enforcement tasks with a positive, service-oriented and educational approach.

Campus Security Alerts

Campus security alerts are disseminated with the goal of notifying as many people as possible, as rapidly as possible. (i.e., active threats, bomb threats, or a dangerous chemical spill, etc.) These alerts are sent via the One Call Now Notification System voice mail, email, or text message to all students and staff. Individuals must “opt in” to receive text messages. All students, faculty, and staff are encouraged to sign up to receive these notices at the beginning of each semester. Email, telephone and messenger trees may also be utilized. Students are encouraged to submit emergency contact information i.e. cell phone numbers and emergency contact person(s) to the Andrew College Police Department when they enroll in the College.

Parking

All streets and parking areas at Andrew College are private property and Andrew College maintains the right to control motor vehicle traffic within these areas. Students who bring a motor vehicle to campus for more than one day must register that vehicle with the Andrew College Police Department (ACPD). Students are required to park in an assigned area and between two white lines. Parking on the grass or in other non-designated areas is prohibited. Andrew College reserves the right to tow/impound vehicles (at the expense of the owner) that are improperly parked. The college does not accept responsibility for vehicles parked on campus.

Motor Vehicle Registration

All students must register their motor vehicles in the Andrew College Police Department Office (ACPD) within 48 hours of having a car on campus. Students operating a car must display on the car an Andrew College parking permit, which may be purchased in the ACPD Office. Parking permits are good for the duration of the student’s enrollment as an Andrew College student. Failure to register the vehicle or display the permit may result in a monetary fine. Students must obey campus parking and operating regulations.

Safety and Security

Individuals are responsible for their personal safety and well-being. Andrew College does not assume liability for personal effects of students (such as stereo/computer equipment, clothes, money or other personal belongings), or for injury or death of individuals while on the campus or while involved in off-campus activities. Students should check the availability of property insurance under their parents’ policies. If coverage is needed, the Office of Student Affairs has information on a fire/theft insurance plan offered by an independent insurance company.

Andrew College abides by the provisions of the Clery Act. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f) as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and security policies. All public and private institutions of postsecondary education participating in federal student aid programs are subject to it.

Student Conduct

The Office of Student Affairs (OSA) mission of Andrew College holds many opportunities for intellectual and social development. A basic component of the OSA mission embellishes expectations of acceptable behavior based on fostering student leadership and mentoring behavior that is reflective of the values and Christian heritage of the institution while maintain a nurturing environment for all. The social, physical, cultural, and spiritual aspects of the student’s life share importance with academic and personal development. The Code of Conduct at Andrew College exists to maintain discipline and decorum by augmenting the policies, procedures, and mission of the College. The code of conduct can contribute to the teaching of appropriate individual and group behavior, as well as protecting the campus community from disruption and harm. The Andrew College community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse.

The student conduct process is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Student discipline should be directed towards personal

growth as much as possible. Andrew College's Code of Conduct is piloted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is in accord with the overall academic mission of the institution. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord without community expectations.

Students should be aware that the student conduct process is quite different from criminal and civil court proceedings. Procedures and rights in student conduct procedures are conducted with fairness to all. Due process, as defined within these procedures, assures written notice and a hearing before an objective decision-maker. The proceedings of all disciplinary hearings, investigations and findings are closed and will remain confidential within the disciplinary system.

As a church-related institution, Andrew College expects students to assume personal responsibility in all areas of college life and in the maintenance of high standards of behavior. Students must display, in attitude and conduct, a willingness to accept and cooperate with the College in observing established policies. Violations of civil and criminal laws will be referred to the appropriate law enforcement officials. Andrew College will fully cooperate and assist all agencies in upholding local, state and federal laws. The College retains the right to impose sanctions independent of action taken by a regular court system if a student is accused of criminal misconduct on or off-campus, and during or between academic terms and/or is out of harmony with the spirit of the College.

Andrew College students are responsible for knowing the information, policies and procedures outlined in this document and the Andrew College *Student Handbook*. Andrew College reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online at www.andrewcollege.edu for the updated versions of all policies and procedures.

Religious Life

An important aspect of student life is a proper spiritual foundation. The Baptist Collegiate Ministries (BCM) and Fellowship of Christian Athletes are organizations that provide leadership in the religious life area of college. Interdenominational chapel services are held regularly.

In addition, local churches extend a cordial welcome to Andrew students. The minister of the Cuthbert United Methodist Church serves as the campus chaplain and is responsible for chapel services. The chaplain is available for personal guidance. Weekly Chapel services at Andrew College give students the opportunity to worship together, to share their lives in meaningful ways, and, at times, to wrestle with the short answers in life. If we don't answer these well, it doesn't matter how well we answer the others.

Please join in prayer for Andrew, either in spirit in your own space or in person in the Chaplain's office.

Student Life Programs

Student Orientation

New student orientation involves a yearlong effort of the entire campus community. There are two major components of the Andrew College new student orientation program, and all first semester students are required to participate unless exempted by the dean of academic affairs and dean of student affairs.

Summer Orientation ~ Priority Registration and Parent Information Workshops

The first component of the Andrew College experience is the Summer Orientation Program, and it is required of all new students and parents prior to the students' first semester at Andrew. This one-day program allows students and parents to meet the Andrew College family including the administration, faculty, and staff as well as returning Andrew students. Freshmen are introduced to student life at Andrew College, and placement assessment and academic advisement takes place during this time along with PRIORITY REGISTRATION. Workshops are provided for parents along with the opportunity to complete "parent homework" and tour the campus.

New Student Orientation

New Student Orientation takes place during the students' first weekend on campus. Students are introduced to Andrew College with a series of structured activities that provide information about Andrew, the available services, and a chance to meet and bond with other students. During this time, expectations in and out of the classroom are discussed, college policies are reviewed, and programs that cover important student issues are presented. Programs focus on goal setting and time management, improving study skills and attitudes, academic decision making, dealing with human relationships, health and wellness issues, career information, and campus issues such as alcohol, drugs, safety and security, etc. Students experience team building and fun activities that facilitate skills needed to be successful in college. Orientation is a graduation requirement, and the first opportunity for students to jump into college life!

Recreation and Intramural Program

The recreation program consists of several different components conducted by the Intramurals and Recreational Services Office. Informal recreational opportunities available to students, faculty, and staff and their dependents include racquetball, weight training, basketball, indoor and outdoor volleyball, and tennis. Formalized recreational opportunities exist under the umbrella of intramurals and include team, as well as individual, sports and exercise programs. Besides providing recreational and fitness experiences, the intramural program promotes pride within the student body, assists in the development of life-long recreational interests, and provides a relief from work or academic pressures. Off-campus recreational opportunities are promoted throughout the year. Participation in any intramural or recreational event is voluntary and may carry personal risk.

Student Organizations

Andrew College has a very active student activities and organizations program that involves many students, faculty and staff. The activities and organizations affect the student life of the college and are important for social, spiritual, cultural and intellectual development of the students.

Andrew College Spirit Squad

The Spirit Squad is a student-led cheerleading organization. The Spirit Squad cheers at home basketball games and participates in student activities, college fundraisers, and student leadership. For additional information, contact the Office of Student Affairs.

Baptist Collegiate Ministries

The Baptist Collegiate Ministries (BCM) is a student-led organization sponsored by the Georgia Baptist Convention and local Baptist churches. The purpose of BCM is to promote the spiritual and religious life of students on campus and to provide activities for worship, discussion, Bible study, social life, witness, and ministry with other college students across the state. BCM is open to students of all faiths. For additional information, contact the Office of Student Affairs.

Disability Awareness Organization

The Disability Awareness Organization (DAO) promotes interpersonal relationships among and with people with disabilities. The purpose of the organization is to increase self-understanding and self-acceptance of individuals with disabilities. The organization provides opportunities for career exploration in the disability field and sponsors service learning. Membership is open to anyone in the Andrew College community. For additional information, contact the Office of Student Affairs.

Equality Club

It is the mission of the Andrew College Equality Club (A.C.E.) to reflect the United Methodist Church and seek to live together in a Christian community, welcoming, forgiving, and loving one another, as Christ has loved and accepted us, while promoting acceptance, diversity, and understanding inclusive of, but not limited to, the lesbian, gay, bisexual and transgendered student body (LGBT) and their allies.

Fellowship of Christian Athletes

The Fellowship of Christian Athletes do establish objectives and functions. Their goals are to increase student to student interaction through Jesus Christ at Andrew College and to respect the rights of all students, regardless of race, religion, gender or national origin.

International Student Association

The International Student Association is an organization to foster and promote good will, "a home away from home," and a gathering place for students from other countries attending Andrew College. The Club is opened to all international and Andrew College students interested in international relations, foreign languages, and international cultural exchange. The organization meets bimonthly. For additional information, contact the Office of Student Affairs.

Phi Beta Lambda

Phi Beta Lambda provides students with opportunities to expand their business knowledge and promote the ideas of the free-market and freedom. It is the premier business education association preparing students for careers in business. For additional information, please contact the Office of Academic Affairs.

Phi Theta Kappa

Phi Theta Kappa (PTK) is the international honor society of two-year college students who have attained high scholastic standing. To be eligible for membership, a student must achieve a high academic average and demonstrate exemplary citizenship. In order to retain membership, students must maintain at least a 3.0 overall grade point average. The purpose of PTK at Andrew College is to promote scholarship, leadership, service, and fellowship among two-year college students. For additional information, contact the Phi Theta Kappa adviser or the Office of Academic Affairs.

Student Art League

The Student Art League (SAL) is a student run organization related to the Visual Arts Department at Andrew College. The SAL organizes various fine art activities including: exhibitions of member's artwork, museum visits, group critiques, and mural paintings in the surrounding area. The SAL is composed of mostly visual arts majors but is open to any student interested in the visual arts.

The Andrew College Visual Arts Faculty sponsors the SAL. Officers are elected at the beginning of the spring semester for the following school year. For additional information, contact the Fine Arts Department.

Sexual Misconduct, Sexual Harassment or Sexual Assault

If you experience or witness sexual or other unlawful harassment in the workplace, classroom, in or on college-owned or -controlled property or at college-sponsored events, Andrew College encourages you to report it immediately according to policy. You can raise concerns and make reports without fear of reprisal or retaliation. Andrew College prohibits any form of discipline or retaliation for reporting in good faith incidents of perceived harassment in violation of this policy, pursuing any such claim, or cooperating in the investigation of such reports.

All allegations of harassment or discrimination, including, but not limited to, any conduct that may violate Andrew College's Equal Employment Opportunity Policy or Sexual Harassment Policy, or which may be contrary to Andrew College's Notice of Nondiscrimination, will be quickly and discretely investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, the victim and the alleged harasser will be informed concurrently of the outcome of the investigation.

Any Andrew College official who becomes aware of possible sexual or other unlawful harassment must immediately advise the Dean of Student Affairs or the Title IX Coordinator so the incident can be investigated in a timely manner. Upon completion of the investigation, corrective measures will be taken. These measures may include, but are not limited to, training, counseling, warning, suspension, expulsion or immediate dismissal. Anyone, regardless of status, position or title, found through investigation to have engaged in improper conduct will be subject to discipline up to and including discharge or expulsion.

In all instances, reports of sexual harassment, domestic violence, dating violence and/or stalking involving students, staff and/or faculty will be reported to the Title IX Coordinator located in the Business Office at 501 College Street, Cuthbert, Georgia 39840 or 229-732-5946.

Residence Life Information

Residency Requirements

All full-time students except those who are married, have dependent children living with them, are 22 years of age or older, or those living with their parents or legal guardians within a 30-mile radius of the College, will be required to live on campus. The Dean of Student Affairs may grant exceptions to this requirement. The residential experience is extremely important to the development of students. All resident students are required to take the meal plan and are not permitted to maintain off-campus accommodations. Students taking less than 12 hours must seek permission of the Dean of Student Affairs to live on campus. The College reserves the right to withdraw the option of housing for students who fall below a 12-hour course load.

Andrew College retains the right to refuse residency to students who have committed serious violations/infractions of the *Andrew College Student Handbook* including the Code of Conduct, or students who may, in the opinion of the College officials, be better served in an off-campus living environment.

Academic Regulations

Academic Standards

Academic Honor Code

In accordance with its Mission and Core Values, Andrew College holds that conscious attention to classroom behavior and academic honesty is vital for a student's capacity for success and for intellectual, social, and spiritual development. The following codes of Student Classroom Behavior and Academic Integrity are in place to establish standards for the validity of credits and degrees earned at Andrew College.

Code of Student Classroom Behavior

Students will acknowledge and respect the authority of professors pertaining to all academic and management matters regarding their courses as well as the rights of their fellow classmates concerning their own academic pursuits. It is the students' responsibility to read and understand this code and penalties for violating it.

Violations of this code include but are not limited to:

1. **Damage or Theft of Property:** Intentional damage or destruction of materials, technology, or other equipment in the classroom.
2. **Discrimination or Bullying:** Language or behavior used in the classroom that attacks an individual based on their perceived sex, gender identity, race, ethnicity, age, religious beliefs, learning disability, status, or other cultural attribute.
3. **Dishonesty/Falsification:** Intentionally forging or submitting false identification, documents, accounts, records, or other materials pertaining to academic or financial affairs.
4. **Sexual Harassment:** Language or behavior used in the classroom categorized as sexual harassment as stipulated by Title IX under the Department of Education.
5. **Uncivil/Disruptive Classroom Behavior:** Language or behavior used in the classroom that challenges or obstructs the learning environment and/or the professor's control of the classroom.

Penalties for violating the Code of Classroom Behavior include the following:

- a. **First Offense:** In the event that the offense cannot be resolved verbally, the professor will ask the student to leave class, and the student will be marked absent for that class session. The professor will report the incident in writing to the Academic Dean.
- b. **Second Offense:** The professor will immediately ask the student to leave class, and the student will be marked absent for that class session. The professor will report the incident in writing to the Academic Dean. The student will not be allowed to return to class without permission of the Academic Dean, who will determine whether the student may return to class immediately, at the next class meeting, or after an appropriate suspension.
- c. **Subsequent Offenses:** The professor will immediately ask the student to leave class, and the student will be marked absent for that class session. The professor will report the incident in writing to the Academic Dean. This infraction may result in suspension – for a few days, the remainder of the semester, or a full semester – or in exclusion from Andrew College activities, as determined by the Academic Dean.

Academic Integrity

Andrew College is founded on the ethical principles associated with the United Methodist Church, which advocates self-knowledge for a fuller, richer life, and a search for truth to better serve mankind. Andrew College seeks to instill in students a sense of confidence in themselves and their thought processes through the development of strong academic abilities. Such development is not possible without hard work and practice. However, some students seeking to avoid this necessary arduous process will attempt various ways to evade it by dishonest means. These students are denying themselves the very education that they are attending Andrew College to receive.

Therefore, it is necessary that students conduct themselves with academic integrity and honesty by preparing and submitting assignments that reflect their own individual abilities. It is the student's responsibility to read and understand this code and penalties for violating it.

Violations of this code include but are not limited to:

1. **Plagiarism:** Essays, research papers, tests, laboratory reports, homework assignments or any other written work must be the work of the student submitting them. Plagiarism includes intentionally or unintentionally copying published or unpublished ideas or words, in part or in whole, without appropriate citation, quotation, and/or documentation. Plagiarism also includes plugging synonyms into borrowed sentence structure, whether citation is present or not.
2. **Cheating:** Using or attempting to use any unauthorized materials or assistance for a paper, exam, homework assignment, laboratory report, or other written work that is expected to be the work of the individual. Unauthorized assistance includes but is not limited to notes, another student's work, data, and/or electronic devices.
3. **Fabrication:** Submitting false or nonexistent data, quoted passages, or making up and citing any information as part or whole of an assignment such as a paper, test, or lab report.

4. Collaborative Effort/Collusion: No student shall give, receive, sell, or purchase assistance in the preparation or completion of any academic assignment without authorization from the instructor. Tutoring services must be approved by the instructor, and may not compromise the personal efforts and performance of the individual student.
5. Multiple Submissions: Students may not submit a paper, exam, laboratory report or homework assignment, in part or in whole, for credit more than once without the authorization of the professor to whom the assignment is due.
6. Theft: No student shall take or attempt to take, steal, or otherwise procure, in an unauthorized manner, any material pertaining to the conduct of a class, including but not limited to test materials, laboratory or athletic equipment, textbooks, or computer/digital devices.

Penalties for violating the code of Academic Integrity:

- a. First offense in any course: The student will receive a failing grade of zero for the assignment or test, and a written report of the offense will be filed with the Academic Dean.
- b. Second or subsequent offenses in any course: The student will receive a failing grade of zero for the assignment or test, and a written report of the offense will be filed with the Academic Dean. In addition, the student may: 1) receive a WF in the course, 2) be suspended academically, 3) be expelled from the College.

**Violations are documented over the students' entire duration of enrollment at Andrew College.

Attendance

Andrew College believes that class attendance is a necessary part of the learning experience. The classroom enriches the learning experience through the collective interaction of peers and professor. Therefore, the policy of the college is that students must attend all their classes.

The responsibility of handling absences rests entirely with the faculty member. All instructors, both face-to-face and online, will, at the beginning of each semester, make a clear statement to each of their classes regarding their policies in handling absences. The statement should be included in the course syllabus. Instructors are required to maintain records of class attendance in the college's Student Information System, Empower. Absences will be recorded from the date that the student is officially registered in the class. If a student does not attend class or check-in to an online class, the Coordinator of Retention is notified.

The college recognizes that students may be compelled to miss a class due to illness, death in the immediate family, or college sponsored events. When students are absent for these reasons, they may be allowed to make up assignments at the discretion of the faculty member. When students are compelled for any reason to be absent from class, they should immediately convey the reason for the absence directly to the instructor.

Absences may not exceed 20% of the class sessions in any one course. A student who exceeds the maximum absences will be administratively withdrawn from class and receive a grade of WF in the course. The only exception will be by vote of the faculty in case of prolonged illness.

Classification of Students

Student classification is based on the number of credit hours that a student has earned in courses at Andrew College or transferred from other educational institutions. Students are classified on the basis of total earned hours of academic credit as follows:

Freshman Classification	0 - 29 earned credit hours
Sophomore Classification	30 - 59 earned credit hours
Junior Classification	60 - 89 earned credit hours
Senior Classification	90 or more earned credit hours

The classification under which a student registers at the beginning of any semester will continue through that semester. Class designation does not necessarily reflect the student's readiness to graduate or progress in their chosen program of study.

Credit Hours

Andrew College uses the Carnegie standard to determine the appropriate amount of credit awarded for undergraduate course work. Credits are awarded as semester hours.

A semester credit hour will be awarded as follows:

- *Lecture, seminar, and recitation courses:* A minimum of 750 minutes of instruction (excluding final examinations) with a minimum of 1500 minutes of out-of-class work.
- *Laboratory, studio courses, and activity courses:* A minimum of 1500 minutes of instruction (excluding final examinations), with a minimum of 750 minutes of out-of-class work; or a minimum of 2250 minutes of instruction (excluding final examinations).

- *Supervised independent studies, individual studio, or private lessons:* The amount of effort required for one hour of undergraduate credit is determined by the supervising faculty and division coordinator in which the credit is awarded. Instructors should make adjustments so that the total hours of work required by students is equivalent to that of a traditional class.

Andrew College converted to the semester calendar in the Fall of 1998. Credits awarded prior to August 1998 were on the basis of quarter hours.

Credit by Examination

Andrew College awards credit by examination for the following tests provided the subject is offered in the general curriculum of the College.

1. Advanced Placement Examination (AP) offered by the College Board. Credit awarded based on score of 3 or above.
2. College Level Examination Program (CLEP) with the exception of biology, chemistry, and western civilization. Applications to take specific CLEP exams must be made by the end of the first full month of a student's initial semester of attendance. Fees must be paid upon application. Credit awarded is based on ACE recommended scores.
3. Defense Activity for Non-Traditional Education Support (DANTES) subject standardized tests. Credit is awarded based upon ACE recommended scores.
4. Andrew College will occasionally offer proficiency exams as a way to earn credit by examination. Currently enrolled students may take the proficiency exam for credit rather than taking the course. This option may not be used to earn credit for a course previously completed and a grade the equivalent of a "C" or above must be attained on the exam to receive credit for the course.

A student may earn a maximum of 24 semester hours of credit by examination with no more than six semester hours in any one subject area. Credit by examination is not computed in the student's grade point average. Credit earned by examination is assigned a grade of "K" on the Andrew College transcript.

Credit Earned at Other Institutions

Students who have studied at another institution may apply for transfer to Andrew College. Credit is only granted for coursework taken at institutions that are fully accredited by a Federal Department of Education regional accrediting agency. Andrew College accepts credit hours earned at another institution only if those courses are completed with a grade equivalent to a "C" or higher unless that credit is transferred with a bachelor's or associate degree from another regionally accredited institution. Students who have completed a two-year degree designated as transferable to a four-year degree may enter Andrew College with their Core Curriculum requirements fulfilled, with the restriction that courses meeting Andrew College's Area A requirement received a grade equivalent to "C" or higher. Students who earn credit on a satisfactory/unsatisfactory basis may not transfer those credits unless documentation is received stating that the grade is equivalent to a "C" or higher. Andrew College does not award credit for experiential learning or other non-academic courses.

Students pursuing the Associate Degree in Nursing may only transfer core curriculum classes, as per Andrew College transfer credit policy. Nursing classes are not transferable.

Courses deemed equivalent to Andrew College courses will be assigned an Andrew College course prefix and number. Courses accepted for transfer with no Andrew College equivalent may be accepted as elective credit and assigned an appropriate course prefix and number, as determined by the appropriate academic division or in accordance with articulation agreements between Andrew College and another regionally accredited degree-granting institution.

Advanced Placement (AP) and College Level Examination Program (CLEP) credits listed on the transcripts of previously attended colleges will be accepted for credit provided all other transfer credit restrictions apply.

Transfer credits are not used in the calculation of graduation GPA requirements. Students must complete a minimum of 25% of credit hours required for the undergraduate degree program at Andrew College.

Transfer of credit from a technical school will be awarded in accordance with the Board of Regents articulation agreement with the Technical College System of Georgia and current articulation agreements with Andrew College. Technical credits from a regionally accredited institution that fall outside of the Georgia Board of Regents-Technical College System of Georgia articulation agreement and specific articulation agreements between Andrew College and other colleges may be accepted on a course-by-course basis after the student provides the appropriate documentation for evaluation by the registrar and discipline faculty.

International transfer credit not covered by articulation agreements will be evaluated by the Registrar and appropriate faculty on an as needed basis.

The final decisions for transferring courses and credit hours to Andrew College are made by the Registrar in consultation with the discipline faculty and the Dean of Academic Affairs. Applicants who have previously attended colleges or universities must submit official transcripts from all previous post-secondary institutions, whether credit was earned or not.

Credit for Experience

Andrew College does not award credit for experiential learning.

Concurrent Enrollment

A student may not be concurrently enrolled at another post-secondary institution while enrolled and attending class at Andrew College without the prior approval of the Dean of Academic Affairs. Andrew College reserves the right to withdraw a student's registration at Andrew College if a student is concurrently enrolled at another institution without the approval of the Dean of Academic Affairs.

Transient Student Status

Students currently enrolled at one university or college granted permission to take pre-approved credits at another university or college for transfer back to their home university or college are considered transient students.

Andrew College Students Attending Another College

Currently enrolled Andrew College students, who are eligible to return, and who are pre-registered or pre-enrolled in courses for a succeeding full term (Fall or Spring) may, with prior written permission from the Registrar, take designated course work as a transient student at another institution. Approved courses with a grade of 'C' or better will be accepted as transfer credit. Only courses from an accredited institution that are the exact equivalent to courses listed in the Andrew College catalog will be approved and accepted as transfer credit.

The student's academic advisor must first verify the course(s) as appropriate course equivalents to meet the graduation requirements of the student's degree programs. Final determination of transfer credit rests with the Office of the Registrar in approving transferability of the courses and in ensuring that all requisites and grade requirements have been met. Students currently on suspension (academic or disciplinary) from Andrew College will not be eligible for transient student status.

Other Students Attending Andrew College

A student enrolled as a regular student at another accredited college or university may apply for temporary registration at Andrew College as a transient student. The applicant must be recommended in writing for admission as a transient student by the Dean of Academic Affairs or Registrar of the institution in which the student is enrolled. Admission is valid only for the requested term.

Course Load

To be considered as a full-time student, one must be enrolled in a minimum of 12 credit hours. The Veterans Administration and the Financial Aid Office consider 12 credit hours a full academic load for determining subsistence and assistance. Fifteen to sixteen credit hours is a normal student load. The student should recognize that he/she should complete an average of 16 credit hours each semester to graduate in four (4) semesters for an Associate degree plan and in eight (8) semesters for a Bachelor degree. A course load of 11 credit hours or less is considered part time.

Any course load over 18 credit hours is considered an overload, and the permission of the Dean of Academic Affairs is required for a student to carry an overload. To receive approval, normally a grade point average of 3.0 is required. Under no circumstances will a student be allowed to take more than 21 credit hours in one term, unless the student is in the Music Program or AndrewServes. For students in the Music Program, any load over 20 credit hours will be considered an overload, and music students cannot take more than 23 credit hours per semester. Likewise, AndrewServes students will not be considered in overload status unless they exceed 20 credit hours and cannot take more than 22 credit hours per semester. Varsity sports, Choraliers, private music lessons, and Servant Leadership courses are exempt from overload fees.

Course Sequence

In general, students should take all required courses in their discipline's plan of study in the appropriate numeric sequence when possible, unless otherwise stated in this catalog or by the student's assigned advisor. Courses and programs that have prerequisite requirements must not be attempted until the necessary prerequisites have been satisfactorily met.

Numeric course sequencing

- 099 or lower sequence: Learning Support courses (*do not count toward degree requirements*)
- 100 sequence: Freshman level (*exceptions noted in course descriptions*)
- 200 sequence: Sophomore level
- 300 sequence: Junior level
- 400 sequence: Senior level

Grades

The following grading system will apply:

A	Superior	100 - 90
B	Above Average	89 - 80
C	Average	79 - 70
D	Below Average	69 - 60
F	Failure	59 - 0

Grades are based on a 4.0 system. The following symbols and numbers are used to arrive at a grade point average.

