



ANDREW COLLEGE ACADEMIC CATALOG 2016-2017



ANDREW COLLEGE

ACADEMIC CATALOG

2016-2017

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

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Catalog Requests
Admission Information
College Calendar
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Scholarships, Grants
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Office of the Registrar
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This catalog will remain in effect until superseded by a new catalog or catalog supplement.

ANDREW COLLEGE

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 Philosophy	11
Mission Statement	11
Philosophy	11
History	11
Location	12
The Student Body	12
Intercollegiate Athletics	12
Institutional Assessment and Effectiveness	12
Intellectual Property	12
Academic Support Services and Programs	12
Academic Advising	12
Disability Services	12
Focus Program	13
Student Success Center (SSC)	13
Pitts Library	14
Learning Support Programs	14
Learning Support Program Curriculum	14
Learning Support Exit Policy	15
Learning Support Grading Policy	15
Special Programs	16
Academic Honors Convocation	16
AndrewServes	16
Cultural Enrichment Programs (CEP)	16
Honors Program	16
Phi Theta Kappa Seminar Day	17
Dramatic Productions	17
Choraliens	17
Student Publications	17
Yearbook	17
Literary Magazine	17
Newspapers and Newsletters	17
Family Educational Rights and Privacy Act (FERPA)	17
Admissions	19
Policies and Procedures	20
Criteria for Admission	20
Non-Conditional Acceptance	20

Conditional Acceptance.....	20
Home Schooled Students	20
Non-Immigrant, Foreign Students.....	21
Transfer Students	21
Transient Students	21
Veterans	21
Move on When Ready.....	21
Readmission	21
Time Limits on Degree Completion for Returning Students	22
Financial Information.....	23
2016-2017 Tuition and Fees.....	24
Fees and Charges.....	24
Books/Supplies	24
Financial Obligation.....	24
Refund Policies.....	24
Withdrawal Procedure.....	25
Refunds of Tuition and Fees.....	25
Appeals for Refund.....	26
Student Repayment Policy.....	26
Student Financial Aid	26
Federal Financial Aid Eligibility Requirements.....	27
Institutional Scholarships.....	28
GTEG Grant/HOPE Scholarship.....	29
Veterans' and Dependents' Benefits.....	29
Other Aid.....	29
Additional Information.....	29
Student Life.....	30
Mission of Office of Student Affairs.....	31
Aims and Objectives.....	31
Student Handbook Information.....	31
Calendar/Scheduling of Events.....	31
Counseling Services	31
Grievances and Complaints	31
Health and Medical Care.....	32
Andrew College Police Department.....	32
Religious Life	33
Student Life Programs.....	34
Student Orientation	34
Inspire Day(s).....	34
New Student Workshop	34
Recreation and Intramural Program	34
Student Organizations.....	34
Sexual Misconduct-Sexual Harrassment or Sexual Assault	34

Residence Life Information	36
Residency Requirements	36
Academic Regulations	37
Academic Standards.....	38
Andrew College Honor Code	38
Academic Integrity	38
Attendance.....	39
Classification of Students.....	39
Credit Hours	39
Credit by Examination	40
Credit Earned at Other Institutions.....	40
Credit for Experience	40
Concurrent Enrollment.....	40
Transient Student Status	40
Course Load.....	41
Course Sequence	41
Grades	41
Grade Point Average (GPA)	42
Grade Appeals	43
Repeating a Course	44
Independent Study	44
Auditing	44
Final Examinations	44
Grade Reports.....	44
Honors and Awards.....	44
President's List.....	44
Dean's List.....	44
Graduation	44
Graduation Ceremony.....	44
Intent to Graduate	45
Graduation Fee.....	45
Graduation with Honors	45
Graduation Requirements	45
Physical Education Requirements and Exemption.....	45
Registration.....	45
Drop/ Add	45
Retention	46
Academic Warning.....	46
Academic Probation	46
Academic Suspension.....	46
Academic Exclusion	46
Academic Transcripts	47
Replacement Diplomas	47

Withdrawal	47
From the College.....	47
From a Course	47
Due to Disciplinary Suspension	48
Registration Cancellation.....	48
Academic Programs.....	49
Degrees & Concentrations	50
Academic Concentrations.....	50
Curriculum Summary	51
A.A. in Communication.....	52
A.A. in History.....	53
A.A. in Liberal Arts.....	54
A.A. in Literature	55
A.A. in Theatre Arts	56
A.A. in Visual Art.....	57
A.M. in Music	58
A.S. in Athletic Training	59
A.S. in Biology	60
A.S. in Business Administration	61
A.S. in Chemistry.....	62
A.S. in Criminal Justice.....	63
A.S. in Education	64
A.S. in Mathematics	65
A.S. in Physical Science.....	66
A.S. in Pre-Health Professional	67
A.S. in Regenerative Agriculture.....	68
A.S. in Social Science.....	69
Course Descriptions	70
CULTURAL ENRICHMENT (ACS)	71
ART (ART)	71
BIOLOGY (BIO)	72
BUSINESS ADMINISTRATION (BUS).....	73
CHEMISTRY (CHE).....	74
CRIMINAL JUSTICE (CRJ).....	74
EDUCATION (EDU).....	75
ENGLISH (ENG)	76
FOREIGN LANGUAGE.....	77
SPANISH (SPA)	77
HEALTH EDUCATION (HED).....	77
HISTORY (HIS)	78
HUMANITIES (HUM).....	78
INFORMATION SYSTEMS (IFS)	79
MATHEMATICS (MAT)	79

MUSIC (MUS).....	80
APPLIED MUSIC.....	82
PHYSICAL EDUCATION (PED)	82
PHYSICS (PHY).....	84
POLITICAL SCIENCE (POS).....	85
PSYCHOLOGY (PSY).....	85
REGENERATIVE AGRICULTURE (RAG)	86
RELIGION/PHILOSOPHY (RPH)	86
SERVANT LEADERSHIP (STL)	87
SOCIOLOGY (SOC).....	88
THEATRE (THE).....	88
Faculty & Administration.....	90
Board of Trustees.....	91
Faculty.....	91
President's Cabinet.....	92

2016-2017 Academic Calendar

Fall Semester 2016

August 13, Saturday.....	All Students Arrive
August 14, Sunday	New & International Student Orientation
August 15, Monday.....	Advising/Registration
August 16, Tuesday.....	Classes Begin (Full Term/1 st mini-term)
August 22, Monday.....	Last Day to Drop or Add a Class (Full Term/1 st mini-term)
August 25, Thursday.....	Fall Convocation
September 5, Monday.....	Labor Day (No Classes)
September 13, Tuesday	Midterm (1 st mini-term)
September 16, Friday.....	Deadline to submit Application for Graduation for Fall 2016
October 12, Wednesday.....	Midterm (Full Term)
October 13-14, Thursday-Friday.....	Fall Break (No Classes)
October 17, Monday	Classes Begin (2 nd mini-term)
October 19, Wednesday.....	Last Day to Drop or Add a Class (2 nd mini-term)
October 31, Monday	Pre-registration for Spring 2017 Begins
November 7, Monday	Midterm (2 nd mini-term)
November 23-25, Wednesday-Friday	Thanksgiving Holidays (No Classes)
December 2, Friday	Last Day of Classes/Last Day to Withdraw from a course (Full Term)
December 5-9, Monday-Friday.....	Final Exams
December 21-January 2.....	Campus Offices Closed

