

2026-2027

Academic Catalog

Georgia Military College



Academic Excellence. Since 1879.

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WELCOME

A Letter from the President

Dear GMC Family,

At Georgia Military College, we take great pride in providing a values-based education that empowers students to succeed in every chapter of life. Our motto—“*Leadership: Our Legacy. Your Future*”—is more than a phrase. It’s a promise that your time at GMC will prepare you not just for a career, but for a lifetime of leadership, service, and personal fulfillment.

Since 1879, GMC has served as a guiding light for students who are ready to grow—intellectually, morally, and professionally. Our mission to develop authentic servant leaders is deeply embedded in everything we do. Whether you’re here to earn an Associate degree, pursue a Bachelor of Applied Science, or build the foundation for future academic or military service, GMC offers the structure, support, and opportunity to help you reach your full potential.

This catalog is your roadmap to all that GMC has to offer. Inside, you’ll find a comprehensive overview of our academic programs, policies, and student resources. But more than that, you’ll see how GMC will create pathways of opportunity for you in the form of rigorous academic programming and support from our faculty and staff. Small class sizes and individual attention to your personal success are what make this institution so special.

As you begin or continue your educational journey with us, I encourage you to take full advantage of all that GMC provides. Embrace the challenges, explore the opportunities, and let this chapter be the start of something truly meaningful. We are honored to walk alongside you, wherever your goals may lead.

Welcome to Georgia Military College—where your future begins.

Major General Terrence J. McKenrick, U.S. Army (Retired)
President, Georgia Military College



MESSAGE FROM THE CHIEF ACADEMIC OFFICER

Welcome to Georgia Military College. Whether you are a new student stepping into college for the first time, a working adult returning to finish a degree you started years ago, or a military-connected learner balancing service and scholarship, you have made an exceptional choice. GMC was founded in 1879 with a commitment to developing leaders, and more than a century later, that commitment has expanded into something even more powerful: a promise that every student who walks through our doors, in any classroom, at any location, in any modality, will be treated with the respect, care, and seriousness they deserve.

At GMC, quality is not a talking point but a standard. Every degree program and course offered at GMC is designed, reviewed, and delivered by faculty who are credentialed experts in their fields. Our instructors bring real-world experience, genuine passion for their disciplines, and a deep commitment to your growth as a learner. Whether you are sitting in a classroom in Milledgeville, logging into your class from your living room, or joining a hybrid session that meets you halfway, you will receive instruction that meets the same rigorous standards. GMC holds itself accountable to your success, and that begins with the quality of what happens in every course, every term, every year.

At GMC, we listen. Your Voice Matters. When you complete a course evaluation, give feedback to your instructor, complete an institutional survey, or reach out to a coach or professor, that information does not disappear. It shapes decisions. It improves courses. It brings new programs and services. It changes how we serve the next students who sit where you are sitting now. We take your experience seriously. We want to earn your trust, not simply expect it.

You are not a number at GMC. We know that sounds like something every college might say, so let me tell you what it looks like in practice. Every student at GMC is assigned a professional Coach, who is a real person who knows your name, your goals, and is invested in helping you reach graduation. Your coach will help you choose the right degree program, build a realistic academic plan, navigate the challenges when life gets complicated, and celebrate your milestones along the way. When you have a question, your coach is the genuine person who helps you find an answer. Our commitment to you isn't accidental, but a deliberate institutional commitment.

We offer a full range of credentials for your educational journey leading to the workforce. Our flagship offering is the Bachelor of Applied Science (BAS) degree. This four-year credential is not a liberal arts degree but is designed to emphasize learning the skills and knowledge needed to align with the workforce and provide core skills that employers want for career advancement, such as developing as a critical thinker, clear communicator, ethical decision maker, problem solver, and a leader ready for the demands of an increasingly complex world. GMC is preparing you not just for your first job, but for a lifetime of meaningful contribution.

If you have an Associate of Applied Science (AAS) degree from a technical or community college, the BAS is specifically designed with you in mind, allowing you to build on the work you have already done without starting over. This is your direct path from where you are to where you want to be. We also have transfer agreements with universities in Georgia, so if you want to pursue your Master's or Doctoral degree, we have pathways to help you transition to your next educational step.

GMC also offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as certificates in a variety of focused areas. Whatever your starting point and whatever your destination, GMC has a program pathway designed to take you there.

GMC believes in “Education Your Way.” We understand that your life does not pause for your education. Your education should not require you to pause your life. GMC offers traditional in-seat classes and hybrid courses (a combination of in-seat and online learning) at our Main Campus in Milledgeville, and general education courses such as English, mathematics, history, and science are offered at a variety of satellite locations across Georgia. For students who need maximum flexibility, GMC offers programs online through GMC Online. Our online courses are professionally designed, allow you to work at your own pace, and eliminate traditional online busy work like mandatory discussion forums. Our online professors are responsive, assist with your learning, and grade your work. No matter what format you choose, you will receive the same quality instruction, the same academic standard, and the same commitment to your success.

GMC surrounds you with support, and we need you to use it. GMC professors follow the “culture of care” guidelines to ensure your questions are answered and that you are assisted in your learning. Beyond that, GMC offers free tutoring services. We also embed the “Writing Nook” in your courses to assist you with questions and tutorials on writing papers. Embedded in our leadership development courses, we also have instruction and learning on time management, test-taking strategies, study skills, and the kind of personal organization that makes the difference between surviving a term and thriving in one. Understand what it means to have a “growth mindset,” be a “lifelong learner,” and master “internal locus of control” to your advantage and success. These services and courses exist because we know that intelligence and effort alone are not always enough. Sometimes, you need someone in your corner who knows how to help, but just don’t forget that they are there for you.

Now, it is up to you. GMC will meet you with everything we have. Qualified faculty. Attentive Coaches. Free tutoring. Flexible modalities. Built-in Workforce skills. Responsive Staff. A community that sees you as an individual, not an enrollment number. We will answer your questions, celebrate your progress, and stand beside you when the path gets hard. But the grit, discipline, and determination to show up and do the work belong to you. No institution can give you that. It has to come from inside yourself. I used to tell my students that if you don’t have “pain in the brain,” then you aren’t learning. Your brain is a muscle that has to be exercised, so never outsource your learning to anyone or anything. It is a skill and a gift that only you can develop. And I believe, without reservation, that you can succeed. I cannot wait for your graduation day, when I confer your degree, and you cross the stage to receive your diploma. Do it for yourself!

Your future is worth the effort. I am honored to be part of your journey.

Meet you on graduation day,

Dr. Susan Daniel
Senior Vice President/Chief Academic Officer
Georgia Military College
sdaniel@gmc.edu



2026-2027 ACADEMIC CALENDAR

	Quarter 1 2026	Quarter 2 2026	Quarter 3 2027	Quarter 4 2027	Summer 2027
Registration Begins	Jan 15 2026	Mar 22 2026	Jun 7 2026	Aug 16 2026	Oct 22 2026
Registration Ends	Aug 9	Oct 12	Jan 5	Mar 16	Jun 1
Classes Begin	Aug 10	Oct 13	Jan 6	Mar 17	Jun 2
Drop/Add Begins	Aug 10	Oct 13	Jan 6	Mar 17	Jun 2
Drop/Add Ends	Aug 13	Oct 18	Jan 10	Mar 21	Jun 6
Midterm	Sep 9	Nov 11	Feb 5	Apr 22	Jul 2
Last date to withdraw without academic penalty	Sep 22	Nov 25	Feb 18	May 4	Jul 15
Classes End	Oct 6	Dec 9	Mar 4	May 18	Jul 29
Exams End	Oct 6	Dec 9	Mar 4	May 18	Jul 29
Grades Due	Oct 8	Dec 11	Mar 8	May 20	Aug 2

2027-2028 ACADEMIC CALENDAR

	Quarter 1 2027	Quarter 2 2027	Quarter 3 2028	Quarter 4 2028	Summer 2028
Registration Begins	Jun 7	Aug 16	Oct 18	Jan 10	Apr 6
Registration Ends	Aug 10	Oct 12	Jan 4	Mar 14	Jun 6
Classes Begin	Aug 11	Oct 13	Jan 5	Mar 15	Jun 7
Drop/Add Begins	Aug 11	Oct 13	Jan 5	Mar 15	Jun 7
Drop/Add Ends	Aug 15	Oct 17	Jan 9	Mar 19	Jun 11
Midterm	Sep 10	Nov 11	Feb 4	Apr 20	Jul 5
Last date to withdraw without academic penalty	Sep 22	Nov 26	Feb 17	May 2	Jul 17
Classes End	Oct 6	Dec 10	Mar 2	May 16	Jul 31
Exams End	Oct 6	Dec 10	Mar 2	May 16	Jul 31
Grades Due	Oct 8	Dec 13	Mar 6	May 18	Aug 2

NOTE: The academic calendars on this page are provided as part of the historical record of the college. While changes to the academic calendars are rare, circumstances occasionally require the modification of published calendars. Updates and changes to academic calendars will be posted on the [academic calendar page](#) of the GMC website. Please refer to that page to ensure that you have access to the most up-to-date information.

CONTACT INFORMATION

GMC ONLINE

201 E. Greene Street, Box 100, Milledgeville, GA 31061 (478) 387-7804

MAIN CAMPUS

201 E. Greene Street, Milledgeville, GA 31061 (478) 387-4846
1-800-342-0413

SATELLITE SITES

AUGUSTA

115 Davis Road, Martinez, GA 30907 (706) 993-1123

COLUMBUS

2221 Manchester Expressway, Columbus, GA 31904 (706) 522-7051

DUBLIN

200 South Jefferson Street, Dublin, GA 31021 (478) 410-3454

FAIRBURN

326 West Broad Street, Suite 200, Fairburn, GA 30213 (678) 379-1414

MADISON

235 South Main Street, Madison, GA 30650 (706) 343-5863

VALDOSTA

4201 North Forrest Street, Valdosta, GA 31605 (229) 269-4848

For questions or corrections, email Academic Affairs at AcademicAffairsAdminis@gmc.edu and reference the 2026-2027 Academic Catalog in the subject line.

GEORGIA MILITARY COLLEGE

LEADERSHIP.
CHARACTER.
CIVILITY.



ABOUT GEORGIA MILITARY COLLEGE

Our Heritage

Georgia Military College (GMC) is an accredited public-independent liberal arts college. It serves students through six community college Sites across Georgia, through GMC Online, and at its Main campus in Milledgeville, which is home to residential Cadets, non-Cadet commuter students, and intercollegiate athletes. Federally recognized, GMC consistently enrolls a high proportion of students from historically underserved socioeconomic backgrounds. The college's primary focus is awarding associate degrees and preparing students to transfer to four-year colleges and universities; its second focus is providing pathways for students to earn the Bachelor of Applied Science (BAS) degree. GMC's mission is to produce educated citizens and contributing members of society in an environment that develops both the intellect and the character of its students.

The Main Campus houses GMC's President and senior administrators. It is also home to the GMC Preparatory School (grades K–12) and the residential U.S. Army Senior Reserve Officers' Training Corps (SROTC) program.

GMC was established in 1879 by an act of the Georgia General Assembly as a public, non-affiliated University System of Georgia (USG) educational institution. The same act located the college in Milledgeville, on the grounds of Georgia's former state capital (1803–1868). Originally named "Middle Georgia Military and Agricultural College," the institution was renamed "Georgia Military College" in 1900.

From its founding in 1879 until 1952, GMC served as the high school for the city of Milledgeville and Baldwin County. In 1930, with the approval of the state of Georgia, the GMC Board of Trustees added a junior college program. In 1946, the U.S. War Department designated GMC a military institution authorized to conduct federally funded and approved military training, and in 1950 GMC became a designated Military Junior College with a full ROTC program. Beginning in 1971, GMC established supporting sites and extension centers across the state, becoming an essential provider of secondary and post-secondary education for the citizens of Georgia and for the men and women serving in Georgia in the armed forces of the United States.

GMC awards three associate degrees—the Associate of Arts, the Associate of Science, and the Associate of Applied Science—each with concentrations in multiple disciplines. Every degree includes a core curriculum of transferable courses in the humanities, natural sciences, mathematics and technology, and social sciences. These programs build the associate-level knowledge and skills students need to transfer to four-year institutions or to earn the credentials required to enter and advance in selected career fields. GMC also offers a curriculum designed to support students in earning the Bachelor of Applied Science degree. Unique within Georgia, GMC is authorized under a 1980 federal Public Law to host a U.S. Army-conducted and -funded Early Commissioning Program (ECP). Cadets who complete the program's academic and military requirements may be commissioned as reserve officers in the U.S. Army at the rank of Second Lieutenant upon graduating from GMC after two years.

GMC is committed to developing the intellect and elevating the character of its students at the same time. Each course of study includes a component devoted to ethical reasoning, leadership, and critical thinking. This blend of a learning-based curriculum with an Ethics-Across-the-Curriculum focus gives every GMC student a distinctive educational experience—one designed to produce contributing citizens who are equipped and committed to making a difference in the communities where they live, work, and study. Carried forward from its 1879 beginnings, this character-based focus remains a defining characteristic of Georgia Military College in the twenty-first century.

Accreditation

Georgia Military College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Georgia Military College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Georgia Military College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Memberships

The college maintains memberships in the following organizations: The Association of Military Colleges and Schools of the United States (AMCSUS); The National Junior College Athletic Association (NJCAA); The Georgia Collegiate Athletic Association (GCAA); National Association of Two-Year Athletic Directors (NATYCAA); The Association for Practical and Professional Ethics (APPE); The Georgia Association of Collegiate Registrars and Admissions Officers (GACRAO); Georgia Association of Veteran Certifying Officials (GAVCO); National Association of Veteran's program Administrators (NAVAPA); Georgia Association of Financial Aid Administrators (GASFAA); National Association of Financial Aid Administrators (NASFAA); and The Southern Association of Financial Aid Administrators (SASFA).

GMC is approved by the Georgia Department of Veterans Service State Approving Agency and U.S. Department of Veterans Affairs for certifying Veterans Educational Assistance Programs. GMC is approved by the DoD Office of the Under Secretary of Defense for Personnel and Readiness to participate in the DoD Tuition Assistance (TA) Program.

Our Vision

Georgia Military College will remain grounded in our heritage and committed to innovation, preparing students for lifelong success. Our vision is guided by its strategic initiatives, otherwise known as “**Strategic Pillars**”:

1. *Elevate student success and experience*
2. *Advance programs and academic quality*
3. *Cultivate faculty and staff culture*
4. *Fortify resources and sustainability*
5. *Optimize institutional effectiveness*
6. *Enhance communication and brand identity*

Our Mission

Georgia Military College educates and develops leaders of character to provide opportunity through quality academics and holistic growth in a student-focused environment.

At Georgia Military College (GMC), students can choose from several degree paths. Our Associate of Arts (AA) and Associate of Science (AS) degrees are designed for those planning to transfer to a four-year institution. For students looking to enter the workforce directly, we offer Associate of Applied Science (AAS) and Bachelor of Applied Science (BAS) degrees. BAS graduates also have the option to continue their education at a six-year institution. GMC includes a military training and education component for selected college students who enroll in the Reserve Officers' Training Corps (ROTC).

Our Purpose

Georgia Military College will be successful in the educational development of citizens through the integration of two dimensions of education: the development of the intellect and the elevation of character. Possession of these two dimensions, which includes the capacity to act upon one's knowledge, provides an individual the ability to function as a responsible citizen within a republic. GMC graduates shall have an appreciation for the centrality of education as a lifelong pursuit.

GMC will produce citizens who serve as role models by actively involving themselves in their communities and in the democratic process. This interaction will be accomplished by creating and continually refining formal ethics programs, providing time for reflection, and training students in the right behaviors. The institution will encourage all members of the educational community—students, faculty, and staff—to work in partnership with the communities in which they live.

GMC graduates will understand the importance of and the need to respect the dignity and humanity of others. They will be sensitive to persons of diverse backgrounds with different values and communication methods.

Concurrent with the accelerating growth of information and derived knowledge, the focus at GMC will be to teach students how to learn to increase their adaptability to changing conditions. Students will be prepared to think critically and to have confidence in their abilities to act within a global environment.

GMC will employ quality faculty and staff and develop facilities focused on successfully achieving both dimensions of education. The faculty's primary focus will be on excellence in teaching and expanding their knowledge and skills as teachers. The institutional staff will be student-oriented and professionally competent. Facilities will reflect state-of-the-art capabilities and contribute directly to creating and maintaining a learning environment.

Educational Goals

GMC students develop and demonstrate intellectual competencies within a framework of leadership and character, which are essential in educational and life endeavors. These include:

- Written Communication
- Quantitative Reasoning
- Critical Thinking
- Global Literacy
- Problem-Solving

GMC students develop self-respect; examine attitudes, values, and assumptions; and consider and accept responsibility for the consequences of their actions and decisions.

Leadership

GMC's Leadership courses introduce students to components of personal leadership development and the foundations of liberal arts education to prepare a new generation of effective leaders. In the initial course, LDR 101, students will be introduced to the GMC core values of duty, honor, and country, GMC campus resources and opportunities, and effective study strategies. Students will engage in self-reflective learning experiences that connect leadership theory and real-world applications to facilitate rewarding college, career, and life experiences. The program's capstone course, LDR 201, emphasizes Georgia Military College's mission to produce educated, contributing community leaders through the development of critical thinking and reasoning skills as well as through the elevation of the character of the individual student.

APPLICATION PROCESS

Georgia Military College is an open enrollment institution. In keeping with the GMC mission, the admission policies of GMC are in place to serve students seeking a liberal-arts based, two-year undergraduate curriculum, a four-year Bachelor of Applied Science (BAS) degree, or a career-oriented certificate. A potential student is considered for admission without regard to age, race, creed, religion, gender, marital status, disability, or national origin. Applicants meeting admission requirements are eligible for admission as long as it is judged that the prospective student's enrollment will not be hazardous to the student or endanger the health and safety of fellow students or others.

As appropriate, an applicant must be a graduate from a public school regulated by a school system and state department of education or be a graduate from a high school accredited by one of the following: an accrediting association such as the Southern Association of Colleges and Schools, The Georgia Accrediting Commission, or The Georgia Private School Accrediting Council.

Every applicant must submit a formal application with a \$35 non-refundable application fee. The application can be completed [online](#) or at any GMC location. Applicants must submit an official transcript showing graduation with a general high school college preparatory or technical diploma or an official GED score report showing successful completion of the General Education Diploma, an official HiSET score report showing successful completion of the HiSET exam, meet home school admission requirements (see requirements below), official transcripts from all colleges and universities previously attended, SAT or ACT scores from an official score report or official high school transcript, or an official transient letter from the institution in which the student is currently enrolled. Applicants who have earned a high school credential other than a high school diploma (Certificate of Attendance, Certificate of Performance, State-Defined Alternate Diploma, etc.) will not be considered as high school graduates and therefore will not be granted admission.

Active military members and veterans from the Army, Navy, Marines or Coast Guard must submit an official Joint Services Transcript ([JST](#)). Active military members and veterans from the Air Force or Space Forces must submit an official Community College of the Air Force transcript which can be ordered through their AI portal. Additional items may also be required in support of the application for admission. Each applicant receives instructions on items needed to complete their application file and is given an admission decision as soon as possible after receiving all information. Students furnishing the college with false, incomplete, or misleading information related to their application or academic record will be subject to the denial of their application or dismissal from the institution.