<u>GRADE</u>	<u>QUALITY POINTS PER CREDIT HOUR</u>
A	4.0
B	3.0
C	2.0
D	1.0
F	0
P	0
W	0
WP	0
WF	0
I	0
IP	0
K	0
S	0
U	0
FA	0

Other assigned grades indicate the following:

- F **FAIL** - Courses taken on a pass-fail basis are recorded as P or F. A grade of F, as it relates to the P/F scale does affect GPA.
- P **PASS** - Courses taken on a pass-fail basis are recorded as P or F. A grade of P does not affect GPA.
- W **WITHDREW** - This symbol indicates that a student was permitted to withdraw from college or course(s) without penalty. The withdrawal must occur prior to the start date of mid-terms. After that date, the instructor must assign a grade of WP or WF at the time of withdrawal. A grade of W does not affect GPA.
- WP **WITHDREW PASSING** - This symbol indicates a student was permitted to withdraw from college or course(s) after the drop/add period and was passing at the time of the withdrawal. A grade of WP does not affect GPA.
- * **WITHDREW FAILING** - This symbol indicates a student was permitted to withdraw from college or course(s) after the drop/add period and was failing at the time of the withdrawal or when an instructor drops a student for excessive absences or non-participation. A grade of WF affects GPA in the same way as a grade of F.
- I **INCOMPLETE** - This symbol indicates that a student was unable to complete a course for nonacademic reasons acceptable to the Dean of Academic Affairs. Permission of the Dean of Academic Affairs must be obtained before a grade of I is recorded. All work necessary to remove the grade of incomplete must be completed by the beginning of mid-term exams of the succeeding semester. Failure to do so will result in an assigned grade of F in the course.
- IP **IN PROGRESS** - This symbol indicates that a student is making progress in a course but needs additional work to complete the course requirements and must re-enroll in the course. Dual enrollment students do not receive IP grades.
- K **CREDIT BY EXAMINATION** - This symbol is used to indicate credit for a course earned by examination (i.e. AP, CLEP).
- S **SATISFACTORY** - This symbol is assigned for satisfactory attendance of a Cultural Enrichment learning activity. The symbol S followed by a number (i.e., S1, S2, S3...) indicates the number of CEP credits earned.
- U **UNSATISFACTORY** - This symbol is assigned for unsatisfactory attendance of a Cultural Enrichment learning activity. During the 2010/2011 academic year, this symbol was assigned for unsatisfactory performance in a learning support course and indicates credit has not been earned.
- FA **FAILED TO ATTEND** - This symbol is assigned to students who fail to attend a class without following drop/withdrawal policies will receive a grade of FA, and those students will still be charged full tuition and fees.
****A student cannot withdraw from a class after the last day of classes.***

Grade Point Average (GPA)

The grade point average is determined by dividing the total quality points by the total hours attempted. The following is an example of how to compute the grade point average:

COURSE	GRADE	QUALITY POINTS / CREDIT HOUR	COURSE CREDIT HOURS	TOTAL QUALITY POINTS
English 111	A	4	3	12
History 105	B	3	3	9
Psychology 121	C	2	3	6
Math 102	B	3	3	9
Art 115	A	4	3	12
P.E.	A	4	1	4
		Total :	16	52.0

The grade point average (GPA) for the above example is calculated by dividing 52 by 16 giving 3.25.

In the following example, another semester of work is included.

COURSE	GRADE	QUALITY POINTS / CREDIT HOUR	COURSE CREDIT HOURS	TOTAL QUALITY POINTS
English 112	B	3	3	9
History 106	B	3	3	9
Business 120	C	2	3	6
Biology 121	A	4	4	16
Art 116	B	3	3	9
		Total :	16	49

To determine grade point average for this semester, divide 49 by 16 to give 3.06.

To determine overall grade point average, you need to sum total hours attempted and quality points earned.

	TOTAL CREDIT HOURS ATTEMPTED	TOTAL QUALITY POINTS EARNED
First Semester	16	52.0
Second Semester	16	49.0
Total :	32	101.0

The cumulative grade point average would be calculated by dividing 101.0 by 32 to give 3.15. There is no rounding in the calculation of a cumulative GPA.

Grade Appeals

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments, made by faculty, are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. Grades for individual assignments and exams may not be appealed. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using these stated procedures.

Step 1.

Within the first four weeks after the award of the grade in question, the student shall have informally appealed the grade to the instructor. If that instructor is not teaching at Andrew College during the term following issuance of the grade, the student will make contact with the instructor through the Division Coordinator to informally appeal the grade.

Step 2.

If the issue is not resolved at this informal level and the student wishes to pursue the appeal, the student shall request in writing a meeting with the respective Division Coordinator. This request shall be addressed to the Division Coordinator and shall be

received no later than five weeks of instruction for the term or semester following issuance of the grade. The request must summarize the student's complaint and the student's informal appeal to the instructor.

Step 3.

Within two weeks of receipt of the request, the Division Coordinator shall discuss the appeal with the student and with the instructor, separately or at the same time. If the Division Chair upholds the decision, the matter is closed. The decision is final.

Step 4.

If the Division Coordinator does not support the decision of the instructor, the matter shall be appealed within two weeks of the Division Coordinator's decision to the Dean of Academic Affairs. The Division Coordinator will forward the appeal package to the Office of Academic Affairs. The Dean of Academic Affairs will empanel three full-time faculty as an ad hoc Academic Appeals Council to review the matter. *The decision of this council shall be final and binding on all parties.*

Note: Students may not use this procedure to appeal grades resulting from violations of Academic Honor Code.

Repeating a Course

A student may only repeat a course in which a D or F grade was awarded for the purpose of improving the student's Andrew College grade point average. In such a case the original D or F will not be counted, and the grade point average will be adjusted to reflect the last earned grade. However, the original course and grade will continue to be listed on the transcript.

If a lower grade results, i.e. F rather than D, the last earned grade will be recorded as the official grade, and only the last earned grade will be counted in computing the cumulative grade point average and in determining degree completion.

For determining the cumulative grade point average for the awarding of scholarships, graduation with honors, or any other honors program, all attempts in a course will be counted.

A student may not attempt the same Learning Support course more than two times, with the exception of the co-requisite 099 courses, which may be taken three times (the same as the college-level course that they support). A student may not attempt a college-level course (100 or higher sequence) more than three times. A student who cannot exit a 081 or 091 course after two attempts or a 099 or college-level course after three attempts will not be allowed to attend Andrew College until an equivalent course is successfully completed at another institution, and the credits transferred back to Andrew College.

Independent Study

Students interested in completing an Independent Study (IDS) are required to do the following:

1. Review the guidelines below.
2. Consult with their academic advisor and course instructor to formulate the IDS proposal.
3. Complete an Independent Study Request Form, and return the completed request to the Office of the Registrar. The forms can be obtained from the student's academic advisor or from the Office of the Registrar.

GUIDELINES:

Independent Study (IDS) courses are available in very special cases, require a serious commitment by both the student and the instructor and are approved by the Dean of Academic Affairs. The course must be completed in one semester. The instructor must provide a course syllabus for the IDS to the Office of Academic Affairs, as well as to the student. Also, please note that a request for an IDS will not be approved when the course will be offered again before the student's projected graduation date.

SACSCOC policy requires Andrew College to follow the federal definition of a credit hour. The credit hour requires "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks." Therefore, during the semester a 3-credit hour course requires 45 hours of direct faculty instruction and 90 hours of student work out of class. Additionally, a final exam must be administered before the student will receive credit for the course. The form must be submitted during the drop/add period for the term in which the IDS is to be taken.

ELIGIBILITY:

Students have demonstrated the ability to work independently, have a cumulative grade point average of at least 2.5 and have received the approval of their advisor, an instructor for the course, the division coordinator, and the Dean of Academic Affairs. Consideration for the IDS is given only for courses not being offered during the semester when the IDS is completed.

Auditing

Students may register as auditors and attend class without earning credit. Auditors must have permission from the course instructor and the Registrar to audit a course. Audit enrollment status cannot be changed after the end of the drop/add period.

Final Examinations

Final examinations are scheduled in all courses. The Office of the Registrar generates and publishes the final examination schedule. Under no circumstances may the examination schedule be altered without permission from the Dean of Academic Affairs. A student may not withdraw from a class after the last day of classes.

Grade Reports

Students access their midterm and final course grade reports via Empower, Andrew College's student information system. Andrew College does not issue paper semester grade reports. A student will not be allowed to access their grade report until all financial obligations to Andrew College have been satisfied.

Honors and Awards

President's List

Students who have earned a 4.0 grade point average for the semester and have earned at least 12 hours of college level credit will be named to the President's List. Students enrolled in any learning support course are not eligible for the President's List for that semester.

Dean's List

Students who have earned a 3.5 or better grade point average for the semester and have earned at least 12 hours of college level credit are named to the Dean's List. Students enrolled in any learning support course are not eligible for the Dean's List for that semester.

Graduation

Graduation Ceremony and Diplomas

Graduation/Commencement Ceremony is held once a year at the end of the spring semester. After all degree requirements have been verified, students who satisfy those requirements at the end of the spring semester, the previous summer or fall semesters will receive their diplomas within 4 to 6 weeks after the spring commencement via U.S. Mail. Prior to this date, as verification of graduation, students may order an official transcript which would detail their completed degree information.

Diplomas will not be issued/mailed to any student that has not satisfied all financial obligations to Andrew College.

Intent to Graduate and Graduation Fee

Students who intend to graduate must apply online and pay a one-time, non-refundable fee of \$60 at least one semester prior to the semester in which it is anticipated that degree requirements will be completed.

Application for Graduation forms can also be printed by visiting www.andrewcollege.edu or can be obtained from the Office of the Registrar. The one-time, non-refundable graduation fee of \$60 is payable at the time the Application for Graduation is filed with the Office of the Registrar. Students are required to pay the \$60 graduation fee even if they do not plan to attend the graduation ceremony.

Graduation with Honors

Gold Honor Cords are presented at graduation to students who satisfy the following conditions of scholarship:

SUMMA CUM LAUDE - Grade point average of 3.800 or higher on academic subjects

MAGNA CUM LAUDE - Grade point average of 3.500 - 3.799 on academic subjects

CUM LAUDE - Grade point average of 3.200 - 3.499 on academic subjects

Graduation Requirements

To be eligible for graduation, a student must meet the following requirements:

1. Complete the online Application to Graduate or submit a completed Application for Graduation to the Office of the Registrar.
2. Pay the one-time, non-refundable graduation fee of \$60.
3. Satisfy all curricular requirements plus electives to total a minimum of 60 credit hours for associate degrees and a minimum of 120 credit hours for bachelor degrees (courses numbered below 100 do not count toward completing degree requirements) including attendance at a minimum of four (4) CEP events, if required by the degree.
4. Earn an Andrew College GPA of 2.0 on coursework applied toward a degree. Courses taken at other institutions are not included in the calculation of the student's Andrew College GPA. (A student may not apply more than 24 semester hours of credit by examination or extension toward graduation.)
5. Satisfy all financial obligations to the college.
6. Reflect the standards of Andrew College and be approved by vote of the faculty and trustees.

Physical Education Requirements and Exemption

All students with the exception(s) noted below are required to take one (1) semester hour of physical education to meet graduation requirements. The categories of exception are:

1. Students who are 25 years of age or older have the option of fulfilling the one credit requirement by completing PED 101-Wellness (lecture course) to fulfill the physical education requirement.
2. Students who have physical disabilities that prohibit their participation in activity classes may complete PED 101-Wellness (lecture course) to fulfill the physical education requirement.
3. Students with proof of successful military service are exempt from the P.E. requirement but must satisfy the total hour requirement for graduation.
4. Students who are pursuing certificates and/or degrees in the following programs: Cancer Registry Management, Nursing, or Respiratory Therapy.
5. Student-athletes will get one hour P.E. credit for participating in a varsity sport, provided that they participate in good standing for an entire season. The credit will be given in the spring semester following the season. The one-hour credit would apply to the individual or team sport area that is appropriate. Student-athletes can only receive credit one time for participating in a varsity sport.

Registration

Students should register during designated registration times. Once students have registered for a course or courses, they have incurred a financial commitment which must be met. Students must be registered for all classes prior to attendance in these classes. If a student's name does not appear on a class roster, he/she may not sit in or otherwise attend the course. Students who fail to attend a class without following drop/withdrawal policies will receive a grade of FA, and those students will still be charged full tuition and fees. Students with an outstanding balance will not be permitted to register for future terms.

Drop/Add

A student who wishes to change his/her course schedule after registration, may do so without financial or academic penalty prior to the drop/add date, published on the college calendar. A student wishing to make a change in his/her schedule must contact his/her academic advisor before being allowed to drop or add a course.

Students may withdraw from a course after the drop/add date. However, there may be academic or financial penalty.

(See *Withdrawal section for details*)

Academic Performance

Students are expected to maintain a level of scholastic achievement that allows them to meet the requirements for Satisfactory Academic Progress (see SAP levels below). To ensure reasonable academic progress, Andrew College reviews the academic records of all of its students at the end of each semester. Degree-seeking students enrolled at Andrew College who fail to meet satisfactory academic standards are placed on Academic Warning, Academic Probation, Continued Probation, Academic Suspension or Academic Exclusion, as appropriate.

Academic Warning

A student may be placed on Academic Warning when their GPA falls below 2.0 at the conclusion of their first term of attendance (Fall, Spring, Summer) and subsequently any term of attendance where they were previously in good standing the prior semester.

A student also will be placed on Academic Warning if they fail any course(s). Such notification will appear on the student's academic record for that respective semester. A student remains on Academic Warning for one semester (Fall, Spring, Summer) of attendance. Students are removed from Academic Warning by attaining a cumulative GPA of 2.0 or better for the following semester. Failure to meet that requirement will result in being placed on Academic Probation.

Academic Probation

A student will be placed on Academic Probation if the student's cumulative GPA is below 1.4 on 0-16 cumulative hours attempted, below 1.6 on 17-32 cumulative hours attempted, below 1.8 on 33-48 cumulative hours attempted, and below 2.0 on 49-120 cumulative hours attempted.

The following is a listing of the cumulative GPA that is required in order to prevent Academic Probation or to be removed from Academic Probation:

Satisfactory Progress Levels	
<u>Cumulative Hours Attempted</u>	<u>Required Cumulative GPA</u>
0 - 16	1.4
17 - 32	1.6
33 - 48	1.8
49 - 120	2.0

Continued Academic Probation

A student will be placed on Continued Probation when, at the end of the previous probationary semester, the student's cumulative GPA is still below the satisfactory progress levels shown above.

Removal from Academic Probation

A student will be removed from Academic Probation when the student's cumulative GPA equals or exceeds the satisfactory progress levels shown above.

Academic Suspension

A student will be subject to academic suspension under the following conditions:

1. A student who fails to pass at least 20% of his/her registered hours or a minimum of one 3-credit hour academic course during a semester in which he/she has enrolled as a full-time student.
2. A student who has been on Academic Probation two consecutive semesters as in Academic Probation and Continued Probation.

The first suspension will be for one semester (Fall or Spring). The second suspension will be for one academic year. A student suspended or dismissed from Andrew College for academic or disciplinary reasons is prohibited from returning to the campus during the time of suspension without prior approval from the Dean of Student Affairs. Violators are subject to being charged with criminal trespass.

Exceptions to Academic Suspension

1. A student suspended at the end of the Spring semester may, upon written request to and approval by the Dean of Academic Affairs, attend the intervening Summer term. If the student attends the intervening Summer semester and makes a semester GPA of 2.0 or higher and earns 9 semester hours of credit, then the student will be allowed to enter Fall semester on Academic Probation. However, a student suspended for one year at the end of Spring semester will not be allowed to attend summer school.
2. A student placed on probation for the second consecutive semester will be allowed to continue on probation if the student earned at least a GPA of 2.0 for the semester while attempting 9 or more hours.
3. A student within one semester's work of graduation may be allowed to continue for one additional semester if it is possible to graduate. Special permission must be obtained from the Dean of Academic Affairs.

Appeal of Academic Suspension

The Dean of Academic Affairs will notify a student, in writing, who is in violation of an academic policy that involves suspension. The notification will state the reason for which the student is subject to suspension. The student may appeal academic suspension. Appeals must be made in writing to the Dean of Academic Affairs within ten days subsequent to receipt of the letter notifying the student of the suspension. The notification of suspension will advise the student of the right to appeal and will detail the grounds and procedures for initiating the appeal. Suspension may curtail financial aid even if the appeal is successful and the student is allowed to re-enter. The student should discuss his/her financial aid eligibility with the Director of Financial Aid. A successful academic appeal does not necessarily mean the financial aid will be restored.

Readmission After Suspension

A student who has been suspended is eligible to apply for re-admission for the term following the period of mandatory suspension. A re-admission application must be submitted to the Vice President of Enrollment Management at least 30 days prior to the beginning of the semester the student desires to return. The student's application will be forwarded to the Enrollment Management Committee to vote on the student's application for re-admission.

Academic Expulsion

A student exhibiting incompatibility with the purposes of Andrew College through an extended record of poor academic progress or non-compliance with academic policies may be expelled from the college. Normally, a full-time student will be expelled if a degree is not earned in six (6) full semesters. Exceptions to this are made only on a case-by-case basis by the Dean of Academic Affairs upon the recommendation of the Academic Appeals Council.

Appeal of Academic Expulsion

The Dean of Academic Affairs will notify in writing a student who is in violation of an academic policy that involves expulsion. The notification will state the reason for which the student is subject to expulsion. After notification, the student has the right to request in writing to the Dean of Academic Affairs for a hearing by the Academic Appeals Council. The date, time and place of the hearing will be communicated to the student in writing. The hearing will be held at the earliest possible time convenient to the student and the council. The student should be present for the hearing. The council will convene at the appointed time with or without the presence of the student unless a request for a postponement is received by the Dean of Academic Affairs at least 24 hours prior to the established meeting time. At the conclusion of the hearing, the student will receive, in writing, official notification of the decision of the council.

The student has the right to appeal to the Review Council if the student feels that an impartial hearing was not received. This appeal is to determine if the student has received an impartial hearing. Appeals must be in writing and addressed to the Dean of Academic Affairs.

Academic Transcripts

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, academic transcripts are issued only at the written request of the student by completing a Transcript Request form which can be downloaded and printed from the college's website www.andrewcollege.edu, clicking the Academics tab, and selecting Registrar/Transcripts. There is a \$10.00 fee for each copy. The request and payment must be received before records will be released.

Requests for transcripts typically are processed within five (5) business days, and up to seven (7) business days for records before 1998. Transcripts that are needed on a rush basis for pick up are \$20.00 per copy and will be processed within 24 hours of receipt of request. Transcripts or grade reports will not be issued for students with outstanding financial obligations to Andrew College. All other transcript requests requiring payment via credit card must be made online. Students can access online transcript ordering by visiting www.getmytranscript.com which is the website of the National Student Clearinghouse. The online requests are routed to and processed by the Office of the Registrar. Fees apply and may vary.

Official transcripts, with the college seal placed thereon, are sent directly to other colleges/universities or to officials of organizations. Transcripts released to the student by mail, in person or electronic delivery (National Student Clearinghouse) will be stamped or bear the watermark "Issued to Student".

Currently enrolled students may print unofficial copies of their transcripts by accessing their Empower account. Students who are delinquent in their financial obligations to Andrew College will not be granted access to their unofficial transcripts. Unofficial transcript requests (same request/order procedure as above) that are processed by the Office of the Registrar will bear the watermark statement of "Unofficial Transcript".

Telephone, fax and/or e-mail requests for transcripts will not be accepted or processed. Additionally, Andrew College does not fax or email transcripts.

Replacement Diplomas

Andrew College's policy is to provide students a replacement diploma for a fee of \$45.00. Diploma replacements may only be requested by the individual who earned the degree. The replacement diploma will carry the titles and signatures of current College and Board of Trustees officials. Replacement diplomas have to be requested by completing a Replacement Diploma form which can be downloaded from our website www.andrewcollege.edu.

Withdrawal

From the College

Students desiring to withdraw from the College must first obtain a withdrawal form from the Office of the Registrar. The form must be signed by the student, the student's academic advisor, the Coordinator of Student Retention, Financial Aid, the Business Office, Student Affairs and the Registrar before the withdrawal is considered complete. All of the preceding signatures are required and have to be obtained (in order from 1 to 6) within 2 business days otherwise the withdrawal will not be processed and additional charges may be applied to your student account.

Withdrawal from the College without academic penalty will be given through the last day of midterm exams. Regardless of grade earned in the class at the time of withdrawal, a W will be reported on the student's transcript. Withdrawal after midterm, the instructor must assign a grade of WP or WF depending upon the grade at the time of withdrawal. Failure to follow the proper procedure may result in the forfeiting of all rights and refunds. The last day of class before finals is the last day to withdraw.

From a Course

Students may withdraw from a course with a grade of W if they complete this action before the mid-point of the semester (mid-term) or as noted on the Academic Calendar as "Last Day to Withdraw (WD) from a Course." After this time period or day, students withdrawing from a class will be assigned a WP or WF by the instructor. The last day of class before finals is the last day to withdraw.

To withdraw from a course, students must obtain a Course Withdrawal Form from the College's website or from the document display outside of the Office of the Registrar. The student should complete the top portion of the form, sign the form, and submit the form to the course instructor. Once received, the instructor should assign a grade of W, WP or WF, where applicable, and sign the form either manually or electronically. The student then must obtain their academic advisor's signature (manually or

electronically) as notification of the course withdrawal. The process is not complete until the Office of the Registrar receives the completed and signed withdrawal form from the student with all signatures affixed. Although a WP has no impact on GPA, the student should be aware of the negative effects on financial aid of withdrawing from a course; the course will count as hours attempted. A grade of WF has negative impacts on GPA and financial aid (*See Financial Aid in Catalog*).

Due to Disciplinary Suspension

In cases of disciplinary suspension, the student will receive the grade of W if suspended before the end of the midterm examination period. Thereafter, the grade of WP or WF will be assigned according to the status in each enrolled class at the date of suspension.

Registration Cancellation

Students desiring to cancel their registration before the first day of class must submit a written request or complete a Cancellation of Registration form which can be obtained from the Office of the Registrar.

Academic Programs

Degrees, Certificates & Concentrations

Andrew College offers four associate degree programs: the Associate of Arts degree, the Associate of Music degree, the Associate of Science degree, and the Associate Degree in Nursing that requires a range of 60 - 68 credit hours to meet graduation requirements, the Bachelor of Science degree that requires a minimum of 120 credit hours to meet graduation requirements, as well as two certificate programs: Cancer Registry Management and Church Music.

Academic Concentrations

Within the degree programs, Andrew College students must take foundation course work in a field of study applicable to the intended baccalaureate major they plan to pursue upon transfer to a senior institution. Specific concentration options offered under each degree program include:

ASSOCIATE OF ARTS

Communication
History
Liberal Arts
Literature
Theatre Arts
Visual Art

ASSOCIATE OF MUSIC

Music

ASSOCIATE OF SCIENCE

Agribusiness
Applied Behavioral Health
Athletic Training
Biology
Business Administration
Cancer Registry Management (Online Program)
Chemistry
Criminal Justice
Education
Engineering
Forestry
Health Science
Mathematics
Physics
Respiratory Therapy
Social Science
Sustainable Agriculture

ASSOCIATE DEGREE IN NURSING

Nursing

BACHELOR OF SCIENCE

Business Administration
Elementary Education (Pending Georgia
Professional Standards Commission approval)
Organizational Leadership (Online Program)

CERTIFICATES

Cancer Registry Management (Online Program)
Church Music

Curriculum Summary

All degree programs (with the exception of the Associate Degree in Nursing, the Associate of Science in Cancer Registry Management degree, the Associate of Science in Engineering degree, and the Associate of Science in Respiratory Therapy degree) have a core of liberal arts curriculum which includes required courses addressing Essential Skills, Institutional Requirements, Humanities/Fine Arts/Ethics, Science, Mathematics, and Technology, Social Science, and Academic Discipline Requirements. They also have course requirements in the academic discipline chosen for a concentration of study. Modifications to degree requirements are to be recommended by the advisor upon the basis of a senior institution catalog with the approval of the Dean of Academic Affairs.

Each student must satisfactorily complete a course in humanities or religion or philosophy, in addition to, satisfying the CEP requirements, where applicable.

Certificate of Church Music

Student _____ ID# _____ Advisor _____		
A. Required Courses		9 Credit Hours
	Church Music 101 - Church Music Selected Topics (2 Semesters Required)	2 hours
	Church Music 102 - Music and Worship	1 hours
	Church Music 103 - Introduction to Conducting	1 hour
	Church Music 104 - Leading Children's and Youth Choirs	1 hour
	Church Music 105 - Leading Adult Choirs	1 hour
	*Music 100 - Music Fundamentals	3 hours
Core Curriculum Requirements		9 Credit Hours

MUS 100 may be omitted from the required courses if the student passes an examination in Music Fundamentals given by the Andrew College Music department faculty.

A.A. in Communication

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	EDU 111	3 hours
	ENG 206	3 hours
	Four additional courses applicable to specialization:	12 hours
	ART 101, 108	
	ENG 121, 122, 123, 127, 128	
	IFS 150 or BUS 150	
	HUM 121, 122	
	RPH 111, 112, 121, 122	
	THE 100, 211, 237	
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Ministry, Business Communication, Advertising, Public Relations, Law, Media Studies (electronic, print, radio, television), Journalism, International Studies, Blogging.

Students should consider the requirements of their transfer institution and specialization during registration. Communication is a broad category, and the requirements may vary based on career path and college program.

A.A. in History

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select any two lab science courses or advanced math courses:	
	BIO 100, CHE 111, CHE 112, PHY 100	4 hours
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 113, MAT 201, MAT 202	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, EDU 111, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	BUS 130 or 131 (whichever not taken in Area E)	3 hours
	HIS 101 or 102	3 hours
	HIS 105 or 106	3 hours
	Additional social science electives	9 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Law, International Studies, or History.

Students should consider the requirements of their transfer institution and specialization during registration.

A.A. in Liberal Arts

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course:	
	BIO 100, CHE 111, CHE 112, PHY 100	4 hours
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	EDU 111	3 hours
	Additional course from Area C	3 hours
	Additional course from Area E	3 hours
	Additional college-level courses listed in the Catalog	9 hours - 12 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Humanities, Public Relations, Law, Liberal Arts, or International Studies.

Students should consider the requirements of their transfer institution and specialization during registration. Liberal Arts is a broad category, and the requirements may vary based on career path and college program.

A.A. in Literature

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course:	
	BIO 100, CHE 111, CHE 112, PHY 100	4 hours
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	EDU 111	3 hours
	Select two of the following:	6 hours
	ENG 121, 122, 123, 127, 128	
	Select three of the following:	9 hours
	ART 123, MUS 123, THE 123	
	HUM 121, 122	
	RPH 111, 112, 121, 122	
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Religion, Law, English, Journalism, Language and Literature.

Students should consider the requirements of their transfer institution and specialization during registration.

A.A. in Theatre Arts

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course	
	BIO 100, CHE 111, CHE 112, PHY 100	4 hours
	*Select one non-lab science or additional lab science:	
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	3-4 hours
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, EDU 111, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	THE 113, 211	6 hours
	THE 120 (repeat three times)	3 hours
	Select three of the following:	
	THE 100, 123, 124, 210, 212, 237	9 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Theatre and Theatre Arts.

Students should consider the requirements of their transfer institution and specialization during registration.

A.A. in Visual Art

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	ART 101, 102, 108	9 hours
	ART 225 or 226	3 hours
	Select two from the following:	
	ART 105, 106, 115, 201, 202, 225, 226	6 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Art and Visual Arts.

Students should consider the requirements of their transfer institution and specialization during registration.

A.M. in Music

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select any two lab science course:	
	BIO 100, CHE 111, CHE 112, PHY 100	4 hours
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, EDU 111, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	Music Theory: MUS 111, 112	6 hours
	Aural Skills: MUS 101, 102	2 hours
	Primary Applied Instruction: MUS 162, 172, 262, 272*	6 hours
	Ensembles: MUS 117/217 and MUS 119/219	4 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

***If a student is planning on continuing their studies at a 4-year institution, four (4) semesters of Primary Applied Instruction are highly recommended.**

****If a student is planning on continuing their studies at a 4-year institution, MUS 161 and MUS 171 (Secondary Applied Piano) are highly recommended.**

A.S. in Agribusiness - Online

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Required elective:	
	BUS 100	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	SAG 237 - Agricultural Management and Agribusiness	3 hours
	BUS 120 - Principles of Accounting I	3 hours
	BUS 131 - Principles of Micro-economics	3 hours
	BUS 270 - Agribusiness Marketing	3 hours
	Select any two:	6 hours
	SAG 205 - Animal Science and Production	
	SAG 200 - Plant Science and Crop Production	
	FOR 200 - Introduction to Natural Resource Conservation or SAG 105 - Natural Resource Conservation	
	BUS 121 - Principles of Accounting II	
	SAG 110 – Introduction to Soil Science	
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career path in Agribusiness.