Spring Semester 2017

January 7, Saturday.....	All Students Arrive/New & International Student Orientation
January 9, Monday	Advising/Registration
January 10, Tuesday.....	Classes Begin (Full Term/1 st mini-term)
January 13, Friday	Last Day to Drop or Add a Class (Full Term/1 st mini-term)
January 16, Monday	Martin Luther King, Jr. Day (No Classes)
January 31, Tuesday	Midterm (1 st mini-term)
February 10, Friday.....	Deadline to submit Application for Graduation for Spring 2017 and Summer 2017
March 3, Friday	Midterm (Full Term)
March 6-10, Monday-Friday.....	Spring Break (No Classes)
March 13, Monday.....	Classes Begin (2 nd mini-term)
March 15, Wednesday	Last Day to Drop or Add a Class (2 nd mini term)
April 3, Monday	Midterm (2 nd mini-term)
April 6, Thursday	Honor's Convocation
April 10, Monday	Pre-registration for Fall 2017 and Summer 2017 Begins
April 14, Friday.....	Good Friday (No Classes)
April 28, Friday.....	Last Day of Classes/ Last Day to Withdraw from a Course (Full Term)
May 1-5, Monday-Friday.....	Final Exams
May 6, Saturday	Graduation/Commencement Exercises

FALL 2016 Term Dates

Full Term: August 16, 2016 – December 9, 2016
1st Mini-term: August 16, 2016 – October 12, 2016
2nd Mini-term: October 17, 2016 – December 9, 2016

SPRING 2017 Term Dates

Full Term: January 10, 2017 – May 5, 2017
1st Mini-term: January 10, 2017 – March 3, 2017
2nd Mini-term: March 13, 2017 – May 5, 2017

2016 - 2017

Academic Calendar

Summer Term 2017

May 30, Tuesday.....	New/Returning Students Arrive
May 31, Wednesday.....	Orientation/Testing/Advising/Registration
June 1, Thursday	Classes Begin (Full-Term/1 st Mini-Term)
June 5, Monday	Last Day to Drop or Add a Course (Full-Term/1 st Mini-Term)
June 12, Monday	Midterm (1 st Mini-Term)
June 23, Friday.....	Last Day of Class/Last Day to WD from a Course (1 st Mini-Term)
June 26, Monday	Final Exam (1 st Mini-Term)
June 26, Monday	Midterm (Full-Term)
June 27, Tuesday	Classes Begin (2 nd Mini-Term)
June 29, Thursday	Last Day to Drop or Add a Course (2 nd Mini-Term)
July 4, Tuesday.....	Holiday (Independence Day)
July 10, Monday.....	Midterm (2 nd Mini-Term)
July 20, Thursday.....	Last Day of Class/Last Day to WD from a Course (Full-Term /2 nd Mini-Term)
July 21, Friday.....	Final Exams/Last Day of Term (Full-Term /2 nd Mini-Term)

Term Dates

Full Term: June 1, 2017 – July 21, 2017
1st Mini-Term: June 1, 2017 – June 23, 2017
2nd Mini-Term: June 27, 2017 – July 21, 2017

General Information

Accreditation

Andrew College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Andrew College. 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 Science, and Associate of Music degree programs that lead to advanced degrees in the arts and sciences. A complete listing of the academic disciplines in which students can study is provided in the back of this Catalog.

Mission and Philosophy

Mission Statement

Andrew College is a small, residential, two-year college related to The United Methodist Church. Its mission is to provide an academically challenging liberal arts curriculum within a nurturing community.

Philosophy

In keeping with its Christian heritage, Andrew College provides an environment that prepares students for further study at a senior college and enables them to understand themselves as persons of responsibility and potential within the global community. Andrew College 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, many of which are unique to a small campus with a church-related environment.

- opportunity for intellectual, social and spiritual development;
- 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 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 in the area.

History

Andrew Female College and Academy opened as a four-year college in 1854. It was named in honor of Bishop James O. Andrew, who was responsible for the founding of the Methodist Episcopal Church, South. In 1856 Bishop Andrew came to Cuthbert to dedicate the school to "the service of God." During the years of 1864-1865, classes were held in town and the College buildings and facilities were used by the government of the Confederacy as Hood Hospital. In 1866 the school included in its curriculum a course in physical training, the first such course to be required of women in the South. In 1892, the existing Andrew Female College buildings burned; however, funds were raised immediately by the people of Cuthbert, and "Old Main," the present administration building, was constructed. Warren Bush Hall, the first classroom building, was built in 1900 and Cuthbert Hall in 1912, thereby joining "Old Main" and Warren Bush into one unit. These facilities are currently in the midst of a multi-year renovation.

In 1917, Andrew College became a two-year college. Because it was still offering preparatory programs, it remained a member of the Southern Association of Secondary Schools. Andrew remained a college serving only women until 1956, when it became coeducational. A period of expansion began in 1948 with the construction of the original Pitts Library. Patterson Hall was built in 1961, Rhodes Hall in 1963, and the Parker Physical Education Building in 1966. The year of 1967 brought construction of the new Pitts Library, Mitchell Hall, and the remodeling of the original library into the Suarez Fine Arts Building. In January of 1984, The Don Abbott Turner Dining Hall opened, and in 1985, the Charlotte and Idus Rhodes Science and Computer Center was completed. In September 1986, the Jinks Physical Education Complex was opened. A new three-story residence hall, the Fort Building, was

completed in 1999 and the Phyllis and Jack Jones Chapel in 2001. In 2007, the intramural field was dedicated and renamed to Crispin and Jimmy Gilbert Field in honor of their longtime service to Andrew College.

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, they live together, they dine together, and they interact in small groups. The residence halls, the classrooms and the athletic fields are all learning centers 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 four women's sports and three men's sports. The women's sponsored sports include basketball, soccer, softball, and volleyball. The men's sponsored sports include baseball, golf, 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.

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 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 course work, 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 Director of Disability Services coordinates disability services for students with disabilities. Students with disabilities must self-disclose their disabilities to the Director of Disability Services to be certified eligible for services.

The Office of Academic Affairs works closely with the Director of Disability Services to ensure that accommodations are available to students with documented disabilities 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 Focus Program Director 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 Focus Program Office. 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 Director of Disability Services by the end of the first full week of classes; however, students are encouraged to contact the Director and self-disclose their disabilities as soon as they are accepted to Andrew College. After meeting with the Director, it is the student's responsibility to self-disclose his/her documented disability during the first week of class to each instructor and to his/her faculty advisor. The Director of Disability Services will meet with the student to review the documentation and determine the appropriate accommodations for the student. This information should be forwarded to the Focus Director prior to July 1 so that the Director may coordinate services with the Office of Academic Affairs prior to July 1.

The Director of Disability Services' office is located in the Focus House at 45 McDonald Avenue.

For more information please visit

http://www.andrewcollege.edu/sites/default/files/attachments/focus/office_of_disability_services_guide_to_services.pdf
or <http://www.andrewcollege.edu/focus-program> or call 229-732-5908.

Focus Program

In addition to reasonable accommodations for students with documented disabilities, Andrew College has established an intensive level of academic support services designed for and limited to students with documented specific learning disabilities and/or documented Attention Deficit Hyperactivity Disorder(s). These enhanced services include a full time, professionally staffed, assistive technology computer center and academic learning lab where enrolled students are monitored and supported on a daily basis. Enrollment in The Focus Program requires a supplemental admission process and fee.

Fall Semester: \$2,850

Spring Semester: \$2,850

Summer Semester: \$550 per session

In order to reserve a participant's slot in the Focus Program, a non-refundable deposit of \$1,000 must be made by July 1 of each year. Students may be considered for the program after that time; however, a space cannot be confirmed for a student without a deposit. Based on the individualized services of this program, there are a limited number of participants. Students must commit to participate in the Focus Program on an annual basis in order for the college to allocate sufficient resources to provide these specialized services. Contact the Director of Focus Program for further information.