Admission to GMC does not guarantee admission to a particular program. Separate and sometimes higher requirements are described in this catalog for entry into specific programs. The College reserves the right to limit the number of students admitted to the College and specific programs and to make decisions regarding admission to the College and specific programs by any lawful criteria or procedures determined by the College or its officials, whether such standards or procedures are published or unpublished. Tours of each GMC site are available and may be arranged by calling the site directly. Although not required, it is recommended that site tour reservations be made in advance of your visit to the site.

Applications are valid for a period of two years. Prospective students who began or completed an application within the past two years and did not enroll must verify their contact information with the enrollment coach staff. The student must request official transcripts be sent to their enrollment coach from any other institution the student may have attended. Students will need to submit a new application if it has been over two years since they began or completed their application and did not enroll.

Application Deadlines

Each site determines its own application deadlines. Applicants are encouraged to contact their local GMC site directly to obtain the deadline for the desired entry term. Students are encouraged to apply for admission and financial aid before the beginning of a new term to allow adequate time for receipt of transcripts and documentation of financial assistance.

ADMISSION CATEGORIES

Students seeking admission to Georgia Military College may be accepted in one of three categories. These categories are unconditional admission, conditional admission, or provisional admission.

Unconditional Admission Policy

An applicant admitted in unconditional status has met all stated admission requirements and requires no remedial courses at the time of admission. Dual Enrollment students are admitted under this status until they return to GMC as a First-Time Freshman.

Conditional Admission Policy

Conditional admission is appropriate for a student that has met all admission requirements but does not meet regular academic standards and, therefore, must enroll in the LSS Program. This category is also used for students who transfer to GMC with a current academic standing of academic warning, academic probation, or academic suspension. Students admitted conditionally must register for a minimum of five credit hours during the first term of enrollment.

Provisional Admission Policy

Provisional admission is appropriate for students seeking admission and registration privileges before all admission requirements have been met. Provisional admission is granted on a case-by-case basis by the respective site senior academic administrator, coaching staff, or other designated official. Students granted provisional admission must complete a Provisional Registration Agreement before registration, and must provide all official transcripts by the end of the first term of enrollment or the specified date indicated on the Agreement. Students will not be eligible for financial aid consideration until GMC has received all official transcripts and it is determined that the student is eligible for admission. All fee payment deadlines must be met by the student regardless of the provisional registration agreement. Registration for any future term will be permitted once all required documents have been submitted and the student is determined eligible to continue.

Minimum Requirements for Regular Freshman Admission

An applicant will be considered for freshman admission only after all the following documents have been received in the Admissions Office:

1. A \$35 non-refundable application fee.
2. An official [application](#).
3. An official transcript from an accredited secondary school showing graduation with a college preparatory diploma, technical diploma, general diploma or successful completion of the GED or successful completion of the HiSET exam. Students applying for an upcoming term while completing the senior year of high school should submit an official transcript showing coursework completed through the 11th grade and should then provide an additional transcript upon completion of the 12th grade that reflects the date of graduation.

Placement

For students to enroll in classes at the appropriate academic level, evaluations are conducted in three areas: Reading, Writing, and Mathematics. The specific methods for establishing the academic level are found in the [Placement Scores and Evaluation](#) section of the Catalog. All students must meet these criteria.

Placement assessment of Reading, English, and Mathematics skills assists GMC in advising students, so they can develop skills to help ensure a successful academic career.

Placement Scores and Evaluation

Areas of deficiency are identified by SAT or ACT and/or by evaluation of high school transcripts and GED scores, or HiSET exam scores. Students may elect to use placement scores from another institution GMC for up to two years from the test date. Students who are placed in LSS courses must earn a passing grade in each course before enrolling in credit courses in that subject area.

Reading Skills Placement is evaluated for all entering freshmen **unless** they satisfy one or more of the following:

- Cumulative high school GPA of at least 2.5 or GPA Summary/Cumulative GPA of at least 80.
- GED score of 165 or greater out of 200 on Reasoning through Language Arts College Ready Test.
- SAT Evidence-Based Reading and Writing test score of 480 or greater.
- ACT English or ACT Reading score of 17 or greater.
- Score of 237 or greater on the Next-Generation Accuplacer Reading Comprehension test.
- Lexile score of 1295 or greater.
- HiSET score range of 15-20.
- Transfer credit for ENG 101.
- Successful completion of RDG 099 or its equivalent at an accredited college within the past two years. (Unsuccessful attempt of RDG 099 or its equivalent at an accredited college within the past two years places the student in RDG 099.)
- An unsuccessful attempt (any grade below a "C") of ENG 101 (GMC equivalent) at an accredited college within the past two years places the student back in ENG 101 without retesting or further evaluation.

Writing Skills Placement is evaluated for all entering freshmen **unless** they satisfy one or more of the following:

- Cumulative high school GPA of at least 2.5 or GPA Summary/Cumulative GPA of at least 80.
- GED score of 165 or greater out of 200 on Reasoning through Language Arts College Ready Test.
- SAT Evidence-Based Reading and Writing test score of 480 or greater.
- ACT English score of 17 or greater.
- Score of 4 or greater on the Accuplacer WritePlacer Essay Test or WritePlacer ESL Test.
- Score of 250 or greater on the Next-Generation Writing Test.
- HiSET score range of 15-20.
- Transfer credit for ENG 101.
- Successful completion of ENG 099 or its equivalent at an accredited college within the past two years. (Unsuccessful attempt of ENG 099 or its equivalent at an accredited college within the past two years places the student in ENG 099.)
- Successful completion of ENG 097 or its equivalent at an accredited college within the past two years places the student in ENG 099. (Unsuccessful attempt of ENG 097 or its equivalent at an accredited college within the past two years places the student in ENG 097.)
- An unsuccessful attempt (any grade below a "C") of ENG 101 (GMC equivalent) at an accredited college within the past two years places the student back in ENG 101 without retesting or further evaluation.

Students who do not meet one of these requirements will be placed in LSS ENG 097 or ENG 099:

- Students with a grade below “C” in the last full year of English taken or with a GED scaled score of 100-144 will be placed in ENG 097.
- Students with a grade of “C” in the last full year of English taken or with a GED scaled score of 145-164 will be placed in ENG 099.

Mathematics Placement is evaluated for all entering freshmen **unless** they satisfy one or more of the following:

- Grade of “B” or better in Advanced Algebra.
- Grade of “C” or better in Advanced Algebra with a cumulative high school GPA of at least 3.4.
- GED score of 165 or greater out of 200 on Mathematical Reasoning College Ready Test.
- SAT mathematics score of 440 or greater within five years from date of application.
- ACT mathematics score of 17 or greater within five years from date of application.
- Score of 250 or greater on the Next-Generation Quantitative Reasoning, Algebra, and Statistics Test.
- Score of 237 or greater on the Next-Generation Advanced Algebra and Functions Test.
- HiSET score range of 15-20.
- Transfer credit which satisfies the Quantitative Reasoning (Area A2) group in the core curriculum.
- Successful completion of LSS mathematics sequence at an accredited college within two years from date of application.
- An unsuccessful attempt (any grade below a “C”) of a college-level mathematics course that satisfies the Quantitative Reasoning (Area A2) group in the core curriculum (GMC equivalent) from an accredited college within the past two years places the student back in college-level mathematics without retesting or further evaluation.

Note: A grade of “C” or better in Advanced Algebra or a GED score of 145 or greater could place a student in MAT 103. Placement scores (without any course attempts) may be used for up to two years from the test date.

Transfer Admissions Requirements for AA, AS, and AAS Programs

All persons seeking admission who have been previously enrolled in one or more institutions of higher education must submit the following items to the GMC Admissions Office:

1. A \$35 non-refundable application fee.
2. An official [application](#).
3. An official transcript sent directly from every college, technical school, or university previously attended. Students applying for admission at GMC while still enrolled at another college or university must provide an official preliminary transcript showing work completed to date and provide an official final transcript at the conclusion of the last term of enrollment. Official transcripts must note student’s academic standing. Students transferring from institutions that do not post academic standing must request a statement of academic standing from the Registrar’s Office at their previous institution(s).
4. Active military members and veterans from the Army, Navy, Marines, or Coast Guard must submit an official Joint Services Transcript ([JST](#)). Active military members and veterans from the Air Force or Space Forces must submit an official Community College of the Air Force transcript which can be ordered through their AI portal. an official Community College of the Air Force transcript which can be ordered through their AI portal.

5. Applicants must also meet all requirements for freshman admission. The requirement for submitting a high school transcript may be waived if the name of the high school and graduation date are annotated on a previously attended accredited college or university transcript. Students with college transcripts demonstrating completion of a bachelor's degree or higher do not have to submit documentation annotating a high school graduation date.
6. Applicants who have not completed ENG 101 and MAT 103/109 or better with a grade of "C" or better will have their transcripts/GED scores evaluated for placement unless they have completed the appropriate LSS course with a "C" or better at their previous institution and are prepared to enter ENG 101, MAT 103 or MAT 109. See [Placement Scores and Evaluations](#) for additional information.
7. Students must be eligible to return to their previous institution immediately (i.e., not on suspension, exclusion or dismissal). If students are seeking admission at GMC following suspension from their previous institution, they must provide adequate documentation to explain the grounds for suspension.

Students who have been suspended may petition for admission at GMC following a one-term break in enrollment. See [Admissions of Students on Suspension](#) for additional information.

The [GMC Standards of Satisfactory Status](#) will be used to evaluate students' academic progress at the prior institution, which may result in an academic warning, academic probation, or academic suspension status at the time of admission and impact access to available financial aid.

Admissions Requirements for a Bachelor of Applied Science (BAS) Program

Students seeking admission into the BAS program must meet the "Minimum Requirements for Regular Freshman Admission" and are subject to the placement testing guidelines (unless the student has already completed a degree at the associate degree level or above). All persons seeking admission into a BAS degree program must submit the following items to the GMC Admissions Office:

1. A \$35 non-refundable application fee.
2. An official [application](#).

NOTE: Current GMC students do not have to complete a new application. They can submit a change of major form to their Campus Graduation Coach.

3. An official transcript sent directly from every college, technical school or university previously attended. Students applying for admission at GMC while still enrolled in high school or at another college or university must provide an official preliminary transcript showing work completed to date and then provide an official final transcript at the conclusion of the last term of enrollment.
4. Active military members and veterans from the Army, Navy, Marines, or Coast Guard must submit an official Joint Services Transcript (JST) sent directly through <https://jst.doded.mil>. Active military members and veterans from the Air Force or Space Forces must submit an official Community College of the Air Force transcript which can be ordered through their AI portal.
5. Students must be eligible to return to their previous institution immediately (i.e., not on suspension, exclusion, or dismissal). If students are seeking admission at GMC following suspension from their previous institution, they must provide adequate documentation to explain the grounds for suspension. Those students who have been suspended may petition for admission at GMC following a one-term break in enrollment. See [Admission of Students on Suspension](#) for additional information.

6. The [GMC Standards of Satisfactory Status](#) will be used to evaluate students' academic progress at the prior institution, which may result in an academic warning, academic probation, or academic suspension status at the time of admission and impact access to available financial aid.

Non-Traditional Admissions

Auditing a Class

Students who are admitted as freshmen, transfer, or non-degree-seeking students may register as auditors. Students wishing to enroll as auditors must:

1. Meet the prerequisites for any course requested.
2. Pay all fees and one-half of tuition.
3. Petition the senior academic administrator at that site for approval.

Auditors are registered on a space-available basis and are not allocated a seat in class until all students have registered. Auditors will not receive a grade or credit for any course taken as an auditor. Online courses cannot be audited. Note: Veterans will not be certified for payment from the VA for audited courses.

Home-Schooled Student Admissions

Home-schooled students or graduates from non-accredited high schools must submit official documentation indicating the student meets the following criteria to be considered for admission as a beginning freshman:

1. A \$35 non-refundable application fee.
2. An official [application](#).
3. A transcript of all courses completed. Transcript must include the course title, unit of credit for each course, time frame or semester in which each course was completed and the grade received. The transcript must also include a description of the grading system used as well as a graduation date (month/day/year).
4. The Declaration of Intent verifying that the parent, legal guardian, or home school administrator complied with the requirements of home study programs as referenced in O.C.G.A § 20-2-690 or proof that shows the home-school curriculum meets the expectations of the state's home-school law.

Dual Enrollment

Georgia Military College recognizes the need to provide academically talented high school students with the opportunity to enroll in courses for college credit while still completing high school requirements, with minimal to no cost to the student. Dual enrollment students must apply for dual enrollment funding each academic year at [GAfutures.org](#) and gain high school counselor approval. Students must meet GMC's admissions and placement requirements, and the [Georgia residency requirement](#), to enter the program. In Summer 2020, the regulations governing the Dual Enrollment funding program were amended to establish a 45-credit-hour funding cap, defined grade-level eligibility criteria, and revise policies related to student withdrawal from postsecondary coursework. Hours taken in this program do not count toward the student's HOPE cap hours.

Admissions Standards – Dual Enrollment Program

Students seeking dual enrollment must provide the following:

1. A properly completed official application form. No application fee is required.
2. A transcript of all courses completed showing a minimum cumulative unweighted high school grade point average of 2.0 on a 4.00 scale.

3. Complete the GA Futures application process for Dual Enrollment students. If this step is not completed, the student may owe a balance.
 4. Must submit official, qualifying SAT, ACT, or placement scores or have high school transcripts evaluated for placement.
 - a. If SAT/ACT scores are submitted, then they must meet the following requirements:
 - i. SAT Evidence-Based Reading and Writing score of at least 480 or an ACT English score of at least 17.
 - ii. SAT Math score of at least 440 or an ACT Math score of at least 17.
 - b. If SAT/ACT scores are not submitted:
 - i. 12th graders:
Students must have a grade of “C” or better in three of the required high school English Language Arts courses and must have a grade of “C” or better in Advanced Algebra: Concepts & Connections.
 - ii. 11th graders:
Students must have a grade of “C” or better in two of the required high school English Language Arts courses and must have a grade of “C” or better in Geometry: Concepts & Connections.
- 10th graders:**
Must make a minimum SAT score of 1200 or minimum ACT composite score of 26 with at least one required high school English Language Arts course with a grade of “C” or better completed prior to enrollment. Students will also need to refer to the GA Futures guidance on submitting qualifying scores on the GA Futures website.
5. Effective Summer 2026 (FY 2027): All Dual Enrollment funding applicants must meet Georgia residency requirements as established by the Georgia Student Finance Commission (GSFC).

Residency Eligibility

Dependent Students

A dependent student meets the Georgia residency requirement if his or her parent or legal guardian has established and maintained domicile in the State of Georgia immediately prior to the first day of the postsecondary term for which Dual Enrollment funding is sought.

Independent Students

An independent student meets the Georgia residency requirement if he or she has established and maintained domicile in the State of Georgia immediately prior to the first day of the postsecondary term for which Dual Enrollment funding is sought.

Military and National Guard Exemptions

The following students are treated as Georgia residents for Dual Enrollment funding eligibility purposes:

- Dependent children of active-duty military personnel stationed in Georgia or who list Georgia as their home of record.
- Dependent children of members of the Georgia National Guard.
- Dependent children of members of a reserve component of the United States Armed Forces assigned to a reserve unit located in Georgia.

Documenting Residency

Residency is determined based on objective evidence of domicile in Georgia. No single document is required or automatically sufficient. Indicators that may be considered include, but are not limited to:

- Location of employment
- Voter registration records
- Property ownership and taxes paid in Georgia
- State where federal and state income taxes were filed
- Georgia driver's license or state-issued identification
- Georgia vehicle title and registration
- Georgia banking or financial accounts
- State of issuance for professional or business licenses

Administrative Review

Students who believe a residency determination was incorrectly applied may file a written request for Administrative Review with GSFC or the Georgia Student Finance Authority (GSFA) within 45 calendar days of receiving notice of denial. No exceptions to the Georgia residency requirements are considered or granted.

Applicants who do not satisfy the Georgia residency requirements established for the Dual Enrollment program may be considered for admission as Joint Enrollment students. Please see the [Joint Enrollment Admissions](#) requirements for additional information.

Admissions Standard – Dual Enrollment Program/Home-Schooled Students

Home-schooled students wishing to participate in the dual enrollment program must meet the admissions standards for the Dual Enrollment program as outlined in the College catalog in addition to the following criteria:

1. A transcript listing course titles, unit of credit for each course, time frame or semester in which each course was completed and the grade received.
2. A current copy of the Declaration of Intent. Parents/guardians can request a copy of their Declaration of Intent by contacting the GA Department of Education at homeschool@gadoe.k12.ga.us.

Dual Enrollment Students with Disability

Students entering as dual enrollment students are considered college students; therefore, all college policies apply, including those for students with disabilities.

The college seeks to provide reasonable accommodations to ensure equal access to all programs, activities, and services. GMC, as a post-secondary institution, adheres to the provisions of the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 to provide equal access. For the full policy, see the [Student Disability Services](#) catalog section or the [Disability Services webpage](#). Dual enrollment students needing accommodations follow the same verification process as any GMC student.

Joint Enrollment

High school students may earn college credit by enrolling at GMC as joint enrollment students. The student's respective high school determines whether courses taken under joint enrollment status can fulfill high school graduation requirements. Dual enrollment funding from the State of Georgia cannot be used for joint enrollment courses.

Students are responsible for all financial obligations associated with courses taken through joint enrollment. If a student wishes to attend GMC as a joint enrollment student, they must meet the Dual Enrollment

admissions requirements as outlined in the College Catalog. Applicants who do not satisfy the Georgia residency requirements established for the Dual Enrollment program may be considered for admission as Joint Enrollment students, provided all other Dual Enrollment admissions requirements outlined in the College Catalog are met. Joint Enrollment students are admitted under Unconditional status. Students will be required to provide an official copy of their high school transcript with their graduation date upon completing their degree.

International Student Admissions

1. International applicants must complete all parts of the admission application, which can be completed [online](#).
2. To be considered for admission, international applicants must have achieved a level of education at least equivalent to high school (secondary school) graduation in the United States.
3. Have a cumulative GPA of 2.5 or higher.
4. Applicants must present official transcripts (certified or attested) in the original language, as well as official translations in English (certified or attested) of all high school/secondary school and all college/university level work. It is recommended that an official translation of education documents be provided by World Education Services (WES), Education Credential Evaluators, Inc. (ECE), J. Silny Associates, International Education Evaluations (IEE), SpanTran or another agency recognized by the National Association of Credential Evaluation Services (NACES) and the transcript is evaluated course-by-course.
5. If English is not the official language of education in the student's home country, an official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Duolingo English Test score report must be provided, or a student may provide official transcripts from an accredited institution indicating completion of an English as a Second Language program.

A **minimum** TOEFL score of 72 (internet-based test) or 8 (Essentials) is required for admission.

A **minimum** IELTS academic score of 7.5 in all areas is required for admission.

A **minimum** Duolingo English score of 90 is required for admission.

6. International applicants must present evidence of adequate and assured financial resources for the entire duration of their attendance at GMC (complete the GMC Declaration of Finances form). International students who will reside outside of the United States while pursuing their GMC degree through GMC Online are not required to submit this document.
7. Within 10 days of enrollment, the student must provide a copy of their passport, valid visa, signed I-20, and I-94 to their local Admissions Office. I-20 documents will not be issued to international students residing outside the United States while pursuing their GMC degree through GMC Online.