Students should consider the requirements of their transfer institution and specialization during registration.

A.S. in Applied Behavioral Health

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab sciences	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201 (preferred)	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, EDU 111, PSY 121, SOC 121	
F. Academic Discipline Requirements		
	ABH 100 - Introduction to Applied Behavioral Health	3 hours
	ABH 105 - Introduction to Theory and Clinical Skills	3 hours
	ABH 200 - Cultural Diversity Appreciation	3 hours
	ABH 205 - Social Problems	3 hours
	ABH 230 - Lifespan Development	3 hours
	ABH 250 - Supervised Applied Behavioral Health Internship	3 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

**Suggested for career paths for social science techs, mental health techs,
community support workers, entry-level case managers.**

A.S. in Athletic Training

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111, MAT 113, or MAT 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select any paired sequence:	8 hours
	BIO 121, BIO 122	
	BIO 121, CHE 121	
	CHE 121, CHE 122	
	PHY 201, PHY 202	
	PHY 211, PHY 212	
	MAT 202, MAT 203	
	Select one math course:	
	MAT 113, MAT 201, MAT 202, MAT 203	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	BIO 123, 124	8 hours
	HED 115 - Health & First Aid	3 hours
	HED 221 - Intro to Athletic Training	3 hours
	HED 230 - Prevent & Care of Athletic Injuries	3 hours
	HED 240 - Sports Nutrition & Fitness	3 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Athletic Training, Exercise Science, and Health and Physical Education.

Students should consider the requirements of their transfer institution and specialization during registration.
Students with a concentration in Athletic Training should take BIO 121, CHE 121, and MAT 201 in Area D.

A.S. in Biology

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111, MAT 113, or MAT 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	BIO 121, BIO 122	8 hours
	Select one math course:	
	MAT 113, MAT 201, MAT 202, MAT 203	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	Select 18 hours from among these courses:	18 hours
	BIO 123, BIO 124	
	BIO 227	
	CHE 121, CHE 122	
	CHE 201, CHE 202	
	MAT 202	
	PHY 201, PHY 202	
	PHY 211, PHY 212	
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Biology and Biological Science, Medicine, Health professions, Pre-Pharmacy, Pre-Veterinary Medicine, Agriculture, Environmental Sciences, and Pre-Forestry.

Students should consider the requirements of their transfer institution and specialization during registration.

A.S. in Business Administration

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Math course:	
	MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, EDU 111, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	BUS 120, 121	6 hours
	BUS 130, 131	6 hours
	BUS 101, BUS 150	6 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Business, Social Sciences, Economics, and Accounting.

Students should consider the requirements of their transfer institution and specialization during registration.

B.S. in Business Administration

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and ENG 112	6 hours
	MAT 101, 102, 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	HUM 121, HUM 122, RPH 111, RPH 112, RPH 113, RPH 122, or RPH 123	3 hours
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following: ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following: ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	3 hours – 4 hours
	MAT 201	
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, PSY 121, SOC 121	3 hours
F1. Academic Discipline Requirements		18 Credit Hours
	BUS 120, 121	6 hours
	BUS 130, 131	6 hours
	BUS 101, BUS 150	6 hours
F2. Business Core		27 Credit Hours
	BUS 200 - Introduction to Business	3 hours
	BUS 201 - Business Communications	3 hours
	BUS 300 - Quantitative Measures in Business	3 hours
	BUS 310 - Principles of Management	3 hours
	BUS 313 - Management and Organizational Behavior	3 hours
	BUS 360 - Business Ethics in the 21st Century	3 hours
	BUS 370 - Principles of Marketing	3 hours
	BUS 480 - International Business	3 hours
	BUS 499 - Business Internship/Capstone	3 hours
G1. Business Concentration		18 Credit Hours
	Select one of the following concentrations:	
	Accounting: BUS 220, BUS 221, BUS 320, BUS 420, BUS 341, BUS 460	18 hours
	Leadership: BUS 350, BUS 311, BUS 351, BUS 413, BUS 450, BUS 460	18 hours
	Management: BUS 312, BUS 351, BUS 410, BUS 411, BUS 412, BUS 460	18 hours
	Marketing: BUS 371, BUS 372, BUS 460, BUS 471, BUS 472	18 hours
	General Business: BUS 311, BUS 312, BUS 350, BUS 410, BUS 413, BUS 460	18 hours
	Supply Chain Mgt: BUS 290, BUS 291, BUS 390, BUS 391, BUS 460, BUS 491	18 hours
G2. Electives		15 Credit Hours
	Select any 15 hours of courses not in the concentration:	
Core Curriculum Requirements		120 Credit Hours

A.S. in Chemistry

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111, 113, or 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	CHE 121, CHE 122	8 hours
	Select one math course:	
	MAT 113, MAT 201, MAT 202, MAT 203	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, EDU 111, FOR 100, PSY 121, SAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	CHE 201, 202	8 hours
	Select 10 hours from among the following:	10 hours
	BIO 121, BIO 122	
	MAT 202, MAT 203	
	PHY 201, PHY 202	
	PHY 211, 212	
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Chemistry, Biochemistry, Medicine, Health professions, Pre-Pharmacy, Pre-Veterinary Medicine, Agriculture, Environmental Sciences.

Students should consider the requirements of their transfer institution and specialization during registration.

A.S. in Criminal Justice

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	CRJ 111, 112, 120, 211	12 hours
	Select two of the following:	
	EDU 111, PSY 121, SOC 121, SOC 122	6 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Criminal Justice, Social Work, and Social Sciences.

Students should consider the requirements of their transfer institution and specialization during registration.

A.S. in Education

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	EDU 111, 211, 212, 213	12 hours
	IFS 150 or BUS 150	3 hours
	One course in specialization	3 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career path in Education.

Students should consider the requirements of their transfer institution and specialization during registration. The course requirements for Education, Science Education, Elementary Education, Secondary Education, Special Education, Health and Physical Education, and other fields of Education may vary widely.

A.S. in Engineering

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		10 Credit Hours
	ENG 111 and 112	6 hours
	MAT 202	4 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		0 Credit Hours
	No Courses Required.	
D. Science, Mathematics, and Technology		12 Credit Hours
	Paired sequence:	
	CHE 121, CHE 122	8 hours
	One math course:	
	MAT 203	4 hours
E. Social Sciences		6 Credit Hours
	Select one of the following:	
	HIS 101, HIS 102, HIS 105, HIS 106	3 hours
	POS 111	3 hours
F. Academic Discipline Requirements		28 Credit Hours
	ERG 111	4 hours
	MAT 211	4 hours
	MAT 221, MAT 231	6 hours
	PHY 211, PHY 212	8 hours
	PHY 231, PHY 232	6 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Engineering (Civil Engineering, Construction Engineering, Electrical Engineering, Environmental Engineering, Mechanical Engineering, Industrial Engineering)

Students should consider the requirements of their transfer institution and specialization during registration. This program prepares successful students for transfer to Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Mercer University, University of Georgia, and other institutions.

A.S. in Forestry

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111, 113, or 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	(1) (2) (3) (4)
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 – 12 Credit Hours
	Select any two lab science courses or advanced math courses:	8 hours
	• Science or Math concentrations (one paired sequence)	
	BIO 121, BIO 122	
	BIO 121, CHE 121	
	CHE 121, CHE 122	
	PHY 201, PHY 202	
	PHY 211, PHY 212	
	MAT 202, MAT 203	
	Additional math course	
	MAT 113, MAT 201, MAT 202, MAT 203	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	FOR 100 - Introduction Forestry and Timber Management	3 hours
	FOR 105 - Introduction to Forest Soil Management	3 hours
	FOR 200 - Introduction to Natural Resource Conservation or SAG105 Natural Resource Conservation	3 hours
	FOR 210 - Forest Survey and Measurements	3 hours
	FOR 237 - Timber Production, Wood Properties & Utilization	3 hours
	FOR 250 - Supervised Forestry Internship	3 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

A.S. in Health Science

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111 or 113, MAT 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select any paired sequence:	8 hours
	BIO 121, BIO 122	
	BIO 121, CHE 121	
	CHE 121, CHE 122	
	PHY 201, PHY 202	
	PHY 211, PHY 212	
	Select one math course:	
	MAT 113, MAT 201, MAT 202, MAT 203	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	Select one of the following:	
	HIS 101, HIS 102, HIS 105, HIS 106	3 hours
	POS 111	3 hours
	Select two of the following:	
	BUS 151, PSY 121, PSY 202, SOC 121	6 hours
F. Academic Discipline Requirements		18 Credit Hours
	BIO 123, 124	8 hours
	BIO 227	4 hours
	HED 115	3 hours
	HED 220	3 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

This degree gives the student an opportunity to complete required prerequisites before applying to a career program of choice. Suggested for career paths in Occupational Therapy, Physical Therapy, Physician's Assistant, and a variety of other Health Professions.

A.S. in Mathematics

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111, 113, or 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Paired sequence:	
	PHY 211, 212	8 hours
	One math course:	
	MAT 113, MAT 201, MAT 202, or MAT 203	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	MAT 202, 203	8 hours
	MAT 211, 221, 231	10 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Mathematics, Computer Science, Business and Science

Students should consider the requirements of their transfer institution and specialization during registration.

B.S. in Organizational Leadership

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and ENG 112	6 hours
	MAT 101, MAT 102, or MAT 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	3 hours
	RPH 111, 112, 113, 122, 123	
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	3 hours
	ENG 121, 122, 123, 127, 128	
	Select one of the following:	3 hours
	ART 123, MUS 123, THE 123	
D. Science, Mathematics, and Technology		10-11 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	Select one math course:	3 hours
	MAT 111, MAT 201	
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	3 hours
	BUS 100, BUS 130, BUS 131, EDU 111, PSY 121	
F. Academic Discipline Requirements		18 Credit Hours
	Select two of the following:	6 hours
	EDU 111, PSY 121, PSY 202	
	SOC 121, SOC 122	6 hours
	BUS 101, BUS 150	6 hours
G. Major Requirements		42 Credit Hours
	BUS 201 – Business Communication	3 hours
	BUS 350 – Foundations of Leadership	3 hours
	BUS 351 – Organizational Leadership	3 hours
	BUS 360 – Business Ethics	3 hours
	BUS 450 – Servant Leadership	3 hours
	BUS 460 – Corporate Social Responsibility	3 hours
	LDR 301, 302, 303, and 304	12 hours
	HIS 305 – Great Leaders in History	3 hours
	Select three of the following:	9 hours
	BUS 310, 311, 312, 313, 410, 411, 412, 413	
I. Electives		18 Credit Hours
	Select any 18 hours of courses not in the concentration.	
Degree Requirements		120 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

A.S. in Physics

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		10 Credit Hours
	ENG 111 and 112	6 hours
	MAT 202	4 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		12 Credit Hours
	Paired sequence:	
	CHE 121, CHE 122	8 hours
	One math course:	
	MAT 203	4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		17 Credit Hours
	PHY 211, 212	8 hours
	PHY 237	3 hours
	MAT 211, 221	6 hours
Core Curriculum Requirements		61 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in Physics:

- Atomic, molecular, and optical physics
- Geophysics
- Cryogenics
- Fluid mechanics
- Biophysics
- Nuclear physics

Other areas include: Manufacturing, Aerospace, Finance, Defense, Energy, Telecommunications, Information Technology.

A.S. in Social Science

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select one lab science course:	4 hours
	BIO 100, CHE 111, CHE 112, PHY 100	
	*Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course:	
	MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, EDU 111	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	BUS 130 or 131 (whichever not taken in Area E)	3 hours
	PSY 121	3 hours
	SOC 121	3 hours
	Select three of the following based on concentration/transfer:	
	BUS 150 or IFS 150, MAT 201, or additional social science electives	9 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Suggested for career paths in History, Political Science, Sociology, Psychology, International Studies, Sport Management, and Social Sciences.

Students should consider the requirements of their transfer institution and specialization during registration. The course requirements for Political Science, Sociology, Psychology, International Studies, Anthropology, and other fields of Social Science may vary widely. “Additional Social Science electives” may include additional 3-hour courses labeled BUS, HED, HIS, PED, SOC, or PSY.

Advising Notes:

Students working toward a degree in Sociology should take SOC121, SOC122, and PSY121 plus an additional upper level psychology course.

Students working toward a degree in Psychology should take PSY121, PSY202, PSY225, and PSY227.

Students working toward a degree in Sports Management should take HED115, PED220, and PED230.

A.S. in Sustainable Agriculture

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111, MAT 113, MAT 202	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following:	
	ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following:	
	ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 Credit Hours
	Select any paired sequence:	8 hours
	BIO 121, BIO 122	
	BIO 121, CHE 121	
	CHE 121, CHE 122	
	PHY 201, PHY 202	
	PHY 211, PHY 212	
	MAT 202, MAT 203	
	Select one math course:	
	MAT 113, MAT 201, MAT 202, MAT 203	3 hours – 4 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following:	
	BUS 100, BUS 130, BUS 131, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		18 Credit Hours
	Select six of the following – SAG 250 is required, not optional	
	SAG 100 - Introduction to Regenerative Agriculture	3 hours
	SAG 105 - Natural Resource Conservation	3 hours
	SAG 110 – Introduction to Soil Science	3 hours
	SAG 200 - Plant Science and Crop Production	3 hours
	SAG 205 - Animal Science and Production	3 hours
	SAG 237 - Agricultural Management and Agribusiness	3 hours
	SAG 250 - Supervised Internship	3 hours
Core Curriculum Requirements		60 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

Students should consider the requirements of their transfer institution and specialization during registration.

DIVISION OF ALLIED HEALTH

Cancer Registry Management Program

The Andrew College Division of Allied Health offers both an Associate of Science Degree with a concentration in Cancer Registry Management, as well as an on-line Certificate Program. Graduates of this program are eligible to sit for credentialing examinations administered by the National Cancer Registrars Association (NCRA).

The cancer registrar's primary responsibility is to ensure that timely, accurate and complete data is captured and maintained on all types of cancer, either within an institution (hospitals and oncology centers) or other defined population (local state or national). Registrars also work closely with physicians, administrators, healthcare and research professionals by providing support to the cancer program development, analyzing clinical cancer information, and ensuring compliance with national program standards.

Cancer registrars also serve in other professional capacities by participating in cancer benefit activities as part of active leadership. Registrars also monitor quality of care clinical guidelines, assess patterns of care, and monitor mortality and co-morbidity.

Mission and Program Goals

The Mission of the Cancer Registry Management Program at Andrew College is to maintain a high-quality education and training to a diverse population of students for lives of servant leadership, and to fulfill a need in the community and throughout the country for credentialed cancer registry professionals.

Student Learning Outcomes

Upon completion of the Cancer Registry Management Program, the student will be able to:

1. Describe the process of data collection and abstracting of data
2. Explain tasks that are to be completed in a cancer registry; including operations and functions, cancer conferences and cancer committees
3. Apply and monitor confidentiality and security measures to protect personal health information both electronically and in paper form, using software and hardware technology
4. Discuss the legal and ethical aspects of the cancer registry
5. Extrapolate, abstract and analyze data for statistical purposes
6. Explain the differences between hospital-based and population-based registry procedures
7. Express and describe the Standards necessary to be in compliance with the Commission on Cancer (CoC) regulations governing an approved cancer program
8. Understand the Domains of the Certified Cancer Registrar's (CTR) exam and how each Domain applies to one another
9. Complete the required clock-hours of clinical practicum under the direct supervision of a CTR
10. Demonstrate appropriate skills in critical thinking, skills in time management, skills in interpersonal communication and technical skills necessary to competently understand the duties of a cancer registrar in various cancer settings

Policies and Procedures

The Cancer Registry Management Program at Andrew College adheres to the policies and procedures of Andrew College. Exceptions include specific policies that are required for accreditation by the National Cancer Registrars Association.

Admission Requirements

1. Completed application to the Cancer Registry Management Program submitted by the deadline of the previous term
2. Copies of unofficial transcripts from previously attended schools and/or institutions
3. Acceptance of admission to Andrew College
4. Completion of Learning Support Requirements

5. Completion of Medical Terminology, Anatomy & Physiology I and II, and Computers in Healthcare within five (5) years of admission with a grade of “C” or higher¹
6. Students may repeat a general course only one (1) time to obtain a grade of “C” or higher.
7. Grade Point Average (GPA) of 2.5 or above from high school and/or all college work
8. Record of current immunizations
9. Criminal background check²
10. Drug screening
11. Liability insurance (available through Andrew College or the National Cancer Registrars Association)
12. Admission preference may be given to students with the highest GPA and those who have completed the most general education requirements.
13. Applications who have earned less than a grade of “C” in two or more Cancer Registry Management courses while enrolled in a previous CRM program (accredited through the NCRA) are not eligible for admission to the Andrew College Cancer Registry Management Program.
14. It is strongly recommended that the student have health insurance.
15. Students must have transportation to and from assigned clinical sites.

Advanced Placement

There is no advancement placement at this time. *With the exception of CRM 105 – Medical Terminology*, Cancer Registry Management courses taken at another institution will not transfer to the Andrew College Registry Management Program.

Grading Policy

Cancer Registry Management students are expected to pass all cancer registry-related and general education courses with a “C” or higher. A 2.5 GPA is required for graduation from the program. This is higher than the college requirement.

The Cancer Registry Management Program grading scale is:

Numeric Grade	Letter Grade
93 – 100	A
84 – 92	B
75 – 83	C
74 – 65	D
64 – 0	F

The final grade in each Cancer Registry Management course will be calculated by adding:

50% of all grades on lesson assignments
20% on the Midterm exam
25% on the Final exam
5% of Course Blog participation and communication

Grades for the clinical practicum component of the Cancer Registry Management course are determined by the completion of 160 hours of practicum experience; both on-line and at a clinical site. Competency basis will be satisfactory or unsatisfactory. A satisfactory level of clinical completeness is required to earn a passing grade in the clinical practicum.

Graduation

Students must meet all the graduation requirements stipulated in the Andrew College course catalog. Cancer Registry Management students must have a GPA of 2.5 or higher. Students must also have satisfactorily completed their clinical practicum

¹ For the Certification Program

² Our clinical partners have the right to deny placement of any student. Students with criminal findings on the background check and/or positive drug screen who are denied clinical placement will not be able to complete the program and therefore will be withdrawn from the program.

Equal Opportunity. Performance & Progression

Andrew College is an equal opportunity institution. Admission to the Cancer Registry Management Program is not based on race, color, national origin, sex, religion or age. The program does not discriminate on the basis of disability, but applicants must be able to meet the health requirements of the job.

As mandated by the American Disabilities and Rehabilitation Act of 1973 (Section 504), any impairment will be given careful consideration judged by the accommodations that must be made and by the ability to be educated and employed in the field of Applied Health Sciences.

An applicant should inform the Program Director of the Cancer Registry Management Program prior to admission to the program of any documented disabilities that relate to the on-site clinical practicum.

Progression to subsequent courses is based on the following:

1. Students must complete all general education and Cancer Registry Management course with a grade of “C” or higher
2. Students will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is completed with a grade of “C” or higher.
3. A GPA of 2.5 or higher or higher in all courses in the Cancer Registry Management Program is required for progression
4. Students may repeat only the cancer Registry Management course to obtain a grade of “C” or higher. If a student does not get a “C” or higher in a second Cancer Registry Management course, the student will be dismissed from the program.
5. Students may withdraw from all courses only one time. Repeated withdrawals (W’s) are not acceptable.

Refer to the Andrew College policies related to academic standards and re-admission following dismissal from the college for violation of rules of conduct and/or failure to meet academic standards. Please note that standards for the Cancer Registry Management Program surpass the general academic policies of the College.

Appeals

Students have the right to Due Process. Classroom and grading disputes should be discussed with the faculty member. Unresolved disputes may be referred to the Cancer Registry Management Program Director. Written appeals may be adjudicated through the Andrew College appeals policy as stated in the College Catalog.

Readmission

To be considered for readmission into the program, please refer to the following:

1. Complete and submit the application for readmission to the Cancer Registry Management Program.
2. Readmission will be based upon course space availability.
3. Students will be responsible for policies in effect at time of readmission and to obtain remediation as needed prior to readmission.

Additional Fees

1. Professional liability insurance is required prior to starting the Cancer Registry Management Program. This can be obtained through the National Cancer Registrars Association (www.ncra-usa.org) or through Andrew College.
2. Students will be required to complete a criminal background check and urine drug screening

Professional Conduct

Students in the Cancer Registry Management Program are expected to adhere to the Conduct Policies of Andrew College (College Catalog and Student Handbook) in all learning situations including classroom and clinical locations. In cases of incivility or other misconduct, the student has the right to due process and the college disciplinary process will be followed. Taking part in a professional program requires professional behavior. Students are expected to treat fellow students, faculty and staff in a professional manner. Professional behavior includes:

Professional appearance at clinical site(s): Torn jeans, halter tops, midriff tops, flip flops, gym clothes, etc. are not appropriate when the student is representing Andrew College in any clinical/community space.

Appropriate use of social media: The faculty recognizes that the use of social media as a means to communicate has become commonplace. The implications for healthcare students are serious. The accessibility and efficiency of technology

makes it easy to post content or images without considering the proprietary, confidential or professional implications of such behavior. Students will be dismissed from the program if the posting, distribution or dissemination of patient, student, or facility in any way compromises the safety, reputation and/or professional image of Andrew College, the Cancer Registry Management Program, its faculty, clinical affiliates, or patient records.

Abide by HIPAA rules: The student will divulge no protected information regarding any patient or family member unless disclosure is required for the responsible performance of duty authorized by the patient and/or family, or as required by law. Students must complete a HIPAA course (either provided by the clinical facility or through the SEER*Educate website prior to being accepted at their practicum site. HIPAA violations will not be tolerated and will call for immediate dismissal from the program.

Abiding by the Andrew College Honor Code: This includes but is not limited to the Andrew College Honor Code (provided on the first day of class session and is stated in the Andrew College student handbook), The Code of Student Class Behavior, and Academic Behavior.

Accreditation Status

The Andrew College Cancer Registry Management Program is accredited by the National Cancer Registrars Association (NCRA). www.ncra-usa.org/Education/Accredited-Education-Programs

Andrew College Cancer Registry Management Program Curriculum Plan

Andrew College offers two pathways to graduation: an Associate of Science in Cancer Registry Management, and a Certificate Program in Cancer Registry Management.

Licensure Requirements

Both the Associate of Science in Cancer Registry Management and the Certificate Program in Cancer Registry Management curriculum plans meet the requirements for licensure or certification in all 50 states of the United States.

If at any time, a determination is made that the curriculum does not meet the licensure requirements in a State, the institution will provide notice to that effect to the student prior to the student's enrollment in the program. If the student is already enrolled in a program and a determination is made that the curriculum does not meet the licensure requirements in a State, the institution must provide notice to that effect to the student within 14 calendar days of making such determination.

A.S. in Cancer Registry Management - Online

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and 112	6 hours
	MAT 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
	Select one (1) PED class from those listed in the catalog (PED 101 recommended)	1 hour
C. Humanities/Fine Arts/Ethics		0 Credit Hours
	No courses required.	
D. Science, Mathematics, and Technology		14 Credit Hours
	BIO 121, 123, 124	12 hours
	CRM 105	2 hours
E. Social Sciences		9 Credit Hours
	BUS 151, 201	6 hours
	PSY 121 or PSY 202	3 hours
F. Academic Discipline Requirements		24 Credit Hours
	CRM 110, 115, 120, 125, 210, 215, 220	24 hours
Core Curriculum Requirements		60 Credit Hours

Certificate of Cancer Registry Management - Online

Student _____ ID# _____ Advisor _____		
A. Pre-Requisites		13 Credit Hours
	BIO 123 - Human Anatomy & Physiology I	4 hours
	BIO 124 - Human Anatomy & Physiology II	4 hours
	BUS 151 - Computers in Healthcare	3 hours
	CRM 105 - Medical Terminology	2 hours
B. First Semester		9 Credit Hours
	CRM 110 - Cancer Registry Structure and Management	3 hours
	CRM 115 - Cancer Registry Operations	3 hours
	CRM 120 - Cancer Disease Coding and Staging	3 hours
C. Second Semester		9 Credit Hours
	CRM 125 - Oncology Treatment and Coding	3 hours
	CRM 210 - Follow-up, Data Quality and Utilization	3 hours
	CRM 215 - Abstracting Methods	3 hours
D. Third Semester		6 Credit Hours
	CRM 220 - Clinical Practicum (160 clock hours)*	6 hours
	<i>*Required 160-clock hours of hands-on Clinical</i>	
Core Curriculum Requirements		37 Credit Hours

Associate of Science in Respiratory Therapy

The Andrew College Division of Allied Health offers the Associate of Science Degree in Respiratory Therapy. Graduates of this program are eligible to sit for credentialing examinations administered by the National Board of Respiratory Care (NBRC). In addition, graduates are eligible for Georgia state medical licensure, a requirement for practicing in the state, and licensure in all states.

Respiratory Therapists perform diagnostic procedures such as pulmonary function studies and arterial blood gas analysis, and are involved in rehabilitation of the patient with cardiopulmonary abnormalities. Students will learn diagnostic and therapeutic procedures applicable to pulmonary care. Therapeutic procedures include use and administration of oxygen and other medical gases, aerosolization of drugs for inhalation, set up and maintenance of mechanical ventilators, performance of chest physiotherapy maneuvers and certification in cardiopulmonary resuscitation.

In addition to classroom and laboratory components, clinical experience at selected area hospitals, pulmonary offices, and long-term acute care facilities is required.

Accreditation:

The Andrew College Respiratory Therapy Program, 200633, Associate of Science Degree, Cuthbert, GA holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

Program Goals:

The primary goal of the Respiratory Therapy program at Andrew College is to provide quality education in order to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). The goal of the Respiratory Therapy program is consistent with the mission of Andrew College. The faculty believes that graduates will be prepared for lives of servant leadership and will be able to serve the healthcare needs of this region and beyond.

Student Learning Outcomes:

Upon mastery of the course materials, the student will be able to:

1. Demonstrate the cognitive, psychomotor, and affective skills necessary to provide competent respiratory care
2. Acquire and analyze clinical data in accordance with appropriate standards of care, protocols, and clinical practice guidelines
3. Perform prescribed diagnostic studies related to cardiopulmonary functions
4. Develop, implement, and evaluate respiratory care plans
5. Manage patients with cardiopulmonary disease using evidence based practice
6. Manage life support activities
7. Provide patient, family, and community education promoting cardiopulmonary wellness and disease prevention
8. Respect the beliefs and values of all persons, demonstrate self-direction and practice in an ethical and professional manner in accordance with established policies and procedures
9. Demonstrate appropriate critical thinking skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent respiratory care in multidisciplinary care settings

Policies and Procedures

The Respiratory Therapy Program adheres to the Policies and Procedures of Andrew College except in instances where specific respiratory therapy program policies are required by regulatory and/or accrediting agencies and in cases where respiratory therapy standards are higher than those of the college.