A student who officially withdraws from the College within 14 days of the term registration day is eligible for a partial refund of fees from the Focus Program. Focus Program refunds are made only when a student completely withdraws from the college. No refunds are made when students, on their own, withdraw from the Focus Program after the first day of classes per the published schedule for that specific term and do not withdraw from the college. It is the student's responsibility to withdraw from the college officially in accordance with established procedures as published in the Andrew College Catalog. Information about withdrawal from the college information and the required forms are available in the Registrar's Office. **Refund requests must be made in the Business Office, not the Focus Program.** Refunds are calculated in accordance with the same published schedules as tuition refunds and based upon the first day of classes per published schedule and the last day of class attendance as stated in the Refunds of Tuition and Fees Policy in the Andrew College Catalog. Refunds are not made to students who are suspended or excluded for disciplinary reasons or to students who do not officially withdraw in accordance with established procedures.

Student Success Center (SSC)

The Student Success Center (SSC) is a one-stop-shop for 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, First Year Experience 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 graduation 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 groups while enjoying a cup of coffee. 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 that 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 funded through the QEP budget. It is located in Pitts Library.

Learning Support Programs

Learning Support Programs

The Learning Support Program serves students who need to improve their academic skills before embarking on a full-time schedule of college level courses. Students admitted to Andrew College on a conditional basis will be required to take a placement test at the beginning of their first semester. The placement index results will determine the placement of students in either Learning Support courses and/or college level courses. Students who test into Learning Support courses must be enrolled in required courses until all subject areas have been satisfied. The placement index is available on the Andrew College website.

Learning Support Program Curriculum

The Learning Support Curriculum consists of the following courses:

1. ENG 081 – Foundations of English I – 4 hrs.
2. ENG 091 – Foundations of English II – 4 hrs.
3. ENG 099 – Support for English Composition – 2 hrs. (To be taken with ENG 111)
4. MAT 081 – Foundations of Math I – 4 hrs.
5. MAT 091 – Foundations of Math II – 4 hrs.
6. MAT 099 – Accelerated Foundations of Math II – 2 hrs. (To be taken with MAT 111)
7. ACS 100 - Andrew College Success – 1 hr.

Students enrolled in Learning Support coursework may take college credit courses from the General Education Learning Support List when recommended by their academic advisor. Students are required to take courses recommended by their advisor. A student may not attempt the same Learning Support course more than two times, with the exception of ENG099 and MAT099, which may be taken 3 times (the same as the college gateway courses they support). A student who cannot successfully exit a Learning Support course after two attempts will not be allowed to attend Andrew College until an equivalent course is successfully completed at another institution.

Corequisite Course Policies

The English corequisite course, ENG 099, is designed to provide extra support for students who score just under the required placement test scores for college level English, as indicated by the placement index on the Andrew College website. 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 (ENG111). 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 Pass or Fail 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 who score just under the required placement test scores for college level math, as indicated by the placement index on the Andrew College website. 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

Learning Support Exit Policies

To successfully exit Learning Support, students must meet the following 091 course requirements:

1. ENG 091 – Foundations of English II: Pass the course with at least a C and pass the exit writing test
2. MAT 091 – Foundations of Math II: Pass the course with at least a C

Placement testing at the conclusion of 081 courses is optional at the discretion of the instructor.

Learning Support Grading Policies

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. Grades awarded in Learning Support courses are A, B, C, & F. In Learning Support English courses, only students with an earned grade of A, B, or C will be allowed to take the exit essay.

ENG 081:

- In order to pass ENG 081 and move to ENG 091, the student must pass the course and pass an exit writing test graded by 3 members of the Humanities Department on a Pass/Fail basis.
- Students must receive 2 Passes on the exit writing test for successful completion of the course and will have 2 opportunities to pass this test.
- Students who have an A, B, or C before the exit writing test but fail the exit writing test will fail ENG 081.

ENG 091:

- In order to pass ENG 091 and move to ENG 111, the student must pass the course and pass an exit writing test graded by 3 members of the Humanities Department on a Pass/Fail basis.
- Students must receive 2 Passes on the exit writing test to move to ENG 111 without the corequisite course and will have 2 opportunities to pass this test.
- Students who pass ENG 091 but not the exit writing test will receive a passing grade and be enrolled in the ENG099 corequisite class along with ENG111.

Special Programs

Academic Honors Convocation

The Academic Honors Convocation is held during spring semester every year. Awards given are as follows: Andy Awards are given 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 and students selected as members of *Who's Who in American Junior Colleges*.

AndrewServes

Andrew Serves develops a spirit of Servant Leadership which connects academic reflection with community involvement and service. The AndrewServes program helps students discover their 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 certificate 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 through Phi Theta Kappa affiliated schools

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. A student who graduates in the Honors Program will receive a notation on their transcripts and may wear an Honors cord at commencement.

Phi Theta Kappa 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 35 years, outside speakers and Andrew faculty members have participated in this community-wide Seminar Day centered upon the national 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 drama 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

Each April students produce *The Welkin Ring*, a literary and student artwork magazine. The award-winning magazine provides an outlet for creative writing by students and faculty. Access to *The Welkin Ring* is via www.andrewcollegeliterarymagazine.com.

Newspapers and Newsletters

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

Tiger Times is a weekly e-newsletter published weekly relaying feature stories on athletics contests, student-athletes, schedules, and upcoming events.

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 .50 cents per page with the exception of the academic transcript. Academic transcripts cost \$2 by written request via the Transcript Request Form. Prices vary when utilizing the National Student Clearinghouse to order transcripts online.

- 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 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 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 college course work attempted,
3. Scores from either the SAT or ACT. Students with high school GPA's of 2.0 or higher on a 4.0 scale may be accepted conditionally without SAT or ACT scores. However, students are recommended but not required to submit test scores if available.

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, and SAT scores of 500 Evidence Based Reading and Writing and 500 Math on the new SAT or ACT scores of 19 English and 19 Math. For students who took the old SAT (prior to March, 2016), the requirements are 460 Critical Reading and 460 Math. Students who meet or exceed the minimum academic requirements for non-conditional (clear) acceptance will be excused from college placement testing.

Conditional Acceptance

Students not meeting the minimum academic requirements for non-conditional (clear) acceptance may be conditionally accepted. Students conditionally accepted will be required to take the college placement test prior to registering their first semester. The placement test results will determine the placement of students in either learning support and/or college level courses. Additionally, all conditionally accepted students will be enrolled in ACS 100 – College Success during their first term of enrollment.

Students who do meet the minimum 500 or 19 of each test section of the SAT or ACT respectively will be required to take the portion of the placement test for which there is a deficiency. For example: If a student scores a 510 on the Evidence Based Reading and Writing section and 440 math, the student will be required to take the mathematics portion of the placement test.

Provisional Acceptance

Students not meeting the minimum academic requirements for non-conditional or conditional acceptance may be provisionally accepted. Provisionally accepted students are those students who have a high school GPA below 2.0 and do not meet the minimum combined SAT and/or ACT score required for admission (see Criteria for Admission). Students provisionally accepted will be required to take the College's designated placement test prior to registering for their first semester. The placement test results will determine the placement of students in either learning support and/or college level courses. Students admitted provisionally have to attain a minimum overall GPA of 1.6 by the end of their second semester enrolled at the college, with at least 24 semester hours of coursework attempted. Failure to attain this GPA will mean a minimum of one semester suspension from the college. Provisionally accepted student will be required to enroll in ACS100 (College Success) their first semester in attendance.

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 course work 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 course work 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
7. Letters of recommendation or an interview may be requested if necessary.

Students not meeting the minimum academic requirements for non-conditional (clear) acceptance as outlined above may be accepted conditionally and will follow the provisions set forth in the section above regarding Conditional 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 considered for acceptance under the same criteria and conditions as domestic students. (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. Financial statement (a bank statement showing that the prospective student has the funds to pay for the full cost of education)
5. Sponsor letter from the person (s) funding the cost of education
6. 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 Registrar.