Minor High School Graduate Admissions

Students who have graduated from high school and are under the age of 18 are granted admission to Georgia Military College after meeting the Regular Freshman admission requirements. Students and parents or legal guardian must read and sign the Parental Consent for Underage High School Graduates.

Non-Degree Seeking Student Admissions

Non-degree students are generally non-traditional students who desire to further their education while not seeking to complete a degree. This admission option is designed to accommodate a small number of students with very specific academic goals, to pursue some special interest, or for self-enrichment, and do not wish to work toward a degree.

Non-degree students must apply for admission, pay a \$35 application fee, and can enroll for a

maximum of 25 quarter hours, including institutional credit. Students admitted as non-degree students may register for any course for which the prerequisite(s) have been satisfied. If the student enrolls in a course with a prerequisite, they must supply an official transcript that shows successful completion of the prerequisite.

A high school transcript or equivalent minimum admissions standard must be met for non-degree students who have not yet earned a college degree. However, if you have previously earned a college degree, send an official transcript from the degree-granting institution instead of your high school transcript or GED, HiSET, or TASC scores. Waivers for these requirements may be granted individually by petitioning the Vice President of Academic Policy, Programs, & Development. Course registration is on a standby basis. Because non-degree-seeking students are ineligible for financial aid, there is no requirement to complete federal or state financial aid forms.

Transient Student Admissions

Transient status means that a student is admitted to GMC for a specified period of time, normally a single term, with the understanding that the student is to return to the prior college at the opening of the next term. Transcripts of college work completed elsewhere are not usually required of such applicants since they are not admitted to full standing at GMC. An applicant who is enrolled in another college or university and meets minimum GMC freshman or transfer admission requirements may seek a one-term admission to GMC. Transient students may not take directed study or independent study courses at GMC.

The following documents and fees are required:

1. A \$35 non-refundable application fee.
2. An official [application](#).
3. An official letter from the Registrar of the institution in which the student is regularly enrolled indicating eligibility to return and recommending admission to GMC as a transient student to complete specific coursework.

Readmission of Former GMC Students

A former GMC student who has had a break in attendance at GMC that has not exceeded a 24-month period may call the respective GMC location Admissions Office to update their contact information. A Change of Major form must also be completed if the student wishes to return under a different program. Students wishing to return to GMC and who have attended another institution since their last term of enrollment with GMC must submit a new application for admission and must meet all requirements for transfer student admission. Graduates of GMC wishing to pursue additional degrees at GMC may only apply courses listed in the GMC core curriculum to the subsequent degrees, and all of the concentration courses must be composed of courses not previously taken and passed for academic credit toward a degree or as an elective and reflected on the official transcript.

A student wishing to return must give the Admissions Office sufficient notice to allow action by the appropriate senior academic administrator, if necessary. Students who were admitted but have not attended GMC within the past two years must [reapply](#) and verify with the GMC Office of Admissions to ensure that all official transcripts submitted previously are still on file. Students returning under this policy will come under the catalog in operation at the time of readmission. This policy is not subject to appeal. Graduates and/or students who are returning to GMC and were previously receiving disability services and wish to continue receiving accommodations for a disability must reapply for accommodations through Student Disability Services.

Readmission of GMC Graduates

Graduates of Georgia Military College or other accredited institutions may return to GMC to continue their education. Students who have not attended GMC for over two years or who attended another institution after leaving GMC must submit a new application for admission.

Students returning under this policy will come under the catalog in effect at the time of readmission. This policy is not subject to appeal. Graduates and/or students who are returning to GMC and were previously receiving disability services and wish to continue receiving accommodations for a disability must reapply for accommodations through Student Disability Services.

Admission of Students on Suspension

Former GMC Students

The student petition for a GMC student, who is under suspension status and seeking readmission, will be reviewed by the designated official at the GMC site location and approved by the senior academic administrator at the site. To re-enter on a probationary status, a student must successfully earn a quarterly GPA of 2.00 or better. "Probationary status" here refers to the student being approved to re-enter GMC under suspension for one academic term. Then, to remain enrolled on continued probation, the student must continue to earn a 2.00 quarterly GPA, or better, until returning to good standing (a term and cumulative GPA of 2.00 or higher). If the student does not maintain a 2.00 GPA, the student will again be suspended for one term. A student who has been suspended twice, readmitted, and then fails to make progress sufficient for removal from probation will be suspended for a period of one academic year.

Any suspended student must sit out one intervening term before petitioning the senior academic administrator for permission to re-enroll at GMC. If readmitted, the student must attend academic counseling and complete the Academic Seminar. Approval for readmission on a "probationary status" (as defined above) does not supersede financial aid policies regarding Satisfactory Academic Progress. Eligibility for Financial Aid will depend upon their SAP status upon readmission. See the section "Satisfactory Academic Progress" for specific details.

Former GMC students who left GMC on suspension, attended another academic institution, and are now returning to GMC will be considered transfer students and will fall under the transfer student policy below.

Former GMC students who left GMC on suspension, had a break in enrollment without attending another academic institution, and are now returning to GMC, will fall under this "Former GMC Students" admission of students on suspension policy.

Transfer Students

Admission to GMC may be granted to any student on academic suspension, dismissal, or exclusion upon the following conditions:

1. Current application is on file.
2. Submission of a student petition showing reasons to consider admission.
3. All official academic transcripts must be provided for review.
4. An intervening term of one quarter has elapsed between the last term of academic suspension status and the proposed term of admission (summer term can count as an intervening term).

Students suspended or dismissed for reasons other than academic performance must provide adequate documentation explaining the circumstances of the suspension. The Lead Enrollment Coach at the

GMC location reviews the student petition for admission, which the senior academic administrator must approve. If the student is admitted, academic counseling and completion of the Academic Seminar are required.

Students who have not successfully exited remedial or developmental study deficiencies will be required to enroll in the corresponding LSS courses at GMC in the first term.

Students' academic records are evaluated according to the GMC Standards of Satisfactory Progress and may result in a warning or probationary academic standing at the time of admission. If the student transfers on probation, they must maintain a 2.00 quarterly GPA or better until returning to good standing (a term and cumulative GPA of 2.00 or higher) to remain enrolled. If a student enters on probation and fails to maintain a 2.00 GPA, they will be suspended for one term. A student who has been suspended twice, readmitted, and then fails to make progress sufficient for removal from probation, will be suspended for one academic year.

Transfer students who do not have a GMC academic history will be assumed to be making satisfactory academic progress for financial aid eligibility purposes at the time of their first enrollment. See the section "[Satisfactory Academic Progress](#)" for more information.

Academic Seminar

As a condition of admission and continued enrollment, students who are returning or transferring to GMC after a period of academic suspension must complete the Academic Seminar provided by the academic leadership at their site. This seminar is designed to help students successfully maintain good academic standing during the conditional period.

Students are encouraged to complete the seminar prior to their enrollment and must complete the workshop by the mid-term of the first term of enrollment. Failure to complete the seminar will result in the inability to register for future terms.

For more information, refer to the catalog section on [Academic Warning, Probation, and Suspension](#).

ADMISSIONS GENERAL INFORMATION

New Student Orientation

New student orientation is a structured program that offers new freshmen and transfer students the opportunity to establish a link with faculty and staff and to become familiar with facilities at the student's chosen GMC site location. Topics typically discussed during orientation sessions include registration, academic advisement, financial aid, health services, student activities, rules/regulations, and academic affairs.

Articulation Agreements

Georgia Military College maintains numerous articulation agreements with four- and six-year colleges and universities across the country, many of which offer guaranteed admission. These partnerships are designed to support students in continuing their education beyond GMC. New agreements are added regularly to expand transfer options. Students are encouraged to meet with their GMC Graduation Coach early in their academic journey to explore transfer pathways and ensure they meet all necessary requirements. A list of institutions that currently have agreements with GMC may be found [online](#).

Right to Refuse Admission

An applicant may be declared eligible for admission, registration, enrollment, or re-enrollment at GMC only after satisfying all established requirements. GMC reserves the right to investigate and review the records of any student to determine the applicant's academic, moral, and psychological fitness to enroll. The applicant must furnish to the institution such biographical and other information, including references, as may be required to establish that the student's enrollment at GMC will not be detrimental to the health, safety, welfare, or property of other students or members of the campus community or to the orderly operation of the institution.

Transfer of Credit – AA, AS, AAS Degree Programs

Credits earned in college-level courses at other colleges and universities will be evaluated for transfer and may be transferable according to the general admission policies for transfer students. Credit earned at non-accredited institutions are not reviewed for transfer credit. Credits will be accepted as follows:

1. GMC may award transfer course credit for work completed at other colleges and universities in which a grade of "C" (2.0) or better was earned. Such credit will be awarded based upon comparability of the course(s) with existing GMC credit course offerings, degrees and majors. Students planning to continue their studies for a more advanced degree in science or technology must consult with their Graduation Coach to determine if credit transferred in these areas is appropriate considering that the pace of research or technology may have overtaken its content. If such a determination is made, a petition should be submitted to the Vice President of Academic Policy, Programs, & Development to have the transferred credit removed from the student's active degree program and their GMC transcript, so the student may retake the course.
2. GMC will only award transfer credit for up to 67.5 quarter hours. In meeting this requirement, transfer credits are awarded into the core curriculum first and the student's declared degree concentration second. Additionally, courses that have GMC equivalents take precedence over courses that do not have a GMC equivalent and are therefore transferred first. Students may request an exemption to this policy by petitioning to the Vice President of Academic Policy, Programs, & Development.

3. Credit earned at accredited technical colleges may be accepted depending on the student's degree program and the level of courses taken at the technical college. Refer to the [Technical College Credit Policy](#) for more information.
4. LSS class completion at accredited colleges may be used to assist with determining placement level. These courses are not transferable for credit into a degree program, however.
5. Upper division courses (those numbered above 299 that reflect junior/senior level coursework) generally are not transferable but may be accepted with a petition approved by the Vice President of Academic Policy, Programs, & Development under extenuating circumstances.
6. Students transferring from a semester system institution will have credit converted by multiplying semester hours by 1.5. Example: 3 semester hour course $\times 1.5 = 4.5$ quarter hours. Students transferring courses may use a course transferred into GMC to satisfy the corresponding course requirements in a GMC degree program. Typically, students are required to take additional coursework to fulfill degree quarter-hour requirements. **A minimum of 90 quarter hours is required for an associate's degree.**
7. GMC does not award academic credit for coursework taken on a non-credit basis.
8. Military training/experience and schooling other than CCAF, and non-accredited courses will be evaluated for credit toward a GMC degree as recommended by the American Council on Education (ACE) Guide and recommendation of the appropriate Degree Program Coordinator and/or Program Dean.
9. Formal military training will not be transferred or credited toward ROTC courses. ROTC courses at other colleges may be transferred toward a GMC degree.

Transfer of Credit – BAS Degree Programs

Credits earned in college-level courses at other colleges and universities will be evaluated for transfer and may be transferable according to the general admission policies for transfer students. Credit earned at non-accredited institutions are not reviewed for transfer credit. Credits will be accepted as follows:

1. GMC may award transfer course credit for work completed at other colleges and universities in which a grade of "C" (2.0) or better was earned. Such credit will be awarded based upon comparability of the course(s) with existing GMC credit course offerings, degrees and majors. Students planning to continue their studies for a more advanced degree in science or technology must consult with their Graduation Coach to determine if credit transferred in these areas is appropriate, considering that the pace of research or technology may have overtaken its content. If such a determination is made, a petition should be submitted to the Vice President of Academic Policy, Programs & Development to have the transferred credit removed from the student's active degree program and their GMC transcript so the student may retake the course.
2. GMC will only award transfer credit for up to 135 quarter hours for the BAS Degree Programs. In meeting this requirement, transfer credits are awarded into the core curriculum first and the students' declared degree concentration second. Additionally, courses with GMC equivalents take precedence over those with GMC equivalents and are therefore transferred first. Students may request an exemption to this policy by petition to the Vice President of Academic Policy, Programs, & Development.
3. Credit earned at accredited technical colleges may be accepted depending on the student's degree program and level of courses taken at the technical college. Refer to the [Technical College Credit Policy](#) for more information.

4. Transfer courses from accredited technical colleges in a qualifying technical field will undergo a review from a committee comprised of GMC faculty and will include a GMC adjunct faculty member from a technical college as necessary. Completion of this review will result in a determination of the course's applicability toward the BAS degree program(s).
5. Students transferring from a semester system institution will have credit converted by multiplying semester hours by 1.5. Example: 3 semester hour course x 1.5 = 4.5 quarter hours. Students transferring courses may use a course transferred into GMC to satisfy the corresponding course requirements in a GMC degree track. Typically, students are required to take additional coursework to fulfill degree quarter-hour requirements. **A minimum of 180 quarter hours is required for a BAS degree.**
6. GMC does not award academic credit for coursework taken on a noncredit basis.
7. Military training/experience and schooling are evaluated for credit toward a GMC degree as recommended by the American Council on Education (ACE) Guide or CCAF and recommendation of the appropriate Degree Program Coordinator and/or Program Dean.
8. Formal military training will not be transferred or credited toward ROTC courses. ROTC courses at other colleges may be transferred toward a GMC degree.

Non-Traditional Credit Transfer

Students may be allowed credit for non-traditional experience with a maximum of 65 hours.

1. **CLEP:** A maximum of 45 quarter hours of CLEP credit may be awarded for the general examination using the American Council on Education (ACE) recommended score. A minimum score of 50 must be achieved in order for credit to be awarded. Exceptions are noted below. CLEP exams are periodically updated, and not all exams are accepted for credit. Students should work with their Graduation Coach for the most updated information regarding CLEP. The chart below shows required test scores and equivalencies. Credit will be awarded based on the credit assigned to the equivalent GMC course. Scores obtained on these examinations will not affect the student's grade point average but the equivalent credits will count toward total hours and fulfill degree requirements.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)	
CLEP EXAM COURSE	EQUIVALENCIES
American Government	PLS 101 (Does not meet GA Constitution requirement)
American Literature	ENG 221 or ENG 222
Analyzing and Interpreting Literature	LIT-TR
Biology	BIO 123 & BIO 124 (minimum score of 50 required)
Business Law, Introductory	BUS 206
Calculus	MAT 201
Chemistry, Principles of	CHE 121 & CHE 122
College Algebra	MAT 109
College Composition	ENG 101
College Comp. Modular (without essay)	ENG 101
Educational Psychology, Introduction to	PSY 207
English Literature	ENG 231 or ENG 232
Financial Accounting	ACC 201
French Language Level 1	FRE 101
French Language Level 2	FRE 102 (minimum score of 60 required)
German Language Level 1	GER 101

German Language Level 2	GER 102 (minimum score of 60 required)
History of the U.S. I: Early Colonization to 1877	HIS 121 (Does not meet GA History requirement)
History of the U.S. II: 1865 to Present	HIS 122 (Does not meet GA History requirement)
Human Growth and Development	PSY 203
Humanities	ENG 102
Information Systems	General Studies Concentration Credit
Macroeconomics	ECO 201
Management, Principles of	MGT 210
Marketing, Principles of	BUS 210
Microeconomics	ECO 202
Natural Sciences	ISC 201
Pre-Calculus	MAT 112
Psychology, Introductory	PSY 200
Sociology, Introductory	SOC 200
Spanish Language Level 1	SPA 101
Spanish Language Level 2	SPA 101 & SPA 102 (minimum score of 63 required)
Western Civilization I: Ancient Near East to 1648	Social Science or General Elective Credit

2. **Experiential Credit:** College credits will be granted for formal service schooling, basic training, and professional certificates awarded by certain civilian occupational schools in accordance with recommendations made by American Council on Education Guide for Experiential Credit toward requirements for the specific degree in which the student is enrolled. Credit will not be accepted for core or concentration areas for science laboratory courses. Non-Accredited courses recommended by ACE are reviewed and approved by GMC faculty on a case-by-case basis.
3. **DANTES:** Courses and/or examinations will be evaluated based on ACE recommendations and recommendation of the appropriate Program Dean. The student's score must be a minimum of 400 for criterion reference scores or 44-49 for norm referenced scores depending on the subject in order to receive credit.
4. **Correspondence Courses:** Courses successfully completed at accredited colleges/universities will be evaluated by the appropriate division for acceptance.
5. **Advanced Placement:** Credit will be awarded to those who have participated in the Advanced Placement program. The chart below shows required test scores and course equivalencies. Credit will be awarded based on the credit assigned to the equivalent GMC course. Scores obtained on these examinations will not affect the student's grade point average but will count toward total hours and fulfill degree requirements.

Advanced Placement		
AP Course	Score	Equivalencies
African American Studies	3 or Higher	HIS 202
Art History	3 or Higher	ART 194
Art Drawing	3 or Higher	ART 196
2-D Art and Design	3 or Higher	ART 195
3-D Art and Design	3 or Higher	ART 196
Biology	4 or Higher ¹	BIO 123 & BIO 124
Biology	Score of 5 ¹	BIO 211 & BIO 212

Calculus AB	4 or Higher	MAT 201
Calculus BC	4 or Higher	MAT 201 & MAT 202
Capstone	3 or Higher	LDR 201
Chemistry	Score of 4	CHE 121 only
Chemistry	Score of 5	CHE 121 & CHE 122
Chinese Language and Culture	3 or Higher	To be used as a Humanities Elective
Computer Science A	3 or Higher	CIS 210
Computer Science Principles	3 or Higher	CIS 120
Environmental Science	Score of 3	BIO 105
Environmental Science	4 or Higher	BIO 141
English Language and Composition	3 or Higher	ENG 101
English Literature and Composition	Score of 3	ENG 101
English Literature and Composition	4 or Higher	ENG 101 & ENG 102
European History	3 or Higher	To be used as a Social Science Elective <i>Note: Will not count for Global Perspectives</i>
French Language & Culture	3 or Higher	FRE 101
German Language & Culture	3 or Higher	GER 101
Govt. & Politics: Comparative	3 or Higher	PLS 210
Government & Politics: U.S.	3 or Higher	PLS 101 <i>Note: Meets requirements for US Constitution but not Georgia.</i>
Human Geography	3 or Higher	GEO 219
Italian Language and Culture	3 or Higher	To be used as a Humanities Elective
Japanese Language and Culture	3 or Higher	To be used as a Humanities Elective
Latin	3 or Higher	To be used as a Humanities Elective
Macroeconomics	3 or Higher	ECO 201
Microeconomics	3 or Higher	ECO 202
Music Theory	3 or Higher	To be used as a Humanities Elective
Physics I	3 or Higher	PHY 111
Physics 2	3 or Higher	PHY 112
Physics C: Electricity/Magnetism	4 or Higher	PHY 212
Physics C: Mechanics	Score of 3	PHY 111
Physics C: Mechanics	4 or Higher	PHY 211
Precalculus	3 or Higher	MAT 112
Psychology	3 or Higher	PSY 200
Research	3 or Higher	ENG 102
Seminar	3 or Higher	LDR 201
Spanish Language and Culture	3 or Higher	SPA 101
Spanish Literature and Culture	3 or Higher	SPA 102
Statistics	3 or Higher	MAT 200
U.S. History	3 or Higher	HIS 121 or HIS 122 <i>Note: Meets the requirements for U.S. History but not Georgia.</i>
World History	3 or Higher	HIS 111 or HIS 113

¹With a score of 5, the BIO 123 and 124 sequence **OR** the BIO 211 and 212 sequence may be used in the degree program. However, only **one** of these sequences can be used, **not** both.