Admission Requirements

1. Completed application to the Respiratory Therapy Program submitted by application deadline (July 1)
2. Admission to Andrew College
3. Completion of all Learning Support requirements
4. Completion of Anatomy and Physiology I within five (5) years of admission and a grade of “C” or higher
5. Students may repeat a general course only one time to obtain a “C” or higher.
6. GPA of 2.5 or above from high school and/or on all college work.
7. Completion of College Health Form including current immunizations.
8. Criminal background check*
9. Drug screen*
10. Liability Insurance (through the Andrew College Respiratory Therapy program)
11. Admission preference may be given to students with the highest GPA and those who have completed the most general education courses.
12. Applicants who have earned less than a grade of “C” in two or more respiratory therapy courses while enrolled in a previous respiratory therapy program are not eligible for admission to the Andrew College Respiratory Therapy Program.
13. Submission of copies of all professional licenses held by the applicant.

***Our clinical partners have the right to deny placement to any student. Students with criminal findings on the background check and/or a positive drug screen who are denied clinical placement will not be able to complete the program; therefore, they will be withdrawn from the program.**

Advanced Placement

There is no advanced placement option at this time. Respiratory therapy courses taken at another institution will not transfer to the Andrew College Respiratory Therapy program.

Acceleration

Students will be admitted to the Respiratory Therapy program once a year in the Fall. Therefore, there are no acceleration options at this time.

Grading Policy:

Respiratory Therapy students are expected to pass all respiratory and required general education courses with a “C” or higher. A 2.5 GPA is required for graduation from the respiratory program. This is higher than the college requirement.

The Respiratory Therapy program’s grading scale is:

90-100 A
80-89 B
75-79 C
74-65 D
64-0 F

The Final Grade in each respiratory therapy course will be calculated by adding:

70% of the sum of all grades on unit exams
5% of all other assignment grades (see course syllabi)
25% of the grade on the final exam

Grades for the clinical skills component of respiratory therapy courses are determined on a competency basis, as satisfactory or unsatisfactory. A satisfactory level of clinical competence is required in order to earn a passing grade (C or higher) in a respiratory therapy course. An unsatisfactory level of competence results in failure in that course. A course grade of D will be assigned if the student receives an unsatisfactory in the clinical component.

Graduation

1. Students must meet all of the graduation requirements stipulated in the Andrew College catalog.
2. Additionally, respiratory therapy students must have a GPA of 2.5 or higher on all courses in the respiratory therapy curriculum.

Health Requirements

1. Students must possess a level of physical and emotional health sufficient to enable him/her to meet respiratory therapy program requirements and the standards of professional practice.
2. Prior to admission to the respiratory therapy program, immunizations including current documentation of the Hepatitis series, TB skin test, 11-panel urine drug screen and a background check through Pre-Check must be completed. TB skin test must be repeated annually.
3. Students should note that random drug and alcohol screenings can occur at any time during the program of study. Background checks are provided to all hospitals and facilities in which the students go to clinical. It is up to the facility to decide if the student is allowed into their setting for clinical experiences.

Appeals

1. Students have the right to Due Process.
2. Classroom and grading disputes should be discussed with the faulty member.
3. Unresolved disputes may be referred to the Respiratory Therapy Program Director.
4. Further, written appeals may be adjudicated through the Andrew College Appeals policy and procedures as stated in the College Catalog and Student Handbook

Part-time Study

The respiratory therapy courses are offered sequentially. If a student has completed the general education courses, they may be enrolled in respiratory therapy courses only which would be considered part time study. Due to the sequential nature of the respiratory therapy courses, students must remain in continuous enrollment in respiratory therapy courses. If a student does not return or drops a respiratory therapy course, they will not be able to return to the respiratory therapy sequence until the following year. This would constitute readmission and those policies would prevail.

Progression

1. Students must complete all general education and respiratory therapy courses with a grade of “C” or higher. Students will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a “C” or higher.
2. A GPA of 2.5 or higher on all courses in the respiratory therapy program is required for progression.
3. Students may repeat only one respiratory therapy course to obtain a “C” or higher. If a student does not get a “C” or higher in a second respiratory therapy course, the student will be dismissed from the respiratory therapy program.
4. Students may withdraw from all courses only one time. Repeated “Ws” are not acceptable.
5. Students who fail a clinical skills assessment must complete the entire course if they are readmitted.

Refer to the Andrew College policies related to academic standards and re-admission following dismissal from the college for violation of rules of conduct and/or failure to meet and maintain academic standards. Please note that academic standards for the respiratory therapy program surpass the general academic policies of the college.

Readmission

1. Complete and submit the application for readmission to the respiratory therapy program.
2. Readmission will be on a space available basis.

3. The student is subject to the program policies in effect at the time of readmission.
4. Students are accountable for the knowledge and skills learned in all previous courses. It is the student's responsibility to obtain remediation as needed prior to readmission into the respiratory therapy program.

Performance Standards

The respiratory therapist must demonstrate cognitive, psychomotor, and affective skills in such a manner as to not place one's self, another health care worker, or the patient in any danger. Failure to demonstrate any of the abilities listed below is cause for dismissal from the respiratory therapy program.

As mandated by the American Disabilities Act and the Rehabilitation Act of 1973 (Section 504), any impairment will be given careful consideration judged by the accommodations which must be made and by the ability to be educated and employed in the field of Respiratory Therapy.

An applicant should inform the Program Director of Respiratory Therapy prior to admission to the program of any documented disabilities that relate to the identified performance standards.

The following is a list of the essential job functions of a Registered Respiratory Therapist that must be performed independently on a daily basis.

Practice Performance Standards

ISSUE	PERFORMANCE STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (NON ALL-INCLUSIVE)
Critical Thinking	Critical-thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, maintains client's physical and emotional safety, demonstrates competence in administration of meds, treatments and procedures, develop care plans
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds	Establish rapport with clients and colleagues, tolerate physically taxing workloads alternating shifts, function effectively during stressful situations, respond appropriately in stressful and emergency situations (physically, emotionally, mentally)
Communication	Communication abilities sufficient for verbal and written interaction with others	Speak clearly and succinctly; Describe client situations; Perceive nonverbal communication; Communicate effectively with physicians, staff, clients and client's families; Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Stand for long periods of times; Work at a fast pace for long periods of time; Moves around in client's room, work spaces and treatment areas; Administer cardiopulmonary procedures
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Lift heavy objects; Use equipment and tools needed to carry out safe client care, position clients; Don sterile gloves and gown; Prepare medication aseptically.
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear nurse call bell from clients; Hear telephone and have the ability to take orders over the telephone; Hear vital statistics with stethoscope to assess blood pressure, heart rate, lung vascular and abdominal sounds; Hear monitor alarm and emergency signals requiring quick response, and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe client responses and assess correctly; see nurse call/emergency light; Read doctor's orders; Read very fine, small print on medication containers; Read monitors and other equipment
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination; Manual dexterity to use sterile technique to insert catheters (IV, Foley)

Additional Fees

1. Professional liability insurance is required prior to starting the respiratory therapy program. See program handbook for further information.
2. Students are required to have approved uniform, shoes, lab coat, stethoscope, and watch with sweeping second hand.
3. Students will complete the American Heart Association BLS, ACLS, and PALS courses during the program. The student is responsible for these costs. See program handbook for further information.
4. Student membership in the American Association for Respiratory Care (AARC) is required. The cost is \$50 for student membership.
5. Students will be required to complete a criminal background check and urine drug screen through Pre-Check.

Students must be prepared to travel out of town for clinical assignments. These assignments are required for successful completion of the program. The student is responsible for the cost of travel and lodge if needed. See program handbook for further information.

A.S. in Respiratory Therapy

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication and Quantitative Skills		6 Credit Hours
	ENG 111	3 hours
	MAT 111	3 hours
B. Institutional Requirements		3 Credit Hours
	Select one of the following:	
	RPH 111, 112, 113, 122, 123	3 hours
	HUM 121, 122	
C. Humanities/Fine Arts/Ethics		0 Credit Hours
	No courses required.	0 hours
D. Science, Mathematics, and Technology		16 Credit Hours
	BIO 123, 124, 227	12 hours
	CHE 121	4 hours
E. Social Sciences		6 Credit Hours
	EDU 111	3 hours
	Select one of the following:	
	BUS 153, PSY 121, SOC 121	3 hours
F. Academic Discipline Requirements		37 Credit Hours
Fall	RES 105, 110	7 hours
Spring	RES 115	4 hours
Summer	RES 120, 125	6 hours
Fall	RES 205, 210, 215	9 hours
Spring	RES 220, 225, 230	11 hours
Core Curriculum Requirements		68 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

MISSION AND VISION OF THE ELEMENTARY EDUCATION PROGRAM

(PENDING Georgia Professional Standards Commission Approval)

The Elementary Education program derives its mission and vision from the mission and vision of Andrew College.

THE MISSION: Program Mission Statement: The mission of the Andrew College Bachelor of Science in Elementary Education program is to educate elementary teacher candidates who will effectively prepare students to successfully progress in their general studies, to teach reading competencies and skills, and to analyze and remediate diagnosed reading difficulties.

THE VISION: In keeping with its Christian heritage and in support of its mission, the Andrew College Bachelor of Science in Elementary Education equips students to teach elementary education and reading skills that are relevant to the people in the region and enables them to understand themselves as persons of responsibility and potential within the global community.

Andrew College seeks to achieve its Vision for the Bachelor of Science in Elementary Education by providing the following advantages:

- Opportunity for intellectual, social and spiritual growth;
- A professional faculty dedicated to teaching elementary education and reading;
- Individual attention to students at all levels of operation within the college;
- The opportunity to learn leisure time skills which lead to the development of a healthy body;
- Teaching basic skills, such as reading, that will advance the teacher and the students;
- Orientation experiences for successful adjustment to college life;
- Academic advising;
- Challenging programs for the intellectually gifted student;
- A student community committed to the earning of a college education and the learning of reading skills;
- Cultural and academic resources for the community and the churches of the area.

PROGRAM OUTCOMES

The description of an accomplished teacher used in this program comes from the Georgia Standards for the Approval of Educator preparation providers and Educator Preparation Programs. These standards are based on evidence, continuous improvement, innovation, and clinical practice to ensure that approved providers in Georgia are preparing educators who are classroom-ready and equipped to impact student learning (Guidance for Georgia Standards 2016, 2018). Six standards are provided:

Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their disciplines, and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career readiness standards.

Standard 2: Clinical practice and Partnerships: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity: The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are eligible for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Standard 4: Program Impact: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Standard 6: Georgia Requirements for Educator Preparation Programs: Education Preparation providers (EPPs) approved by the Georgia professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01.

Admission to the BSEE Program

- GPA Requirements: Students must have an overall GPA of 2.5 or higher on a minimum of 30 credit hours. These credit hours may be from Andrew College or transferred from another regionally accredited institution.
- Testing Requirements: For admission into teacher education, candidates must either pass or exempt the GACE Program Admission Assessment. Students can exempt with the following minimum scores: SAT - 1080 (Critical Reading/Verbal and Math); ACT - 43 (English + Math).
- Students must complete a Bachelor of Science in Elementary Education Program Application Form
- Students must complete a successful criminal record check.
- Students must complete an interview with the program faculty to assess attributes and dispositions beyond academic ability.
- Students must submit at least two letters of recommendation from former employers/teachers/mentors attesting to personal character of the applicant.
- Students must complete an admission essay based on provided prompt.

All materials are to be submitted at the same time in a single package.

Students will be notified upon admittance to the program. APPLICATION DEADLINE FOR CURRENT ANDREW COLLEGE STUDENTS FOR FALL SEMESTER 2021: January 30, 2021. Transferring students interested in the Bachelor of Science in Elementary Education should contact the EPP Program Director. Applications may be mailed to the Bachelor of Science in Elementary Education, Andrew College, 501 College Street, Cuthbert, GA 39840 or hand-delivered.

Progression After Admission

Teacher candidates will be evaluated by faculty or supervisors with a rubric (Intern Keys) to establish and monitor attributes and dispositions beyond academic ability that predict candidate performance and effective teaching *with every practice demonstration and field experience*. Candidates who perform poorly on these evaluations will be eliminated from the program.

Teacher candidates will be evaluated by faculty with a rubric to monitor the progress of the candidate's teaching portfolio *several times during the candidate's progress*. Artifacts will be added to the portfolio every semester to provide evidence of the candidate's progress and to provide useful materials for the future classroom. The Wix platform will be used for building this portfolio.

Teacher candidates must complete all general education and elementary education courses with a grade of "C" or higher in the course. Candidates will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a "C" or higher. A grade of "C" or higher on all courses in the elementary education program is required for progression

Prior to Graduation:

Prior to graduation, the teacher candidate must:

- present a timely and satisfactory portfolio consistent with requirements.
- pass Educator Ethics Assessment
- receive satisfactory scores on the Clinical Practice Field Experience Evaluation Rubric.
- submission of evidence having attempted the E-portfolio.
- passed the appropriate GACE content test(s) and submitted official score reports to the EPP Program Director.
- submit an application for graduation
- meet all state requirements for certification

Post Graduation:

Once a teacher candidate has graduated with the Bachelor of Science in Elementary Education, he/she is asked to remain in contact with Andrew College. Near the end of the first year of employment, the graduate and the graduate's employer will receive a request for individual and program evaluation from Andrew College. These will be used to evaluate and improve our programs. Graduates, please feel free to contact the College for information or assistance during your induction period.

As required by the GaPSC, all newly hired Georgia teachers will go through the 4-tiered certification process. The Certification Rules are listed in the GaPSC rules 505-2.03 through 505-2.07. The four tiers are Pre-Service, Induction, Professional, and Advanced/Lead Professional.

Proficiencies:

The teacher candidates in the Andrew College Bachelor of Elementary Education program will demonstrate proficiency in the following areas:

1. Child Development and Learning (learner environment, learner differences, learner development)
2. Building Family and Community Relationships
3. Assessment: Observing and Documenting to Support Children and Families (assessment methods)
4. Effective Early Childhood Teaching Approaches (curriculum planning, different teaching strategies, assessment methods, data literacy)
5. Content Knowledge (literacy and language, mathematics, science, social studies, art/music (creative movement, dance, drama, visual art), physical activity, health/safety) Application of Knowledge
6. Becoming a Professional (professional development, ethical practice, leadership, collaboration)
7. Field Experiences in Early Childhood Education (at least 300 clock hours, two settings, three different age groups)
8. Educational Technology (design, implement, and assess to engage students and improve learning)

Additionally, teacher candidates will do the following:

1. Achieve a passing score on Program Admission Assessment
2. Take Educator Ethics Assessment prior to coursework
3. Complete successful criminal record check prior to coursework
4. Demonstrate competence the knowledge of methods of teaching reading
5. Successfully complete 3 hours in identification and education of special needs children
6. Demonstrate an understanding of testing rules and protocols
7. Complete a planned sequence of courses/experiences providing knowledge of and application of professional ethics and social behavior; demonstrate knowledge and dispositions of professional ethics delineated in Georgia Code of Ethics for Educators

Other Admission and Progression Policies

Recruitment of Diverse Student Candidates

Students will be recruited through all the usual enrollment management methods. In addition, in order to recruit students who reflect the local school systems in the contiguous county and southwest Georgia/southeast Alabama area, efforts to contact and to recruit students from these high schools will occur in an effort to provide quality teachers in these rural schools.

Transfer Student Admission Policy

Undergraduate transfer students who want to enter the Elementary Education program must meet all criteria for entry to the program as outlined and must be accepted into the program before registering for courses. Transfer students must complete a minimum of 15 semesters hours in elementary education coursework at Andrew College before they will be eligible for the clinical practice internship. A total of 45 hours of program coursework may be transferred into Andrew College with a 2.5 GPA, providing the courses meet the criteria of the Andrew College courses in elementary education.

Recency of Study

Content or education coursework taken five or more years prior to admission to the Elementary Education program must be reviewed and may or may not be accepted for credit in an education program plan.

Readmission

1. Complete and submit the application for readmission to the education program.
2. Readmission will be on a space available basis.
3. The student is subject to the program policies in effect at the time of readmission.
4. Students are accountable for the knowledge and skills learned in all previous courses. It is the student's responsibility to obtain remediation as needed prior to readmission into the education program.

Test Information

Comprehensive and up-to-date information about the required Georgia assessment program for teachers may be found on the web at <https://www.gapsc.com/Rules/Current/Certification/505-2-.26.pdf>

Admission Requirements for the Elementary Education Reading Endorsement

To be admitted to the Andrew College Elementary Education Reading Endorsement Program, the following requirements must be met:

- Baccalaureate degree from a regionally accredited, four-year institution with official transcripts from EACH college and/or university attended. Must be in a sealed enveloped from the institution or sent electronically from the institution directly to admission@andrewcollege.edu. If the applicant holds a master's degree, only the transcript showing the master's degree awarded is required.
- Current teacher certification. To print a copy of a Georgia teaching certificate, log into www.gapsc.com.
- Resume or Professional Vitae – Can be uploaded to the online application or forwarded directly to the Director of Elementary Education Program at lourdessmith@andrewcollege.edu.

B.S. in Elementary Education

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Credit Hours
	ENG 111 and ENG 112	6 hours
	MAT 101, 102, or 111	3 hours
B. Institutional Requirements		4 Credit Hours
	Select one of the following:	
	HUM 121, HUM 122, RPH 111, RPH 112, RPH 113, RPH 122, or RPH 123	3 hours
	Select one (1) PED class from those listed in the catalog	1 hour
	ACS 200 - Cultural Enrichment - 4 CEP events required	① ② ③ ④
C. Humanities/Fine Arts/Ethics		6 Credit Hours
	Select one of the following: ENG 121, 122, 123, 127, 128	3 hours
	Select one of the following: ART 123, MUS 123, THE 123	3 hours
D. Science, Mathematics, and Technology		11 - 12 Credit Hours
	Select one lab science course: BIO 100, CHE 111, CHE 112, PHY 100	4 hours
	* Select one non-lab science or additional lab science:	3-4 hours
	SAG 100, SAG 105, SAG 110, FOR 100, FOR 105, FOR 200	
	*Additional one credit for non-lab science (any course)	1 hour
	Select one math course: MAT 111, MAT 201	3 hours
E. Social Sciences		12 Credit Hours
	HIS 101 or HIS 102	3 hours
	HIS 105 or HIS 106	3 hours
	POS 111	3 hours
	Select one of the following: BUS 100, BUS 130, BUS 131, EDU 111, PSY 121, SOC 121	
F. Academic Discipline Requirements		78 Credit Hours
	EDU211 Exploring Issues in Education	3 hours
	EDU212 Exploring Diversity in Education	3 hours
	EDU213 Exploring Learning and Teaching	3 hours
	ELE221 Life/Earth Sciences for Elementary Teachers	3 hours
	ELE222 Physical Science for Elementary Teachers	3 hours
	MAT223 Numbers and Operations for Elementary Teachers	3 hours
	ELE300 Elementary Teaching Methodology and Curriculum	3 hours
	ELE310 Assessment in Elementary Education	3 hours
	ELE315 Technology and Media in Elementary Education	3 hours
	ELE320 The Elementary Classroom: Organization and Management	3 hours
	ELE321 Teaching Elementary Childhood Social Studies	3 hours
	ELE322 Teaching Elementary Childhood Science	3 hours
	ELE323 Teaching Elementary Childhood Mathematics	3 hours
	ELE330 Teaching Exceptional Elementary Students	3 hours
	ELE350 Fostering Creative Expression in Children	3 hours
	EDU371 Education Contexts: Community and Cultural Impact on Learning	3 hours
	ELE477 Elementary Childhood Writing and Language Arts	3 hours
	ELE467 Teaching Reading	3 hours
	ELE487 Diagnostic Reading Instruction	3 hours
	ELE497 Reading Environment	3 hours
	MAT433 Algebra for Teachers	3 hours
	MAT443 Geometry for Teachers	3 hours
	EDU453 Educational Probability and Statistics	3 hours
	EDU499 Student Teaching	9-12 hours
	EDU490 Opening School Experience	0 hours
	EDU400 Teaching Portfolio (every semester)	0 hours
Core Curriculum Requirements		120 Credit Hours

ACE 101 cannot be used to fulfill a course option on the plan of study.

DIVISION OF NURSING

Associate Degree in Nursing

The Andrew College Division of Nursing offers the Associate Degree in Nursing (ADN). ADN graduates are eligible to apply to take the National Council Licensure Examination (NCLEX) for Registered Nurses, successful completion of which entitles the graduate to practice as a Registered Nurse (R.N.). The state Board of Nursing has the right to refuse to grant a registered nurse license to any individual who has been convicted of moral and/or legal violations specified in Georgia law.

The Andrew College associate degree nursing program is approved by the Georgia Board of Nursing and the Southern Association of Colleges and Schools (SACS). The Andrew College nursing program is a member school of National League for Nursing (NLN). The Andrew College Associate Degree in Nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037.

Mission

The mission of the nursing program is unique to the nursing profession providing a nurturing academic setting wherein caring, diversity, integrity, and excellence are core values (NLN Core Values, 2007). To achieve its mission, the Andrew College Nursing Division educates associate degree graduates who will safely practice nursing in evolving health care environments and apply professional and ethical principles sensitive to the diverse needs of individuals, families, and communities.

Philosophy

The philosophy of the nursing program is consistent with the mission and philosophy of Andrew College. The faculty believes that individuals are multidimensional physiologic, psychosocial and spiritual beings. Individuals are autonomous and have the right to make decisions.

Health is a state of optimal wellness that is defined by individual perceptions, values, and preferences. Health includes the ability to adapt to change in order to meet needs. Health is a partnership between the individual and the health care system. Nursing is a caring profession which is an art and an applied science that integrates concepts of the humanities, natural and social sciences. Utilizing the nursing process and evidence-based practice as a foundation for clinical decision-making, nurses provide care that addresses the needs of diverse populations with varying lifestyles across the life span. Nurses practice collaboratively within a multidisciplinary health care team. Nurses advocate for and empower patients and families to make informed health care decisions. Nurses have a critical role in promoting health care delivery to insure patient safety and provide quality care.

Education is a lifelong, dynamic process of intellectual, social, emotional, and spiritual development building upon culture, self-image and value system. Learning is the acquisition of knowledge, skills, and understanding which results in changed behavior. The faculty as facilitators of learning are themselves, participant learners. Faculty and students are mutually responsible for learning. Nursing education is a process through which nurses are educated for practice by the acquisition and application of new knowledge and skills. The faculty believes that the associate degree is the foundation for baccalaureate and higher nursing education.

Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Practice with integrity within the role of the associate degree nurse, incorporating legal and ethical principles, to insure collaborative, safe, culturally competent patient-centered care.
2. Analyze data and the relationships of the humanities, natural sciences, and social sciences to improve the quality and safety of patient care.
3. Demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams.

4. Communicate effectively with patients, families, and communities for planning and delivery of quality patient care.
5. Provide leadership in a variety of health care settings to promote excellence in caring for diverse patient populations.

Program Outcomes

1. Program Completion Rate: 70% of students will graduate within 6 semesters beginning with enrollment in the first nursing (NRSNG) course.
2. NCLEX Pass Rate: 80% of graduates will pass NCLEX on the first attempt.
3. Employment Rate: 80% of graduate respondents will be employed in nursing or pursuing advanced nursing education within 6 months following graduation.
4. Graduate Satisfaction: At least 80% of graduate respondents will rate their overall preparedness, knowledge, and skills as satisfactory in the role of the entry-registered nurse.
5. Employer Satisfaction: At least 80% of employer respondents will rate Andrew College nursing graduates' overall level of preparedness, knowledge and skills as satisfactory in the role of the entry-level associate degree nurse.

Policies and Procedures

The Nursing Program adheres to the Policies and Procedures of Andrew College except in instances where specific nursing program policies are required by regulatory and/or accrediting agencies and in cases where nursing standards are higher than those of the college.

Admission Requirements

Minimum admission standards include:

1. Unconditional admission to Andrew College (No outstanding documentation).
2. Application packet to the Nursing Program submitted by April 15th, including supplemental documents (See checklist on page 5 of nursing application form for what to include in application packet).
3. Completion of all prerequisite classes prior to Fall semester (A total of 17 credit hours with a grade of C or better): {ENG111, MAT111, PSY121, BIO 123 & 124 (BIO 123 & 124 must be within 5 years)} Note: If you have completed all required prerequisite classes, you may see curriculum plan (listed online under nursing tab) for other core classes you may take prior to Fall Semester, if you wish.
4. GPA of 2.8 or above based on prerequisite courses in addition to overall attempts of all completed courses.
5. Kaplan entrance exam. (Sign-up by email at nursing@andrewcollege.edu)
6. Students may repeat a general education course only once to obtain a "C" or higher.
7. Applicants who have earned less than a grade of "C" in two or more nursing courses while enrolled in a previous nursing program are not eligible for admission to the Andrew College Nursing Program.
8. Students must have transportation to and from assigned clinical sites and must be able to attend all clinical sites as assigned.

Additional requirements once accepted: (information will be distributed at orientation)

1. Completion of Health Screening Form which includes physical, immunization, and PPD
2. Criminal Background Check (through PreCheck)
3. Drug Screen (through PreCheck)
4. Liability Insurance (Group rate through AC Nursing Program/Fee assessed by business office)
5. It is strongly recommended that all students have health insurance. You will be responsible for all health related costs that you incur in class or at clinical.
6. Current Basic Life Support for Healthcare Providers certification (BLS CPR)

Our clinical partners have the right to deny placement to any student.

Students denied clinical placement for any reason may not be able to complete the program requirements; therefore, they may be withdrawn from the program.

Andrew College Nursing may NOT seek additional areas for clinical placement should a student be denied placement.

Students with criminal findings on the background check and/or a positive drug screen who are denied clinical placement may not be able to complete the program, therefore, they may be withdrawn from the program.

Clinical sites include (but not limited to): Southwest GA Regional Medical Center, Hospital Authority of Miller County, Donalsonville Hospital, Southeast AL Medical Center, Medical Center Barbour, Aspire Behavioral Health & DD Services, Dialysis Clinic Inc., Joe-Ann Burgin Nursing Home, Phoebe Putney Memorial Hospital, West Central Health District, Memorial Hospital and Manor, CareConnect, STEM School

Advanced Placement

There is no advanced placement option at this time. In the future the faculty may consider an LPN to RN option.

Acceleration

Students will be admitted to the Nursing program once a year in the Fall. Therefore, there are no acceleration options at this time.

Part-time Study

The nursing courses are offered sequentially. If a student has completed the general education courses, they may be enrolled in nursing courses only which would be considered part time study. Due to the sequential nature of the nursing courses, students must remain in continuous enrollment in nursing courses. If a student does not return or drops a nursing course, they will not be able to return to the nursing sequence until the following year. This would constitute readmission and those policies would prevail.