Move on When Ready

Andrew College cooperates with high schools that participate in the Georgia Move on When Ready program. This new program replaced the previous joint enrollment/ACCEL programs and is available to students in grades 9-12. 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 attend Andrew College full-time as part of the MOWR program should meet the following admission criteria: minimum 3.0 GPA on a 4.0 scale; 1130 on the new SAT (minimum 560 Evidence Based Reading and Writing) or 23 ACT (minimum 24 ACT English score) and complete an interview with the Dean of Academic Affairs. Only full-time students who have attained at least junior standing and are 16 years of age or older will be eligible to live on campus.

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.

Time Limits on Degree Completion for Returning Students

Due to the significant impact of the Internet and technology on postsecondary educational content, instruction, and student performance requirements; coursework taken 10 or more years prior to the current year is considered “dated” and, in general, cannot be used towards awarding a current degree. Request by former students for exceptions will be forwarded by the Registrar to the Education Program Committee for consideration.

Financial Information

2016-2017 Tuition and Fees

	Semester	Annual	
Tuition	\$7,885	\$15,770	
Room & Board	\$4,825	\$9,650	(Private room add \$750 per semester)

*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 will be provided to 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 began 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 the College must complete the *Withdrawal from College Form* which is available in the Registrar's Office located on the 3rd floor of Old Main Administration Building. The form requires the acknowledgement of the Student Life, Financial Aid, Retention, and Business Offices 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 Registrar's Office 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	\$4,500	40%	\$1,800
Housing	\$1,500	0%	\$0
Board	\$1,500	88%	\$1,320
Total Charges Refunded	\$7,500		\$3,120

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 Student Accounts 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 Perkins 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:

$$\begin{aligned}
 \% \text{ of aid earned: } & 13/116 = 11.2\% \\
 \text{Total Title IV funding received: } & \$4,155 \\
 \text{Dollar amount earned: } & 11.2\% \times \$4,155 = \$465.36 \\
 \text{Dollar amount to be refunded: } & \$4,155 \text{ minus } \$465.36 = \$3,689.64
 \end{aligned}$$

<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><u>\\$2,000</u></i>	<i><u>\\$2,000.00</u></i>
<i>Pell Grant</i>	<i><u>\\$2,155</u></i>	<i><u>\\$1,689.64</u></i>
	<i><u>\\$4,155</u></i>	<i><u>\\$3,689.64</u></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 ($\$7,500 - \$4,155$) the amount of $\$3,345$.

<i>Total Charges (example 1)</i>	<i><u>\\$7,500.00</u></i>
<i>Less: Total Charges Refunded (example 1)</i>	<i><u>-\\$3,120.00</u></i>
<i>Less: Title IV Funds Earned (example 2)</i>	<i><u>-\\$ 465.36</u></i>
<i>Add Withdrawal Fee</i>	<i><u>\\$ 100.00</u></i>
<i>Net of Charges, Refunds of Charges, & Aid Earned</i>	<i><u>\\$4,014.64</u></i>
<i>Less Amount previously paid by student on his account</i>	<i><u>\\$3,345.00</u></i>
<i>Net Owed/ (Refund)</i>	<i><u>\\$ 669.64</u></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 Registrar 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 or the self-supporting student. A self-supporting student is defined as a student who has lived on their own for at least 3 years or is 23 years old. 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 determined by the completed FAFSA. The college seeks to meet each student's full financial need without exceeding the total cost of tuition, fees, and room and board for the year. However, those students with the greatest financial need and the earliest applications may be given priority in the awards process. In general an applicant for financial aid must meet the following requirements:

1. be a United States citizen or permanent resident alien;
2. provide documentation of residential status;
3. be accepted for admission to an approved degree-seeking program;
4. be making progress toward the completion of a course of study according to Andrew College's Satisfactory Academic Progress Policy;
5. 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;
6. not owe a refund on a Pell Grant, Supplemental Educational Opportunity Grant, or Student Incentive Grant received for attendance at any institution;
7. certify that he/she is registered with the Selective Service or that he/she is not required to register;
8. demonstrate financial need according to specific program regulations; and
9. be enrolled at least one-half time. Some student aid programs require full time enrollment.
10. For renewal of scholarships, GPA calculations will include all attempts in a course.

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.

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

Quantitative Progress Measurement

Full-time students receiving federal financial aid are expected to complete a program of study within 150% of the hours required for completion. In other words, students enrolled in a program that requires 64 semester hours to complete, must finish within 96 attempted hours or a maximum of six semesters.

The table below shows the minimum number of hours that must be satisfactorily completed each academic year (fall and spring semester):

Year 1	20 semester hours
Year 2	40 semester hours
Year 3	Total degree requirements

Remedial courses may be counted as attempted hours when determining SAP even though they do not count toward graduation requirements. Both attempts at repeated courses may 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: Financial Aid Probation

In order to receive or continue to receive financial aid, students must maintain a cumulative grade-point average within the minimum guidelines below. A student will be placed on Financial Aid Probation if his/her cumulative grade-point average falls below these minimum standards:

Semester Hours Earned	Required Cumulative GPA
0-16	N/A
17-32	1.6
33-48	1.8
Graduation	2.0

Financial Aid Suspension

Any student who fails to meet the criteria above or remains on Financial Aid Probation for two consecutive semesters is considered to be making “unsatisfactory academic progress” and financial aid will be terminated.

Financial Aid Reinstatement

A student who has been suspended from the financial aid program will be reinstated to the aid program at the Financial Aid Probation level by obtaining a 2.0 or higher GPA on 9 or more attempted hours, provided the student meets the other SAP guidelines.

Appeals of Financial Aid Suspension

A student may appeal Financial Aid Suspension if the student feels an error has been made in the calculation of suspension. Requests for an appeal must be made to the Director of Financial Aid prior to the beginning of the semester following the semester in which the eligibility requirements were not met.

Courses taken at other institutions will not be considered in the calculation of the SAP classification.

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. Students:

- Will qualify for no more than one scholarship that the College administers (an institutional scholarship).
- 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 Georgia HOPE 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, fees, room, and board for the academic year. Requirements include a 3.0 high school GPA, 1,000 or higher on the SAT (ACT equivalents are acceptable), unconditional acceptance, and pursuing a college preparatory diploma. 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 are dependent upon skill and need.

AndrewServes Scholarship

Each year, a limited number of freshman students are selected to participate in the AndrewServes Servant Leadership program with the support of an \$8,000 annual scholarship. 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's and Men's Soccer, Softball, Baseball, Volleyball, Women's Basketball and Men's golf. Scholarships are also available for students seeking to study Athletic Training and Sport Management.

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 Ministers who visits the campus with a prospective student may recommend a student for a \$1,500 Methodist Minister Scholarship.

Andrew College currently participates in the United Methodist Higher Education Foundation's (UMHEF) Quadruple Your 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, the Georgia United Methodist Foundation and Andrew College provide a \$1,000 match to bring the total award to \$4,000. Application details and deadline can be found at www.umhef.org/UMDFSapp.php

Georgia Tuition Equalization Grant Program (GTEG)

To encourage Georgia residents to attend eligible private colleges in Georgia by providing grant assistance.

www.gacollege411.org/Financial_Aid_Planning/Scholarships/Grants_and_Scholarships/Georgia_Tuition_Equalization_Grant_Program.aspx

HOPE Scholarship

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 www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/_default.aspx

Veterans' and Dependents' Benefits

Education Benefits are available to qualified veterans and children of deceased and disabled veterans. Information and applications may be obtained from the Veterans Administration or local Department of Veterans Services Offices.

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

Mission of Office of Student Affairs

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.

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 (SACS): <http://www.sacscoc.org/FAQsanswers.asp>

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/>

For students who wish to file a complaint with the State of Georgia, this form may be found here: <http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/>

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://sheeo.org/sheeo_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 treatment through the Wellness Center. Students may also receive a cost free medical exam and treatment Tuesday through Thursday at the Wellness Center. Students who wish to utilize this service must call the Wellness Center at 229-732-2411 to schedule an appointment. The physician is “on call” for the College and will be notified in the event a student appears to need or requests emergency care.