6. **Georgia Public High School Early Childhood Education Career Pathway:** Five (5) quarter hours of college credit will be awarded in lieu of EDN 226 for a student from any Georgia public high school who has successfully completed an Early Childhood Care and Education Pathway and submitted the required documentation from their high school.

Specifically, to be granted credit for EDN 226 a student must have the following documentation transferred from their high school to our institution:

1. Transcript showing satisfactory completion of the three (3) Early Childhood Education Pathway courses* with a grade of "C" or better:
 1. 20.52810 – Early Childhood Education I
 2. 20.42400 – Early Childhood Education II
 3. 20.42500 – Early Childhood Education III or 20.42600 – Early Childhood Education Practicum
2. A formal typed letter composed on school system letterhead and signed by a designated certifying official at that school system to verify (1) completion of all coursework and portfolio requirements, and (2) a passing score on the approved statewide "End of Pathway" assessment.

*Note: Course numbers indicated above may vary slightly, but they will begin with the 20 prefix and bear the names as noted.

7. **International Baccalaureate Program:** A maximum of 24 quarter hours may be awarded based on the information in the transfer table below to those students who have participated in the International Baccalaureate program. Scores obtained on these examinations will not affect the student's grade point average but will count toward total hours and fulfill degree requirements.

GMC Awards Credit for International Baccalaureate (IB) Coursework		
Subject Area	Exam Level and Score	Credit Awarded
Biology	HL-4 or Higher	BIO 123
Majors Biology	HL-5 or Higher	BIO 211
Business and Management	HL-4 or Higher	MGT 210
Chemistry	HL-4 or Higher	CHE 121 & CHE 122
Computer Science	HL-4 or Higher	CIS 210
Economics	HL-4 or 5	ECO 201
	HL-6 or Higher	ECO 201 & ECO 202
English A Literature	HL-4 or Higher	ENG 102
French, German, Spanish - Language B	HL-4 or Higher	FRE 101, GER 101, or SPA 101
French, German, Spanish - Language B	HL-5 or Higher	FRE 102, GER 102, or SPA 102
French, German, Spanish - Language B	HL-6 or Higher	FRE 201, GER 201, or SPA 201
Geography	HL-4 or Higher	GEO 219
Global Politics	HL-4 or Higher	PLS 290
History, America	HL-4 or Higher	HIS 121 or HIS 122 (GA History Exam required)

History, European	HL-4 or Higher	HIS 113 (Fulfills Global Literacy)
Mathematics	HL-4 or Higher	MAT 201
Music	HL-4 or Higher	MUS 194
Philosophy	HL-4 or Higher	Humanities Elective
Physics	HL-4 or Higher	PHY 111 & PHY 112
Psychology	HL-4 or Higher	PSY 200
Social and Cultural Anthropology	HL-4 or Higher	ANT 201
Theatre	HL-4 or Higher	THE 194
Visual Arts	HL-4 or Higher	Humanities Elective-Area C
HL = Higher Level Test		

8. **Exception:** Non-traditional and traditional credit cannot be duplicative. If non-traditional credit is at the same level as traditional credit, the non-traditional credit cannot be used.
9. **Community College of the Air Force:** A student may be considered a transfer student on the basis of Community College of the Air Force (CCAF) work completed after July 19, 1978.
10. **Fraudulent Information:** Transfer credits awarded by GMC based upon fraudulent information on admission documents will be withdrawn and the student will be subject to dismissal.
11. GMC does not award academic credit for coursework taken on a noncredit basis.

Technical College Credit Policy

Georgia Military College accepts college-level credit from the Technical College System of Georgia. If the student is in an associate degree program at a SACSCOC (or equivalent) accredited institution, GMC will accept credit as allowed based on our [Transfer of Credit](#) policy.

Residency Requirement

All students must successfully complete at least 25 percent of the quarter hours required for the degree through instruction offered at GMC to satisfy residency requirements. Additionally, students must maintain a minimum cumulative GPA of 2.00 for courses taken at GMC. The residency requirements apply to both military and non-military students.

Veterans

GMC recognizes that serving in our nation's armed forces offers many advantages for educational advancement. To enable students to apply such training in formal education programs leading to academic degrees, GMC will evaluate all military training and may grant credit according to the recommendations of the American Council on Education. Air Force and Space Force veterans will also have their Air University transcripts evaluated for credit.

CORPS of CADETS

COMMANDANT OF CADETS' OFFICE
COL (R) Jack Vantress, Commandant of Cadets
(478) 387-7188

The Georgia Military College Corps of Cadets dates to the school's founding in 1879, when the first group of over 250 male and female students arrived on the GMC Main Campus that winter. The Corps' long and distinguished history parallels that of the college. From its ranks, it has developed leaders who have served their country and their state in both military and civilian leadership positions at all levels of command and society.

Graduates of the GMC Cadet Corps have served the United States with honor and distinction in every war and major conflict since the school's founding. Our young men and women graduates have distinguished themselves wherever our country needs their services. Participation in the Cadet program does not incur a military obligation. However, some Cadet programs offer the opportunity for military service.

In the early and mid-twentieth century, the college received accreditation to award the associate degree and was designated a U.S. Military School. In 1950, as a U.S. Military Junior College, GMC became a part of the Army ROTC Early Commissioning Program (ECP). Today, GMC is one of only four colleges where a student can become a commissioned officer in the United States Army National Guard or Reserves in two years by completing the junior college degree, participating in the Corps of Cadets, and satisfying all necessary training requirements. Cadets who complete the ECP program can also request to compete for an active-duty commission from the United States Army.

The Junior College Corps of Cadets is organized and administered in a manner common to military organizations. The Junior College Cadet regiment comprises two Cadet battalions, which in turn, comprise two Cadet companies. Two Cadet platoons and four Cadet squads comprise each company. A Cadet chain of command is superimposed over this organization and given the responsibility to ensure good order and discipline prevail within the Corps of Cadets.

The Commandant of Cadets is the senior GMC official in charge of all Junior College Cadets. The President of GMC is the superintendent of Cadets and charges the Commandant of Cadets with the responsibility of maintaining good order and discipline within the Corps of Cadets. The Commandant is also responsible for establishing Cadet rules, regulations, policies, and procedures, maintaining Cadet disciplinary records, and guaranteeing Cadet training quality.

Cadet leaders are appointed annually by the Commandant of Cadets. Leadership in the Corps implies total responsibility for members of the Corps.

Becoming a Cadet

Students interested in being a Cadet resident student at the GMC Main Campus may choose to participate as one of the following Cadet types:

Reserve Officers' Training Corps (ROTC) Early Commissioning Program (ECP) Cadet: For those Cadets who are seeking to commission as an officer in the U.S. Army.

Service Academy Prep Scholars Cadet: For those Cadets who are seeking an appointment to one of the Military Service Academies.

State Service Scholarship Cadet: For those Cadets who are members of the Georgia Army or Air Force National Guard.

Civic Leader Program Cadet: For those Cadets who are not seeking a military obligation and want the discipline, character development, and structure the GMC Corps of Cadets offers.

All students who wish to be GMC Cadets must apply for admission to GMC and:

- Be capable of participating fully in a structured Cadet physical fitness and activities program.
- Be no older than the age of 23 on the report date to the Corps of Cadets for the academic term starting
- Have no significant legal issues.
- Have a 2.0 High School Grade Point Average or GED equivalent or be in good academic standing at the college transferring from.
- Submit an official copy of the high school transcripts at the time of application, and upon high school graduation, an official transcript showing the date of graduation, type of diploma issued, and final grade point average. The student must request that the high school send these documents to the GMC Admissions Office. Alternatively, the Admissions Office will receive an official General Educational Development (GED) certificate showing all scores directly from the office of official record. Transfer students wishing to join the Corps must also follow the college policy governing transfer admissions.
- Complete the ARMY ROTC application if applying for the Early Commissioning Program.
- Complete the State Service Scholarship application if applying for the State Service Scholarship Program.
- Submit a complete physical and medical history form (request a form from the GMC Nurse's Office).
- Submit a certificate of immunization (shots record).
- Submit a Health Questionnaire Certificate.
- Submit a Meningitis Vaccine waiver.
- Submit proof of a Tuberculosis Screening.

U.S. Army Reserve Officers' Training Corps (ROTC) Early Commissioning Program (ECP)

Participation in the Army Reserve Officers' Training Corps (ROTC) is valuable for future civilians and military leaders. GMC recognizes the value of leadership training by awarding academic credit toward graduation for all military science courses.

The U. S. Army ROTC at GMC is an Early Commissioning Program. ROTC ECP is a program for qualified students to earn a commission as a Second Lieutenant in the U.S. Army in two years. The ECP is a fast-paced leadership development curriculum that prepares students for service as commissioned officers in the U.S. Army Active Component, the Army National Guard and the Army Reserves. Students pursuing a commission through ROTC ECP are contractually obligated to military service.

ROTC consists of the Basic Course (MS I & II) and the Advanced Course (MS III & IV). The ROTC Basic Course provides Cadets with a solid level of fundamental military education, emphasizing leadership and basic military skills (i.e., military history, first aid, communication, role, and customs of the United States Army). Basic Course Cadets who qualify can continue their military education by attending the Advanced Course at a senior college while completing a baccalaureate degree. The Basic Course is valuable to students who do not desire military service but want to become leaders and managers in the civilian community. Effective communication and leadership principles are emphasized in the classroom and through all tasks assigned to Cadets. Cadets participating in the ECP take the advanced MS III and IV courses that emphasize leadership, military tactics, and military operations.

Note: Enrollment in U.S. Army ROTC Advanced Program Courses (MS III and MS IV) and Military Physical Education (MPE) courses are strictly limited to resident students who are active members of the Georgia Military College Junior College ROTC Early Commissioning Program (ECP) and the Corps of Cadets. ROTC

ECP courses are offered exclusively on GMC's Main Campus in Milledgeville, GA. GCSU students enrolled in ROTC will take all ROTC classes MSI-IV at the GMC Main Campus. MS I and II level course work is open to all students. Early Commissioning Program Cadets must maintain good standing with the Military Science Department and the Corps of Cadets throughout the ECP program. Students not in good standing with the Military Science Department are subject to disenrollment from the ECP program in accordance with AR 145-1, para 10-2. Students that do not maintain good standing with the Corps of Cadets, but meet the contractual ROTC requirements may be transferred to another school or disenrolled from ECP Program in accordance with AR 145-1, para 10-2 based on facts and circumstances.

Cadets are encouraged to consider the benefits and advantages of enrollment in the ECP. The ROTC Advanced Course ECP is available for those academically and physically qualified Cadets who are interested in becoming U. S. Army officers. The program prepares Cadets to serve as commissioned officers and includes instruction in leadership, management, and military tactics. A vigorous program of academics, field training exercises, and physical training develops self-confidence, self-reliance, physical stamina, and endurance. Advanced Course subjects include military justice, command and staff functions, military weapons, leadership skills, military operations, and tactics.

Cadets who participate in the ROTC ECP must be members of the Corps of Cadets. GMC students who are not part of the Corps of Cadets are not eligible to register in these courses (MS III and MS IV) and Military Physical Education (MPE). Members of the Corps of Cadets on the GMC Main Campus may include ROTC courses as part of their degree program. Cadets participating in ROTC may qualify for a federal uniform commutation allowance approved by the GMC Professor of Military Science and the United States Army Cadet Command.

To qualify, all students wanting to contract into the Early Commissioning Program must have taken one or both standardized tests (SAT or ACT). Please contact the GMC Professor of Military Science for specific score requirements. These students must be members of the Corps of Cadets.

Prospective students who desire to enter Advanced ROTC should contact the Professor of Military Science (PMS) as early as possible in their senior year of high school. For more information, please call 478-334-9553 or email mljones@gmc.edu.

Letters may be addressed to:

The Professor of Military Science
Georgia Military College
201 East Greene Street
Milledgeville, GA 31061

Qualifications for U.S. ARMY ROTC ECP Program

Advanced Course Cadets receive a monthly ROTC stipend, in addition to a President's Scholarship from GMC. Interested students must also be approved by the ROTC Professor of Military Science for enrollment in the Advanced Course. To qualify for the Advanced Course, students must:

- Be a U.S. Citizen.
- Be at least 17 years old.
- Earn a High School Diploma or equivalent (GED).
- Have a minimum cumulative grade point average of 2.5 (scholarship) or 2.0 (non-scholarship) on a 4.0 scale.
- Take one or both standardized tests (SAT or ACT) if wanting to contract into the Early Commissioning Program.
- Meet medical standards.
- Meet height and weight standards.
- Pass a standard Army physical fitness test.

New applicants will be categorized into one of two groups listed below:

- i. Those who completed Basic Training.
- ii. Those who did not complete Basic Training will attend the Basic Camp at Fort Knox the summer before attending GMC.

Basic Camp is held at Fort Knox, Kentucky and is for all Advanced Course Cadets. To qualify for the ECP program, students must have completed Basic Training or Basic Camp. Students attending Basic Camp will:

- Complete a 1-week Mini Camp at GMC then 30 days of training at Fort Knox, Kentucky.
- Receive all meals and transportation provided by the U.S. Army.
- Receive one month's Cadet pay.

ROTC ECP Scholarship

Military Junior College (MJC) Scholarship. The Professor of Military Science awards these scholarships. All MJC Scholarship recipients must participate in the Simultaneous Membership Program (SMP). SMP is a program in which Senior ROTC (contracted) Cadets simultaneously serve as members of the Army National Guard/Army Reserve and ROTC. Cadets participating in this program are non-deployable RC Unit assets. This program is open to all contracted non-scholarship Cadets and mandatory for all MJC Scholarship Cadets. Money available to SMP National Guard Cadets includes the Montgomery GI Bill®, Montgomery GI Bill® Kicker and E-5 Drill Pay. For Montgomery GI Bill® money, the Soldier must have completed Basic Training and Advanced Individual Training.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Voluntary Training

In addition to the training provided by the Military Science Department, Cadets have the opportunity to attend some of the Army's best training.

U.S. Army Airborne School is held at Fort Moore, Georgia. Cadets who complete this three-week airborne training earn and proudly wear their wings as Army Paratroopers.

U.S. Army Air Assault School, conducted at various training locations throughout the United States, teaches basic rappelling techniques and includes helicopter rappelling techniques along with other military air assault training. After successful completion of this ten-day training, Cadets are awarded the Air Assault Badge.

Other military training opportunities available include the Northern Warfare Course and Cadet Troop Leader Training (CTLT).

Academy Prep Scholars Program

GMC is extremely proud to serve as a certified Prep School for the United States Military Academy (USMA), the United States Air Force Academy (USAFA), the United States Naval Academy (USNA) and the U.S. Coast Guard Academy (USCGA). The Association of Graduates from USMA, the Naval Academy Foundation, and the Falcon Foundation partner with GMC to offer qualified candidates scholarship opportunities to minimize the cost of the program. The USCGA Scholars Program sponsors qualified cadets who meet all academic, physical, and eligibility requirements for admission to the U.S. Coast Guard Academy, including becoming members of the U.S. Coast Guard in an enlisted status while enrolled in the GMC Preparatory Program.

ACADEMICS

The GMC Academy Prep program provides rigorous academic courses that are heavily STEM focused to best prepare students for a service academy. The courses Scholars must complete have been personalized and approved by each academy. The GMC schedule of classes closely mimics the schedule at a service academy. Scholars will complete a mathematics assessment that will place them in the mathematics course

that will best meet their current knowledge level while still providing a challenge. GMC has four academic terms every year, and some of the typical courses for our Academy Prep Program Cadets include Calculus, Physics, Chemistry, English Composition, World Literature, and Computer Science.

Since GMC serves as a Preparatory school for the Academy Scholars, these students are typically not seeking to complete degree requirements while attending GMC for the year they are here. Due to the specific course and grade requirements that are outlined and approved by our service academy partners as well as the level of understanding that is expected of these students when they enter a service academy, Academy Scholars may be required to take learning support mathematics courses or repeat mathematics, science, or foundational courses in English until they meet the standard that their service academy requires. GMC will not accept or transfer alternative credit for mathematics, science, or English courses for sponsored students in the Academy Scholars program.

LEADERSHIP DEVELOPMENT

Character Development: We live by the code of Duty, Honor, and love of Country. This code, which those words perpetuate, embraces the highest moral standard and will stand the test of any ethics or philosophies ever promulgated for the uplift of mankind. Its requirements are for the right things and for making the right decisions all the time. "Character Above All" is our motto!

Leadership Engagement Series: The Corps of Cadets participates in a monthly leadership lecture series with military and community leaders who have distinguished themselves in their fields. The speakers share best practices, lessons learned, their personal stories and what enabled them to be successful.

PHYSICAL FITNESS

Physical fitness is key for any future officer. Our rigorous physical fitness program is designed to develop our Service Academy Preparatory students to be in top shape upon arrival to their respective academies. Our students receive fitness assessments every month to monitor their progress. Cadets at GMC conduct physical fitness training five days per week (Monday-Friday)

Non-Sponsored (Self-Sponsored) Service Academy Prep Scholars Program

If a young man or woman is not given a nomination to a service academy or is given a nomination but does not receive an offer of admission nor is selected to attend the service academy preparatory school, there is still an opportunity for the individual to make themselves more competitive by seeking to "self-prepare" or, as most refer to it, as "self-prep" at a recognized preparatory school such as GMC. Each academy has different criteria established for those wishing to self-prep and GMC cannot guarantee acceptance into a service academy, but the institution can provide an analysis of individuals who have gone through our self-prep program and were then admitted to a service academy.

Individuals considering the GMC self-prep program ideally should have the following:

- GPA of 3.0 or better
- SAT minimum score of 1000 with a minimum of 560 in math
- ACT minimum composite score of 20, with a minimum of 21 in math.
- Medical qualification for acceptance into a service academy.
- Completion of Algebra 2 or higher with a B or better grade
- Capability to participate fully in the structured Cadet physical fitness and activities program.
- Scholarships available for Self-Sponsored Cadets

State Service Scholarship Program

Recognized by the Georgia General Assembly as an institution that produces outstanding young men and women who desire to serve our state and nation with honor and distinction, the State Service Scholarship program provides qualified Georgia Residents with a full scholarship to attend GMC as Cadets in the Corps of Cadets while serving part-time in the Georgia National Guard. The recipients of this extraordinary scholarship are selected not only for their academic abilities, but also for their potential as future leaders in the Georgia National Guard. This program provides up to 42 new full scholarship awards annually, contingent upon state funding allocations. We accept new applications for any new term (except the summer term). Students considering this program should fully understand their obligation to enlist and serve in either the Georgia Air or Army National Guard which requires successful completion of Army Basic Combat Training and Advanced Individual Training (AIT) or Air Force Basic Military Training and Air Force Technical School to learn a selected job skill. After which, they are required to serve a minimum of one weekend per month and complete a 15-day training period during the year, typically as a member of a military unit while attending GMC as a full-time Cadet, living on the GMC Main Campus, and participating in the Corps of Cadets program and in ROTC by taking military science courses.