Progression

1. Students must complete all general education and nursing courses with a grade of “C” or higher (minimum grade of 75 to obtain a “C” in nursing courses). Students will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a “C” or higher
2. A grade of “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher on all courses in the nursing program is required for progression
3. Students may repeat a general education course only one time to obtain a “C” or higher
4. Students may repeat only one Nursing course to obtain a “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher. If a student does not get a “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher in a second nursing course, they will be dismissed from the nursing program
5. Standardized testing is used throughout the program as a means of evaluation. The selected standardized specialty exams as well as a comprehensive predictor exam measure NCLEX readiness. The standardized specialty exams will be given at the end of corresponding courses. The standardized exam percentage will be calculated according to the testing company standards. The initial exam result received by the student upon completion of the exam will count as a predetermined percentage of the student’s grade as noted in the class syllabi. Students who fail to achieve the minimum national recommended benchmark score on the first attempt will be expected to do remedial work in that specialty area and be given a second test attempt to meet benchmark according to standardized normed data for the exam. There will be at least 24 hours of remediation time between the 1st and 2nd attempt of the standardized content exam. If the student does not meet the benchmark on the 2nd attempt, the grade recorded will be a “0” for both the standardized and final exam and the student will not progress to the next nursing course.

The student must have completed all course NUR 220 exams resulting in a course average of 75 or above to be eligible to take the standardized comprehensive program exit exam. The student will then have two opportunities to successfully pass the exit examination with a benchmark score of 95% based on normed data scoring. In the event that the student does not obtain the required benchmark after the second attempt, the student will be issued an Incomplete grade for NUR 220 and will be required to enroll in self-directed online review. The student will meet with the program director at least three times to review progress prior to the third attempt. If the third and final attempt is unsuccessful, the student a zero will be averaged in as 30% of the course grade which will result in a failure of the NUR 220 course. No further remediation will be offered.

6. Students may withdraw from all courses only one time. Repeated “W’s” are not acceptable
7. Students who fail clinically must complete the entire course if they are readmitted
8. Students are required to complete the nursing program in a maximum of six semesters

Refer to the Andrew College policies related to academic standards and re-admission following dismissal from the college for violation of rules of conduct and/or failure to meet and maintain academic standards. Please note that academic standards for the nursing program surpass the general academic policies of the college.

Readmission

1. Complete and submit the application for readmission to the nursing program
2. Readmission will be on a space available basis
3. The student is subject to the program policies in effect at the time of readmission
4. Students are accountable for the knowledge and skills learned in all previous courses. It is the student's responsibility to obtain remediation as needed prior to readmission into the nursing program

Graduation

1. Students must meet all of the graduation requirements stipulated in the Andrew College catalog.
2. Additionally, nursing students must have a GPA of 2.0 or higher (minimum grade of 75 in each and a satisfactory in the clinical component of each nursing course) on all courses in the nursing curriculum.

Health Requirements

1. Students must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice *(see Andrew College Nursing Student Handbook for further description).
2. Upon admission to Andrew College Nursing Program, immunizations including current documentation of the Hepatitis series, MMR, Varicella, TB skin test, 11-panel urine drug screen and a background check through Pre-Check must be completed. TB skin test must be repeated annually. Enrollment in ACEMAP is required during the program.
3. Students should note that random drug and alcohol screenings can occur at any time during the program of study. Background checks are provided to all hospitals and facilities in which the students go to clinical. It is up to the facility to decide if the student is allowed into their setting for clinical experiences.

Appeals

1. Students have the right to Due Process
2. Classroom and grading disputes should be discussed with the faculty member
3. Unresolved disputes may be referred to the Nursing Program Director
4. Further, written appeals may be adjudicated through the Andrew College Appeals policy and procedures as stated in the College Catalog and Student Handbook

Grading

Nursing students are expected to pass all nursing and required general education courses with a "C" or higher. A "C" in a nursing course is an average of 75 or higher*. A 2.0 GPA is required for graduation from the nursing program, however, nursing courses require a minimum of 75*. This is higher than the college requirement. No grades will be rounded. The nursing program grading scale is:

93-100	A
84-92	B
75-83	C*
74-65	D
64-0	F

Each nursing course grade will consist of unit exams, assignments, standardized exam/s, and final exam. Grades will be calculated on the following scale:

Exams/Assignments	70%
Standardized Exam/s	10% (See Remediation Policy for additional requirements)
<u>Final Exam</u>	<u>20%</u>
	100%

***Grades for the clinical component** of nursing courses are determined on a competency basis, as satisfactory or unsatisfactory. A satisfactory level of clinical competence is required in order to earn a passing grade (C or higher) in a nursing course. An unsatisfactory level of competence results in failure in that course. A course grade of D will be assigned if the student receives an unsatisfactory in the clinical component.

***Competency in Dosage Calculations** must be validated each semester. Nursing students must score 95% on a one hour, 20 question Pharmacology and dosage calculation test to demonstrate this competency. Should a student not achieve the passing score of 95% after two opportunities they will be dropped from that nursing course and will not progress to the next course in the program sequence. A course grade of D will be assigned if the student does not meet the minimum requirement after two attempts.

ADN - Associate Degree in Nursing

Student _____ ID# _____ Advisor _____		
PREREQUISITE COURSES <i>(REQUIRED PRIOR TO STARTING PROGRAM)</i>		17 Credit Hours
	ENG 111	3 hours
	MAT 111	3 hours
	PSY 121	3 hours
	BIO 123, 124 <i>(Must be taken within 5 years with "C" or better)</i>	8 hours
Semester 1 (Fall)		14 Credit Hours
	NUR 105	7 hours
	ENG 112	3 hours
	BIO 227	4 hours
Semester 2 (Spring)		13 Credit Hours
	NUR 110	6 hours
	NUR 115	4 hours
	Select One of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122	3 hours
Semester 3 (Summer)		6 Credit Hours
	NUR 205	6 hours
Semester 4 (Fall) <i>[All general ed courses must be completed prior to enrollment]</i>		8 Credit Hours
	NUR 210	6 hours
	NUR 215	2 hours
Semester 5 (Spring)		6 Credit Hours
	NUR 220	6
Core Curriculum Requirements		64 Credit Hours

Course Descriptions

CULTURAL ENRICHMENT (ACS)

ACS 200 - CULTURAL ENRICHMENT PROGRAM (NC)

This program is a requirement for graduation. Students must document attendance at a minimum of four cultural events to satisfy graduation requirements.

ANDREW COLLEGE EXPERIENCE (ACE)

ACE 101 – ANDREW COLLEGE EXPERIENCE (1)

This course is designed to acclimate students (with fewer than thirty credits) to the educational, service, and community opportunities and expectations of Andrew College. In alignment with the college's mission, students will become acquainted with resources on campus, as well as participate in a service learning project that gives back to the local community. As a result of these learning opportunities, students will be prepared to transition into the college environment and become well-prepared students and community members.

APPLIED BEHAVIORAL HEALTH (ABH)

ABH 100 - INTRODUCTION TO APPLIED BEHAVIORAL HEALTH (3)

This course will introduce students to the scientific study of human behavior and cognition as an individual and as a person in their environment. A community learning component will be required in order to expose the student to the practical aspects of this discipline with behavioral health agencies and the responsibilities of a person employed in these settings.

ABH 105 - INTRODUCTION TO THEORY AND CLINICAL SKILLS (3)

This is an introductory course with an emphasis on individual and group counseling techniques and intervention skills. Students will also be introduced to theories of counseling as well as legal and ethical issues involved in counseling and behavioral health services. Students will gain a basic understanding of the DSM-5 classifications.

Prerequisite: ABH 100

ABH 200 - CULTURAL DIVERSITY APPRECIATION (3)

This course is designed to educate students about multicultural issues as well as how different cultures have different beliefs, religions, traditions, family dynamics in which plays a role in theoretical and practical application. Students will learn how one's culture plays a role in obtaining and participating in behavioral health services, as well as, appreciation of different cultures and their role in society.

ABH 205 - SOCIAL PROBLEMS (3)

This course will provide the student with a study of the nature, scope, and effects of the major social problems, including unemployment, criminal and deviant behavior, and drugs and alcohol. This course will present multiple dimensions of socioeconomic stratification including, but not limited to, race, gender, immigration, age, sexual orientation, family structure, and individuals with disabilities.

ABH 230 - LIFESPAN DEVELOPMENT (3)

This introductory course will focus on cognitive, emotional, physical, and social development processes that occur in humans from conception to death, learning both normal and abnormal aspects of development. Students will learn how trauma affects the development process (emotionally, socially, and cognitively). Students will learn how the behavioral health needs differ through the aging process.

ABH 250 - SUPERVISED APPLIED BEHAVIORAL HEALTH INTERNSHIP (3)

This educational experience will be tailored to provide students with the opportunity to work with a behavioral health agency, government agency, community agency, or other educational organizations in order to gain professional experience related to behavioral health. This internship is a supervised educational opportunity that requires students to experience the practical application of knowledge within a work environment where the student's duties and job responsibilities are approved, in advance, by the supervising faculty. Students must complete three hours of work experience per week throughout the semester (approximately 15 weeks) for each credit hour earned. More specifically, a 3 credit hour internship will require 9 hours of work per week or 135 hours of supervised experience per semester. Students will be placed with an appropriate agency relative to the field of study and be required to submit a weekly activity log that addresses their placement activities, and established learning goals; each student also must complete a reflective essay regarding the experience as well as evaluate their internship site experience.

Prerequisites: Sophomore classification, minimum GPA of 2.5, and the approval of the Division Coordinator and Dean of Academic Affairs.

ART (ART)

All art students are responsible for purchasing their own art supplies. These costs are not covered by tuition.

ART 101 - BASIC DRAWING (3)

This course is an introduction for students to expressing themselves through formal elements and various mark making techniques.

Offered Fall

ART 102 - INTERMEDIATE DRAWING (3)

This course is a further exploration of the manipulation of various drawing media and to solving visual problems by the employment of formal elements.

Prerequisite: ART 101 or permission of the instructor.

Offered Spring

ART 105 - PHOTOGRAPHY I (3)

In this course fundamentals of black and white photography including the study of light, lenses, camera, and darkroom procedures are taught.

ART 106 - PHOTOGRAPHY II (3)

This is a continuation of Art 105 with an emphasis on photography as a medium of self-expression.

Prerequisite: ART 105 or permission of the instructor.

ART 108 - COLOR AND DESIGN (3)

Modes of visual organization through the study of form, space, line, color, texture, tools, and materials are covered in this course.

Offered Fall

ART 110 - FILM (3)

This course is an introduction for students to the study of film from its invention to the Post-Modern Era.

ART 115 - THREE DIMENSIONAL DESIGN (3)

This is a foundation level course that introduces three-dimensional design. The basic principles of three-dimensional design will create an awareness of space and how to reinterpret space by designing a three-dimensional work of art. Students will explore three-dimensional design by using various mediums, including clay, paper, cardboard, metal and found objects.

Offered Spring

ART 123 - ART APPRECIATION (3)

This course is an introduction for students to formal elements, major trends and ideas in the realm of Fine Art.

Offered Fall, Spring

ART 201 - PAINTING (3)

This course is an introduction for students to the manipulation of various painting media.

Prerequisite: ART 108 or permission of the instructor.

ART 202 - INTERMEDIATE PAINTING (3)

This course is a continuation of exploration into manipulation of various painting media, in which both technical and conceptual issues are investigated and developed.

Prerequisite: ART 201 or permission of the instructor

ART 205 - CERAMICS I (3)

This course is an introduction to basic forming and glazing techniques in the field of ceramics.

Prerequisite: ART 115 or permission from the instructor.

ART 225 - ART HISTORY I (3)

This course is an introduction for students to the study of Art History from prehistoric civilizations through the waning of the Middle Ages.

Offered Spring Atl. with ART 226

ART 226 - ART HISTORY II (3)

The course is an introduction for students to the study of Art History from the Italian Renaissance to the Post-Modern Era.

Offered Spring Atl. with ART 225

ART 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study.

BIOLOGY (BIO)

BIO 100 - PRINCIPLES OF BIOLOGY (4)

An introductory course for non-science majors with emphasis on basic biological principles as they pertain to humans in their everyday lives. A primary focus will be to examine biological principles in a practical manner and relate them to contemporary issues. The combination of Biology 100 and 121 will not satisfy the Section D requirement for two laboratory science courses. Three lecture and two laboratory hours each week.

Offered Fall or Spring

BIO 121 - GENERAL BIOLOGY I (4)

An introductory course for science majors with emphasis on the scientific method, basic chemistry/biochemistry, cell structure and function, photosynthesis, cell respiration, cell reproduction, development, molecular and Mendelian genetics, evolution, principles of taxonomy and ecological principles. Three lecture and two laboratory hours each week. *Prerequisite: High school biology, chemistry and algebra are recommended.*

Offered Fall and Spring

BIO 122 - GENERAL BIOLOGY II (4)

A continuation of Biology 121 for science majors with emphasis on all taxonomic kingdoms in terms of tissue structure, comparative morphology and physiology, life patterns, taxonomy and evolutionary and ecological interrelationships. Three lecture and two laboratory hours each week.

Prerequisite: BIO 121 or permission of the instructor.

Offered Spring

BIO 123 - HUMAN ANATOMY & PHYSIOLOGY I (4)

A study of basic anatomical and physiological principles with emphasis on major organ systems and how they relate to the integrated whole. Topics will include basic chemistry, cell structure, cell physiology, metabolism, tissues and the integumentary, skeletal, muscular and nervous systems. Three lecture and two laboratory hours each week.

Prerequisite: BIO 121 or permission of the instructor.

Offered Fall

BIO 124 - HUMAN ANATOMY & PHYSIOLOGY II (4)

A continuation of Biology 123 that includes the study of the endocrine, reproductive, cardiovascular, lymphatic, digestive, respiratory and urinary systems. Three lecture and two laboratory hours each week.

Prerequisite: BIO 123 or permission of the instructor.

Offered Spring

BIO 227 - MICROBIOLOGY (4)

In this course, a study of microorganisms and their relationship to humankind is covered. The laboratory includes fundamental techniques of microbiology with emphasis on bacterial anatomy and physiology, classification, principles of microbial growth and metabolism. The course involves three lectures and one two-hour laboratory session per week.

Prerequisite: BIO 121 or permission of the instructor.

BIO 237 - SPECIAL TOPICS IN BIOLOGY (1-4)

This course is designed to offer students an opportunity to gain knowledge in a specialized area of interest not otherwise covered in the curriculum. The subject and its treatment will be derived from consultation between the student(s) and the instructor. All special topics proposals must be approved by the Academic Dean. Students may not receive more than four credit hours of Special Topics credit as a part of their program of study.

Prerequisite: Permission of the instructor.

BUSINESS ADMINISTRATION (BUS)

ACCOUNTING

BUS 120 - PRINCIPLES OF ACCOUNTING I (3)

This is an introductory study of the basic principles and concepts of the accounting cycle. Detailed examination of financial statement preparation and the accounting treatment for current assets, inventories and fixed assets are addressed.

Offered Fall

BUS 121 - PRINCIPLES OF ACCOUNTING II (3)

This is a continuation of Bus 121. This course examines the preparation and use of accounting information for planning and controlling financial activity. Topics include partnerships, corporations, cost allocations, budgeting and profitability analysis.

Prerequisite: BUS 120

Offered Spring

BUS 220- INTERMEDIATE ACCOUNTING I (3)

This course is designed to teach students accounting principles and procedures essential to the preparation of financial statements with emphasis on the corporate form. This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

BUS 221- INTERMEDIATE ACCOUNTING II (3)

This course is designed to teach students to provide an intensive study of the application of generally accepted accounting principles and financial pronouncements to the financial reporting and disclosure of current and noncurrent liabilities and stockholders' equity. Recognition, measurement and reporting of stockholders' equity, earnings per share, cash flow, income tax allocation, pensions, leases, accounting changes, accounting errors and disclosure reporting.

BUS 320- COST ACCOUNTING I (3)

This course is designed to teach students an essential management tool that can uncover profitability improvements and provide support for key business decisions. The Cost Accounting Fundamentals course shows how to improve a business with constraint analysis, target costing, capital budgeting, price setting, and cost of quality analysis.

BUS 420- TAX ACCOUNTING (3)

This course is designed to teach students to this course is designed to teach students to identify major tax issues essential in business and financial transactions. Federal taxation familiarizes the student with the social and economic policy allegations of the Tax Code. The course concentrations on important tax concepts, the mastery of which will empower students to combine tax factors into business and theory decisions. Taxes inspire people and institutions to participate in certain transactions.

ECONOMICS

BUS 100 - INTRODUCTION TO ECONOMICS (3)

This economics course provides students with a basic foundation in the field of economics. The course has five sections: Fundamental Concepts, Microeconomics, Macroeconomics, International Economics, and Personal Finance.

Offered Fall, Spring

BUS 130 - PRINCIPLES OF MACRO-ECONOMICS (3)

Emphasizing macroeconomics, the development of modern, economic society and the economics of macro systems. The macro systems studies are wealth and output, output and income, savings and investments, consumption, investment, governments, money, employment and output and the problems of growth.

Offered Spring

BUS 131 - PRINCIPLES OF MICRO-ECONOMICS (3)

Emphasizing microeconomics, this course includes a study of the internal functioning of our economy and the forces that underlie the production, distribution, exchange, and consumption of economic growth.

GENERAL BUSINESS

BUS 101 - LEGAL ENVIRONMENT (3)

An introduction to the basic understanding of the relationship of law in the business environment to include the court system, business ethics, constitutional law, regulatory law, criminal law, contracts, torts, employment relationships and discrimination, labor laws, and product liability.

BUS 200 - INTRODUCTION TO BUSINESS (3)

Survey course that will expose the student to business terminology, concepts, and current business issues. This course gives the student an overview of all phases of business: entrepreneurship, marketing, personnel, finance, managerial control, and the relationship of business with the social and economic environment in which the business operates.

BUS 201 - BUSINESS COMMUNICATION (3)

This course is a study of communication appropriate to business and with superiors, coworkers, and others; the basic principles of interviewing and performance appraisal; the principle influences in group dynamics within an organization and the development of informative and persuasive skills for public presentation in business and professional settings.

Prerequisite: ENG 111

Offered Fall, Spring

BUS 209 - SPECIAL TOPICS (3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

COMPUTER

BUS 150 - COMPUTER APPLICATIONS FOR BUSINESS (3)

An introduction to business computer applications examining their development and use in the professional world through extensive lab activities. Emphasis is given to terminology and the understanding of management techniques using Microsoft Office including word-processing, presentations, spreadsheets, database management systems, and the integration of those applications.

Offered Fall

BUS 151 - COMPUTERS IN HEALTHCARE (3)

This course provides the student an introduction to computer terminology and technology. Emphasis is placed on gaining a working knowledge of word processing with an introduction to the use of computers in healthcare.

BUSINESS MATH

BUS 301 - QUANTITATIVE MEASURES IN BUSINESS (3)

Basic competence and skills in problem solving and quantitative methods applied to analysis and models. This is the first of two required courses that will prepare students with a set of tools to meet the challenges of today's business environment. This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in order to make better business decisions. This course will provide a thorough understanding of applications used to analyze data and perform statistical operations to solve business problems.

Prerequisite: MAT 201

BUS 302 - QUANTITATIVE MEASURES IN BUSINESS II (3)

Study of the fundamental principles of statistical inference. This is the second required course that will prepare students with a set of tools to meet the challenges of today's business environment. This course focuses on developing a solid foundation of important management science concepts and techniques. In addition, this course stresses the use of computer software to analyze and solve related business problems on a computer.

Prerequisites: MAT 201, BUS 301

BUSINESS MANAGEMENT

BUS 310 - PRINCIPLES OF MANAGEMENT (3)

Overview of the management functions (planning, organizing, controlling, directing, and communicating). This course is designed to give the student an overview of major management functions. The content emphasis will be on planning, organizing, controlling, directing, and communicating. The student will become familiar with key concepts and terminology that will be useful in many managerial situations.

BUS 311 - EFFECTIVE TEAM DYNAMICS (3)

This course will examine the use of innovative strategies and techniques for developing effective teams within organizations. Work teams are commonplace in today's business environments. In order for businesses to be competitive, teams must be effective. This course addresses the dynamics of high-functioning work teams and discusses strategies for identifying team roles, effective management principles, and tailoring planning methods to accomplish particular business objectives.

BUS 312 - HUMAN RESOURCE MANAGEMENT (3)

Examining the role of the HR professional in managing today's organizations. This course investigates behavioral and legal approaches to the management of human resources within organizations. Topics include the role of human resources in relation to organizational requirements, employee staffing, maximizing employee potential, organizational behavior, management-labor relations, compensation and security, and the relevance of the HRM functions in order to achieve the goals of the organization.

BUS 313 - MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3)

Analysis of individual and group behavior within organizations. This course will focus on human behavior, attitudes, values and performances within organizational settings. Discussion and experiences will examine theory, methods, and diverse principles such as sociology, psychology, and labor relations in order to learn about individual perceptions, values and learning styles; group structure and dynamics; and organizational processes that occur on a daily basis within business and social organizations. These processes include, but are not limited to communications, decision-making, leadership, power and politics, conflict, stress management, and change.

Prerequisites: BUS 200, BUS 310

BUS 410 - SMALL BUSINESS MANAGEMENT (3)

Introduction to entrepreneurship and business planning. This course is an introduction regarding the details of decision-making while organizing and developing a small business. Discussion will focus upon the various responsibilities a small business must meet, and the challenges generated by the marketplace.

BUS 411 - AGRIBUSINESS ECONOMICS/MANAGEMENT (3)

This course is designed for students interested in careers that eventually lead towards agriculturally related managerial positions such as grain, feed, fertilizer, farm petroleum and other related agricultural industries. This content will focus upon the use of financial statements, operating and managerial functions, as well as the communication process and the interpersonal work environment that exists within an organization.

Prerequisites: BUS 200, BUS 310

BUS 412 - STRATEGIC MANAGEMENT (3)

Introducing key concepts, tools, and principles of strategy formation. This course will emphasize the importance of understanding the challenges and the environment in which a business operates, as well as the direction management intends to move toward, the strategic plan for getting the business moving in the planned direction, and the tasks of implementing a chosen strategy successfully.

Prerequisite: BUS 310

BUS 413 - SUSTAINABILITY IN BUSINESS (3)

This course addresses the link between successful business sustainability strategies and an organization's value in the market place. The content of this course will help students deepen and strengthen their sustainability efforts, by introducing new research regarding sustainability principles and practice and how these ideas can inform goals and actions. The student's knowledge and practical skills will be enhanced in the areas of integrating sustainability into business practices, as well as operations, policies, research and development. This course will emphasize sustainability in all its dimensions, including the "three E's"; environment, economics, and equity.

Prerequisite: BUS 310

BUS 480 - INTERNATIONAL BUSINESS (3)

Overview regarding the effects of the foreign environment on international businesses. This course examines the commercial transactions that take place between two or more countries. The content will include activities such as exporting and importing, dealing with foreign governments, cultures and trade regulations, as well as domestic regulations affecting firms who seek to do business internationally.

FINANCE

BUS 340 - INTRODUCTION TO FINANCE (3)

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used within financial decisions. Topics will include: Financial planning, working capital management, capital budgeting, long-term financing, and international finance.

BUS 341 - MANAGERIAL FINANCE (3)

Exploration of the theoretical aspects of corporate finance. This course introduces the basic principles of managerial finance and demonstrates how businesses manage their funds to accomplish organizational objectives. The course content will emphasize the financial environment, financial statements, cash flow as well as financial planning, time value of money, risk and return, interest rates, bond valuation, stock valuation, and capital budgeting cash flows.

Prerequisites: BUS 120, BUS 121, BUS 340

LEADERSHIP

BUS 350 - FOUNDATIONS IN LEADERSHIP (3)

This course considers theories and models of leadership and includes the study of leadership as well as the application of leadership theories, concepts, and skills. Together we will explore a range of classic and contemporary approaches to leadership, and their application to understanding leaders, followers, and the situations they encounter. The student will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities.

Prerequisites: ENG 111

BUS 351 - ORGANIZATIONAL LEADERSHIP (3)

Examines leadership in organizations, especially how leaders support, influence, develop and meet the needs of their followers as they create successful organizational outcomes. Topics include leadership theory with applications in the following areas: employee motivation, development, engagement and empowerment, decision-making, managing conflict, leading teams, leveraging diversity and being inclusive, creativity, communication, and leading organizational change.

Prerequisites: ENG 111, BUS 350

BUS 360 - BUSINESS ETHICS IN THE 21ST CENTURY (3)

The purpose of this course is to strengthen the ability to anticipate, critically analyze, appropriately respond to, and provide leadership regarding, ethical issues you will confront as employees and eventually as managers of people, projects, and enterprises. This course will proceed from the recognition that human activity now exerts macrophase influence on all aspects of planetary function, and that we share a concomitant responsibility to discover and express decision-making wisdom commensurate with this power. The course will explore those characteristics of human nature that hinder realization of maximum individual and collective potential as well as those characteristics and practices that can, with cultivation, allow us to more fully realize our inherent integration, imagination, creative capacity, and fully-satisfying participation in the Earth adventure. Instruction will be based on lecture and case analysis, supplemented by topical and philosophical articles and essays.

BUS 450 - SERVANT LEADERSHIP (3)

Servant Leadership in Action explores the foundational tenants of the servant leader model of leadership. We will discuss multiple facets of servant leadership in theory and in practice, glean examples from current and historical examples to determine the qualities and characteristics of a servant leader and how to best integrate these principles in your personal leadership style. The course has been designed to enhance students' awareness of their values and the ways in which those values are reflected in their decisions and actions. We will explore the gap and tension between stated individual and organizational values and those that drive behavior. Students will gain a better

understanding of the systems in which they operate, and learn how to identify points of leverage to affect change. Contemporary concepts of integrating values and system-level thinking will be studied, providing the student with knowledge that may influence their leadership philosophy, style, and strategy.

BUS 460 - CORPORATE SOCIAL RESPONSIBILITY (3)

The purpose of this course is to provide the student with a conceptual framework, analysis, and discussion of the issues surrounding the business and society relationship. The primary topics covered will provide the student with a strong understanding of business and society, or business in society. This course will provide the student with the latest research, examples, and cases with a broad, yet detailed analysis of Corporate Social Responsibility, through a solid basis of thoughtful reflection and analysis of the domestic and global issues facing businesses today.

MARKETING

BUS 270 - AGRIBUSINESS MARKETING (3)

This course will focus on the business function of marketing within the context of agribusiness. Students will learn how marketers implement values in order to satisfy consumer needs and wants; also, determine which target markets the organization can best serve, and decide upon products, services, and programs to connect with these markets. Topics include branding and product development, pricing strategies, marketing research, promotion, supply chain management and service marketing for agricultural enterprises.

BUS 370 - PRINCIPLES OF MARKETING (3)

Examining the business functions of marketing as it relates to the marketing mix. This course will focus on the business function of marketing. Students will learn how marketers implement values in order to satisfy consumer needs and wants; also, determine which target markets the organization can best serve, and decide upon products, services, and programs to connect with these markets. Topics include branding and product development, pricing strategies, marketing research, promotion, supply chain management and service marketing.

BUS 371 - SOCIAL MEDIA MARKETING (3)

This course examines various aspects related to social media marketing, including strategies for personal branding, social media marketing techniques, applications, and use in today's digital climate. Together we will review the digital marketing world, and its applications to marketing past, present and future to understand where social media fits into today's marketing atmosphere. The student will develop their own social media marketing strategies, goals, and practice uses of this valuable 21st century skill throughout the duration of this course, and its associated activities.