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. **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.

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 maintaining 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 Student Union 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.

Inspire Day(s) ~ Priority Registration and Parent Information Workshops

The first component of the Andrew College Orientation Program is *InSpire Day*, 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 Workshop

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 student 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 intramural 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 Focus Program.

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 Club 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 Honors Program Coordinator.

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.

Teachers Affecting Generations

The mission of Teachers Affecting Generations (TAG) is to inform and inspire others in the career of teaching and to make a difference in the community by working with educators and students and their families to promote and model a positive attitude and environment for learning for future generations. For additional information, contact the Office of Academic Affairs.

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, Whitney Mosley, located in Old Main, Suite 108 at 501 College Street, Cuthbert, Georgia 39840 or 229-732-5949.

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 60 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

Andrew College: Academic Honor Codes

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 will result in suspension – for a few days, the remainder of the semester, or a full semester – or in exclusion from Andrew College, as determined by the Academic Dean.

Code of Academic Integrity:

Students will conduct themselves with the highest level of academic integrity and honesty by preparing and submitting assignments that reflect his/her own individual abilities. Acting in accordance with this code demonstrates each student's respect for their own education as well that of their peers, respect for his/her instructors, and respect for the overall integrity of Andrew College. 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. Plagiarism: Andrew College upholds a zero-tolerance plagiarism policy. 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 students' 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 Offense in any course: The student will receive a failing grade of zero for the assignment or test; a written report of the offense will be filed with the Academic Dean; and depending on the severity of the offense, the student will either be suspended – for a few days, the remainder of the semester, or a full semester – or expelled from the college as determined by the Academic Dean.

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 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.

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 percent 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

The freshman classification is used until the student has earned at least 31 credit hours toward graduation. The sophomore classification is used after the student has earned 32 or more credit hours.

Freshman Classification	0-31 earned credit hours
Sophomore Classification	32+ earned credit hours

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 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

The acceptance of credit is limited to that of a liberal arts nature and must parallel a course offered in the Andrew College curriculum. Credit earned in vocational, technical or terminal-type courses is not acceptable. Advance 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.

Credit is not granted for coursework taken at institutions that are not fully accredited by a regional accrediting association. Andrew College accepts credit hours earned at another institution only if those courses are completed with a grade equivalent to a "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.

Transfer credits are not used in the calculation of graduation GPA requirements. For the purposes of graduation, limits on the number of transfer credits allowed are restricted to nine of the last 32 credit hours earned.

The 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. Supporting documentation may be required to facilitate the transfer of credits.

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

Andrew College students who are currently enrolled or were enrolled in the preceding term and eligible to return 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 approve the course as appropriate for transfer credit. Final determination of transfer credit rests with the Office of Academic Affairs. 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 semester hours. The Veterans Administration and the Financial Aid Office consider 12 semester hours a full academic load for determining subsistence and assistance. Fifteen or sixteen hours is the normal student load. The student should recognize that he/she should complete an average of 16 hours each semester to graduate in four (4) semesters. A course load of 11 hours or less is considered part time.

Any course load over 18 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 semester hours in one term, unless the student is in the Music Program or AndrewServes. For students in the Music Program, any load over 20 hours will be considered an overload, and music students cannot take more than 23 hours per semester. Likewise, AndrewServes students will not be considered in overload status unless they exceed 20 hours and cannot take more than 22 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: Developmental courses (*do not count toward degree requirements*)
- 100 sequence: Freshman level (*exceptions noted in course descriptions*)
- 200 sequence: Sophomore 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
W	0
WP	0
WF	0
I	0
IP	0
K	0
S	0
U	0

Other assigned grades indicate the following:

P	(PASS) Courses taken on a pass-fail basis are recorded as P or F. A grade of P does not affect GPA.
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.
W	(WITHDREW) This symbol indicates that a student was permitted to withdraw from college without penalty. The withdrawal must occur before the end of the midterm exam period. 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 a course after the drop/add and was passing at the time of the withdrawal. A grade of WP does not affect GPA.
WF *	(WITHDREW FAILING) This symbol indicates a student was permitted to withdraw from a course after the drop/add period and was failing at the time of the withdrawal or when an instructor drops a student for excessive absences. 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.
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 101	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 125	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 higher 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 (099 or lower sequence) more than two times or the same college-level course (100 or higher sequence) more than three times. A student who cannot successfully exit a Learning Support course after two attempts or a 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

Independent Study courses are available in very special cases and are determined by the Dean of Academic Affairs and the instructor of the independent study course. The course must be completed in one semester. The instructor must provide the student with a course syllabus. A final exam must be administered before the student will receive credit for the course.

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 previous 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 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, students who have completed graduation requirements may request from the Registrar a letter certifying their completion of graduation requirements.

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 3.80 on academic subjects
- MAGNA CUM LAUDE - Grade point average of 3.50 on academic subjects
- CUM LAUDE - Grade point average of 3.20 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 60 hours (courses numbered below 100 do not count toward completing degree requirements) including attendance at a minimum of four (4) CEP events.
4. Earn at least 23 of the last 32 hours of credit at Andrew College.
5. 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.)
6. Satisfy all financial obligations to the college.
7. 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 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.

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 advisor before being allowed to drop or add a course. Special permission must be obtained from the Dean of Academic Affairs to add any classes after midterms.

Students may withdraw from a course after the drop/add date. However, there may be academic or financial penalty.
(See Withdrawal section for details)

Retention

Academic Warning

Students will be placed on academic warning each term their semester grade point average falls below 2.0.

Academic Probation

A student will be placed on probation if the student's accumulated grade point average is below 1.6 on 17-32 hours attempted and below 1.8 on 33 or more hours attempted.

Following is a listing of the accumulated grade point average that is required in order to prevent academic probation:

<u>Semester Hours Attempted</u>	<u>Required Cumulative GPA</u>
0-16	N/A
17-32	1.6
33-48	1.8
Graduation	2.0

Removal from Academic Probation

A student will be removed from academic probation when the cumulative grade point average is equal to or greater than 1.6 on 32 or less hours attempted and equal to or greater than 1.8 on 33 or more hours attempted.

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 for two consecutive semesters.

The first suspension will be for one semester. The second suspension will be for one year. A student suspended or dismissed from Andrew College for academic or disciplinary reason 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 who is in violation of an academic policy that involves suspension in writing. 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 will 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 Exclusion

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 excluded from the college. Normally, a full-time student will be excluded if a degree

is not earned in six 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 Exclusion

The Dean of Academic Affairs will notify in writing a student who is in violation of an academic policy that involves exclusion. The notification will state the reason for which the student is subject to exclusion. 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 Director of Retention, Financial Aid, the Business Office, Student Life, the Registrar, and the Dean of Academic Affairs before the withdrawal is considered complete.

All of the preceding signatures are required and have to be obtained (in order from 1 to 7) 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.

From a Course

Students may withdraw from a course after the drop/add date and prior to the first day of final exams. To withdraw from a course, the student must obtain approval of both the course instructor and his/her advisor on the Withdrawal form before submitting it to the Registrar. The instructor will assign a grade of WP or WF depending upon the grade at the time of withdrawal.

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 & Concentrations

Andrew College offers three associate degree programs: the Associate of Arts degree, the Associate of Music degree, and the Associate of Science degree. A minimum of 60 semester hours is required for completion of these degree programs.

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

- Athletic Training
- Biology
- Business Administration
- Chemistry
- Criminal Justice
- Education
- Mathematics
- Physical Science
- Pre-Health Professional
- Regenerative Agriculture
- Social Science

Curriculum Summary

All Associate Degrees 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.

Each student must satisfactorily complete a course in humanities or religion or philosophy and satisfy CEP requirements.