Benefits of this program include:

- An over \$54, 000 college education for the two years of attendance at GMC.
- Military Drill Pay.
- Training that can possibly translate into civilian job skills.
- The honor of serving your community, state, and nation as a member of the Georgia National Guard

***NOTE: This is not a commissioning scholarship, but most Cadets have the option to compete for an ROTC Scholarship at their follow-on college or earn their commission here while attending GMC through the Early Commissioning Program (ECP). ***

Applicants for the State Service Scholarship Program must:

- Be a legal resident of Georgia for a minimum of 12 consecutive months immediately preceding the date of the term at GMC for which the student plans to enroll. (Based on HOPE residency requirements).
- Qualify for regular admission to GMC.
- Have a minimum high school/college cumulative grade point average (GPA) of 2.50 and have a minimum total score (Reading and Writing and Math) of 800 on the Scholastic Aptitude Test (SAT), or a Composite of 17 on the American College Test (ACT).
- Complete a FAFSA each year at studentaid.gov.
- Be of high moral character and demonstrate good citizenship as evidenced in a letter of recommendation from an administrative official of the high school where the applicant is enrolled at the time the application is made or from which the applicant graduated.
- Meet standards required for enlistment in the Georgia National Guard.
- Be nominated by your local State Representative or State Senator.
- Be capable of participating fully in the structured Cadet physical fitness and activities program.

Civic Leader Program (no military service obligation)

The Civic Leader Cadet program is designed specifically for students who wish to enroll at GMC as a Cadet without incurring a military service obligation. These Cadets realize that military training offers them something that attending a regular college cannot, a small school environment but with a bonus. This bonus is an opportunity to live a disciplined lifestyle while gaining practical experience in leadership and organizational management. Cadets learn within the context of a military college environment while preparing for future civilian careers.

They are provided opportunities for leadership development and have staff members and faculty who mentor and guide them, enabling them to learn how to become more self-sufficient as citizens and students. Civic Leaders participate in all Cadet activities and enjoy both the collegiate atmosphere and the structured Cadet living experience.

Applicants for the Civic Leader Cadet program must:

- Have at least a 2.0 High School Grade Point Average or GED equivalent or be in good academic standing at the college you are transferring from.
- Be capable of participating fully in the structured Cadet physical fitness and activities program.
- Be no older than the age of 23 on the report date to the Corps of Cadets for the academic term starting
- Have no significant legal issues.
- Have a medical physical on file (physical is good for one year).
- Be willing to participate in physical fitness training daily (Monday-Friday).

Pathways for Military Service for Civic Leaders Cadets:

- U.S. Coast Guard College Student Pre-Commissioning Initiative (CSPI)
- U.S. Marine Corps Platoon Leader Class (PLC)
- U.S. Navy Reserve Officers' Training Corps (ROTC) Preparatory Program (NPP)

U.S. Coast Guard College Student Pre-Commissioning Initiative (CSPI)

GMC is partnering with the USCG, Atlanta Recruiting Office to prepare interested candidates to participate in the USCG College Student Pre-Commissioning Initiative (CSPI). CSPI is for motivated individuals who have a desire to serve their nation, demonstrate both academic and physical excellence and meet all administrative requirements. Students who are currently enrolled, accepted for enrollment or pending enrollment in a full-time bachelor's degree program at their designated college or institution are authorized to compete for a CSPI slot. This means that a student currently pursuing an AA/AS degree at GMC who plans to continue with their BS/BA degree may be eligible for CSPI if they are accepted for enrollment at a qualifying institution.

This program is designed to prepare candidates academically, physically, and morally to meet the rigorous demands of the CSPI, while helping to develop life skills through participation as members of the GMC Corps of Cadets. Upon successfully completing a 2-year Associate Degree at GMC, qualified candidates can receive a CSPI scholarship that includes:

- Up to \$3600 monthly salary while in school.
- Up to two years of tuition, fees, and books.
- Paid medical and dental insurance.
- 30 days annual paid vacation.
- Summer leadership training.

U.S. Marine Corps Platoon Leader Class (PLC)

GMC is partnering with the USMC, Atlanta Recruiting Office to prepare interested candidates to participate in the USMC Platoon Leader Class (PLC) program. PLC undergraduate commissioning program allows college students who are currently enrolled full-time in any accredited college or university to pursue a commission in the USMC without interrupting their academic careers. PLC is the most common path to becoming a Marine Corps Officer, and all training sessions take place at Quantico, VA.

This expanded relationship between the USMC and GMC is a four-year (two at GMC) program where students participate in the GMC Corps of Cadets to develop military skills and achieve academic and

physical excellence to prepare them for the rigorous PLC program. Upon successfully completing a 2-year Associate Degree at GMC, qualified candidates are eligible to receive assistance from the Marine Corps Financial Aid Program (MCFAP) or from the Marine Corps Tuition Assistance Program (MCTAP). MCFAP may provide \$1,575 per semester or \$3,150 each academic year for a period of three years and MCTAP may provide \$5,200 per year to be reimbursed to the educational institution for a period of three years.

U.S. Navy Reserve Officer Training Corps (ROTC) Preparatory Program (NPP)

GMC is partnering with the Naval Service Training Command to provide qualified candidates with the opportunity to earn a Commission in the USN through the Naval Reserves Officers' Training Corps (NROTC) by participating in an NROTC Preparatory Program (NPP). This bridge initiative is a one-year program for those individuals interested in an NROTC scholarship at one of the participating partner institutions.

This expanded relationship between the USN and those schools that host NPP offers a performance-based pathway for candidates to earn an NROTC scholarship. The NPP at GMC is a year-long program where students participate in the GMC Corps of Cadets on the Main Campus at Milledgeville and is designed to improve midshipman candidates' academic and life skills to prepare them for the rigorous NROTC program at one of the partner institutions. Upon successfully completing the one-year NPP at GMC, Cadets are eligible to compete for an NROTC Scholarship that provides full tuition and fees or room and board along with other benefits at one of the participating four-year partner institutions.

The program is designed for individuals who desire to serve their nation in the USN and were not accepted to a four-year institution that offers NROTC. Qualified candidates must demonstrate exceptional leadership potential through academics, character, and extra-curricular activities.

Cadet Corps Stipulations

As members of the Corps, Cadets are required to follow the guidelines established in the Cadet Guide, which contains the rules and regulations that govern the Corps.

First year Cadets are assigned to one of two Cadet Battalions, assigned a room, fitted/issued uniforms and then the Cadet orientation/training period begins.

During the orientation (Plebe) period, new Cadets are taught the rules and procedures that govern behavior and discipline within the Corps of Cadets. They learn how to wear the Cadet uniform, maintain their barracks, and march as a Cadet unit. They also learn the history of GMC and appropriate military customs and courtesies. The physical fitness of each Cadet is assessed, and a yearlong physical fitness program begins.

Cadets learn new skills, acquire new knowledge, and learn to view their responsibilities at GMC more in terms of "team" rather than "self."

Considerable effort is spent informing all concerned parties of what is expected and the acceptable standards of behavior and performance required of a Cadet during this intensive training. Values such as "Duty, Honor, and Country" are emphasized. By the end of the orientation period, Cadets understanding of the importance of these virtues can be heard in voices that loudly proclaim, "Character Above All, Sir!" as they meet and greet GMC officers.

The orientation period ends with formal testing and with an inspection of Cadets and their barracks room by the Commandant's Office. Completion of the Cadet orientation period is celebrated by everyone during a Corps of Cadets parade during Parents' Weekend (Quarter 1) or during the end of the orientation period for each subsequent term. Parents and friends are encouraged to attend and participate in the pinning of their Cadet.

Students must satisfy all disciplinary requirements before graduation. No exceptions will be made to this policy. Students who fail to fulfill their disciplinary obligations will have a disciplinary hold placed on their transcripts until they have satisfied the requirements as outlined in the disciplinary hold.

Students must not be older than 23 years of age on the report date to the Corps of Cadets for the initial academic term.

Immunizations/Screenings

Members of the GMC Corps of Cadets must submit a certificate of immunization to verify current immunization requirements. Georgia law also requires residential students to provide signed documentation stating that they have received a vaccination against meningococcal disease or have reviewed the information and declined to be vaccinated. In addition, all incoming residential students are required to have a current tuberculosis skin test.

Students who have religious objections to immunizations and those whose physicians have certified that they cannot be immunized due to medical reasons may be exempt from providing proof of immunizations. They must coordinate this exemption through the GMC Aid Station.

Athletics/Student Activities

Members of the Corps of Cadets are eligible to participate fully in all the college's intercollegiate and intra-collegiate activities, clubs, and organizations. The college sponsors the following athletic teams: men's and women's soccer, men's and women's cross-country, women's softball, men's and women's golf, a co-ed rifle team, and a junior college football team. GMC is a full member of the National Junior College Athletic Association (NJCAA) and the Georgia Collegiate Athletic Association (GCAA). GMC's intercollegiate teams have been highly successful at both the regional and national levels, including national championships in football, rifle and golf in recent years.

RIFLE TEAM

The Rifle Team is open to all students. Its purpose is to provide members an opportunity to compete in rifle marksmanship activities at the collegiate level. Matches are scheduled during the year at home and at other colleges.

COLOR GUARD/DRILL TEAM

The GMC Drill Team is open to any member of the Corps of Cadets. The purpose of the Drill Team is to promote the spirit of competition and discipline through the precise execution of military drill. The team often competes at national level competitions at various locations throughout the Southeast.

RANGER CHALLENGE TEAM

The Ranger Challenge is ROTC's varsity sport. A 10-member GMC team competes in Ranger Challenge in a state-level competition in such events as rifle marksmanship, orienteering, M-16 weapons assembly and disassembly, rope bridging, and the hand grenade assault course. The Ranger Challenge Team is supervised by the staff of the Military Science Department Army ROTC and a faculty sponsor. GMC is among the top teams in their level of competition.

GLEE CLUB

The GMC Cadet Glee Club is open to any member of the Corps of Cadets who passes the audition. The Club's mission is the pursuit of excellence in the art of singing and the establishment of close friendships within the Glee Club enhances this excellence. Through dedication and hard work, the Glee Club Cadets will present the high standards of choral performance in two annual concerts that are open to the public.

With a commitment to the Glee Club's mission, each cadet will develop their character, insight, musicality, cultural awareness, respect, and love for music.

Cadet Financial Information Expenses

Current Cadet tuition and fees are listed on the GMC web page located under [Paying for College](#).

Room Damages

The Campus Administration will hold a student financially liable to pay for any assessed room damages during that student's occupancy. It is the Cadet's responsibility to identify/record/report any damages to a room at the time of check-in to ensure all damages are addressed before the Cadet assumes responsibility for the room, which is 72 hours after check-in of a room. Cadets are also responsible for clearing the room of damages anytime there is a change to a Cadet's room assignment. The Commandant's Office will inspect a room during check-in/check-out and periodically throughout the year. If there are damages in the suites' common area, charges will be divided up amongst the four Cadets if an individual cannot be identified as the one who caused the damage. The student's account will be charged accordingly.

FINANCIAL INFORMATION

Tuition and Fees

Tuition and fees are set annually and approved by the Georgia Military College Board of Trustees. Charges are assessed to a student's account quarterly when the student registers for courses. All charges are subject to audit and correction and any such adjustments will be made to the student's account.

Students are expected to meet all financial obligations when they are due. It is the student's responsibility to keep informed of all tuition and fee payment dates. Students should access the student portal for billing and account information. Payment options include:

- Credit/Debit card and E-check payments online
- Cash or money order at the Business Office

Click here to view your charges and make a payment. [Student Financial Services - Georgia Military College GMC](#)

From the GMC Portal Home page, Select- Student Finance-Make A Payment-Choose a Payment Method-Verify Amount and Select Proceed to Payment-Pay Now-Enter your Electronic Check or Debit/Credit Card and requested personal information-Select Pay Now-Continue

Students who have not paid their bill by the payment deadline may have their courses cancelled. For additional information, visit the Financial Services section of the GMC Website [Student Financial Services - Georgia Military College GMC](#) or email studentAR@gmc.edu.

Textbooks and Supplemental Material

The college has instituted a textbook program to provide quality textbooks to our students at the most reasonable price. A book fee is included in the registration charges when a student is registered for classes.

Each class typically requires access to a specific book or set of books. Students are required to obtain all required textbooks and supplemental materials. Some classes have electronic textbooks (e-textbooks) and required supplemental materials that are provided to the student on the first day of class at no additional charge beyond the book fee. For classes that require a hardcopy of a text, textbooks are checked out at the campus bookstore in the student's name and must be returned at the end of each term by the advertised due date to avoid late charges. If a book is not returned or is damaged and deemed to be unusable, a book replacement fee will be assessed.

Acceptance of the books is considered implied consent to use Federal Student Aid (FSA) funds to pay the term's book fees. Students receiving FSA funds may choose to opt out of the book rental program. Students may choose to purchase books and supplies from other vendors. Detailed instructions on opting out of the textbook program are found on the GMC website.

Some classes require additional books, manuals, or supplementary material which is not part of the textbook program. These requirements will be outlined in the syllabus for the class. It is the student's responsibility to purchase these additional materials. If the student has approved Financial Aid above the cost of tuition/fees, the student may elect to charge the materials to their student account; no written authorization is required.

Fees

Application Fee (\$35.00) – A non-refundable fee is required of all students applying for admission to the college. The fee must be paid at the time the application is submitted.

Course Fee (various) – Certain courses may require additional materials or instructional services. These courses will be assessed a course fee.

Parking Violation Fees – Parking tickets may be issued for violations of traffic and parking regulations. The fine is indicated on the ticket and may be paid at the campus Business Office or by accessing the Student Finance Self-Service Module.

Book Late Fee – If a student does not return a book provided through the book rental program by the advertised date, a fee will be assessed.

Book Replacement Fee – If a student fails to return a book provided through the book rental program or if the book is damaged or returned in an unusable condition, a replacement fee will be assessed.

Cadet/Resident Fees

Those students in the Cadet Corps have other fees related to living on campus. These are explained in the section, [Cadet Financial Information](#).

ID Cards

A GMC student ID card is issued to all registered students. GMC Online students who wish to have an ID card must come to the Main Campus in Milledgeville.

The card is required to access library services, meal plans at the Main Campus, and other campus activities. A replacement fee will be charged for replacement ID cards.

Student Refunds

Students who drop their courses during the drop/add period are entitled to a 100% refund of tuition and fees.

Students who withdraw from their courses after the drop/add period are responsible for all tuition and fees that have accrued. No refund of these charges will be made.

Student refunds are disbursed within 14 days after the first day of class and each subsequent week of the term. The preferred method of disbursement is direct deposit. Direct deposit enrollment information is available by accessing the Student Finance Self-Service Module. Direct Deposit is the safest, efficient, and timely manner to receive funds.

To enroll in Direct Deposit, click [Enroll in Direct Deposit](#) and follow the instructions below:

From the GMC Portal Home page, Select-Banking Information-Add Account-Activate-Next- Routing Number-Bank Number-Scroll to bottom of page and click I Agree-Submit.

If the student elects to receive a check, it will be mailed to the address of record at the time the check is processed. In the event of a lost or stolen check, the student must contact studentAR@gmc.edu.

1098-T

Each calendar year, GMC is required by the IRS to prepare the 1098-T Tuition Statement Form for each college student enrolled and having qualified expenses billed during the calendar year. The 1098-T form is provided to Junior College students (including Dual Enrollment students) **for informational purposes to assist** with filing for education tax benefits/tax credit deductions, such as the Lifetime Learning Tax Credit, Hope Scholarship, Tax Credit, or the Above-the-Line Tax Deduction for Qualified Higher Education Expenses.

During the application process, all students are required to accept GMC's terms and conditions of enrollment which includes consent to receive IRS form 1098-T electronically. To withdraw consent, log on to the GMC [Student Finance Self Service](#) portal Student Finance Self Service and change their 1098-T Preferences. Changes **must** be made prior to yearly 1098-T notification email. [Click here for detail instructions on Withdrawing Consent to Receive 1098-T Electronically](#)

For more information, visit the GMC website ([1098-T Tax Information - Georgia Military College GMC](#)) and the IRS website (www.irs.gov).

FINANCIAL AID

The purpose of the Financial Aid Office is to assist students in achieving their educational goals by providing them with appropriate financial resources. The Financial Aid Office staff is aware of students' concerns regarding financing their college education and is committed to providing the best service possible. Our goal is to meet individual needs in a timely, efficient, and equitable manner. Financial aid awards at GMC are based on scholastic ability and/or financial need. Students may receive aid in the form of scholarships, grants, loans, or work opportunities. All students are encouraged to apply. Programs with limited funding are awarded according to the earliest application date.

Many students lack the financial resources to achieve their educational objectives. Through financial aid programs, GMC makes every effort to ensure that no qualified student is denied the opportunity to attend school due to a lack of funds. Each year, over 80 percent of GMC students receive some form of financial aid. Once awarded and packages are complete, they may be viewed online via GMC's secure student portal.

For more information, visit the website at [GMC Financial Aid](#).

Student Rights and Responsibilities for Financial Aid Eligibility

Information regarding all policies and procedures described in this section is available within the college catalog and/or through the GMC website, unless otherwise noted.

As a GMC student, you have the right to know the following:

- All federal, state, institutional, and private student financial assistance programs are available, including both need and non-need-based programs.
- The cost of attending GMC, how the Cost of Attendance is calculated, how the Student Aid Index is determined, and how your financial need is calculated using these numbers.
- Procedures, forms, deadlines, and eligibility requirements to apply for financial assistance.
- How financial aid will be disbursed, including an explanation of GMC's refund policy.
- What portion of financial aid is a loan, which must be repaid, and what portion is a grant. If a loan has been received, you have the right to know the interest rate, loan repayment options, and procedures. A sample repayment schedule is available through Entrance Counseling at [Federal Student Aid](#).
- The satisfactory academic progress (SAP) requirements to maintain eligibility for financial assistance, how to appeal a loss of financial aid due to failing to meet SAP requirements, and how to regain eligibility for financial aid after failing to meet the standards without an appeal.
- Policies regarding confidentiality of financial aid records. GMC complies with the Family Educational Rights and Privacy Act of 1974. For more information, please click [here](#).
- Whom to contact and how to contact the appropriate GMC personnel regarding student financial assistance.
- Exit counseling information, which is required upon transfer from or completion of your program at GMC. Complete Exit Loan Counseling [here](#).
- The general conditions and terms applicable to any employment provided to a student as part of the student's financial assistance package.

As a GMC student, you have the responsibility to do the following:

- Read and consider all information about GMC before you enroll.
- Complete all GMC application forms accurately and submit them to the appropriate office(s) by required deadlines.
- Accurately and honestly complete your Free Application for Federal Student Aid (FAFSA®). Errors can result in processing delays. False or misleading information is a criminal offense, and is subject to a \$10,000 fine, imprisonment, or both.
- Use all financial aid received solely for expenses related to attending GMC.
- Comply with all requests for documentation from GMC, and submit corrections or new information, as appropriate.
- Read, understand, and accept responsibility for all forms or agreements you sign. We recommend you keep copies for your records. If you are unsure of how to complete a form, ask the Financial Aid Office for assistance.
- Notify the Financial Aid Office if you intend to attend two post-secondary institutions at the same time. Financial aid must be awarded accordingly.
- Report to the Financial Aid Office if you are in default on any student loan or owe a refund or repayment of any educational grant received from any school.
- Notify your Graduation Coach and your student loan lender (if applicable) of any changes in your name or address. Also, notify your lender of any changes in your enrollment status.
- Perform agreed-upon work if a Federal Work Study position is offered to you and accepted.
- Meet all Satisfactory Academic Progress (SAP) policies.
- Know and comply with the following GMC policies and procedures as they relate to financial aid: LSS, Retroactive Student Aid, and Withdrawal Policy.