Prerequisites: BUS 370

BUS 372 - BUSINESS MARKETING MANAGEMENT, B2B (3)

This course looks at business to business (B2B) marketing techniques, examples, and strategies. This lucrative area of marketing examines how businesses develop and market products for use by other businesses, demonstrating how this important area operates within marketing. Together we will think more succinctly about how: B2B differs from business to consumer (B2C) marketing, the types of customers found in this market, customer relationship management practices, marketing strategies for global markets, supply chain management and many other relevant topics related to this dynamic area of study.

Prerequisites: BUS 370

BUS 470 - INTEGRATED MARKETING COMMUNICATIONS (3)

This course examines the importance of integrated marketing strategies across a broad array of communication mediums. Together we will examine how marketing messages are unified across different platforms through various advertising and promotional messages and campaigns. The main idea behind integrated marketing communications is ensuring that wherever your audience sees or hears your marketing messages, they all coincide with one another, working together in perfect balance to communicate a unified message. This course examines how marketers do this, and the beneficial effects it can have on marketing goals.

Prerequisites: BUS 370

BUS 471 - SPORTS & ENTERTAINMENT MARKETING (3)

This course examines the world of sports and entertainment as seen through the lens of marketing. Together we will examine a variety of topics relating to this interesting and popular subject area including: an exploration of the basics behind both sports and entertainment marketing, target markets, customer service, sports entertainment promotion, legal issues, managing channels, and how to apply these concepts to creating a career in this exciting field of study.

Prerequisites: BUS 370

BUS 472 - INTERNATIONAL MARKETING (3)

This course takes an in-depth look at how the global economy, international relations, and a host of other factors affect and are affected by international marketing, in addition to exploring how international politics, and local cultures influence how we market to various groups around the world. Together we will examine many topics relating to this versatile subject, giving students the opportunity to think creatively about marketing within a global context, and expand their knowledge of the world in which we live.

Prerequisites: BUS 370

SPECIALTY COURSES

BUS 490 - ENTREPRENEURSHIP (3)

In this course students will learn through hands-on real-world experience vs classroom or simulation how to take a business idea from conceptualization to completion. Students will be required to make appropriate contacts for different aspects of the project and obtain the necessary information for the project to be completed. This class will have students establish the business model, obtain all financial information for the business plan, develop an organizational and management structure, operational plan, marketing plan, what product/services they will be producing or providing, a description of the company, and the executive summary.

Prerequisites: Enrollment in this class requires approval of the Business Administration Program Coordinator and the Business Administration Faculty and Advisors (Class enrollment is limited).

BUS 499 - BUSINESS INTERNSHIP (5)

An internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks.

Prerequisites: Permission of Business Program Coordinator and instructor, plus junior or senior standing, and a 2.5 or better cumulative grade point average.

SUPPLY CHAIN MANAGEMENT

BUS 290- INTRODUCTION TO SUPPLY CHAIN MANAGEMENT (3)

This course provides an understanding of fundamental concepts of supply chain management. All functional areas of supply chain management are explored in an integrated view of procurement, manufacturing and operations management, transportation and logistics, inventory and warehousing, demand planning, scheduling, network design, collaboration and performance measurement. Topics also cover supply chain financial metrics, strategy and risk management for demand driven value networks. *Prerequisite: MAT 201.*

BUS 291- PRINCIPLES OF SUPPLY CHAIN MANAGEMENT (3)

This course provides an understanding of fundamental concepts of supply chain management. This class focuses on the concepts of operations management and value chains, how to measure performance in operations and value chains. What an operations strategy is and how to apply it. Designs for goods and services, supply chain, and facility and work designs. *Prerequisite: BUS 290*

BUS 390- TRANSPORTATION IN SUPPLY CHAIN MANAGEMENT (3)

This course presents core knowledge related to the areas of Transportation, Logistics and Distribution (TLD) management within supply chain operations. It provides deep insight into the key functional areas and complex activities required with moving goods through the supply chain from manufacturing to the end customer. Particular focus will include apparel distribution, operations servicing large retail customers, domestic and global transportation, and services meeting end-consumer requirements. *Prerequisites: BUS 290 and BUS 291.*

BUS 391- OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3)

This course provides a general introduction to operations management (OM), or the production and delivery of goods and services. Students will learn to observe and analyze an organization from a systems- or process-perspective. From this lens, students will learn to design, operate, and improve the systems that deliver goods and services through OM tools such as process flow diagrams, lean management, and decision trees. Ultimately, this course aims to familiarize students with the major operational issues that confront managers, and provide them with the basic language, concepts, insights, and analytical tools to deal with these issues. *Prerequisites: BUS 290 and BUS 291.*

BUS 491- GLOBAL SUPPLY CHAIN MANAGEMENT (3)

Global supply Chain Management involves the flows of materials and information among all of the firms in different locations that contribute value to a product, from the source of raw materials to end customers. We will integrate issues from logistics, marketing (channels of distribution), and operations management to develop a broad understanding of a global supply chain by taking into account factors including geographic distribution of resources and demand, exchange rate risk, availability and reliability of suppliers in different regions, and consumer characteristics in different markets. By taking a strategic perspective, we will focus on relatively long-term decisions involving the configuration of processes, product designs, investment in productive resources, and development of partnerships with suppliers and channels of distribution. *Prerequisites: BUS 290, BUS 291, and BUS 390.*

CANCER REGISTRY MANAGEMENT (CRM)

CRM 105 - Medical Terminology (2)

A study of the language used to precisely describe the human body including its components, processes, conditions affecting it, and procedures performed upon it. It is to be used in the field of medicine.

CRM 110 - Cancer Registry Structure and Management (3)

Introduction to Cancer Registry, Cancer Data & Confidentiality, Legal & Ethical issues, Types of Registries, National Standard Setting organizations & Professional Organizations.

CRM 115 - Cancer Registry Operations (3)

Disease Registry Files, Principles of Abstracting & Data Set identification, Registry Standards & Networking, Standards for Accredited Cancer Programs, Registry Standards for Accredited Cancer Programs.

CRM 120 - Cancer Disease, Coding and Staging (3)

Overview of Cancer, ICD-0-3 and the MP/H Coding Rules, Extent of Disease Coding Diagnosis and Sequencing, Evaluating, AJCC Cancer Staging, Summary Stage.

CRM 125 - Oncology Treatment and Coding (3)

Treatment Options for Cancer, Surgical Procedures for Oncology, Radiation Treatment for Oncology, Systemic Treatment for Oncology, Palliative care and Other Treatment for Cancer, Treatment Guidelines for Cancer.

CRM 210 - Follow Up, Data Quality and Utilization (3)

Monitoring Patient Outcomes, Quality Management and Improvement of Cancer Registry Data, Cancer Registry Database Management, Statistics, Epidemiology and Data utilization.

CRM 215 - Abstracting Methods (3)

Principles of Abstracting, Abstracting Diagnostic Procedures, Collection of Core Data items, Abstracting major Disease Sites- Carcinoma: Breast, Lung, Prostate, Bladder, Colon.

CRM 220 - Clinical Practicum (6)

Required 180 clock hours of hands on clinical.

CHEMISTRY (CHE)

CHE 111 - INTRODUCTORY CHEMISTRY I (4)

This course is an introduction to basic principles of chemistry. The concept of the scientific method will be developed, along with scientific systems of measurement and problem-solving skills. Chemical knowledge taught will include elements and compounds, the periodic table, atomic structure, chemical reactions, equations, and energy, as well as solution chemistry, acids and bases. There are three hours of lecture and two hours of laboratory each week.

Prerequisite or Co-requisite: MAT 091, MAT 111 preferred.

Offered Fall

CHE 112 - INTRODUCTORY CHEMISTRY II (4)

This course is the second of a two-course laboratory sequence that gives the student a brief survey of the principles of organic chemistry with emphasis of compounds of biological interest. Issues of environmental interest, such as pollution, hazardous wastes and resource depletion are included. There are three hours of lecture and two hours of laboratory each week.

Prerequisite: CHE 111 or permission of the instructor.
Offered Spring

CHE 121 - GENERAL CHEMISTRY I (4)

This is the first part of a two-course laboratory sequence that introduces the student to the study of matter, nomenclature of inorganic compounds, stoichiometric calculations, structure of atoms, bonding, the gaseous state, solutions, thermochemistry and chemical kinetics. There are three hours of lecture and three hours of laboratory each week.

Prerequisite or Co-requisite: MAT 111; one year of high school chemistry or CHE 111 or permission of the instructor.
Offered Fall

CHE 122 - GENERAL CHEMISTRY II (4)

This is a continuation of Chemistry 121 and includes topics of oxidation-reduction, chemical equilibrium, acids, bases, salts, solubility product principle, electrochemistry and an introduction to organic chemistry. There are three hours of lecture and two hours of laboratory each week.

Prerequisite: CHE 121.
Offered Spring

CHE 201 - ORGANIC CHEMISTRY I (4)

This is the first part of a two-course laboratory sequence that expands on the knowledge gained from a General Chemistry course by delving into the chemistry of carbon compounds. In the first part, the focus will be on structure and nomenclature of carbon compounds, characteristic organic chemical reactions and their mechanisms. Some synthesis will be introduced. There are three hours of lecture and two hours of lab each week. *Prerequisite: CHE 121 or permission of the instructor.*

CHE 202 - ORGANIC CHEMISTRY II (4)

This is the second part of a two-course laboratory sequence investigating organic chemistry. In this portion of the course, more complex organic chemicals will be discussed, with an emphasis on the chemistry of biological molecules such as lipids, carbohydrates, proteins and nucleic acids, as well as the organic chemistry of metabolism. Synthesis will be further developed, and instrumental analysis techniques will be covered. There are three hours of lecture and two hours of lab each week.

Prerequisite: CHE 201 or permission of the instructor.

CHE 237 - SPECIAL TOPICS IN CHEMISTRY (1-4)

This course is designed to offer students an opportunity to gain knowledge in a specialized area of interest not otherwise covered in the curriculum. The subject and its treatment will be derived from consultation between the student(s) and the instructor. All special topics proposals must be approved by the Academic Dean. Students may not receive more than four semester hours of Special Topics credit as a part of their program of study.

Prerequisite: Permission of the instructor.

CRIMINAL JUSTICE (CRJ)

CRJ 111 - INTRO TO CRIMINAL JUSTICE (3)

An introduction into the theory and nature of substantive law, criminal procedure and the court system. Substantive areas of law include crimes against persons, property, organized crime, drugs, and white collar crimes. Criminal procedures include search and seizure, arrests, interrogation and other areas of the Fourth, Fifth, and Sixth Amendment to the U.S.

Offered Fall, Spring

CRJ 112 - PRINCIPLES OF LAW ENFORCEMENT (3)

Course examines the principles of organization and administration and the duties of local and state law enforcement agencies with emphasis on police departments. Topics include: history and philosophy of law enforcement, evaluation of administrative practices, problems in American law enforcement agencies, emerging concepts, professionalism, and community crime programs.

Offered Fall

CRJ 120 - LEGAL ENVIRONMENT (3)

An introduction to the basic understanding of the relationship of law in the business environment to include the court system, business ethics, constitutional law, regulatory law, criminal law, contracts, torts, employment relationships and discrimination, labor laws, and product liability.

Offered Fall

CRJ 211 - CONSTITUTIONAL LAW (3)

Criminal Law emphasizes those provisions of the Bill of Rights which pertain to criminal justice. Topics include: characteristics and powers of the three branches of government, principles governing the operation of the Constitution, Bill of Rights, and the Constitutional Amendments.

Prerequisite: CRJ 111

Offered Spring

EDUCATION (EDU)

EDU 111 - SPEECH (3)

This is a general education course that includes the fundamental principles of oral communication, the selection and organization of materials and the presentation of speeches. It is designed to provide students with principles and skills in interpersonal communication, small group discussion, organizational communication, public speaking and mediated communication (including both mass media and computer-related communication). Emphasis is upon coaching students through the foundations of human communication.

EDU 211 - INVESTIGATING ISSUES IN EDUCATION (3)

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will explore issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. The course will include 10 hours of field experiences.

Offered Fall, Spring

EDU 212 - EXPLORING DIVERSITY IN EDUCATION (3)

This course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine: (1) the nature and function of culture; (2) the development of individual and group cultural identity; (3) definitions and implications of diversity; and (4) the influences of culture on learning, development, and pedagogy. The course will include 10 hours of field experiences.

Offered Fall or Spring

EDU 213 - EXPLORING LEARNING & TEACHING (3)

This course is designed to explore key aspects of learning and teaching through examining learning processes with the goal of applying knowledge to enhance the learning of all students in a variety of educational settings and contexts. Field Experience Required. The course will include 10 hours of field experiences.

Offered Spring

EDU 221 - FOUNDATION OF EDUCATION (3)

This course is designed as an introduction to the teaching profession. Emphasis will be placed on the role of the professional educator, including ethical and effective practice. Additionally, students will examine the social, historical and philosophical perspective and methods of inquiry used in the analysis of educational issues. Activities utilizing the current use of technologies in effective teaching will be a course component. Fifteen clock hours of a public school field experience are required.

Prerequisite: EDU 211

EDU 222 - HUMAN GROWTH & DEVELOPMENT (3)

This course is an introduction to scientific facts and principles that explain human growth and development. Students will gain knowledge of the teaching process as it evolves from the study of human growth and development, learning and instruction. Fifteen clock hours of a case study will be required.

Prerequisite: EDU 211

EDU 227 - IDENTIFICATION & INSTRUCTION OF EXCEPTIONAL LEARNERS (3)

This course is an introduction to the wide range of abilities and exceptionalities representative of students in schools and teaching practices that are effective with these abilities. Current technologies that are directly related to effective teaching

with exceptional learners will be utilized. Fifteen clock hours of a public school field experience with exceptional learners is required.

Prerequisite: EDU 211

Offered Spring

EDU 237 - SPECIAL TOPICS—E-FOLIO ASSESSMENT (1-3)

A combination of instruction and lab activity to complete a working electronic portfolio for assessing student mastery of skills and knowledge applicable to the profession of teaching.

Prerequisite: ENG 111 and EDU 211

Offered Spring

EDU 371 – EDUCATION CONTEXTS: COMMUNITY AND CULTURAL IMPACT ON LEARNING (3)

This course will examine social and economic forces that affect learning for students in rural and urban contexts and how to work successfully with those impacts. Teacher candidates will explore their own and students' cultural backgrounds and investigate methods which encourage home/school partnerships and collaborative implementation of classroom discipline and management strategies. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program

EDU 371 – EDUCATION CONTEXTS: COMMUNITY AND CULTURAL IMPACT ON LEARNING (3)

This course will examine social and economic forces that affect learning for students in rural and urban contexts and how to work successfully with those impacts. Teacher candidates will explore their own and students' cultural backgrounds and investigate methods which encourage home/school partnerships and collaborative implementation of classroom discipline and management strategies. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program

EDU 400 – TEACHING PORTFOLIO (0)

Teacher candidates will keep a mandatory Professional Teaching E-portfolio current with their personal artifacts which record evidence of their professional growth starting upon acceptance to the Elementary Education Program. Professors will give grade credit for additions to the portfolio and will check the candidate's progress each semester. Candidates not making satisfactory progress on their Teaching Portfolio may be dismissed from the program.

Integrated into every class every semester

EDU 453 – EDUCATIONAL PROBABILITY AND STATISTICS (3)

This course covers concepts of statistics and probability appropriate for elementary teachers. Topics include statistical techniques for organizing, summarizing, presenting, and interpreting data sampling techniques; simulation methods; counting techniques; and analytic methods in probability. Computers are used to reinforce major course ideas. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – ELE310

EDU 490 – OPENING SCHOOL EXPERIENCE (0)

The K-5 Teacher candidate must attend the pre-service days and first two days of the beginning of the school year at a local school partner. Observations and artifacts will be recorded in the E-portfolio.

EDU 499 – CLINICAL PRACTICE (9-12)

The K-5 teacher candidate must teach in the field under the guidance of an experienced K-5 Supervisor for a full semester prior to graduation. Field hours will vary based upon scheduling need but must be equal at least nine semester lab hours. Observations and artifacts will be recorded in the E-portfolio.

ELEMENTARY EDUCATION (ELE)

ELE 300 – Elementary Teaching Methodology and Curriculum (3)

In this course, candidates design and implement developmentally appropriate, standards-based curriculum and lessons for preschool children. Candidates will find the curriculum and standards on the State website. A 30-hour field experience is required; candidates must pass a criminal background check prior to field experience. Verification of professional liability insurance is required prior to field placement. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program

ELE 310 – Assessment in Elementary Education (3)

This course examines purposes, principles and uses of assessment to promote student learning in the elementary classroom. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program; Co-requisite – ELE 300

ELE 315 – Technology and Media in Elementary Education (3)

Teacher candidates learn to use technology and media to promote student learning and create lessons in content areas. Candidates learn to use technology in promoting literacy, assessing student learning, differentiating instruction, and promoting English language learning. Candidates learn to manage their own digital devices for use as a professional educator and to teach K-12 students to use technology safely and ethically. Candidates must pass the Technology Assessment before program completion. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program; co-requisite: ELE 321, ELE 322, or ELE 322

ELE 320 – The Elementary Classroom: Organization and Management (3)

This course focuses on the concepts, principles, and theories of best practice in classroom management. Candidates examine traditional approaches to behavior management and their limitations. Candidates will examine how to create positive, productive school atmospheres and ways to structure classrooms for success. A 30-hour field experience is required; candidates must pass a criminal background check prior to field experience. Verification of professional liability insurance is required prior to field placement. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program; pre or co-requisite – ELE 300)

ELE 321 – Teaching Elementary Childhood Social Studies (3)

The focus of this course is on the curriculum goals and content for social studies in the early grades. Emphasis will be placed on developing an integrated approach to social studies and on developing inquiry processes appropriate to the age and developmental levels of students in preschool through fifth grade. Includes the use of educational technology. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program; pre or co-requisite – ELE 300.

ELE 322 – Teaching Elementary Childhood Science (3)

This course is the study of integrating science processes, principles and concepts into the teaching of science in preschool through fifth grade. Emphasis will be placed on the process-oriented inquiry method of teaching science, curriculum goals, design and planning and implementing and evaluating instruction in science. Includes the use of educational technology. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program, Area F courses; pre-or co-requisite – ELE 300)

ELE 322 – ELE 323 – Teaching Elementary Childhood Mathematics (3)

The focus of this course is the integration of mathematics concepts, principles, and processes in teaching mathematics in preschool through fifth grade. Emphasis will be placed upon developing appropriate practices in the planning, implementation and evaluation of curriculum. Includes the use of educational technology. A 30-hour field experience is required; candidates must pass a criminal background check prior to field experience. Verification of professional liability insurance is required prior to field placement. Observations and artifacts will be recorded in the E-portfolio. *Prerequisite*

– Admission to the Teacher Education Program, Area F courses, ELE 300

ELE 330 – Teaching Exceptional Elementary Students (3)

This course prepares candidates to work collaboratively with families and school personnel to positively impact the social, educational, and behavioral development of all students including those with disabilities. This course focuses on knowledge of legislative mandates for serving exceptional students, the characteristics of exceptionality, best practices to facilitate learning and accommodations, and accountability through assessment outcomes. This course requires a 10-hour

observational experience in a school placement; proof of professional liability insurance is required prior to field placement. Observations and artifacts will be recorded in E-portfolio.

Prerequisite – Admission to the Teacher Education Program; pre or co-requisite – ELE 300 and ELE 310

ELE 350 – Fostering Creative Expression in Children (3)

This course is designed to teach candidates to integrate meaningful creative artistic experiences in the K-5 classroom. Techniques include visual art, theatre, music, and dance. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite – Admission to the Teacher Education Program

ELE 467 – Teaching Reading (3)

This course provides candidates with a fundamental framework in teaching reading - topics include terminology, theories, emergent literacy, phonemic awareness, word recognition, phonics, fluency, vocabulary, and comprehension strategies and skills. Observations and artifacts will be recorded in the E-portfolio.

Pre-co/ requisite - ELE300 and ELE310

ELE 477 – Elementary Childhood Writing and Language Arts (3)

Teacher candidates examine the application of teaching listening, speaking, reading, writing, viewing, and visually representing in early childhood education. Includes teaching students to compose paragraphs on a computer. Includes the use of educational technology. Observations and artifacts will be recorded in the E-portfolio.

ELE 487 – Diagnostic Reading Instruction (3)

This course instructs K-5 teacher candidates how to analyze and remediate diagnosed reading strengths and weaknesses using informal assessment instruments and techniques. Candidates will understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments. How to use ongoing assessments for supporting students' needs will also be addressed. Observations and artifacts will be recorded in the E-portfolio.

Pre-requisite - ELE467

ELE 497 – Reading Environment (3)

This course instructs the K-5 teacher candidates to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Includes creating a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. A 30-hour field experience is required; candidates must pass a criminal background check prior to field experience. Verification of professional liability insurance is required prior to field placement. Teacher candidates will demonstrate this by constructing a reading environment project. Observations and artifacts will be recorded in the E-portfolio.

Pre-requisite - ELE487

ENGINEERING (ERG)

ERG 111 - ENGINEERING GRAPHICS (4)

An introduction to engineering graphics with an emphasis on using computer-aided design (CAD) to produce completed engineering drawings according to ANSI and industry standards. Topics include fundamentals of engineering graphics, principles of applied geometry, orthographic projections, dimensioning, sectional views, pictorials, conventional drawing practices, standards, tolerancing, geometric construction, file management, basic 3D coordinate geometry, surface models, parametric solid modeling, and drawing composition.

ENGLISH (ENG)

ENG 099 - SUPPORT FOR ENG 111 (2)

This course is designed to provide additional intensive instruction to Learning Support students who are embedded in the ENG111 "gateway" course. This one-credit-hour course will parallel topics being studied in ENG111 and reinforce its curriculum.

Prerequisite: Placement by examination. Hours will not count toward honors or graduation.

ENG 111 - ENGLISH COMPOSITION I (3)

This is a course emphasizing all skills required for effective academic writing. Students engage in prewriting, writing, and revision and are introduced to research skills and different formatting styles. This course requires at least four major written compositions, including a persuasive research paper, and additional in-class writing assessments. A minimum grade of "C" must be attained in order to progress to *ENG 112*.

ENG 112 - ENGLISH COMPOSITION II (3)

This course emphasizes a further development of the student's writing and research skills and requires students to interpret and evaluate significant literature in all genres. This course requires at least four major written compositions, including a literary research paper.

Prerequisite: ENG 111

ENG 115- INTRODUCTION TO CREATIVE WRITING (1)

This is a course that introduces students to the primary genres of creative writing: creative nonfiction, fiction, and poetry. Students will produce work in each genre, with a focus on learning the skills and habits of the writing life.

ENG 116- LITERARY MAGAZINE EDITING (1)

Practical experience in editing the literary magazine, *Spire Light: A Journal of Creative Expression*, is the focus of this course.

Prerequisite: ENG 111 or permission of the instructor.

ENG 117- LITERARY MAGAZINE PUBLISHING (1)

Practical experience in publishing the literary magazine, *Spire Light: A Journal of Creative Expression*, is the focus of this course. *Prerequisite: ENG 111 or permission of the instructor.*

ENG 121 - WORLD LITERATURE I (3)

This course is designed to acquaint the student with the masters of world literature and their more significant works, beginning with ancient times to the mid-17th Century. This course requires at least three major written compositions, including a literary research paper.

Prerequisites: ENG 111 and ENG 112

ENG 122 - WORLD LITERATURE II (3)

This course begins with the literature of the mid-17th Century to the modern era, emphasizing the ideas and movements that have shaped the modern world. This course requires at least three major written compositions, including a literary research paper.

Prerequisite: ENG 111 and ENG 112

ENG 123 - AMERICAN LITERATURE (3)

This course is a survey of major American writers. This course requires at least three major written compositions, including a literary research paper.

Prerequisites: ENG 111 and ENG 112

Offered Spring

ENG 120 - LITERARY MAGAZINE (1)

Practical experience in editing and publishing the literary magazine, *Spire Light*, is the focus of this course.

ENG 127 - BRITISH LITERATURE I (3)

This course surveys British writers from the Old English period through the Renaissance. This course requires at least three major written compositions, including a literary research paper.

Prerequisites: ENG 111 and ENG 112

ENG 128 - BRITISH LITERATURE II (3)

This course surveys British writers from the Romantic Age to the current day. This course requires at least three major written compositions, including a literary research paper.

Prerequisites: ENG 111 and ENG 112

ENG 206 - INTRODUCTION TO MEDIA WRITING (3)

In this course, students will learn the crafts of media writing (journalism, public relations, advertising, etc.) and apply what they learn by editing and broadcasting / publishing their reports (through writing, filming, interviewing, and/or photographing) academic and athletic events at Andrew College. Students also will learn and develop essential writing skills and professional habits that lead to successful careers in media.

ENG 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study.

These courses may vary yearly.

ENG 265 - TUTORING PRACTICUM (1)

This course trains students for peer tutoring in Andrew's Interdisciplinary Writing and Reading Center. Students learn best practices for conducting tutoring consultations, working with a variety of students, and tutoring writing and reading in the disciplines. Interpersonal communication skills, writing and reading processes, global and local writing concerns, and documentation across disciplines (including MLA and APA formats) are also emphasized.

Prerequisite: Enrollment in or completion of ENG 111 or 112 with at least a B average and a written (email) recommendation from at least one Andrew faculty member.

FOREIGN LANGUAGE(S)

Students who have reached a satisfactory level of foreign language proficiency will be exempt from one or two courses of a foreign language upon the recommendation of the instructor.

KOREAN (KOR)

KOR 101- KOREAN LANGUAGE LISTENING I (3)

Students will learn to listen actively to the Korean language for understanding, meaning, and accuracy. Students will listen to and practice correct expression and pronunciation and further distinguish and understand the contexts of communication in daily life.

KOR 102- KOREAN LANGUAGE LISTENING II (3)

Students will further learn to listen actively to the Korean language for understanding, meaning, and accuracy. Students will listen to and practice correct expression and pronunciation and further distinguish and understand the contexts of communication in daily life.

KOR 111- KOREAN LANGUAGE SPEAKING I (3)

Students will learn grammar and learn to speak Korean through class instruction given in Korean. Students will speak freely of various situations of daily life. Students will learn the social and cultural content of Korea by speaking appropriately.

KOR 112- KOREAN LANGUAGE SPEAKING II (3)

Students will further learn grammar and learn to speak Korean through class instruction given in Korean. Students will speak freely of various situations of daily life. Students will learn the social and cultural content of Korea by speaking appropriately.

KOR 121- KOREAN LANGUAGE GRAMMAR AND VOCABULARY I (3)

Students will learn correct grammar and vocabulary and practice various situations to improve communication skills. They will practice real-life scenarios using various materials in class.

KOR 122- KOREAN LANGUAGE GRAMMAR AND VOCABULARY II (3)

Students will further learn correct grammar and vocabulary and practice various situations to improve communication skills. They will practice real-life scenarios using various materials in class.

KOR 131- KOREAN LANGUAGE WRITING I (3)

Students will learn grammar and learn to write Korean through class instruction given in Korean. Students will write freely of various situations of daily life. Students will learn the social and cultural content of Korea by writing appropriately.