Additionally, all have course requirements in the academic discipline chosen for a concentration of study. Modifications to Associate 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.

A.A. in Communication

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112 MAT 101, 111 or 113		6 hours 3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122 Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		3 hours 1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester Hours	
Select one of the following: ENG 121, 122, 123, 127, 128 Select one of the following: ART 123, MUS 123, THE 123		3 hours 3 hours	
D. Science, Mathematics, and Technology		11 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none"> • Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100 • 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202		8 hours 3 hours – 4 hours	
E. Social Sciences		12 Semester Hours	
HIS 101 or HIS 102 HIS 105 or HIS 106 POS 111 Select one of the following: BUS 100, BUS 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours 3 hours 3 hours 3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
EDU 111 Five additional courses applicable to specialization: ART 101, 108 ENG 121, 122, 123, 127, 128 IFS 150 HUM 121, 122 RPH 111, 112, 121, 122 THE 100, 211, 237		3 hours 15 hours	
Core Curriculum Requirements		60 Semester Hours	

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

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 Semester Hours
	ENG 111 and 112	6 hours
	MAT 101, 111 or 113	3 hours
B. Institutional Requirements		4 Semester 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 Semester 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 Semester Hours
	Select any two lab science courses or advanced math courses:	8 hours
	• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
	• 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester Hours
	BUS 125 or 126	3 hours
	HIS 101 or 102	3 hours
	HIS 105 or 106	3 hours
	Additional social science electives	9 hours
Core Curriculum Requirements		60 Semester Hours

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 Semester Hours
	ENG 111 and 112	6 hours
	MAT 101, 111 or 113	3 hours
B. Institutional Requirements		4 Semester Hours
	Select one of the following: RPH 111, 112, 113, 122, 123	
	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 Semester Hours
	Select one of the following: ENG 121, 122, 123, 127, 128	
	Select one of the following: ART 123, MUS 123, THE 123	
		3 hours
		3 hours
D. Science, Mathematics, and Technology		11 Semester Hours
	Select any two lab science courses or advanced math courses:	8 hours
	• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
	• 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester 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
Core Curriculum Requirements		60 Semester Hours

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 Semester Hours
ENG 111 and 112 MAT 101, 111 or 113	6 hours	
	3 hours	
B. Institutional Requirements		4 Semester Hours
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122 Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required	3 hours	
	1 hour	
		(1) (2) (3) (4)
C. Humanities/Fine Arts/Ethics		6 Semester Hours
Select one of the following: ENG 121, 122, 123, 127, 128 Select one of the following: ART 123, MUS 123, THE 123	3 hours	
	3 hours	
D. Science, Mathematics, and Technology		11 Semester Hours
Select any two lab science courses or advanced math courses: • Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100 • 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	8 hours	
E. Social Sciences		12 Semester Hours
HIS 101 or HIS 102 HIS 105 or HIS 106 POS 111 Select one of the following: BUS 100, BUS 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours	
F. Academic Discipline Requirements		18 Semester Hours
EDU 111 ENG 121, 122, 123, 127, 128 Select three of the following: ART 123, MUS 123, THE 123 HUM 121, 122 RPH 111, 112, 121, 122	3 hours	
	6 hours	
	9 hours	
Core Curriculum Requirements		60 Semester Hours

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 Semester Hours	
		ENG 111 and 112	6 hours
		MAT 101, 111 or 113	3 hours
B. Institutional Requirements		4 Semester 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 Semester 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 Semester Hours	
		Select any two lab science courses or advanced math courses:	8 hours
		• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
		• 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester 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 Semester Hours	

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 Semester Hours	
		ENG 111 and 112	6 hours
		MAT 101, 111 or 113	3 hours
B. Institutional Requirements		4 Semester 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 Semester 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 Semester Hours	
		Select any two lab science courses or advanced math courses:	8 hours
		• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
		• 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester 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 Semester Hours	

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 Semester Hours
	ENG 111 and 112	6 hours
	MAT 101, 111 or 113	3 hours
B. Institutional Requirements		4 Semester Hours
	Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122	3 hours
	Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required	1 hour (1) (2) (3) (4)
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours
	Select any two lab science courses or advanced math courses:	8 hours
	• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
	• 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester Hours
	Music Theory: MUS 111, 112, 211, 212	12 hours
	Aural Skills: MUS 101, 102, 201, 202	4 hours
	Applied Music: (required 4 semesters, but may be taken for no credit) MUS 161, 171, 261, 271, 281, 291 MUS 162, 172, 262, 272, 282, 292	1 – 4 hours
	Ensembles: (required every semester, but may be taken for no credit) MUS 116 or MUS 117	1 – 4 hours
Core Curriculum Requirements		60 Semester Hours

Suggested for career paths in Music.

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

A.S. in Athletic Training

Student _____	ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours
	ENG 111 and 112	6 hours
	MAT 111 or 113	3 hours
B. Institutional Requirements		4 Semester Hours
	Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122	3 hours
	Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required	1 hour (1) (2) (3) (4)
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours
	Select any two lab science courses or advanced math courses:	8 hours
	• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
	• 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 lab science for non-science concentrations or MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester Hours
	BIO 123, 124	8 hours
	HED 115	3 hours
	HED 221	3 hours
	HED 230	3 hours
	HED 240	3 hours
Core Curriculum Requirements		60 Semester Hours

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 Semester Hours
	ENG 111 and 112	6 hours
	MAT 111 or 113	3 hours
B. Institutional Requirements		4 Semester 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 Semester 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 Semester Hours
Select any two lab science courses or advanced math courses:		8 hours
• Non-science concentrations:		
BIO 100, CHE 111, CHE 112, PHY 100		
• 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 lab science for non-science concentrations or		3 hours – 4 hours
MAT 113, MAT 201, MAT 202		
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours
F. Academic Discipline Requirements		18 Semester Hours
CHE 121, 122		8 hours
Either:		
MAT 113, PHY 201, PHY 202		11 hours
Or:		
MAT 202, PHY 211, PHY 212		12 hours
Or:		
MAT 113 or MAT 202, CHE 201, CHE 202		11 – 12 hours
Core Curriculum Requirements		60 Semester Hours

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.

Students with a concentration in Biology should take BIO 121, BIO 122, and MAT 201 in Area D.

A.S. in Business Administration

Student _____ ID# _____ Advisor _____		
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours
	ENG 111 and 112	6 hours
	MAT 101, 111 or 113	3 hours
B. Institutional Requirements		4 Semester 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 Semester 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 Semester Hours
	Select any two lab science courses or advanced math courses:	8 hours
	• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100	
	• 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 lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202	3 hours – 4 hours
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121	3 hours
F. Academic Discipline Requirements		18 Semester Hours
	BUS 121, 122	6 hours
	BUS 125, 126 (must take in Area F)	6 hours
	BUS 120, BUS 152	6 hours
Core Curriculum Requirements		60 Semester Hours

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

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

A.S. in Chemistry

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
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 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none">• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100• 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		8 hours	
Additional lab science for non-science concentrations or MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
CHE 201, 202		8 hours	
PHY 211, 212		8 hours	
MAT 202 or 203		4 hours	
Core Curriculum Requirements		60 Semester Hours	

Suggested for career paths in Chemistry, Biochemistry, 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. Students with a concentration in Chemistry should take CHE 121, CHE 122, and one of MAT 113, MAT 201, or MAT 202 in Area D.