Application Process

GMC Federal School Code: 001571

Steps for Applying for Aid

1. Apply and be accepted for admission as a degree-seeking student to GMC.
2. Apply for federal financial aid by completing the [Free Application for Federal Student Aid \(FAFSA®\)](#) online. Students who have previously applied for aid and have supplied the Department of Education with an email address will receive notifications electronically via email.
3. When completing the FAFSA®, be sure to list Georgia Military College in the school section of the application using our Federal School Code of 001571. This will allow us to receive an electronic copy of the application.
4. Students will also need to apply for an [FSA ID](#). FSA ID is comprised of a username and password and can be used to log in to certain Federal Student Aid websites, such as FAFSA®. The security of the FSA ID is essential. The FSA ID can be used to sign the FAFSA® electronically. If a parent is required to provide information on the FAFSA®, the parent will need their own FSA ID.
5. In no more than four weeks, the student will receive an email notification with a direct link to the student's online FAFSA Submission Summary. If an email address is not provided on the application, the information will be mailed to the student. An electronic copy will also be sent to GMC if so indicated. Carefully read the comment section on the FAFSA Submission Summary to determine if further action is required to complete the application process. If any information is incorrect, follow the instructions provided on the FAFSA Submission Summary.

6. Verification is the process by which the U.S. Department of Education requires schools to verify the accuracy of financial aid application data. If the application is selected, the student will be asked to submit additional information to the Financial Aid Verification Portal. Typically, this will include a completed verification worksheet, the student's federal tax returns, and if applicable, the parent's or spouse's tax returns.
7. Parents of dependent students may apply for a Direct PLUS loan online by clicking [here](#). Parents will initiate the Federal Direct PLUS application process by submitting the GMC Request for PLUS Form and signing the master promissory note online using their parent's FSA ID.
8. Students will be notified via their GMC email of their eligibility for financial aid through either an electronic Financial Aid Offer or an explanation of ineligibility. This notification is typically sent within a few weeks. However, processing times will be longer during peak periods.
9. Be sure to report to the Financial Aid Office, in writing, any pending outside scholarships.
10. [Apply for state financial aid](#) by completing the GSFApp via the Georgia Student Finance Commission's website. You must create an account on this website to access the application.

Determining Eligibility

Basic Eligibility Criteria

The general eligibility requirements are that you must:

- demonstrate *financial need* (for most programs).
- be a U.S. citizen or an *eligible noncitizen*.
- have a valid Social Security number (except for students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- be enrolled or accepted for enrollment as a *regular student* in an eligible degree program.
- be enrolled at least half-time (6 quarter hours) to be eligible for *Direct Loan* Program funds.
- maintain [satisfactory academic progress](#).
- sign the *Free Application for Federal Student Aid (FAFSA®)* stating that:
 - you are not in *default* on a *federal student loan* and do not owe money on a federal student *grant*, and
 - you will use federal student aid only for educational purposes.
- all [FAFSA contributors](#) must consent to have tax information provided to the FAFSA by the IRS.
- show you're qualified to obtain a college education by:
 - having a high school diploma or a recognized equivalent such as a *General Educational Development (GED) certificate*.
 - completing a high school education in a *homeschool* setting approved under state law.

Financial Aid Procedures

Important Dates

Priority Packaging Deadline	March 1
Quarter 1 Deadline	July 1
Quarter 2 Deadline	September 1
Quarter 3 Deadline	November 1
Quarter 4 Deadline	March 1

Students must submit complete financial aid applications by the above "Priority Package Deadline" to be considered for programs in the subsequent award year that have a limited supply of funds.

Students must submit complete financial aid applications by these dates in order to use financial aid funds to pay for the quarter's tuition and fees. Students whose files are incomplete by this date should be prepared to pay costs until applications are processed and eligibility is determined.

The Federal Processing Center must receive the application(s) before June 30, 2027, and all verification processes must be completed before August 1, 2027, for the student to receive consideration for the academic year 2026 - 2027 or Summer 2027. The FAFSA must be submitted to GMC before the student's enrollment period ends in order to be considered for aid.

Outside Scholarships

Any resources that a student receives or expects to receive should be reported in writing to the Financial Aid Office. The receipt of outside scholarships or other resources may result in reduction, cancellation, and/or repayment of need-based aid.

Types of Aid

Grants, Loans, Federal Work-Study and a limited number of scholarships are available through the Financial Aid Office to help with educational expenses at GMC. Grants do not have to be repaid; however, loans must be repaid unless otherwise stated in the terms and conditions of the loan. Federal Work-Study awards are earned during periods of enrollment. Students must be enrolled at least half-time to receive a Federal Direct Loan or Federal Direct PLUS Loan. Federal Pell Grants are available for less than full-time students depending on need. Georgia Tuition Equalization Grants (GTEG) are available for full-time students.

HOPE/Zell Miller Scholarships are available for six or more hours of enrollment. All student aid will be awarded based on anticipated full-time enrollment.

Financial need as it pertains to financial aid eligibility is determined by using a simple formula in which GMC subtracts the student’s Student Aid Index (SAI) as calculated by the Department of Education from the student’s Cost of Attendance (COA), as follows:

$$\text{COA} - \text{EFC} = \text{Financial Need}$$

Need-Based Aid
Federal Pell Grant
Federal Supplemental Equal Opportunity Grant
Federal Subsidized Direct Loan
Federal Work Study Program

All other aid is considered “Non-Need-Based” aid, and eligibility is calculated without considering the SAI. GMC subtracts all Need-based aid already received from the COA to determine the Unmet Cost, as seen in the formula below. Total financial aid awarded cannot exceed the COA for any given award period.

$$\text{COA} - \text{Need-Based Aid} = \text{Unmet Cost}$$

Types of Non-Need-based Aid available at GMC are found in the chart below:

Non Need-Based Aid
Federal Unsubsidized Direct Loan
Federal Direct Plus Loan
Private Student Loans
Georgia Tuition Equalization Grant
Georgia HOPE Scholarship
Georgia Public Safety Grant
Georgia Student Access Loan
Georgia HERO Scholarship
Georgia Zell Miller Scholarship
GMC Institutional Scholarships
Outside Scholarships (unless designated by the donor)
Military Tuition Assistance
Veterans Benefits
Other Military Grants
ROTC Scholarship
West Point Prep Scholarship Program
State Service Scholarship for Cadets

Federal Grants/Scholarships

The Federal Pell Grant Program is designated for undergraduate students who display exceptional financial need and have not earned a bachelor’s, graduate, or professional degree. A Federal Pell Grant, unlike a loan, does not have to be repaid except under certain circumstances.

The Federal Pell Grant award amounts can change yearly. The award amount will depend on:

- The Student Aid Index
- The Cost of Attendance (COA)
- Enrollment status as a full-time or part-time student
- Plans to attend school for a full academic year, or less

In certain situations, an eligible student can receive up to 150 percent of their scheduled Pell Grant award for an award year. Students may not receive Pell Grant funds from more than one school at a time.

Federal Supplemental Educational Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduates with exceptional financial need -- that is, students with the lowest SAIs -- and gives priority to students who receive Federal Pell Grants. The FSEOG does not have to be repaid. There is no guarantee every eligible student will be able to receive FSEOG; students are awarded based on the availability of funds at the time financial aid awards are packaged at GMC.

Georgia Scholarships

HOPE Scholarship

Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with the educational costs of attending college in Georgia. The HOPE Scholarship does not pay for Learning Support (remedial) classes, after July 1, 2011. Recipients do not receive a book allowance for attendance at GMC. At least half-time enrollment is required. HOPE eligibility is determined using attempted hours and GPA. HOPE Scholarship eligibility requirements and application procedures may be viewed [here](#).

HERO Scholarship

Georgia's HERO Scholarship Program provides educational scholarship assistance to members of the Georgia National Guard and U.S. Military Reservists who served in combat zones, and the children and the spouses of such members of the Georgia National Guard and U.S. Military Reserves. Georgia's HERO Scholarship Program eligibility requirements and application procedures may be viewed [here](#).

Zell Miller Scholarship

Georgia's Zell Miller Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with their educational costs of attending college in Georgia. The Zell Miller Scholarship does not pay for Learning Support (remedial) classes, after July 1, 2011. At least half-time enrollment is required. Recipients do not receive a book allowance for attendance at GMC. Zell Miller Scholarship eligibility requirements and application procedures may be viewed [here](#).

REACH Scholarship

REACH Georgia is a need-based mentoring and scholarship program providing promising students the support to graduate from high school and achieve postsecondary success. Qualifying REACH Scholars will be awarded the scholarship upon graduating from high school. REACH Scholarship Program eligibility requirements and application procedures may be viewed [here](#).

State Service Scholarship Program (SSS)

The State Service Scholarship program provides full financial assistance to qualified Georgia residents who have an interest in military service as well as a quality college education. The program is funded through the Georgia General Assembly annually and provides for up to 42 new annual scholarships. Scholarship recipients are required to become members of either the Army or Air National Guard and must be nominated for the scholarship by a member of the Georgia General Assembly.

These scholarships cover tuition, fees, room, board, uniforms and provide a stipend for books and supplies. State Service Scholarship eligibility requirements and application procedures may be viewed [here](#).

Recipients must:

- Have a cumulative 2.5 high school GPA.
- Have either a combined 800 (critical reading and math) SAT score or 17 ACT composite score.
- Meet all requirements for enlistment into the Georgia National Guard and serve as an enlisted member of the Georgia National Guard.
- Maintain a cumulative GPA of 2.5 at GMC to retain the scholarship.
- Be a member of the Corps of Cadets and participate in Army ROTC while attending GMC.
- Complete a FAFSA.

Georgia Grants

Georgia Tuition Equalization Grant

The Georgia Tuition Equalization Grant (GTEG) program provides non-repayable grants to eligible Georgia residents who enroll on a full-time basis at GMC. To be considered full-time, a student must be registered for 12 or more credit hours and attend class at least one day after the end of the school's drop/add period for each term. If a student officially or unofficially withdraws, drops out or is expelled before the end of the drop/add period, the student is not eligible to receive GTEG. Attendance is monitored to verify eligibility.

GTEG eligible students can receive payment for the summer term and three (3) quarters during the regular award year (Quarters 1-4). Please see the financial aid representative at your campus for further information and current year eligibility amounts. State grant regulations and award amounts are subject to change during an award year. GTEG eligibility requirements and application procedures may be viewed [here](#).

Public Safety Memorial Grant

Georgia's Public Safety Memorial Grant provides grant funds to the dependent children of Georgia Public Safety Officers who were permanently disabled or killed in the line of duty. Funds may be used to pay for attendance at GMC. Public Safety Memorial Grant eligibility requirements and application procedures may be viewed [here](#).

Dual Enrollment

The Dual Enrollment Program provides for participation in Dual Credit Enrollment for Eligible High School and Home-Schooled students. These students earn postsecondary credit hours and simultaneously meet their high school graduation or Home Study completion requirements as Dual Credit Enrollment students.

State revenues provide funding for this program. The award amount received by eligible students and the total amount of funds appropriated for the program is established each year by the Georgia General Assembly during the prior legislative session and is subject to change during the Award Year.

Application Procedures for Dual Enrollment

Complete the Dual Enrollment Funding Application online at [GAFutures](#). Select the application based on the year you plan to participate:

The 2026-2027 school year includes Summer 2026, Quarter 1 2026, Quarter 2 2026, Quarter 3 2027, and Quarter 4 2027.

Once the student section of the application is completed, the parent/guardian must electronically complete the Parent Participation Agreement section of the application.

- Provide parent/guardian's email address.
- Parents/guardians may visit GAfutures.org to sign the agreement electronically.
- The eligible participating high school counselor must approve the Dual Enrollment courses and funding application. Once approved, the high school must forward the funding application to GMC.
- The student must be accepted for enrollment by GMC.

Dual Enrollment Funding and Award Amounts

The specific Dual Enrollment award amount will vary based on GMC's tuition and the number of credit hours in which a student is enrolled in approved Dual Enrollment courses. The approved award rates are applied toward tuition, mandatory fees, and book costs. These costs are published annually and are subject to change each year.

Dual Enrollment funding is available up to the student's high school graduation or home study completion date or the 45-quarter hours Funding Cap, whichever occurs first. Students are only eligible for four quarters of Dual Enrollment funding during the school year referenced above.

Loan Programs

The William D. Ford Federal Direct Loan Program (Direct Loan) allows eligible students and parents to borrow from the U.S. Department of Education. The Direct Loan programs include Subsidized and Unsubsidized Direct Student Loans and Direct Parent PLUS Loans. These loans are repaid directly to the U. S. Department of Education.

Federal Direct Loan Programs

Direct Loans are low-interest loans for students and parents to help pay for the costs of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution.

Eligibility for this loan program will be determined upon completion of the Free Application for Federal Student Aid (FAFSA®). All federal direct loans must be repaid.

Federal Direct Loans are made in the student's name and can be either subsidized or unsubsidized. A subsidized loan is awarded based on financial need. You will not be charged any interest before you begin repayment or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods.

An unsubsidized loan is not awarded based on need. You will be charged interest from the time the loan is disbursed until it is paid in full. If you allow the interest to accumulate, it will be capitalized-that is, the interest will be added to the principal amount of your loan and additional interest will be based upon the higher amount. This will increase the amount you have to repay. By completing the Free Application for Federal Student Aid (FAFSA®), students wishing to receive federal direct loans must complete a loan request form available through the GMC verification [portal](#).

Once submitted, our office will determine eligibility and award the student's request, or up to the student's maximum eligibility, whichever is less. After applications are processed, students will receive an email notification with instructions to view awards online. Having eligibility determined for a Federal Direct Loan does not commit students to accepting the loan or the amount (students may borrow less than full eligibility).

Students should pay close attention to any additional requirements including Entrance Counseling and Master Promissory Notes, which are available [online](#).

Under federal law, students must complete a Loan Entrance Counseling session before funds may be disbursed. It is important that you know and understand your rights and responsibilities as a student borrower. Please contact the Financial Aid Office if you have any questions.

Further, you must complete a Master Promissory Note (MPN). In most cases, you will sign only one MPN that will be used for all loans at GMC. Students may complete the MPN electronically at www.studentaid.gov. By signing the MPN, students are confirming their understanding that GMC may make new loans for the duration of their education (up to 10 years), without having to sign another MPN.

Each academic year, GMC will disburse loan proceeds to the student's account as indicated on the Financial Aid Offer Letter sent to the student.

Interest Rates for the 2026-2027 Academic Year

Fixed interest rates for Direct Loans [may be viewed here](#).

Federal Direct PLUS (Parent Loan for Undergraduate Students)

Direct Loans are low-interest loans for students and parents to help pay for the costs of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. PLUS Loans enable parents with good credit histories to borrow monies. These funds are designated to help pay the educational expenses of each child who is a dependent, undergraduate student enrolled at least half-time (6 quarter hours). The yearly limit on a PLUS loan is equal to your cost of attendance minus any other financial aid you receive.

Steps to take as a parent to request a Federal Direct PLUS Loan:

- The student must complete the Free Application for Federal Student Aid (FAFSA®).
- The parent or guardian must submit a PLUS Loan Authorization Form found in the [financial section](#) of our website to the Financial Aid Office.
- A review of the parent or guardian's credit history is required. The parent or guardian may complete this step by requesting a [PLUS loan](#). If the parent or guardian does not wish to complete this step online, GMC can complete this step on his/her behalf.
- If the parent or guardian is a first-time borrower at GMC, he/she must complete a [Master Promissory Note](#).

Repayment begins on the date of the last disbursement. There is no grace period. The PLUS loan authorization form is a required form and is available in the Financial Aid Office or may be downloaded from the [financial aid forms page](#) of the GMC website.

Glossary of Terms for Financial Aid Offers

[Click here](#) to review the Glossary of Terms for Financial Aid Offers. The glossary exists to provide greater clarity and understanding by students through consistency in the use and meaning of terms and provides definitions of language students will see on their Financial Aid Offers.

Federal Student Aid (FSA) Ombudsman Group

If you have completed the steps to resolve your loan dispute and you still are not satisfied, you may need to contact the Federal Student Aid (FSA) Ombudsman Group of the U.S. Department of Education (ED). The Ombudsman Group is a neutral, informal, and confidential resource to help resolve disputes about your federal student loans. Contact the Ombudsman Group as a last resort. Make every effort to [resolve your student loan problems](#) before contacting the Ombudsman Group.

They can help you:

- resolve discrepancies with loan balances and payments.
- explain loan *interest* and *collection charges*.
- identify options for resolving your issues related to *consolidation*, service quality, *default status*, bankruptcy, *income tax refund offsets*, and other concerns.
- clarify requirements for [loan deferment or forbearance](#) and [loan cancellation or discharge](#).
- identify loan repayment options.

They do not:

- automatically take your side in a complaint.
- make binding decisions or overturn the decisions of other entities.
- accept complaints about grants.
- accept [complaints about private student loans](#).
- accept complaints when ED has already begun formal or legal investigations.
- accept loan payments or process deferment, forbearance, or discharge requests (you must contact your [loan servicer](#) or *collection agency* directly).
- replace regular or formal channels of problem resolution within ED; or
- testify or serve as a witness.

Take the following steps to help you prepare for a discussion with the Ombudsman Group.

1. Complete the relevant information on the [Ombudsman Information Checklist](#)
2. Clearly think about your desired outcome. Answer the following questions:
 - What is the problem?
 - What is your expectation?
 - What is preventing you from resolving your issue?
 - Are you willing to complete the necessary actions to achieve your desired outcome?

If you have completed the preparation steps above, and you have done everything you can to resolve your dispute, contact the Ombudsman Group through one of these methods:

Postal Mail U.S. Department of Education
FSA Ombudsman Group
P.O. Box 1843
Monticello, KY 42633

Phone 1-877-557-2575 Fax 606-396-4821

You can also [submit a complaint online](#). If you previously submitted a complaint, you can log in, add information to your existing case, and request to escalate to the Ombudsman Group.

Remember, the Ombudsman Group can help resolve disputes about federal student loans. If you have a dispute about your private student loan, contact the [Consumer Financial Protection Bureau](#).

Student Employment

Each year, Georgia Military College offers enrolled students the opportunity to earn funds through student employment to help meet their educational and living expenses. These programs also allow students to gain valuable work experience while working around their class schedule. Students interested in applying may access information regarding available positions at [GMC Student Employment Opportunities](#).

Federal Work-Study (FWS) eligibility is based on established financial need and at least half-time enrollment. Jobs are located on campus and work schedules are planned around the student's class schedule. Community service positions are also available through the FWS program.

FWS funds are not available at registration to pay for the student's tuition or fees. Students are paid bi-weekly for the actual hours worked. Interested applicants should first complete the FAFSA® and then complete the Application for Federal Work Study, available [online](#). You may contact your campus regarding availability of positions. Eligible students will receive a Financial Aid Offer Letter with the amount per quarter the student is eligible to earn.

Scholarships

Foundation Endowed Scholarships

Students wishing to apply for a GMC Foundation scholarship should complete and submit the scholarship application available on the [Scholarships Information](#) page of the GMC website.