KOR 132- KOREAN LANGUAGE WRITING II (3)

Students will further learn grammar and learn to write Korean through class instruction given in Korean. Students will write freely of various situations of daily life. Students will learn the social and cultural content of Korea by writing appropriately.

KOR 141- KOREAN LANGUAGE READING I (3)

Students will read Korean text, working toward fluency of understanding. Readings will seek to transmit language, culture information, and vocabulary.

KOR 142- KOREAN LANGUAGE READING II (3)

Students will further read Korean text, working toward fluency of understanding. Readings will seek to transmit language, culture information, and vocabulary.

SPANISH (SPA)

SPA 101 - ELEMENTARY SPANISH I (3)

This course is designed to give students a firm foundation in the Spanish language. Special stress is given to vocabulary and oral practice in the language laboratory.

SPA 102 - ELEMENTARY SPANISH II (3)

This course is a continuation of Spanish 101.

Prerequisite: SPA 101

FORESTRY (FOR)

FOR 100 - INTRODUCTION TO FORESTRY (3)

This course introduces students to the concept of forestry as practiced in the United States and a few selected countries. A brief history and present status of forest management in the United States will be discussed. Various areas of forestry, such as timber and non-timber forest products, usage and management, tree anatomy and physiology, forest ecology, forest health, wildlife management, recreation and tourism, ecosystem services, forest landowner types, forest economics, policy, and laws will be introduced. Prospective careers in forestry/timber management will also be discussed.

FOR 105 - INTRODUCTION TO FOREST SOIL MANAGEMENT (3)

This course will begin with the topic on soil genesis and classification with emphasis on common soil types in Southeastern United States and Georgia. Students will learn a broad overview of physical, chemical, and biological soil properties affecting tree growth and forest productivity; the evaluation of soils and site quality for the preparation of forest planting, geomorphology, nutrient accumulation and cycling in forests, nutrient limitations, and forest fertilization as nutrient amendment; the conservation and management of forest soil. This course will include field trips into various locations.

FOR 200 - INTRODUCTION TO NATURAL RESOURCES CONSERVATION (3)

This course will provide students with an introductory overview of the general principles and contemporary issues related to ecology and management of forests, wildlife, and natural resources. The conservation and sustainability of water, wetlands, and soil resources will be discussed. Both renewable and non-renewable energy will be examined as students acquire the knowledge necessary to comprehend the complex environmental dilemmas that challenge environmental stewardship, responsible citizenship and the required actions that will address natural resources issues.

FOR 210 - FOREST SURVEY AND MEASUREMENTS (3)

Forest Survey and Measurements teaches students handling of forestry tools and forest measurement techniques that are applied in everyday forestry operations. General topics will include the use and care of forestry tools, reading of map, using a mirror compass, measuring distance, directions, slope and area (i.e., surveying). Sampling strategies, timber cruising, and wildlife survey technique will be practiced. Students will learn basic forestry data analysis applying basic statistics and presentation skills using MS Word, Excel, PowerPoint, and internet search techniques. In addition, they will learn the simple application of GPS and GIS.

FOR 237 - TIMBER PRODUCTION, WOOD PROPERTIES, AND UTILIZATION (3)

This introductory course will examine the identification, classification, and silvical characteristics of major commercial tree species of the Southeast. In addition, major uses of wood and wood products of such trees will be covered. Students will discuss the processes involved with timber manufacturing and marketing as well as the properties of wood and how these characteristics affect the quality and use of the wood products. Students will be taken to visit nearby lumber and engineered wood factories.

FOR 250 - SUPERVISED INTERNSHIP (3)

This educational experience will be tailored to provide students with the opportunity to work with a business, government agency or other educational organization in order to gain professional experience related to forest industry. This internship is a supervised educational opportunity that requires students to experience the practical application of their knowledge within a work environment where the student's duties and job responsibilities are approved, in advance, by me and the designated employer. Students must complete 3 hours of work experience per week throughout the semester (approximately 15 weeks) for each credit hour earned. More specifically, a 3-credit hour internship will require 9 hours of work/week or 135 hours of supervised experience per semester. Students will be employed by an appropriate

firm or organization relative to their field of study. They will also be required to submit a biweekly activity log that addresses their workplace activities and established specific learning goals; each student also must complete a reflective essay regarding their experience and at the conclusion of the internship assignment and the student will be evaluated by their workplace supervisor. Additionally, students will be required to evaluate their internship site experience.

HEALTH & EDUCATION (HED)

HED 115 - HEALTH AND FIRST AID (3)

This course deals with current health issues including drugs, birth control, sexually transmitted diseases, and mental and physical health maintenance and first aid.

Offered Fall

HED 220 - MEDICAL TERMINOLOGY (3)

This course is an introduction to medical terminology, providing students engagement with the language of healthcare including root words, prefixes, suffixes, and combining forms. Definition and spelling of anatomical, diagnostic, symptomatic, and operative medical terms are covered. The course includes the proper pronunciation and use of medical terms in clinical reports as well as an introduction to pharmacology including commonly used drugs. An introduction to healthcare professions and the various elements that make them unique will be explored.

HED 221 - INTRO TO ATHLETIC TRAINING (3)

This course provides basic information concerning the required competencies for the National Athletic Trainers Association Certification in athletic training.

Offered Fall

HED 230 - PREVENT & CARE OF ATHLETIC INJURIES (3)

The course will provide athletic trainers and exercise science majors with the basic knowledge of physical activity-related injury prevention, treatment, and rehabilitation.

Offered Spring

HED 240 - SPORTS NUTRITION AND FITNESS (3)

This course teaches students the nutrients that the body needs and how these nutrients serve as building blocks for performance. The course covers the specifics of nutrition and fitness as it relates to both men and women.

Offered Spring

HISTORY (HIS)

HIS 101 - SURVEY OF WORLD CIVILIZATION I (3)

This is an introductory level course in the development of world civilizations to 1500 C.E. It is designed to give the student an overview of the rise of human civilization from its origins to the dawn of the “modern” age.

Offered Fall

HIS 102 - SURVEY OF WORLD CIVILIZATION II (3)

This is an introductory level course in the development of world civilizations since 1500 C.E. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization from 1500 to the present.

Offered Spring

HIS 105 - UNITED STATES HISTORY TO 1865 (3)

This course surveys American history from the age of exploration and colonization through the Civil War. Special attention is given to Georgia’s role during this period of history. This course satisfies the U.S. History and Georgia History requirements.

HIS 106 - UNITED STATES HISTORY SINCE 1865 (3)

This course surveys American history from Reconstruction to the present day. Special attention is given to Georgia's role during this period of history. This course satisfies the U.S. History and Georgia History requirements.

HIS 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

HIS 305 – GREAT LEADERS IN HISTORY (3)

This course looks at the lives of great leaders throughout world history. It takes a biographical approach and emphasizes the study of leaders across different time periods and different aspects of society, such as politics, the military, arts, and religion.

HUMANITIES (HUM)

HUM 121 - SURVEY OF THE HUMANITIES ANCIENT-MEDIEVAL (3)

This is an interdisciplinary survey of thought, values and arts of culture from the Greeks through the Middle Ages.
Prerequisites: ENG 111 or approval of the instructor.

HUM 122 - SURVEY OF THE HUMANITIES RENAISSANCE 20TH CENTURY (3)

An interdisciplinary survey of thought, values and arts of culture from the Renaissance to the present are presented in this course.

Prerequisite: ENG111 and HUM 121 or approval of the instructor.

Offered Spring

HUM 137 - FOREIGN STUDIES AND TRAVEL SEMINAR (3)

This course presents students with an opportunity to travel in a number of selected foreign countries for a period of at least one week. It is designed to provide learning opportunities and enrichment experiences in history, geography, and the humanities. Learning activities will include orientation sessions, seminars, visits to museums and historical sites. The tour will be under the supervision of an experienced college faculty advisor.

HUM 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

INFORMATION SYSTEMS (IFS)

IFS 150 - INTRO TO COMPUTER APPLICATIONS (3)

An introduction to computer applications examining their development and use in the professional world through extensive lab activities. Emphasis is given to terminology and techniques using Microsoft Office applications including word-processing, presentations, spreadsheets, database management, and the integration of those applications.

IFS 201 - INTRO TO COMPUTER PROGRAMMING (4)

This is an introduction to the fundamentals of computer programming emphasizing problem solving, development of algorithms and structured programs using modern programming techniques. Simple data types, arithmetic and logic operators, selection structures, repetition structures, text files, arrays, and procedural abstraction and software design are included. This course involves extensive programming activities and consists of three hours of lecture and two hours of lab per week.

Prerequisites: IFS 150 or BUS 150

Offered Spring

IFS 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

MATHEMATICS (MAT)

MAT 091 - FOUNDATIONS OF MATH II (3)

This course is designed to prepare students for college level mathematics. Topics will include: problem solving involving linear or factorable quadratic equations as models, factoring, integral exponents, graphing linear and quadratic equations in two variables, rational expressions, function notation, integral and rational exponents, solving quadratic equations, solving rational and radical equations, problem solving involving linear equations, rational equations, and quadratic equation. Hours will not count toward honors or graduation.

Prerequisite: MAT 081 or placement by examination.

MAT 099 - ACCELERATED FOUNDATIONS OF MATH II (1)

This course is designed to prepare students for college level mathematics and is taught concurrently with MAT 111.

Topics will include: problem solving involving linear or factorable quadratic equations as models, factoring, integral exponents, graphing linear and quadratic equations in two variables, rational expressions, function notation, integral and rational exponents, solving quadratic equations, solving rational and radical equations, problem solving involving linear equations, rational equations, and quadratic equations. Hours will not count toward honors or graduation.

Prerequisite: Placement by examination.

MAT 101 - QUANTITATIVE SKILLS AND REASONING (3)

This course is designed for Liberal Arts and other non-mathematics and non-science majors. This course emphasizes an appreciation of the art, history, and applications of mathematics. Topics may include, but are not limited to: Sets, Logic, Number Theory, Measurement, Geometric Concepts, and an introduction to Probability and Statistics. This course uses reasoning in the context of everyday life experiences and emphasizes processing information analytically.

Prerequisite: Placement by examination or instructor.

MAT 102 - MATHEMATICAL MODELING (3)

Mathematical Modeling is a course designed for Liberal Arts and other non-mathematics and non-science majors. The use of graphical, numerical, and symbolic methods to model real-world data and phenomena and to use these techniques to determine intermediate values and/or forecast future values for the data under consideration. Topics include single value data, and linear, polynomial, exponential, logarithmic and power functions.

Prerequisite: MAT 091 or placement by examination.

MAT 111 - COLLEGE ALGEBRA (3)

This course provides an in-depth study of the properties of algebraic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial functions.

Prerequisite: MAT 091 or Placement by examination.

MAT 113 - PRECALCULUS TRIGONOMETRY (3)

This course focuses on the study of trigonometry, including circular functions, triangle trigonometry, trigonometric equations and identities, inverse trigonometric functions, and exponential and logarithmic functions. Selected topics from algebra are reviewed and extended. This course is designed to prepare students for calculus, algebra-based physics, and related technical subjects.

Prerequisites: MAT 111 or concurrent enrollment in MAT 111

Offered Spring

MAT 201 - INTRODUCTION TO STATISTICS (3)

This is a course in descriptive and inferential statistics. Topics include descriptive statistics, probability, normal distribution, sampling distributions, estimating the value of a parameter, hypothesis testing, correlation, and regression. A graphing calculator is required.

Prerequisites: MAT 101, MAT 111 or MAT 113

MAT 202 - CALCULUS & ANALYTIC GEOMETRY I (4)

This course includes the study of the derivative and its applications, limits and continuity, anti-differentiation, the definite integral, and the Fundamental Theorem of Calculus. Algebraic, trigonometric, exponential, and logarithmic functions are studied.

Prerequisite: MAT 113 or permission of the instructor.

Offered Fall

MAT 203 - CALCULUS AND ANALYTIC GEOMETRY II (4)

This course includes the study of techniques of integration, applications of the definite integral, an introduction to differential equations, polar graphs, and power series.

Prerequisites: MAT 202

Offered Spring

MAT 211 - CALCULUS AND ANALYTIC GEOMETRY III (4)

This course includes a study of multivariate calculus, including partial derivatives and multiple integration, vector-valued functions and vector calculus.

Prerequisite: MAT 203

MAT 221 - DIFFERENTIAL EQUATIONS (3)

This course includes a study of first and second order differential equations, including numerical and analytic methods of solution.

Prerequisite: MAT 203

MAT 231 - LINEAR ALGEBRA (3)

This course includes solution of linear systems, algebra of matrices, vectors and vector spaces in n-dimensional space, eigenvalues and eigenvectors, least squares.

Prerequisite: MAT 203

MAT 237 - SPECIAL TOPICS (1-4)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

MAT 433 - ALGEBRA FOR TEACHERS (3)

This is a continuation of the Area F mathematics course. Topics include the conceptual development of rational numbers and extension to real numbers, operations and problem solving with real numbers, patterns and relationships, and proportional reasoning. Exploration with physical models will be an integral part of the study of these ideas. Observations and artifacts will be recorded in the E-portfolio.

MAT 443 – GEOMETRY FOR TEACHERS (3)

This course is a continuation of MAT 433 designed for the K-5 teacher. Topics will include the critical content and development of measurement, transformational geometry, symmetry in the plane, and constructions. Geometric concepts will be explored using models. Observations and artifacts will be recorded in the E-portfolio.

Prerequisite: MAT 433

MUSIC (MUS)

The Music department offers courses that serve three purposes:

1. to increase the appreciation of music;
2. to provide a course of study for students with a musical background who wish further study in music; and
3. to provide for the students accepted into the program of study in music the technical training necessary to transfer into a Bachelor of Music program.

Prerequisite for Study:

All students desiring to enter the program of study in music must have an audition-interview with the music faculty. Students must meet the minimum proficiency requirements in order to be admitted into the program. Students who do not meet minimum proficiency requirements must pass Music 100 with a grade of C or higher in order to take Music 111. All music program students taking music theory courses must pass each with a grade of C or higher in order to take the next level of music theory.

Additional Requirements:

Since music is a performance art, much emphasis is placed on the active participation of both listener and performer. Therefore, all students in this program of study must take applied music each semester, attend required seminars, and attend all professional and student recitals on campus. All students taking applied music may be required, at the request of their instructor, to appear in at least one recital performance per semester. All students must own and provide their own instrument in good operating condition.

Additionally, all students in this program of study must perform a public recital of at least thirty-minutes duration. Students must perform a recital hearing before the entire music faculty at least two weeks prior to their public recital. Students are required to provide and pay for their own collaborative musicians for recitals. The music faculty will help provide recommendations of qualified collaborative musicians.

MUS 100 - MUSIC FUNDAMENTALS (3)

An introduction for prospective music program students with limited background to the rudiments of music theory. Basic concepts of music triads, chord writing, and elementary part writing are the focus of this course. Hours will not count toward honors or graduation.

MUS 101 - AURAL SKILLS I (1)

The beginning study of sight singing, keyboard harmony, and ear training.

Co-requisite for music majors: MUS 111.

MUS 102 - AURAL SKILLS II (1)

The continuation of beginning study of sight singing, keyboard harmony, and ear training.

Co-requisite for music majors: MUS 112; Prerequisite: MUS 101.

Offered Spring

MUS 111 - MUSIC THEORY I (3)

This is the study of diatonic harmony through writing and analysis.

Co-requisite for music majors: MUS 101.

MUS 112 - MUSIC THEORY II (3)

The continued study of diatonic harmony through writing and analysis.

Co-requisite for music majors: MUS 102; Prerequisite: MUS 111.

MUS 117/217 - CHORALIERS (1)

A choral group open to the entire student body. Smaller vocal chamber groups are formed as needed from within the Choraliars. Public performances on campus and at other locations will be scheduled each semester. Required of all choral scholarship students. This course may be repeated for credit.

MUS 119/219 - JAZZ ENSEMBLE (1)

The jazz ensemble focuses on the performance of music in the jazz and commercial idioms. Emphasis is placed on the performance of written music and improvisation. This ensemble performs music of varied genres such as: swing, bebop, fusion, funk, latin, soul, and pop. Admission by audition and/or instructor approval.

MUS 123 - MUSIC APPRECIATION (3)

This is an introduction, for non-program students, to the music of Western civilization from the Middle Ages to the present.

MUS 136 - MUSICAL (1)

This is a course designed for students to obtain practical experience in the college's spring musical.

MUS 160 - GROUP VOICE (2)

This course is beginning instruction of the fundamentals of vocal production in a laboratory setting.

MUS 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

APPLIED MUSIC

Private lessons in voice, keyboard, woodwinds, brass, guitar and percussion are taught as applied music at Andrew. The student is required to practice from 6 to 12 hours per week for each lesson. All applied music students are required to attend studio classes, seminars, and recitals as scheduled.

MUS 161, 171 - SECONDARY APPLIED INSTRUMENT (1)

These courses are beginning instruction, with emphasis on music reading and elementary techniques. One semester hour of credit, one 25-minute lesson per week; open to all students as elective credit, secondary instrument credit for music program students. Students are required to practice six hours per week. Instead of private instruction, the faculty may offer class instruction.

MUS 162, 172, 262, 272 - PRIMARY APPLIED INSTRUMENT (2)

These courses provide private instruction for music program students. Two semester hour credit, one (1) fifty-minute lesson per week; primary instrument credit for music program students, a minimum of twelve hours per week of practice.

CHURCH MUSIC (MUC)

MUC 101 - CHURCH MUSIC SELECTED TOPICS (1)

As part of the Church Music Certificate program, the student must complete at least two courses in selected topics Church Music. Seminar topics include hymnology, music for the liturgical year, philosophy and use of music, theology and history of music.

MUC 102 - MUSIC AND WORSHIP (1)

This course will offer the student practical experience in the leading of music in congregational worship.

MUC 103 - INTRODUCTION TO CONDUCTING (1)

This course will introduce the student to fundamentals of conducting.

MUC 104 - LEADING CHILDREN'S AND YOUTH CHOIRS (1)

This course will acquaint the student with the special needs and rehearsal techniques of children's and youth choirs.

Prerequisite: MUC 103.

MUC 105 - LEADING ADULT CHOIRS (1)

This course will acquaint the student with the special needs and rehearsal techniques of adult choirs.

Prerequisite: MUC 103.

NURSING (NUR)

NUR 105 – FOUNDATIONS OF NURSING (4-9-7)

This course is an introduction to the practice of professional nursing through lecture, laboratory, simulations, and clinical experiences. The course focuses on learning about patient needs, with an introduction to concepts of health promotion, infection control, gerontological nursing, pain management, sleep management, culture, and death and dying.

The course focuses on practicing introductory nursing skills, nursing math and basic pharmacology, and applying those skills and concepts in clinical experiences. Instructional methods introduce students to the competencies essential to nursing practice: caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and basic nursing practice. Clinical opportunities are specific to the adult population in acute and long-term care facilities.

Prerequisite: BIO 123, BIO 124, ENG 111, MAT 111, PSY 121; Co-Requisites: BIO 227, ENG 112

NUR 110 – NURSING CARE OF ADULTS I (4-6-6)

This course is the first in a series of nursing courses designed as a comprehensive plan to encompass the competencies of caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and nursing practice. Nursing Care of Adults I emphasizes the application of the competencies in medical/surgical settings. Content will focus on the circulatory, respiratory, integumentary, sensorineural, genitourinary, musculoskeletal, and gastrointestinal systems. Other topics discussed will include rehabilitative and operative nursing care. Pharmacological and nutritional aspects of disease processes discussed with appropriate nursing actions and interventions will also be incorporated. Clinical experiences are specific to the adult population in a variety of health care settings and may incorporate simulation laboratory.

Prerequisite: NUR 105 Co-Requisites: NUR 115 and RPH 111 or HUM 121.

NUR 115 – MENTAL HEALTH NURSING (2-6-4)

This course is designed to demonstrate an understanding of the role of the entry-level nurse in mental health settings with emphasis on the competencies of caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and nursing practice. Topics to be covered include current theories and practice, patient-care relationship development, social and emotional concerns, cultural concerns and mental health disorders. Pharmacological and nutritional aspects of mental health disorders with appropriate nursing actions and interventions will also be incorporated. Clinical experiences are specific to mental health issues across the lifespan and may incorporate simulation laboratory.

Prerequisite: NUR 105; Co-Requisites: NUR 110 and RPH 111 or HUM 121

NUR 205 – NURSING CARE OF ADULTS II (4-6-6)

This course is a continuation of the study and application of nursing with emphasis on the competencies of caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and nursing practice. Nursing Care of Adults II emphasizes the application of the competencies in medical/surgical settings. Content will focus on oncology, hematology, endocrinology, reproduction, infectious disease, immunology and neurology. Pharmacological and nutritional aspects of disease processes discussed with appropriate nursing actions and interventions will also be incorporated. Clinical experiences are specific to the adult population in a variety of health care settings and may incorporate simulation laboratory.

Prerequisites: NUR 110, NUR 115

NUR 210 – MATERNAL CHILD NURSING (4-6-6)

This course builds on the application of the content from Foundations of Nursing and Nursing Care of Adults I and II. This course focuses on the nursing care of the childbearing family with emphasis on the competencies of caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and nursing practice. The normal and complicated pregnancy and the care of the mother, infant and of children from birth to adolescence and the family are discussed. Principles of growth and development are incorporated as well as pharmacological and nutritional aspects of the childbearing family. Clinical experiences are provided in both acute care and community based settings and may incorporate simulation laboratory.

Prerequisite: NUR 205; *Co-Requisites:* NUR 215

NUR 215 – CURRENT TRENDS AND ISSUES IN NURSING (2-0-2)

This course explores historical, ethical, legal, political, and social issues affecting health care. Topics focusing on professionalism are studied including but not limited to licensure, membership in nursing organizations and continued education in nursing. The competencies presented in each previous course including caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and nursing practice are emphasized to the role of the graduate nurse.

Pre-requisite: NUR 205; *Co-Requisites:* NUR 210

NUR 220 – NURSING CARE OF ADULTS III (2-12-6)

This course is the final course in the nursing curriculum sequence. This course emphasizes transition to the role of graduate nurse and focuses on care of groups of seriously ill patients. The competencies presented in each previous course including caring, civility, communication, culture, diversity, leadership, multidisciplinary collaboration, patient safety, and nursing practice are emphasized. Other major topics include emergency care, intensive care, and disaster nursing. Pharmacological and nutritional aspects of disease process will also be incorporated. Clinical experiences are in a variety of health care settings involving patients across the lifespan and may incorporate simulation laboratory. *Prerequisites:* NUR 215, NUR 210

ORGANIZATIONAL LEADERSHIP (LDR)

LDR 301 – LEARNING AND LEADING (3)

This course is an introduction to conceptual frameworks for learning and leadership, so that students will reflect on their own beliefs and assumptions and how they relate to learning experiences and leadership.

LDR 302 – LEADERSHIP AND DIVERSITY (3)

Students will examine and appreciate human diversity and the challenges and opportunities of leadership as it relates to a diverse society. Students will become aware of their own cultural competence in working with people of diverse backgrounds.

LDR 303 – CHANGE MANAGEMENT (3)

This course is a study of the process of change and change management that focuses on the necessity of change, the type and manner of change, and key challenges and opportunities associated with each type of change.

LDR 304 – SENIOR CAPSTONE (3)

Students will combine their learning in the program so far with research and analysis of the goals of Organizational Leadership. This course will include a final research paper in which students undertake a self-analysis of themselves as leaders and their progress in the program.

PHYSICAL EDUCATION (PED)

The primary purpose of physical education at Andrew College is to offer a variety of courses which have basic fitness value, and leisure time or recreational values that contribute to the ultimate attainment of the physically, mentally, and socially integrated, effective individual.

All students are required to take one (1) credit hour of physical education from any area of the following concentrations.

AREA I: WELLNESS

PED 101 - WELLNESS (1)

This course will provide an overview of information that can start you on the path to fitness and wellness by helping you create and follow a healthy lifestyle.

AREA II: FITNESS AND CONDITIONING

PED 110 - BASIC CONDITIONING (1)

Introduce students to fitness and healthy lifestyles. The course is designed to provide students with knowledge of cardiovascular endurance, body composition, nutrition, and weight management. The class also teaches students how to use cardiovascular equipment and overall weights in a weight room. Students will partake in fitness exercises of all types.

PED 111 - WALK/JOG FOR LIFE (1)

The course is an introduction to proper walk/jog methods and techniques to help lead a healthy active lifestyle.

PED 114 - YOGA (1)

This course is designed to meet the interest of students who desire to participate in and develop increased health, body awareness, and balance. This course will introduce and develop strength and flexibility through the practice of Hatha Yoga. Students will learn basic poses with appropriate modifications, Sanskrit terminology as well as the English version and the meditative aspects of Yoga.

PED 115 - AEROBICS (1)

This course will provide an overview of information that can start you on the path to fitness and wellness by helping you create and follow a healthy lifestyle through aerobics.

PED 118 - WEIGHT TRAINING (1)

The course is an introduction to proper weight training techniques.

AREA III: TEAM SPORTS

PED 122 - BASKETBALL (1)

Instruction for all levels of skill in the fundamentals of basketball. Emphasis upon the development and improvement of total fitness, skill and general knowledge about basketball for leisure time use.

PED 123 - SOFTBALL (1)

This course is for students interested in learning the basics of softball. Basic rules, skills, terminology, and strategy will be covered. This is an activity course designed to give students experience playing softball.

PED 124 - VOLLEYBALL (1)

This course is for students interested in learning the basics of volleyball. Basic rules, skills, terminology, and strategy will be covered. This is an activity course designed to give students experience playing volleyball.

PED 126 - SOCCER (1)

The course is an introduction to proper rules and techniques of soccer.

AREA IV: INDIVIDUAL/COMBATIVE SPORTS

PED 130 - RACQUETBALL (1)

The course is an introduction to racquetball.

PED 134 - BADMINTON (1)

The course is an introduction to badminton.

PED 138 - TENNIS (1)

The course is an introduction to proper rules and techniques of tennis.

PED 175 - SWIMMING (1)

The course is an introduction to proper rules and techniques of swimming.

VARSITY SPORTS:

Student-athletes will get one hour P.E. credit for participating in a varsity sport, provided that they participate in good standing for an entire season. The credit will be given in the spring semester following the season. The one-hour credit would apply to the individual or team sport area that is appropriate. Student-athletes can only receive credit one time for participating in a varsity sport.

PED 182 - BASEBALL

PED 183 - BASKETBALL

PED 185 - GOLF

PED 186 - SOCCER

PED 188 - SOFTBALL

PED 192 - VOLLEYBALL

PED 220 – INTRO. TO PHYSICAL EDUCATION (3)

This course gives the student an insight into the foundations of physical education. An introduction to career possibilities helps to prepare the students for professional service in all areas of physical education. Biological, physiological and sociological principles are stressed.

PED 230 – INTRO. TO SPORTS MANAGEMENT (3)

This course will be designed to give the student an introduction to the different aspects of organizing and managing the administrative duties in the various categories of sports management.

Offered Spring

PHYSICS (PHY)

PHY 100 - PHYSICAL SCIENCE (4)

This course is an introduction to the concepts of physical science, astronomy and current space exploration. Topics include mechanics, heat, light, sound and the structure and evolution of the universe. A minimal mathematical treatment is used. This course is primarily designed for non-science majors. There are three hours of lecture and two hours of laboratory each week.