A.S. in Criminal Justice

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 101, 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none">• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100• 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		8 hours	
Additional lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester 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 Semester Hours	

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 Semester Hours	
ENG 111 and 112		6 hours	
MAT 101, 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none">• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100• 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		8 hours	
Additional lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
EDU 111, 211, 212, 213		12 hours	
IFS 150		3 hours	
One course in specialization		3 hours	
Core Curriculum Requirements		60 Semester Hours	

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 Mathematics

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none"> • Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100 • 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 		8 hours	
Additional lab science for non-science concentrations or MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
IFS 150		3 hours	
MAT 201 (if not taken in Area D)		3 hours	
MAT 202, MAT 203		8 hours	
One or two additional Lab Sciences		4 – 8 hours	
Core Curriculum Requirements		60 Semester Hours	

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

Students should consider the requirements of their transfer institution and specialization during registration. Students with a concentration in Mathematics should take PHY 211, PHY 212 and one of MAT 113 or MAT 201 in Area D.

A.S. in Physical Science

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none"> • Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100 • 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 		8 hours	
Additional lab science for non-science concentrations or MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
IFS 150		3 hours	
CHE 121, 122		8 hours	
MAT 202 or MAT 203		4 hours	
Lab science elective (BIO 121 or CHE 201)		4 hours	
Core Curriculum Requirements		60 Semester Hours	

Suggested for career paths in Physical Sciences.

Students should consider the requirements of their transfer institution and specialization during registration. Students with a concentration in Physical Science should take one Physics sequence (PHY 201 and PHY 202 or PHY 211 and PHY 212) and one of MAT 113 or MAT 202 in Area D.

A.S. in Pre-Health Professional

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none">• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100• 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		8 hours	
Additional lab science for Non-science concentrations or MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
BIO 123, 124		8 hours	
BIO 227		4 hours	
Select two of the following: CHE 121, CHE 122, CHE 201, PHY 201, SOC 121 or PSY 202		6 – 8 hours	
Core Curriculum Requirements		60 Semester Hours	

Suggested for career paths in Occupational Therapy, Pre-Dentistry, Dental Hygiene, Pre-Pharmacy, Nursing, Physician's Assistant, and Health professions.

Students should consider the requirements of their transfer institution and specialization during registration. Students with a concentration in Pre-Health professions should take BIO 121, MAT 201, and one of BIO 122 or CHE 121 in Area D.

A.S. in Regenerative Agriculture

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 111 or 113		3 hours	
B. Institutional Requirements		4 Semester 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 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses:		8 hours	
• Non-science concentrations:			
BIO 100, CHE 111, CHE 112, PHY 100			
• 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 lab science for non-science concentrations or		3 hours – 4 hours	
MAT 113, MAT 201, MAT 202			
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
RAG 100		3 hours	
RAG 105		3 hours	
RAG 200		3 hours	
RAG 205		3 hours	
RAG 237		3 hours	
RAG 250		3 hours	
Core Curriculum Requirements		60 Semester Hours	

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

A.S. in Social Science

Student _____		ID# _____	Advisor _____
A. Essential Skills – Communication Skills and Quantitative Skills		9 Semester Hours	
ENG 111 and 112		6 hours	
MAT 101, 111 or 113		3 hours	
B. Institutional Requirements		4 Semester Hours	
Select one of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122		3 hours	
Select one PED class from those listed in the catalog ACS 200 - Cultural Enrichment - 4 CEP events required		1 hour (1) (2) (3) (4)	
C. Humanities/Fine Arts/Ethics		6 Semester 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 Semester Hours	
Select any two lab science courses or advanced math courses: <ul style="list-style-type: none">• Non-science concentrations: BIO 100, CHE 111, CHE 112, PHY 100• 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		8 hours	
Additional lab science for non-science concentrations or MAT 111, MAT 113, MAT 201, MAT 202		3 hours – 4 hours	
E. Social Sciences		12 Semester 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 125, BUS 126, EDU 111, PSY 121, RAG 100, SOC 121		3 hours	
F. Academic Discipline Requirements		18 Semester Hours	
BUS 125 or 126		3 hours	
PSY 121		3 hours	
SOC 121		3 hours	
Select three of the following based on concentration/transfer: IFS 150, MAT 201, or additional social science electives		9 hours	
Core Curriculum Requirements		60 Semester Hours	

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.

Course Descriptions

CULTURAL ENRICHMENT (ACS)

ACS 100 - ANDREW COLLEGE SUCCESS (1)

This is a non-transferable, one-credit course that is required of all students accepted on a conditional basis, as well as all in-coming students who have tested into two or more learning support courses. The course is designed to aid educational, personal and professional success. Special attention is given to the basics of academic life: academic demands, learning resources, student responsibility, learning styles, time management, policies and procedures, as well as career options.

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.

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.

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.*

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.

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.

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.

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 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.

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.

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. These courses may vary yearly.

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. *Prerequisite: None*

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.*

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: Biology 121 or permission of the instructor.*

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. Biology will be offered every other year in the fall. *Prerequisite: High School Biology, Biology 121 or equivalent is recommended.*

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: Biology 123 or permission of the instructor.*

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: Biology 121*

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 semester hours of Special Topics credit as a part of their program of study. *Prerequisite: Permission of the instructor.*

BUSINESS ADMINISTRATION (BUS)

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.

BUS 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.

BUS 121 - 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.

BUS 122 - 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 121*

BUS 125 - 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.

BUS 126 - 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.

BUS 152 - COMPUTER APPLICATIONS FOR BUSINESS (3)

This course is designed to acquaint the student with the design and implementation of business systems. Emphasis will be given to the understanding of word processing, data base and spreadsheet applications.

BUS 221 - 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*

BUS 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.

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.*

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.*

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.*

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.*

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*

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*

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.

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.

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.

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*

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. *Prerequisites: Exit or exemption from Learning Support Reading and English.*

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.

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.

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.

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.

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.

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*

ENGLISH (ENG)

ENG 081 - FOUNDATIONS OF ENGLISH I (4)

This course includes a study of fundamental grammar, punctuation, sentence structure, and paragraph construction. Using coordinated reading and writing assignments that help students work with concepts in contexts, students will build competence in grammar, vocabulary, punctuation, and sentence structure. The student will combine these skill areas with detailed practice in outlining and writing complete essays. This course requires writing totaling approximately 3,000 words. (Prerequisite: Placement by examination. Hours will not count toward honors or graduation.)

ENG 091 - FOUNDATIONS OF ENGLISH II (4)

This course prepares students for college level reading and writing. Using coordinated reading and writing assignments that help students work with concepts in contexts, students will build competence in grammar, vocabulary, punctuation, and sentence structure. The student will combine these skill areas with detailed practice in outlining and writing complete essays. This course requires writing totaling approximately 4,000 words. (Prerequisite: English 081 or placement by examination. Hours will not count toward honors or graduation.)

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 two-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 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: English 111 and 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*

ENG 120 - LITERARY MAGAZINE (1)

Practical experience in editing and publishing the online literary magazine, *The Welkin Ring*, 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 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.

FOREIGN LANGUAGE

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.

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*

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.

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.

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.

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.

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 humanity from its origins to the dawn of the "modern" age.

HIS 102 - SURVEY OF WORLD CIVILIZATION II (3)

This course is a study of the internal developments of and the relations among civilizations of the world since 1500 C.E. It is a continuation of HIS 101.

HIS 105 - UNITED STATES HISTORY TO 1865 (3)

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

HIS 106 - UNITED STATES HISTORY SINCE 1865 (3)

This course is a continuation of History 105. It surveys American history from reconstruction to the present. Students examine trends of the period and relate them to contemporary America. Special attention is given to Georgia's role during this period of our 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.

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 - SURV OF THE HUMANITIES RENAISSANCE TWENTIETH 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 & HUM 121 or approval of the instructor*

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 three weeks. It is designed to provide learning opportunities and enrichment experience 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)

This is an introduction to computer systems examining their development and use in the professional world. Emphasis will be given to terminology, the understanding of file management techniques, word processing, web page creation, spreadsheet applications and database management.