Scholarships are awarded annually, and your application must be submitted by the current deadlines posted on the college website. Applications received after the deadline will be considered, provided funds are still available. Applications and appropriate letters of recommendation must be completed online through the application process.

All scholarships awarded by the GMC Foundation are subject to guidelines that require the student to continue meeting the criteria of the award.

Donors provide foundation scholarships. Without their support, these scholarships would not be possible. Scholarship recipients are required to write a letter of appreciation to the donor(s) who provided the resources for their respective scholarship.

Military Benefits

Georgia Military College (GMC) is an approved institution for the training of veterans, disabled veterans, and eligible dependents (children and widows) of deceased or disabled veterans under the GI Bill® benefits, as recognized by the Georgia State Approving Agency.

Payment Responsibilities for Veterans Using GI Bill® Benefits

Students utilizing Chapter 33 (Post 9/11 GI Bill®) benefits must ensure any tuition and fees not covered by the VA are paid by the final payment deadline. Please note that Book and Material Fees are not covered under Chapter 33 benefits. Students receiving Chapter 33 benefits receive a separate book stipend from the VA, which they may use towards their book and materials fees. The VA does not cover tuition and fees for students using Chapter 30, Chapter 1606, or Chapter 35 benefits. Therefore, these students are responsible for paying their tuition and fees directly by the specified deadline, as they receive benefits directly from the Veterans Affairs office.

Certification and Access to Classes

To participate in classes while using Chapter 33 (Post-9/11 GI Bill®) or Chapter 31 (VR&E) benefits, students must submit a Request for Certification through the [Georgia Military College Military & Veterans Portal](#), along with the appropriate documentation.

How to Access the GMC Military & Veterans Portal

1. Visit [GMC.edu](https://gmc.edu)
2. Select Paying for College
3. Choose Financial Aid
4. Click Military and Veterans Benefits
5. Click [GMC Military and Veterans Portal](#)

Required Documentation

- Chapter 33 (Post-9/11 GI Bill®) students must submit a current Certificate of Eligibility (COE) or Statement of Benefits.
- Chapter 31 (VR&E) students must submit a current Purchase Order from their Vocational Rehabilitation Counselor.

Important Financial Information

If there is a delay in VA funding, eligible students will continue to have full access to their classes, libraries, and other campus facilities and will not be charged late fees or penalties due to the delay.

Please note that GMC does not have an agreement with the VA to waive tuition or fees. Students remain financially responsible for tuition and fees, even if VA payments are delayed. It is strongly recommended that VA beneficiaries plan financially to cover at least one quarter of tuition and fees, as benefit payments may occasionally be delayed.

Application for Benefits

Eligible veterans and dependents must apply for benefits online via the VA Education Benefits application (Form 22-1990). Visit [VA Education Benefits](#) for more details.

Veterans interested in using VA Chapter 31 [Veteran Readiness and Employment Benefits](#) must contact the VA Regional Office for counselor assignment. Veterans using Chapter 31 benefits should ensure that their counselor provides a current Purchase Order for their benefits, and they should consult with the Veteran Educational Services Department regarding the management of their account.

Eligibility and Course Enrollment

Students are required to submit a Request for Certification for each term via their Georgia Military College Military and Veterans Portal.

Students are required to complete a Change of Certification when there is a change in enrollment for the term. Students using the GI Bill® will be certified for benefits only for courses that are required for their degree program. The VA does not cover courses taken for audit. In order to maintain eligibility, students must meet Georgia Military College's academic standards. Students dismissed academically may have their benefits interrupted, and the VA will assess whether benefits will continue upon readmission and re-certification.

Online and Remote Courses

Courses taken outside the traditional in-person format such as remote, hybrid, synchronous or HyFlex courses, where the professor and students are not physically present in the same classroom are classified as online by the VA. Students enrolled exclusively in online courses may not be eligible for the full monthly housing allowance. If you're planning to enroll in these types of courses and have concerns about how this may impact your benefits, it's recommended that you consult with your Graduation Coach or the Veteran Educational Services before registering. Additionally, please note that the VA does not cover Learning Support Services (LSS) or remedial courses taken online. (e.g., MAT 094, RDG 099, ENG 097, or any courses below the 100 level).

Adjustments for Students Using Additional Benefits/Aid

For students who use both Veteran Benefits along with Military TA and Federal/State aid, adjustments will be made in accordance with the regulations governing veteran/military benefits, federal, and state financial aid.

Transient Students

Students attending Georgia Military College (GMC) under VA benefits through a transient (guest) arrangement must ensure that their home institution submits a guest letter prior to enrollment. This letter can be uploaded directly to their Georgia Military College Military and Veterans Portal or sent by the home institution via email to GMC.VA.ED.Benefits@gmc.edu. Please note that students may only register for courses specifically listed in the approved guest letter.

Submitting Documents and Forms

Students using VA benefits must submit their Certificate of Eligibility and other required documentation in their Georgia Military College Military and Veterans Portal no later than the first day of class. If students are not eligible for full Chapter 33 benefits, or if they are enrolled in non-degree-required courses, or have financial obligations to GMC, they are still responsible for covering the remaining balance by the payment deadline. Non-payment of charges not covered by the VA may result in class deletions.

For further information about the GI Bill® and other VA educational benefits, please visit [VA Education Benefits](#). GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Military Tuition Assistance

Georgia Military College (GMC) is an approved institution for training active-duty service members, civilians, and eligible spouses of active-duty personnel through Military Tuition Assistance (TA) and the My Career Advancement Account (MyCAA) Scholarship, as recognized by the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU).

Payment Responsibilities

Military Tuition Assistance (TA)

Students using Military Tuition Assistance (TA) or the [MyCAA](#) Scholarship are responsible for requesting their benefits through the appropriate military portal. In addition, students must also submit a request through the Georgia Military College Military & Veterans Portal. A separate request is required for each quarter in which benefits will be used.

How to Access the GMC Military & Veterans Portal

1. Visit GMC.edu
2. Select Paying for College
3. Choose Financial Aid
4. Click Military and Veterans Benefits
5. Click [GMC Military and Veterans Portal](#)

Important TA and MyCAA Information

- Students are responsible for any tuition and fees not covered by TA or MyCAA.
- Only courses listed on the approved Tuition Assistance Request (TAR) are eligible for TA funding.
- It is the student's responsibility to update the TAR if there are any changes to their course schedule.

Adjustments for Students Using Additional Benefits/Aid

For students who use TA along with Veterans Benefits and Federal/State aid, adjustments will be made in accordance with the regulations governing military/veteran benefits, federal, and state financial aid.

Military Service Leave and Withdrawal Policy

GMC has a policy in place to support service members who need to withdraw from courses due to military obligations. Students granted military service leave will receive a 100% refund of tuition and fees for the academic term. If deemed appropriate, academic credit will be awarded for any work completed during the term. No refund will be issued until GMC receives military orders confirming the need for withdrawal.

Return of Unearned Military Tuition Assistance (TA)

Military Tuition Assistance (TA) is awarded with the expectation that students will complete the full term. If a student withdraws, they may no longer be eligible for the full amount of TA funds. In compliance with DoD policy, GMC will return any unearned TA funds on a proportional basis for up to 60% of the enrollment period. TA funds are earned progressively, and unearned funds will be returned based on the student's withdrawal date. If a service member withdraws due to a military service obligation, GMC will work with the student to ensure no student debt is incurred for the returned portion of TA funds.

Financial Aid Policies

Academic Year Definitions for Federal Student Aid Purposes

Georgia Military College's academic year for the purposes of administering federal Title IV financial aid programs is defined as:

4+1 Four nine (9) week terms for a total of 36 weeks during which the average undergraduate student is expected to complete a minimum of forty-eight (48) credit hours.

Enrollment in a minimum of 12 credit hours per term is required to be considered a full-time student for Title IV federal aid purposes.

The Scheduled Academic Year (SAY) applies to the administration of Federal Direct Loans at GMC. The statutory maximum annual loan limits apply to this period of time.

The SAY begins with the first day of class each Quarter 1 and ends with the last official exam day of the following Quarter 4 term. The Summer term at GMC is considered a "trailer" to the SAY; therefore, the applicable annual loan limits apply to the Quarter 1 through Quarter 4 SAY, plus the summer trailer.

Satisfactory Academic Progress (SAP)

Students receiving financial aid must maintain Satisfactory Academic Progress (SAP) at GMC to remain eligible for financial aid consideration. Students with no GMC academic history (first term attending and incoming transfer students) will be assumed to be making satisfactory progress. All students who receive financial aid are expected to complete a minimum number of credit hours and maintain a minimum grade point average each quarter, demonstrating satisfactory academic progress. The Financial Aid Office evaluates SAP after the completion of each term. Federal regulation requires that all terms of enrollment be considered in SAP, including summer terms and those for which a student is not receiving financial aid. The standard for Satisfactory Academic Progress (SAP) measures three components:

- A qualitative component: Minimum Cumulative GPA Standard.
- An incremental quantitative component: completion rate of credit hours earned versus attempted, and
- An overall quantitative component: maximum time for the completion of a student's academic program.

Please note that transfer credits are included when measuring the above standards. Sections included in this policy are:

- Monitoring Periods and Warnings
- Evaluation Criteria
- Minimum Cumulative GPA Standard
- Quantitative Completion Rate Standard
- Quantitative Maximum Time Frame Standard
- Appeal for Probationary Term

The policy may be [viewed online](#). A printed copy of this policy will be provided upon request.

Monitoring Periods and Warnings

A review of academic progress is conducted at the end of each term for all students enrolled during that term, regardless of whether they received financial aid.

Students not meeting Satisfactory Academic Progress (SAP) standards will receive communication via email to the GMC email address and, in some situations, letters sent to the address listed in the student's record.

- Students who fail to meet one or more of the requirements for Satisfactory Academic Progress will be notified and allowed one automatic Financial Aid Warning term associated with their next term of enrollment to restore their satisfactory academic progress standing. During the Financial Aid Warning term, a student will be awarded financial aid for which they have applied and are otherwise eligible. A student is not allowed to receive a Financial Aid Warning for two consecutive terms. A student may receive a Financial Aid Warning even if that student has not applied for financial aid.
- Students who fail to meet the Maximum Credit Standard are placed in an SAP Suspension status. There is no "Warning" term for the Maximum Credit Standard. (150% rule)
- Students who fail to meet one or more of the requirements for Satisfactory Academic Progress (SAP) at the end of the Financial Aid Warning term are considered to be in an SAP Suspension status, under which student aid eligibility is lost.

Evaluation Criteria

- Courses with grades of F, I, IP, IU, U, W, WF, and XF are counted as courses attempted but not earned and count toward the maximum time frame (incremental and overall). Transfer credit hours (accepted for the student's academic degree) are counted as credit hours attempted when measuring the maximum time frame to complete the degree and establishing benchmark points for the qualitative standard, but do not impact the grade point average.
- The GMC Financial Aid Office will NOT automatically adjust a student's Satisfactory Academic Progress status when grades are changed, but rather ONLY upon request from the student. In such cases, grades must be reflected on GMC's student records system prior to a review of a student's status. For any grade change (for example, a prior grade of "I" that has now been assigned a traditional letter grade), a student is responsible for notifying the GMC Financial Aid Office of such a change and requesting a review of his/her Satisfactory Academic Progress evaluation. Note that such a review is NOT considered an appeal, and may not result in eligibility for financial aid (for example, if a state/federal processing deadline has passed).

Minimum Cumulative GPA Standard

- Students must maintain the following minimum cumulative GPA in accordance with the GMC catalog.
- **Please note that the cumulative GPA for financial aid eligibility must be calculated on ALL grades received, including those affected by GMC's policies on academic suspension and repeated courses.**

Total Number of Credits Attempted	Minimum Cumulative GPA
0 - 18	1.50
19 – 37	1.70
38 – 56	1.90
57 or more	2.00

Regaining Financial Aid Eligibility

Students must enroll in and complete credits to increase the cumulative GPA to the minimum levels described in this section.

Please note that probation policies for academic standing with GMC are separate from the requirements for Satisfactory Academic Progress. In order to retain eligibility for financial aid, a student must be meeting the minimum GPA levels described within this policy.

Completion Rate Standard

Quantitative Completion Rate Standard

Students must complete 67% of all credits attempted at GMC, as well as those credits transferred and accepted from other schools.

How to Regain Financial Aid Eligibility for Completion Rate Standard

Students must enroll in and successfully complete enough credits to meet the 67% completion rate standard.

Completion Rate Warning

If any other Satisfactory Academic Progress standards are failed, those standards and conditions take precedence over the completion rate standard.

Maximum Credit Standard

A student's maximum time frame for completion of their academic program must not exceed 150% of the primary degree program length. This means a student's attempted and transferred credit hours cannot exceed 150% of the credit hours necessary for completion of their primary degree. The maximum time frame is not increased for dual degrees. However, a student may appeal SAP suspension based on the pursuit of a dual degree.

For example, the average Associate degree program at GMC requires approximately 104 credit hours, 150% of which is 156. Therefore, no further aid will be awarded when a student has attempted 156 credit hours. Remedial courses will not be included in the hourly limitation.

How to Regain Financial Aid Eligibility for Maximum Credit Standard

Students must complete the current degree program without financial aid eligibility.

Appeal for Probationary Term

Students who fail to meet one or more of the requirements for Satisfactory Academic Progress (SAP) at the end of the Warning term are considered to be in SAP suspension status, under which student aid eligibility is lost. If **extenuating circumstances** exist that caused a student to fail to meet one of the above standards, a written appeal may be submitted. Examples of extenuating circumstances include, but are not limited to: unexpected death or major hospitalization of an immediate family member, extended hospitalization or medical condition of student, divorce, house fire, or victim of a violent crime. Unexpected employment or work issues beyond the student's control may be considered on a case-by-case basis.

In the SAP appeal, a student is expected to demonstrate an understanding of what SAP components were failed. The appeal should address **and document** the extenuating circumstances and describe what has changed that will allow the student to meet SAP at the next evaluation. Please note that merely filing an appeal does NOT guarantee continued eligibility for financial aid. An appeal may be denied.

The student is responsible for all tuition expenses while the appeal is being reviewed. Please allow up to 7 days for review.

If an appeal for a probationary term is denied by the Committee*, the student will be notified by email. The decision is final for that term. The student may re-establish eligibility to be considered for financial aid for a subsequent term by taking action that brings him or her into compliance with the qualitative and quantitative components of GMC's SAP standard. Subsequent appeals will be automatically denied until the student has earned at least 10 additional GMC credit hours of college-level coursework above the level of hours earned at the time of his/her prior SAP appeal denial.

If the financial aid staff approves a student's appeal, the student will be notified by email and will be placed on Satisfactory Academic Progress Probation. For the probationary term, the student will be considered academically eligible for financial aid for which the student has applied and is otherwise eligible. While on Satisfactory Academic Progress Probation, certain conditions for academic performance will be set and monitored. For example, while on Satisfactory Academic Progress Probation, a student must successfully complete 100% of all attempted hours. Students on Financial Aid Warning and Financial Aid Probation should expect a delay in receiving their financial aid for a subsequent term, as all grades for the current term would have to be reviewed.

The probationary conditions will continue each term until the student meets the minimum standard(s) or fails to meet the probationary conditions. When the student fails to meet the probationary conditions, or has left GMC, the probation status may revert to Satisfactory Academic Progress Suspension, indicating that the student is ineligible for financial aid. Appeals will be reviewed and a response provided to the student within 7 days of receipt of the appeal.

Maximum Credit Appeals

Maximum Credit Appeals should address the unique circumstances that created the maximum credit situation, the plan for completing the degree, and the rationale for the academic plan. Example: rationale for changing majors. Approval of these appeals may be based on factors other than the extenuating circumstances previously listed.

Appeals must include supporting documentation. Incomplete appeals or those lacking adequate documentation are typically denied. The Committee will review the appeal, and its decision is final. The specific instructions, deadlines, and appeal forms are available from Financial Aid.

Retroactive Federal Student Aid

To be considered for a retroactive [Federal Pell Grant](#) award for the Quarter 1, Quarter 2, Quarter 3, Quarter 4 or Summer term of the Award Year, the U. S. Department of Education must receive and process your FAFSA and issue your [FAFSA Submission Summary](#) reflecting a Pell eligible [Student Aid Index \(SAI\)](#) while you are still enrolled in the same Award Year. If the term(s) for which you are requesting Federal Pell Grant consideration has ended AND you are no longer enrolled in that Award Year, you will not be eligible for a retroactive Pell Grant award.

If you meet the preceding criteria but were selected for and have not completed the [Verification Process](#) when the term ends, you MAY be eligible once Verification is complete.

To be considered for a retroactive **Federal Direct Student Loan** for the Quarter 1, Quarter 2, Quarter 3, Quarter 4, or Summer term, the Financial Aid office must receive your electronic Student Aid Report (SAR) from the U. S. Department of Education reflecting a calculated Student Aid Index (SAI), a completed [GMC Federal Direct Loan Request](#), the verification process have been completed (if selected) and the Resource Management Financial Aid Office must then have enough time to certify the loan to the U. S. Department of Education before the last day of the term in which you are enrolled on at least a half-time basis for the Award Year.

If you are nearing the end of a term and wish to request a Federal Direct Loan for that term, you should contact your local campus financial aid assistant, who can advise you if the loan can still be awarded.

Learning Support Services and Financial Aid

Students may receive financial aid while enrolled in Learning Support Services (LSS) courses to improve their skills to a level essential for success in college work. Financial aid in support of LSS courses is limited to no more than forty-five (45) quarter hours. HOPE Scholarship does not cover LSS courses. For more information about LSS courses and financial aid for veterans, please refer to [Military Benefits](#).

A student must maintain satisfactory progress in the degree programs as defined above as well as achieve satisfactory progress in LSS studies (C or better). All other requirements for receiving financial aid must be met.

Transient Students and Financial Aid

Generally, transient students are not eligible for financial assistance from GMC. However, a transient student who is a HOPE scholar may be eligible. A transient student is limited to a combined 15 hours from both institutions to receive funds. Contact the Financial Aid Office for information.

Withdrawal/Return of Title IV Funds (R2T4) Policy

Return of Title IV (Federal) Financial Aid

When a student withdraws during a term (officially or unofficially by not attending classes), the amount of federal financial aid earned by the student is determined on a pro-rata basis up to the end of 60% of the term. For example, if the student has completed 30% of the term, he or she has earned 30% of the aid originally scheduled to be received. Once a student has completed more than 60% of the term, he or she has earned all of his or her federal financial aid. (Federal Work Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the College must return a portion of the excess equal to the lesser of:

- the student's institutional charges multiplied by unearned percentage of funds, or
- the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50% of the grant rather than 100%.

Within 30 days of the date of GMC's determination that a student withdraws, GMC will provide written notification to the student, or parent in the case of a parent PLUS loan, that outlines results of the refund calculation and post- withdrawal disbursement eligibility, if applicable. Any unearned Title IV funds are returned within 45 days of the date GMC determined the student withdrew. Students who discontinue attendance without officially withdrawing will have their repayment amount determined based on the last day of attendance (or at the midpoint of the term if the dates of attendance cannot be determined).