Prerequisite: MAT 091 or placement by examination.

PHY 111 - ASTRONOMY (4)

Astronomy is an introductory astronomy course for non-science majors. An understanding of basic algebra will be beneficial for this course. This course is designed to give an overview of the varying phenomena in our universe. Some of the topics covered will be the history of astronomy, structure of our solar system, and the formation of our Sun, other stars, planets, satellites, comets, asteroids, and meteors. It is a 4-hour course consisting of the 3 hours of lecture and one 2-hour laboratory session each week.

Prerequisite or Co-requisite: MAT 091, MAT 111 preferred.

PHY 201 - INTRODUCTORY PHYSICS I (4)

This is the first of a two-course laboratory science sequence that introduces the student to the basic principles of mechanics, heat and thermodynamics and wave motion with emphasis on theory and application to practical problems. There are three hours of lecture and two hours of laboratory each week.

Prerequisite or Co-requisite: MAT 111

Offered Fall as needed.

PHY 202 - INTRODUCTORY PHYSICS II (4)

This is the second of a two-course laboratory sequence that introduces the student to the basic principles of electricity and magnetism, light and optics, relativity, atomic physics, nuclear physics and solid state physics with emphasis on theory and application to practical problems. There are three hours of lecture and two hours of laboratory each week.

Prerequisite: PHY 201

Offered Spring as needed.

PHY 211 - PRINCIPLES OF PHYSICS I (4)

This is the first of a two-semester sequence that introduces fundamental topics in calculus and physics in a cohesive fashion and is recommended for physics and engineering majors. The subject matter in PHY211 involves mechanics and thermal physics using calculus. The topics covered include: Newton's laws, conservation of momentum, energy, and angular momentum, rotational dynamics, gravitation, fluids, oscillations, waves, and thermal physics.

Prerequisite or Co-requisite: MAT 202

Offered Fall as needed.

PHY 212 - PRINCIPLES OF PHYSICS II (4)

This is the second of a two-semester calculus-based introductory physics sequence, and is recommended for physics and engineering majors. The topics covered include: electric and magnetic fields, electric circuits, Faraday's Law, Maxwell's Equations, electromagnetic waves, light, geometric optics, diffraction, and selected topics from modern physics including relativity, quantum mechanics, and nuclear physics.

Prerequisite: PHY 211 and MAT 203

Offered Spring as needed.

PHY 231 - STATICS (3)

A study of the fundamental concepts of mechanics. This includes the study of force vectors, equilibrium of particles, equilibrium of rigid bodies in two and three dimensions, trusses, friction, centroids, and moments of inertia.

Prerequisites or Co-requisites: MAT 211, PHY 211

PHY 232 - DYNAMICS (3)

A study of the mechanics of particles and rigid bodies. This includes the study of kinematics and kinetics of particles; work and kinetic energy; impulse and momentum; rigid body motions; relative motion; and moving coordinate systems.

Prerequisites or Co-requisites: MAT 221, PHY 212, PHY 231

PHY 237 - SPECIAL TOPICS IN PHYSICS (1-4)

This course is designed to offer students an opportunity to gain knowledge in a specialized area of interest not otherwise covered in the curriculum. The subject and its treatment will be derived from consultation between the student(s) and the instructor. All special topics proposals must be approved by the Academic Dean. Students may not receive more than four semester hours of Special Topics credit as a part of their program of study.

Prerequisite: Permission of the instructor.

PHY 255 - MODERN PHYSICS (3)

Experimental basis of quantum physics. Structure of the atom, special relativity, wave properties of matter. Additional topics will be covered if time permits.

Co-requisite or prerequisite: PHY 212, MAT 221.

POLITICAL SCIENCE (POS)

POS 111 - GOV. OF THE UNITED STATES (3)

This is a study of the federal government of the United States with its historical background, the constitutional principles involved in our federal form of government, and analysis of the powers and functions of the Legislative, Executive and Judicial branches. The state government is studied through the use of the Georgia Constitution.

POS 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

PSYCHOLOGY (PSY)

PSY 121 - INTRODUCTION TO PSYCHOLOGY (3)

This course introduces students to a scientific study of human behavior and cognition. The major areas of interest within psychology are examined. Students will be expected to apply principles of psychology to everyday applications.

PSY 202 - HUMAN GROWTH AND DEVELOPMENT (3)

This course examines the physical, cognitive, social, moral, and behavioral development of students throughout a lifetime. A community service learning component is required to enhance the student's professional development.

PSY 204 - THEORIES OF PERSONALITY (3)

This course introduces students to major classical and contemporary theories of personality. Students are introduced to personality research, assessment techniques, and the application of specific theories.

PSY 207 - RESEARCH METHODS IN PSYCHOLOGY (3)

This course introduces students to methods used in psychological research. Students learn to read professional material, use various scientific methods, accurately interpret data, and write formal research papers. Students will develop and conduct independent research projects.

PSY 225 - PSYCHOLOGY OF ADJUSTMENT (3)

This course addresses common problems in daily adjustment, including an analysis of productive and nonproductive coping strategies and techniques which facilitate mental fitness. Extensive self-assessment is utilized.

Prerequisite: PSY 121

PSY 227 - ABNORMAL PSYCHOLOGY (3)

This course examines major psychological disorders, their symptoms, theories about how disorders originate, prevention, and treatment.

Prerequisite: PSY 121

PSY 237 - SPECIAL TOPICS (1-3)

Selected topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

RELIGION/PHILOSOPHY (RPH)

RPH 101 - INTRODUCTION TO RELIGION (3)

This course is an examination of religious experience, giving special attention to its social, psychological and ethical dimensions.

RPH 111 - RELIGION OF THE OLD TESTAMENT (3)

This course is a study of the cultural background, formation, diversity and content of the Old Testament traditions.

RPH 112 - RELIGION OF THE NEW TESTAMENT (3)

This course is a study of the cultural background, formation, diversity and content of the New Testament traditions.

RPH 113 - WORLD RELIGIONS (3)

This course is a study of the history and beliefs of the major living religions of the world, emphasizing their historical evolution and current character.

RPH 121 - INTRO TO WESTERN PHILOSOPHICAL THOUGHT (3)

This course is a study of the major issues in the development of western philosophy and their significance to contemporary culture.

Prerequisite: ENG 111

RPH 122 - INTRO TO WESTERN RELIGIOUS THOUGHT (3)

This course is a study of the development of Judaism, Christianity and Islam, their relation to one another and their impact on the contemporary culture.

RPH 123 - INTRODUCTION TO CHRISTIAN ETHICS (3)

This course is a study of the development of ethical theory as it applies to current issues.

RPH 237 - SPECIAL TOPICS (1-3)

Special topics courses are for the student with a special interest in areas beyond those covered in regular class study. These courses may vary yearly.

RESPIRATORY THERAPY (RES)

RES 105 - INTRODUCTION TO RESPIRATORY THERAPY (3-0-3)

This course introduces the student to the practice of respiratory therapy from professional, historical, and ethical-legal perspectives. Content includes: medical terminology, drug calculations, a review of respiratory anatomy, patient assessment, data documentation, and an evaluation of diagnostic studies as they relate to cardiopulmonary issues.

Prerequisite: BIO 123, ENG 111; *Co-Requisites:* RES 110

RES 110 - RESPIRATORY THERAPY TECHNIQUES I (3-3-4)

This course introduces the student to the care of patients requiring respiratory therapy and the establishment and monitoring of equipment. Basic body fluid precautions, asepsis, and isolation techniques are taught. Beginning level therapist skills of administering medical gases, aerosols, and spirometry are presented. Patient care skills are practiced in laboratory or a simulation setting.

Prerequisite: BIO 123, ENG 111; *Co-Requisites:* RES 105

RES 115 - RESPIRATORY THERAPY TECHNIQUES II (3-3-4)

This course presents didactic material related to cardiac anatomy, physiology, and pharmacology. Patient care involving the intermediate skills of airway management, endotracheal intubation, humidity, and medicated aerosol administration is taught. These skills are practiced in laboratory or a simulated setting.

Prerequisite: RES 105, RES 110

RES 120 - CLINICAL PRACTICUM I (1-6-3)

This course exposes students to the respiratory therapy non-critical patients in a variety of selected clinical settings. The student will be required to demonstrate the mastery of oxygen delivery, humidity, aerosol, spirometry, chest physiotherapy, postural drainage, suctioning, arterial blood gas acquisition and equipment management and cleaning.

Prerequisite: RES 115; *Co-Requisites:* RES 125

RES 125 - CARDIOPULMONARY PHYSIOLOGY (3-0-3)

This course introduces the student to normal and abnormal cardiopulmonary structure and function. Gas transport, ventilation, acid-base balance, circulation, cardio-electrophysiology, and hemodynamic monitoring will be explored.

Prerequisite: RES 115; *Co-Requisites:* RES 120

RES 205 - CARDIOPULMONARY DISEASES AND TREATMENT (3-0-3)

This course will examine selected cardiopulmonary diseases. Each condition will be studied from the standpoint of etiology, pathophysiology, symptoms, treatment, and prognosis. The study of appropriate pharmacologic agents will be included in discussions regarding treatment.

Prerequisite: RES 120, RES 125; *Co-Requisites:* RES 210, RES 215

RES 210 - CLINICAL PRACTICUM II (0-9-3)

This course introduces the student to the care of critically ill patients. Skills related to arterial blood gas draws and analysis, chest physiotherapy, and hyperinflation therapy will be emphasized.

Prerequisite: RES 120, RES 125; *Co-Requisites:* RES 205, RES 215

RES 215 - MECHANICAL VENTILATION (2-3-3)

This course presents the basis for invasive and non-invasive mechanical ventilation and airway management techniques. Emphasis is placed on care of the patient on the ventilator, as well as selection, set-up, maintenance, complications, and discontinuation of equipment. Initiation, management, and discontinuation of artificial airways and mechanical ventilation will be studied and practiced in laboratory or a simulation setting.

Prerequisite: RES 120, RES 125; *Co-Requisites:* RES 205, RES 210

RES 220 - NEONATAL AND PEDIATRIC RESPIRATORY THERAPY (3-6-5)

This course focuses on the adaptation of principles of Respiratory Therapy to neonatal and pediatric populations. Age and disease specific treatments are studied, as well as mechanical ventilation of these groups. Clinical experiences in Neonatal Intensive Care Units and Pediatric Intensive Care Units are included in this course.

Prerequisite: RES 205, RES 210, RES 215; *Co-Requisites:* RES 225, RES 230

RES 225 - CLINICAL PRACTICUM III (0-15-5)

This course emphasizes care of the critically ill adult in intensive care settings. Students will be required to manage all aspects of patients' respiratory therapy under supervision. Additionally, students will be familiarized with pulmonary function studies and sleep studies.

Prerequisite: RES 205, RES 210, RES 215; *Co-Requisites:* RES 220, RES 230

RES 230 - PREPARATION FOR PRACTICE (1-0-1)

This course informs the students of the structure and function of the NBRC, CoARC, the state Medical Boards, professional organizations, etc. A condensed review, mock examinations, and simulations are presented to prepare the student for their entry level and advanced examinations.

Prerequisite: RES 205, RES 210, RES 215; *Co-Requisites:* RES 220, RES 225

SERVANT LEADERSHIP (STL)

STL 101 - BASIC LEADERSHIP (2)

This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. Students will begin to examine their own beliefs about leaders, leadership, and themselves. This course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.

Requisite: Acceptance into the Servant Leadership Program

Offered Fall

STL 102 - CONCEPTS OF SERVANT LEADERSHIP (2)

This course examines the concepts of servant leadership. The course will enable students to understand critical developmental issues for college students and to develop their own personal vision in terms of servant leadership. This course focuses on the moral and ethical responsibilities of leadership.

Prerequisite: STL 101

Offered Spring

STL 103 - COMMUNICATION IN LEADERSHIP (2)

This course explores the role of communication in leadership. Student will begin to develop skills for authentic communication.

Prerequisite: STL 102

Offered Fall

STL 104 - SERVANT LEADERSHIP AND POWER (2)

This course explores the meanings of coercion, manipulation, and persuasion. Students examine sources of credibility, logical argument, and emotional appeal. The course integrates readings from the humanities.

Prerequisite: STL 103

Offered Spring

SOCIOLOGY (SOC)

SOC 121 - INTRODUCTION TO SOCIOLOGY (3)

This course is an overview of sociology, including basic concepts, theoretical approaches, and methods of sociology, and provides a general analysis of human social behavior, including culture, social structure, organization, and social institutions.

SOC 122 - CONTEMPORARY SOCIAL PROBLEMS (3)

This course explores contemporary social problems. Students are introduced to a sociological approach to the causes, consequences, and social construction of social problems.

Prerequisite: Sociology 121

Offered Spring

SUSTAINABLE AGRICULTURE (SAG)

SAG 100 - INTRODUCTION TO REGENERATIVE AGRICULTURE (3)

This course provides an introduction to regional and global issues in agriculture today, with a broad overview of conventional and alternative agricultural production practices. A basis for regenerative agriculture and sustainable farming is considered in this course in terms of agricultural mitigation and environmental restoration while promoting the efficient production of commodities with improved quality. Students will explore the role of communities, consumer markets, natural resources, environmental impacts and scientific/technological innovations which sustain resilient agricultural and food-based systems for the long term. A scientific methodology and knowledge of regenerative agriculture will be developed through this course with an aim to effectively feed a growing human population while restoring ecosystem health.

SAG 105 - NATURAL RESOURCE CONSERVATION (3)

This course provides a fundamental basis for natural resource conservation within a regenerative agricultural context in terms of agronomic, environmental, water and soil science. Students will develop a scientific understanding of the interaction between agricultural operations and the surrounding ecosystem through agro-ecological management practices including biological weed control, integrated pest management, restorative agroforestry systems and precision agriculture. Focus will be given to holistic, systems-based management and socially-conscious land use practices for sustainable farming ecosystems which provide healthy food sources, optimal yields, minimal economic losses and safe farming environments.

SAG 110- SOIL SCIENCE (3)

This non-lab science course introduces the student to the study, management, and conservation of soils as natural bodies, as media for plant growth, and as components of the larger ecosystem. This course presents basic concepts of all aspects of soil science including composition and genesis; physical, chemical, and biological properties; soil water; classification and mapping; soil conservation; management practices; and soil fertility and productivity (soil testing, use of fertilizers and manures, and liming). This course should instill awareness of soil as a basic natural resource, the use or abuse of which has a considerable influence on human society and life in general.

SAG 200 - PLANT SCIENCE AND CROP PRODUCTION (3)

This course involves a study of fundamental plant science and crop production with a focus on regenerative field operations and sustainable post-harvest management strategies. Students will investigate the basic principles and applications of crop production (i.e., growth, utilization, development, management, cultural practices) in the Southeastern United States while exploring relevant topics in botany that affect plant growth (i.e., physiology, environmental factors). Basic plant science applications for feed and fiber use are integrated into regenerative agriculture, horticulture, forestry and natural history contexts, while emerging issues in fresh produce (i.e., safety standards, consumer health, latent damage, pre-harvest conditions) are further developed. The logistics of fruit and vegetable handling are also addressed in terms of various factors associated with the management of the overall supply chain (i.e., weather, quality control, consumer habits, economic impacts).

Prerequisite(s): SAG 100 or permission of instructor

SAG 205 - ANIMAL SCIENCE AND PRODUCTION (3)

This course provides an overview of the influence and contributions of animal production and the associated commodities to human welfare and the environment, with a focus in breeding, feeding and managing various production areas (i.e., beef and dairy cattle, swine, sheep, goat, poultry). A comprehensive, science-based approach to managing animals for these

food and fiber industries will be presented while students examine the biological principles, scientific relationships and various management practices for all production stages from conception to consumption. This introduction to the fundamental aspects of animal science includes an overview of categorical production fields and various nutrition and management strategies, as well as, processing systems for poultry and meat production. *Prerequisite(s): SAG 100 or permission of instructor*

SAG 237 - AGRICULTURAL MANAGEMENT & AGRIBUSINESS (3)

This course offers an introductory study of various farm management topics with a broad overview of crop and animal production within conventional and regenerative agricultural contexts. Students are introduced to basic economic and business management concepts for farming operations including agribusiness economics (i.e., costs, supply, revenue, profit, supply, demand) and equipment management (i.e., structures, power, machinery). Students will investigate farm-scale production economics and farm business plans with regards to basic microeconomic and macroeconomic principles while emphasizing natural, human and capital resources. The links between farms, financial institutions, agribusinesses, world markets, government programs, food marketing and the environment will be explored while assessing the management performance, financial progress and financial condition of various sustainable farming enterprises with particular relevance to agriculture in the Southeastern United States.

Prerequisite(s): SAG 100 or permission of instructor

SAG 250 - SUPERVISED INTERNSHIP (3)

This course represents an integrated farming practicum or internship within an agricultural or forestry based program. Students are expected to satisfactorily complete an immersive 12-week program which requires the application of foundational knowledge in regenerative agriculture. Most internship and apprenticeship programs typically have a focus in holistic land stewardship and animal welfare while students gain diverse hands-on experience in a variety of farm management systems (i.e., production, processing, administration). Fields of focus may include animal (i.e., cattle, sheep, goat, rabbit, hog, poultry, egg) and crop (i.e., fruit, vegetable) production, as well as, farm management (i.e., construction, carpentry, power, machinery) and natural resource conservation (i.e., pastures, forestry, water, soil). Educational support will be developed through field reports and discussions within the academic program. *Prerequisite(s): SAG 100 and SAG 200 or 205.*

THEATRE (THE)

THE 100 - VOICE AND DICTION (3)

An application of the International Phonetic Alphabet's vowel and consonant symbolization, breath control, vocal relaxation, posture, enunciation, and resonance to students' production of Standard American Speech.

THE 113 - BASIC TECHNICAL THEATRE (3)

This course introduces students to fundamentals of technical theatre providing an understanding of the processes of production and the skills necessary to operate basic technical equipment.

THE 120 - THEATRE PRACTICUM (1)

This course introduces students to the fundamentals of production offering experience in processes of production.

THE 123 - THEATRE APPRECIATION (3)

This course introduces students to all aspects of the theatrical experience on stage, emphasizing the role of the audience and the artist from the fifth century B.C.E. to the present.

THE 124 - INTRODUCTION TO FILM (3)

This course is an introduction to film as an art form. Students will develop skills in verbal and written critical analysis through viewing and discussing selected films.

THE 210 - THEATRE HISTORY (3)

This course is a survey of world theatre history tracing theatre from the ancient world to the present, exploring theatrical literature, conventions, and architecture as they interact with cultural movements.

THE 211 - BEGINNING ACTING (3)

This course introduces students to the fundamentals of acting and in doing so gives them a solid foundation in which to build their art.

THE 212 - DIRECTING (3)

This course introduces students to all aspects of directing, emphasizing the role of research and script analysis. Emphasis is also placed on production communication and directorial approaches.

THE 237 - THEATRE OR FILM TECHNOLOGY SPECIAL TOPICS (3)

Special topics courses are for students with a special interest in areas beyond those covered in regular class study. These courses vary from semester to semester. Topics covered may include: Improvisation; Performing Shakespeare; Stage Combat; Stage Make-up; Commedia; Mime; Performing Classical Styles; Performing Chekhov, Restoration Theatre; Playwriting; Introduction to Writing and Producing; Introduction to Directing for Stage and Film; Introduction to Acting for Stage and Film; Introduction to Camera, Lights, and Sound; Hair, Makeup and Wardrobe; Video Editing; Intermediate Camera; Intermediate Lighting; Intermediate Audio Sound; Scene Study for Film; Preproduction and Casting; Set Design and Construction; and Production and Post-Production. This course may be taken for credit up to three times, provided that the content of the course is different each time.

Faculty & Administration

Board of Trustees

Aderhold, Kay '68, Atlanta (2008) Vice-Chairwoman
Beckum, Rev. Robert, Columbus (Ex-Officio 2011)
Bryan, Bishop R. Lawson (Ex-Officio 2016)
Cargill, Shirley, Columbus (2009)
Clark, E. Culpepper, Stone Mountain (2017)
Cooper, Rev. Buddy, Columbus (Ex-Officio 2012)
Daniels, Allison, Albany (2017)
Flowers, George, Columbus (2004) Chairman
Gregory, Bert, Vienna (2011) Secretary
Kemp, Gene, Columbus (2014)
Lee, Michelle '85, Johns Creek (2014)
McCord, Rev. Michael, Columbus (Ex-Officio 2015)

Miller, Gilbert B., Sanford, FL (2013)
Molnar, Vicki, Columbus (2012)
Myers, Whit '76, Sylvania (2013)
Nieman, Suzanne, Atlanta (2008)
Price, Larry, Albany (2017)
Ragan, Dr. Eric '85, Columbus (2014)
Rogers, Maceo, Decatur (2012)
Taylor, Richard '71, Atlanta (2011)
Weckwert, Kimberly '86, Thomasville (2015)
Whatley, Steve '74, Cuthbert (2007)
Williams, Rob, Columbus (2014)
Wright, Ernie '76, Columbus (2009)

Full-Time Faculty

Apanovich, Nataliya (2018) *Assistant Professor of Regenerative Agriculture*, B.A., University of South Carolina, M.A., Vermont Law School, Ph.D., Iowa State University.

Askew, Susan (2016), *Assistant Professor of Nursing and Program Director of Nursing*, A.S., Darton College, B.S.N., University of Phoenix, M.S.N., University of Phoenix, FNP-C, University of Massachusetts Boston.

Brown, Kathryn W. (2018), *Assistant Professor of Respiratory Therapy and Program Director of Respiratory Therapy*, A.S., Darton College, B.S., Macon State College, M.Ed., Valdosta State University.

Burnett, Malanie (2014), *Director of Andrew Serves*, B.A., Mercer University, M.A., Georgia Southwestern State University.

Cartwright, Sherri (2019), *Assistant Professor of Nursing*, A.S., Darton College, B.S.N., Chamberlain College of Nursing, M.S.N., Chamberlain College of Nursing.

Collins, Jessica Michelle. (2020), *Assistant Professor of Nursing*, A.S.N., Darton College; Executive M.B.A., Auburn University; M.S.N./F.N.P., Albany State University

Darden, Joan R. (2016), *Professor of Nursing*, B.S.N., Georgia Southwestern College, M.S.N., University of Alabama at Birmingham, Ph.D., Georgia State University, Atlanta, Georgia.

Dearmin, Penny (2017), *Assistant Professor of English*, B.A., University of California, M.F.A., Georgia College and State University.

Dodrill, Katie (2012), *Assistant Professor of Learning Support English*, B.A., Georgia Southwestern State University, M.A.T., Georgia College and State University, M.A., Georgia Southwestern State University, Ed.S., West Georgia College and State University.

Dolberry, Charles L. (2018), *Associate Professor of Mathematics*, A.S., Northeast Alabama Community College, B.S., University of Alabama, M.A., University of Alabama in Huntsville, Ph.D., Auburn University.

Grant, Joyce. (2020), *Assistant Professor of Mathematics and Business*, C.I.S. and Accounting Diploma, Albany Technical College, A.S., Bainbridge College; M.B. A., B.S.B./ACC, University of Phoenix

Johnson, Christopher (2013), *Assistant Professor of Visual Art & Director of the Visual Art Program*, B.F.A., Clemson University, M.F.A., University of South Carolina.

Keesey, Robert L. (2017), *Associate Professor of Chemistry*, B.S., Ateneo de Davao University, M.S., University of Oklahoma, Ph.D., Marquette University.

Kenworthy, Rachael (2015), *Associate Professor of Biology*, B.S., Charleston Southern University, Ph.D., Florida State University.

Knight, Amanda A. (1999), *Professor of English and Coordinator of Program Development and Accreditation*; B.S. Ed., Valdosta State University; M. Ed., Georgia Southwestern State University.

Kolan, Daniel Z. (2017), *Assistant Professor of Music and Director of the Choral Music Program & Jazz Ensemble*, B.M., Indiana University, M.M., University of Cincinnati, D.M.A., The University of Alabama.

Kortbawi, Robert (2017), *Assistant Professor of Business Administration and Business Program Coordinator*, B.S., Rollins College, M.S., Florida Institute of Technology, D.B.A., Argosy University.

Latimer, Phillip (2012), *Assistant Professor of Biology and Health Education*, B.S. University of Georgia, D.C., Life University.

Liss-Green, Deborah (2017), *Assistant Professor of Theatre & Director of the Theatre Program*, B.A., Queens College, M.F.A., Brooklyn College.

Long, Gayn B. H. (2018), *Associate Professor of Mathematics*, B.S., Middle Tennessee State University, M.S., Middle Tennessee State University, M.A., Fisk University, D.A., Middle Tennessee State University.

Lynn, Charles Jay. (2020), *Assistant Professor of Political Science and Organizational Leadership*, B. A., Georgia State University, M.A., Marine Corps University.

Pittman, Karan B. (1989), *Professor and Dean of Academic Affairs*, A.A., Andrew College; B.S., Auburn University; M.S.L.S., University of North Carolina-Chapel Hill, Ph.D., University of the Cumberlands.

Ragan, McKenzie (2012), *Director of Library Services*, B.A., University of Georgia, M.S.L.S., Valdosta State University.

Roberts, Charles (2015), *Assistant Professor of History*, B.A., Birmingham-Southern College, M.A., Ph.D., University of Alabama.

Senn, Farrah (2016), *Assistant Professor of English and Coordinator of Student Retention, Strategic Planning, and Regional Development*, Ed.S., Georgia Southern University, M.A., Georgia Southern University, M.P.A., Georgia Southern University, Ed.D., Georgia Southern University.

Serafin, Chris (2018), *Assistant Professor of Business Administration*, B.S., University of the Pacific, M.B.A., University of Phoenix, D.B.A., Northcentral University.

Shaw, Lisa (2019), *Assistant Professor of Respiratory Therapy and Director of Clinical Education for Respiratory Therapy*, A.S., Darton State College, B.S., University of Georgia.

Smith, Lourdes. (2020), *Assistant Professor of Education, Director of the Elementary Education Program*, B.S., M.E. in Reading, M.E. in Instructional Technology, Ph.D., University of Central Florida

Temples, Joshua T. (2018), *Assistant Professor of English and Director of the Interdisciplinary Writing and Reading Center*, A.A., Darton College, B.A., Georgia Southern University, M.A., Georgia Southern University.

Zinkann, Paulette (2017), *Assistant Professor and Director of the Cancer Registry Management Program*, B.S., Western Governors University, M.S., Western Governors University.

President's Cabinet

Buchanan, Linda R., Ph.D. (2015), *President*, B.S., George Williams College, M.S., Eastern Kentucky University, Ph.D., Georgia State University.

Cadle, Julie (1982), *Vice President for Finance*, A.S. Andrew College.

Geeter, Andy (2015), *Vice President of Enrollment Management*, B.A., Oglethorpe University, M.A., Georgia State University.

McCoy, James (2018), *Dean of Student Affairs*, B.F.A., Seton Hill University, M.B.A., Seton Hill University.

Pittman, Karan B. (1989), *Dean of Academic Affairs*, A.A., Andrew College; B.S., Auburn University; M.S.L.S., University of North Carolina-Chapel Hill, Ph.D., University of the Cumberlands.

Sealy, Spencer F. (2018), *Vice President for Advancement*, A.A., Andrew College, B.A., University of Georgia, M.Ed., Brenau University.