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. *Prerequisite: IFS 150*

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 081 - FOUNDATIONS OF MATH I (4)

This course is designed to prepare students for college level mathematics. Topics will include: real-number concepts, linear equations in one variable, problem solving involving linear, integral exponents, graphing linear equations, rational expressions, integral and rational exponents, solving rational and radical equations, problem solving involving linear equations, rational equations, and systems of equations in two variables, and writing equations of lines. (Prerequisite: Placement by examination. Hours will not count toward honors or graduation.)

MAT 091 - FOUNDATIONS OF MATH II (4)

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 (2)

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 - MATHEMATICAL MODELING (3)

Math Modeling is a course 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: Completion of 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: 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*

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*

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*

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.

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 091 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.

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.

MUS 090 - VOCAL MUSIC SKILLS (1)

Beginning instruction of fundamentals of singing for choral students, including vocal technique, ear training, and solfège. Hours will not count toward honors or graduation.

MUS 091 - 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.*

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 116 - CONCERT CHOIR (1)

A non-auditioned choral group open to the entire student body. Required of all choral scholarship students. Emphasis on building choral skills and on-campus performances of basic choral repertoire.

MUS 117 - CHORALIERS (1)

A choral group open to the entire student body by audition. Smaller vocal chamber groups are formed as needed from within the Choraliers. 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 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 201 - AURAL SKILLS III (1)

The advanced study of sight singing, keyboard harmony, and ear training. *Co-requisite for music majors: MUS 211; Prerequisite: MUS 102.*

MUS 202 - AURAL SKILLS III (1)

The continuation of advanced study of sight singing, keyboard harmony, and ear training. *Co-requisite for music majors: MUS 212; Prerequisite: MUS 201.*

MUS 211 - MUSIC THEORY III (3)

The study of chromatic harmony through writing and analysis. *Co-requisite for music majors: MUS 201; Prerequisite: MUS 112.*

MUS 212 - MUSIC THEORY IV (3)

The study of twentieth century music techniques and post-tonal theory. *Co-requisite for music majors: MUS 202; Prerequisite: MUS 211.*

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, 261, 271, 281, 291 - SECONDARY APPLIED INSTRUMENT (1)

These courses are beginning instruction, with emphasis on music reading and elementary techniques. One semester hour of credit, one twenty-five 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, 282, 292 - PRIMARY APPLIED INSTRUMENT (1)

These courses provide private instruction for music program students. One (1) 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.

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 (1) hour P.E. credit for participating in a varsity sport, provided their participation is for (2) two seasons. The credit will be given at the end of their second season. The one (1) hour credit would apply to the individual or team sport area that is appropriate.

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 area 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.

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

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 113*

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*

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*

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; Pre- or Co-requisite: MAT 203*

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.*

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. A community service learning component is required to expose the student to the practical aspects of the discipline, along with the academic nature of psychology.

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.

REGENERATIVE AGRICULTURE (RAG)

RAG 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. *Prerequisite(s): None*

RAG 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. *Prerequisite(s): None*

RAG 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): RAG 100*

RAG 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): RAG 100*

RAG 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): RAG 100*

RAG 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): RAG 100 and RAG 200 or 205*

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.

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*

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*

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*

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 102*

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*

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)
Beckum, Rev. Robert, Columbus (Ex-Officio 2011)
Bruce, Mary, Columbus (2013)
Cargill, Shirley, Columbus (2009)
Cooper, Rev. Buddy, Columbus (Ex-Officio 2012)
Daugherty, Peter, Columbus (2008) Vice-Chairman
Flowers, George, Columbus (2004) Chairman
Gregory, Bert, Vienna (2011) Secretary
Jones, Stephanie, Atlanta (2014)
Kemp, Gene, Columbus (2014)
King, Bishop James, Macon (Ex-Officio 2008)
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)
Ragan, Dr. Eric '85, Columbus (2014)
Ray, Kathy, Americus (2011)
Rogers, Maceo, Decatur (2012)
Taylor, Richard '71, Atlanta (2011)
Weckwert, Kimberly '86, Thomasville (2015)
Whatley, Steve '74, Cuthbert (2007)
Wheeler, Wes, Americus (2010)
Wickham, Malon Columbus (2007)
Williams, Rob, Columbus (2014)
Wright, Ernie '76, Columbus (2009)

Full-Time Faculty

Askew, Susan (2016), *Assistant Professor of Nursing*, M.S.N., University of Phoenix, RN, FNP-C, University of Massachusetts, Boston.

Boensel, Marc (2016), *Assistant Professor of Music*, B.M., California State University Fullerton, M.M., San Diego State University, DMA, University of Maryland.

Burnett, Malanie (2011), *Director of AndrewServes*, B.A., Mercer University.

Collins, Caroline W. (2013), *Assistant Professor of English*, B.A., Quincy College, M.F.A., University of Arkansas, Ph.D., University of Arkansas.

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.

Gille, Philip R. (2003), *Associate Professor of Mathematics*, B.S. University of Wisconsin, M.E.D Brigham Young University, M.S. Montana State University.

Gross, Molly (2013), *Assistant Professor of Learning Support Reading*, B.F.A., University of Arizona, M.F.A., University of California, Riverside.

Gross, Nate (2013), *Assistant Professor of Theatre & Director of the Theatre Program*, A.A., American Academy of Dramatic Arts, B.A., California State University Northridge, M.F.A., University of Arizona.

Hallman, David M. (2008), *Assistant Professor of Criminal Justice*, B.S. Georgia Institute of Technology, M.P.A. Columbus State University.

Harris, Katie (2012), *Assistant Professor of Learning Support English*, B.A., Georgia Southwestern State University, M.A.T., Georgia College and State University, Ed.S., West Georgia College and State University.

Hohn, Elizabeth (2015), *Assistant Professor of Mathematics*, B.S., University of Mobile, M.A.T., Winthrop University, Ed.D., University of West Florida.

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.

- Kenworthy, Rachael** (2015), *Associate Professor of Biology*, B.S., Charleston Southern University, Ph.D., Florida State University
- Knight, Amanda A.** (1999), *Associate Professor of English*; B.S. Ed., Valdosta State University; M. Ed., Georgia Southwestern State University.
- Latimer, Phillip** (2012), *Director of Athletic Safety and Therapy & Athletic Training Program Coordinator*, B.S. University of Georgia, D.C., Life University.
- Pittman, Karan B.** (1989), *Associate Professor & Director of Library Services*, A.A., Andrew College; B.S., Auburn University; M.S.L.S., University of North Carolina-Chapel Hill.
- Rhode, David J.** (2006), *Associate Professor of Chemistry*, B.S., Shippensburg University, Ph.D., University of Tennessee.
- Roberts, Charles** (2015), *Assistant Professor of History*, B.A., Birmingham-Southern College, M.A. and Ph.D., University of Alabama
- Schiavone, Drew** (2016), *Assistant Professor of Regenerative Agriculture*, B.S., University of Florida, M.S. University of Florida, Ph.D., University of Kentucky.
- Senn, Farrah** (2016), *Assistant Professor of English*, Ed.S., Georgia Southern University, Statesboro, MA, Georgia Southern University, Statesboro, MPA, Georgia Southern University, Statesboro.
- Singleton, Lisa** (2016), *Assistant Professor of Business Administration*, BSBA, Sullivan University, BSACC, Sullivan College, MBA, Indiana Wesleyan University, DBA, Argosy University.
- Teal, Teresa** (2015), *Assistant Professor of Mathematics*, B.S., Valdosta State University, M.B.A., University of Phoenix

President's Cabinet

- Brubaker, Andy** (2012), *Vice President for Administration*, B.S., Western Carolina University, M.P.A., University of West Georgia.
- Buchanan, Linda R., Ph.D.** (2015), *President*, B.S., George Williams College, M.S., Eastern Kentucky University, Ph.D., Georgia State University.
- Geeter, Andy** (2015), *Vice President of Enrollment Management*, B.A., Oglethorpe University, M.A., Georgia State University.

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