Order of Funds to be Returned

The funds must be credited to outstanding loan balances or to any amount awarded for the term in which a return of funds is required in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans received on behalf of the student
4. Federal Pell Grants
5. Federal SEOG Grants

Refund of Funds from the Georgia Student Finance Commission (GSFC)

Students who withdraw after the census date (the end of the drop/add period) may receive a state grant or scholarship payment for the costs incurred up to the term award. Students who withdraw before the census date are not eligible for state grants or scholarship payments for costs incurred for the term. State grants or scholarship payments received for the term before the census date will be returned to GSFC. Students will be responsible for the balance caused by the cancellation of this financial aid.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor or a private scholarship, grant or loan award, the refund/cancellation of private financial assistance follows the pro-rata policy for the cancellation of institutional charges and institutional financial aid.

Example of a Refund and Return of Title IV Financial Aid

The student enrolls for Quarter 2, which begins on October 10 and ends on December 6 (57 days). The student withdraws from all courses on November 5.

Refund Calculation

Total Charges for Tuition and Fees = \$2,010

Student attends October 10 to November 5 (withdrawal date) = 26 days/57 days in term = 46% of the term

Return of Title IV Aid Calculation

Step 1. Title IV Aid Disbursed on November 5:

Subsidized Direct Loan \$ 866.25

Unsubsidized Direct Loan \$990

Total aid disbursed \$1,856.25

Step 2. Percentage of Title IV Aid Earned:

26 days of enrollment/57 days in term = 46%

Step 3. Amount of Title IV Aid Earned: $46\% \times \$1,856.25 = \853.88

Step 4. Total Title IV Aid to be Returned: $\$1,856.25 - \$853.88 = \$1,002.37$

Step 5. Amount of Unearned Title IV Aid Returned by the School:

Subsidized Direct Loan \$12.37

Unsubsidized Direct Loan \$990.00

Total Title IV aid returned to federal programs \$1,002.37

STUDENT AFFAIRS

Student activities are provided and supervised by the Site senior academic administrator. All GMC students are encouraged to participate in various co-curricular and extra-curricular activities to enhance the sense of community, develop responsibility and increase leadership skills. Student government, student organizations, student clubs, and student publications, in particular, are not only a vital part of the college but also an important part of the student's total educational experience. Students are advised to choose activities wisely and to balance academic activities with participation in service, religious, athletic, social, and recreational pursuits.

General administrative responsibility for the student services program rests with the Institutional Dean of Students. Student activities are sponsored by the Student Activities Committee and Student Government Association. Major initiatives in developing organizations and activities appropriate to the educational purposes of the college, as well as the implementation of programs, which have been planned, is a shared responsibility of staff, students, and faculty.

The availability of student activities varies by campus. For a better understanding of the activities available, contact the Site senior academic administrator at any campus.

Honor Societies

Phi Theta Kappa

Phi Theta Kappa (PTK) is an international honor society for students of two-year colleges. Phi Theta Kappa chapters have been chartered on the Augusta, Columbus, Fairburn, Milledgeville, and Valdosta sites. Since its founding in 1918, Phi Theta Kappa has been the only national honor society for junior colleges, promoting scholarship, developing character, and cultivating fellowship.

To be eligible for Phi Theta Kappa, a student shall be of good moral character, shall possess recognized qualities of citizenship, shall participate in the development of chapter projects, and shall have established academic excellence as judged by the faculty sponsor in accordance with guidelines set by the international constitution.

Membership is by invitation only. Contact the Site senior academic administrator for further information or for the name of the faculty sponsor on your campus.

Most four-year colleges and universities have scholarship funds earmarked for junior college transfer students who are members of PTK. These funds are competitive and, in many instances, provide very generous awards up to and including full tuition for up to two years at the university or college. The PTK advisor on your campus can provide more details on these opportunities.

Intercollegiate Athletics

GMC Intercollegiate Athletics is part of the Georgia Collegiate Athletic Association (GCAA) and the National Junior College Athletic Association (NJCAA). The GMC Bulldogs field nine athletic programs: Football, Softball, Men's Soccer, Women's Soccer, Men's Golf, Women's Golf, Men's Cross Country, Women's Cross Country, and Rifle. GMC JC Athletics is Georgia's premier NJCAA program with a Georgia-centric focus on recruiting. More than 95% of the athletes on the Bulldogs' rosters hail from Georgia. There are no military requirements in order to be a student athlete at GMC. For information on these programs, contact the Athletic Department on the Main Campus, 478-387-4704.

Football

The GMC JC Football program has consistently placed itself among the nation's elite NJCAA Division I Junior College programs in the country. Since 1991, the program has produced over 650 student-athletes that have gone on to continue their education and football careers at all levels of NCAA Football. There have been 58 individuals that have gone on to play in the NFL. The Bulldogs won the NJCAA National Championship in 2001, and were runner-up in 2002, 2005, and 2013. On an individual level, the program has produced over 89 NJCAA All-Americans, the 2001, 2002, and 2013 National Coach of the Year, the 2001 National Defensive Player of the Year, and the 2013 National Offensive Player of the Year.

Cross Country

The Men's and Women's Cross Country programs have been consistent performers nationally on a yearly basis. They compete at the NJCAA Division III level. The Running Bulldogs have made a total of 14 NJCAA National Championship Tournament appearances. They have also been NJCAA Region winners four times and runner-up six times.

Women's Softball

The Women's Softball program has had tremendous success on a state and national level. They compete at the NJCAA Division I level. The program has won four GCAA Conference tournaments and been runner-up twice. They have also appeared in four NJCAA National Championship tournaments.

Men's Golf

The Men's Golf Team has enjoyed tremendous success while competing at the NJCAA Division III level. The team has won three National Championship in 2004, 2017 and 2019 and were runner-up in 2021, 2022, 2023, and 2024. They have produced numerous NJCAA All-Americans throughout their history. The top GMC golfer from each year is presented with the coveted Mason Cup, which is named in honor of Mr. Harold and Mrs. Brenda Mason. Mr. Mason is GMC Golf's biggest supporter who helped supply the team with the Mason Golf Performance Lab. The Performance Lab houses a state-of-the-art golf simulator for our golf players to train throughout the year.

Women's Golf

The Women's Golf program is relatively new and competes at the NJCAA Division I level. They have made three NJCAA National tournament appearances during their short history. The Women's Golf program also benefits from the Mason Golf Performance Lab in order to develop their play throughout the year.

Rifle Team

The Rifle Team is a co-ed team that competes in air and small-bore rifle competitions. The Rifle Team boasts the only indoor, state-of-the-art rifle range in the state for two-year colleges. The Bulldogs have won three NRA National Championships in the ROTC Division. Bulldog Rifle currently competes in the Western Intercollegiate Rifle Conference which contains several four-year universities throughout the country.

Women's Soccer

The GMC Women's Soccer Program has seen its share of success throughout its history. They compete at the NJCAA Division I level. They have won two GCAA championships and were runner-up four times. GMC is one of only a few two-year colleges throughout the state that offers young women the opportunity to continue their soccer careers.

Men's Soccer

The GMC Men's Soccer Program are continually the top program in the GCAA and one of the best in the Southeast. The Bulldogs compete at the NJCAA Division II level. They have won eight GCAA Conference championships and been runner-up three times. They have appeared in three NJCAA National tournaments. 10 individuals have earned NJCAA All-American status. GMC Men's Soccer are one of the few two-year colleges in the state that provides an opportunity for young men in the state to continue their soccer careers.

Student Publications

Each campus may publish a campus newspaper and/or a literary magazine. These publications are produced by students under the supervision of faculty/staff advisors. Financed by the Student Activity Fund, these publications provide opportunities for students in creative writing, art, reporting, business, and design.

Student Organizations

Student Government Association

GMC has a Student Government Association (SGA) at each campus. The SGA deals with student concerns, promotes understanding within the college community, and administers all matters that are delegated to the student government by the President of GMC. SGA serves as the primary student voice to the administration in college affairs. Students are encouraged to participate in SGA and in the institution's decision-making process. Officers are elected by the students and normally serve for one year. Responsibility for governing the student body is vested in the students. Elections are held annually.

Student Activities Committee

The Student Activities Committee is composed of representatives from each academic area, athletics, drama, and a sophomore, freshman, and Cadet representing the student body. Students are the key in communicating student interests and needs to the activities committee. Activities include movies, dances, lectures, guest entertainers, concerts, field trips, student publications, intramural, and club activities. Notices of upcoming activities are posted on the campus bulletin boards, monthly activities calendar, and faculty announcements in the classroom. Students who wish to suggest activities should contact one of the student representatives or the President of the Student Government Association on your campus. The President of the Student Government Association can be contacted through the Site senior academic administrator.

Alpha Phi Omega

Alpha Phi Omega is a coeducational national service fraternity open to any student who is interested in developing social awareness, leadership skills, and a sense of brotherhood with other students. It not only is the single most represented intercollegiate organization in the United States of America, but the fraternity has active chapters in the Philippines, Canada and Australia, and alumni groups around the world. Members are offered opportunities to use their talents to be of service to humanity while having fun and forming lasting friendships. GMC's chapter, Alpha Epsilon Pi, was first chartered in 2002.

Campus College-Sponsored Clubs with Faculty Advisors

Clubs are available at the college. The Site senior academic administrator can provide more information on clubs available at that site. Students who have a common interest in an educational, social, or sports activity and wish to be recognized as a club by the college should contact the Site senior academic administrator.

Student Handbook

The [GMC Student Handbook](#) is published by the Institutional Dean of Students and available in the Resources section of the Student Services section of our website. It is the student's responsibility to become familiar with the contents of the Student Handbook, which includes the Student Rights and Responsibilities, Student Code of Conduct, and the Honor Code, "I will not lie, cheat, steal, or tolerate those who do," that regulate student life at GMC. Students can be sent to the Disciplinary Council for violations of the Honor Code as explained in the Student Handbook. There is also guidance for Submitting and Resolving Complaints and GMC's policy on the use of AI.

Policy Concerning Student Records

GMC will abide by the following guidelines concerning student records:

- A. Inform parents of students and students of their rights concerning student records kept by GMC.
- B. Allow parents and spouses of students who have the written expressed permission of their children or spouses access to the educational records of their children/spouses.
- C. Non-disclosure of personally identifiable information from a student's educational record to any outside agency without the student's prior written consent.
- D. Maintain a record of disclosure to outside agencies of personally identifiable information from a student's educational records.

Generally, the following information will be kept by the Academic Records Office located at the Main Campus (copies will be kept at the other campus locations) and will remain in the student's academic file:

- A. The official academic transcript (Academic Records Office only).
- B. The original application for admission.
- C. Secondary and post-secondary official transcripts.
- D. Application for graduation and/or degree.
- E. Official notice of admission.
- F. Evaluation of transfer credits.
- G. Memoranda or correspondence pertaining to:
 - Registration form, student schedule.
 - Grades, grade changes, explanations, and special course descriptions.
 - Drop/Add, official withdrawals.
 - Special honors or special problems.
 - Name and address changes.

Deceased Student Records:

Records of deceased students are not protected by FERPA and are a matter of institutional policy. Within the first year following the death of a student, GMC will release educational records under the following circumstances:

- The student has submitted prior written authorization to release records to the party requesting the records.
- The request comes from the Executor/Executrix of the student's estate.
- In response to a legal subpoena.

As a general rule, all academic files are kept for a minimum of five years after graduation, withdrawal, or suspension of the student, with the exception of the official transcript, which is kept indefinitely.

The Institutional Dean of Students maintains disciplinary files for three years after graduation, withdrawal, or suspension.

Submitting and Resolving Student Complaints

Policy Statement: Georgia Military College's (GMC) policy is that student complaints will be fairly administered and that students will be afforded reasonable, accessible, and well-publicized pathways for registering complaints. The only approved method for submitting student complaints is electronically through the GMC Student Portal.

A complaint is a problem, concern, dispute, or disagreement raised by a student who considers he/she has been disadvantaged or wronged because of an action, lack of action, decision, or omission within the college's control or responsibility.

The college expects students to attempt to resolve complaints at the lowest possible level before submitting a formal written complaint.

STUDENT DISABILITY SERVICES

The Student Disability Services program is provided to all GMC students to ensure that students needing accommodations are served to ensure equal access.

Mission: GMC is committed to the full and total inclusion of all individuals and to providing equal opportunity to participate in and benefit from all programs, services, and activities by:

- Approving and assisting in the provision of reasonable accommodations.
- Encouraging student independence, personal growth, and self-advocacy.
- Promoting diversity and inclusion in all environments.
- Supporting, training, and providing resources to faculty, staff, and administrators.
- Support institutional standards and integrity by valuing high expectations for all students, including those with disabilities.
- Providing guidance and leadership regarding policy decisions and planning.

Policies and Procedures for Students with Disabilities

Georgia Military College is committed to the full and total inclusion of all individuals, providing equal opportunity to participate in and benefit from all programs, services, and activities. GMC is also supportive of individual rights and responsibilities.

As a public institution receiving federal funds, GMC adheres to the provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. In accordance with all pertinent federal and state legislation, the institution will ensure reasonable accommodations are provided for students with disabilities through the Office of Student Disability Services.

Institutional policy ensures that reasonable accommodation is made on an individualized case-by-case basis. However, it is the responsibility of the student to identify and disclose any disability and to make all needs known. GMC will give primary consideration to the individual's request and will provide reasonable accommodation unless an equally effective aid or service is available, the means chosen would result in a fundamental alteration of GMC's programs, or the accommodation would result in an undue financial or administrative burden.

An individual with a disability is defined as a person who 1) has a physical or mental impairment that substantially limits one or more life activities, 2) has a record of such impairment or 3) is regarded as having such impairment.

"Accommodations" are adjustments to the structure, location, or mode of access to the educational environment. They must be reasonable, not alter academic standards or expectations, and not place undue financial or administrative hardship on an institution.

Contact Person

The Manager of Student Disability Services is located in the Academic Center of Excellence at 430 S. Jefferson Street in Milledgeville, just south of the Main Campus, phone: 478-387-4902. For specific contact information, please visit their web [page](#).

PLEASE NOTE THAT DISABILITY WILL NOT BE A FACTOR IN QUALIFYING FOR COLLEGE ADMISSION.

To ensure full translation of this policy for access of individuals with disabilities, two important areas of rights and responsibilities have to be considered: a) the right of the individual with a disability to be included on the basis of criteria that do not unfairly discriminate because of the disability and b) the right of the institution to set and maintain standards for admitting and evaluating the progress of students.

Rights and Responsibilities of the Institution

GMC recognizes that its basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality academic programs while ensuring the rights of individuals with disabilities. To meet these obligations, GMC recognizes the following rights and responsibilities:

- GMC has the right to request and receive documentation that supports a request for accommodation. The institution has the right to deny a request if the documentation demonstrates that no accommodation is necessary or if the individual fails to provide such documentation.
- GMC has the right to select among equally effective accommodations for individuals with a disability.
- GMC has the right to refuse unreasonable accommodations or ones that impose an undue hardship on the institution.
- GMC is responsible for ensuring that its recruitment information and activities are available and accessible.
- GMC is responsible for evaluating applicants based solely on their abilities and qualifications. If an evaluation method or criterion unfairly discriminates against an applicant with a disability, the college will seek reasonable alternatives.
- GMC is responsible for ensuring that all of its academic programs are accessible and usable.
- GMC has the responsibility to adjust, substitute, or waive any academic requirements that unfairly discriminate against students with disabilities and that are not essential to the integrity of the students' academic programs.
- GMC is responsible for making reasonable accommodations for a student with a disability in the delivery, instructional method, and evaluation system of a course.
- GMC is responsible for informing its applicants and students about the availability of auxiliary aids and the range of possible accommodations as well as the procedures for requesting them.
- If a request for accommodation is denied, GMC is responsible for informing the individual of the right to appeal the decision and the procedures for initiating an appeal.

Rights and Responsibilities of the Individual

An individual with a disability has a right to an equal opportunity to participate in and benefit from programs offered at GMC. To ensure this right, individuals with disabilities at GMC must identify and disclose a disability to the Office of Student Disability Services by contacting the Manager of Disability Services. The following rights and responsibilities are placed on the individual:

- Individuals with disabilities have the right to an equal opportunity to learn. They have a right to reasonable accommodations in aspects of their educational experiences, such as location, delivery system, or instructional methodologies that limit access, participation, or ability to benefit.

- Individuals with disabilities have the right to an equal opportunity to participate in and benefit from the academic community. This includes access to services and co-curricular activities that are comparable to those provided to any other student when reviewed in their entirety.
- Individuals with disabilities have the right to confidentiality of all information and have the right to choose to whom information about their disabilities will be disclosed.
- Individuals with disabilities have the right to information regarding the availability of auxiliary aids and possible accommodations and procedures for making requests for either.
- Individuals with disabilities have the right to be informed of procedures for initiating an appeal of an institution's decision regarding auxiliary aids or accommodations.
- Individuals with disabilities have the right to be informed of procedures for initiating a further appeal of an institutional decision through external channels. Typically, this would be done through filing a complaint with the Office of Civil Rights or a case through the civil court system.
- Individuals with disabilities have the same responsibility as any other student to meet and maintain the institution's academic standards.
- Individuals with disabilities are responsible for advocating for their own individual needs and seeking information, counsel, and assistance as necessary to be effective self-advocates.
- Individuals with disabilities have the responsibility to demonstrate or document how their disabilities limit their ability to benefit from a particular delivery system, instructional method, or evaluation criteria when they make a request for accommodation.
- Individuals with disabilities are responsible for following published procedures for making such requests and doing so in a timely fashion.
- Individuals with disabilities have the responsibility to follow published procedures for filing an appeal.

Verification Process

The Verification Process will be determined by the Office of Student Disability Services.

Process for Disability Services at GMC

- Students requesting accommodations for a disability must complete the online request on our website: <https://www.gmc.edu/disability-services>. Students may email and attach documentation from specialists trained in the field of study for diagnosing and/or treating the disability (e.g., Psychological, Neurological, or Orthopedic Evaluation) to the Manager of Student Disability Services at cwells@gmc.edu. Students can also submit documents to their local Site senior academic administrator. All documentation is scanned and sent to the Manager of Student Disability Services.
- Once the applicant completes the application, an email will be sent to the student providing information on how the student can contact the Manager of SDS in order to schedule an interview. The interviews will be conducted face-to-face, by phone or on Zoom. The initial interview with the student is to gain the student's perspective of how their disability impacts their academic performance in the classroom and educational environment.

- Following the interview, the Manager reviews the documentation and keeps it on record. The manager then develops the accommodation plan for the student and contacts the student to request a meeting be scheduled.
- Once an accommodation plan has been developed, the Site senior academic administrator or designee meets with the student plan to review it.
- Should the institution be unable to support the accommodation request or have offered a reasonable and equally effective accommodation, the student will receive a written letter explaining the denial and/or the alternative accommodation. Students may appeal a denial or an alternative accommodation using first the informal appeals process and then the formal appeals process outlined below:

Level I: Informal Appeal

- All questions regarding accommodations should be directed to the Manager of Student Disability Services. Within 5 working days upon receipt of the accommodation plan, denial letter, or denial of an approved accommodation.

Level II: Formal Appeal

- Should a student disagree with any decision made by the Manager of Student Disability Services, such as denial and accommodation request as a whole or denial of an individual accommodation, the student shall file a written appeal to the Institutional Dean of Students. A written appeal should include a description of the reason (s) for the appeal and any supporting information/documentation. The Institutional Dean of Students will provide the decision within 5 working days upon the receipt of a written appeal. This decision is final.
- If the outcome of the appeal does not resolve the issue, students also have the right to further appeal an institutional decision through external channels, which would typically be done through filing a complaint with the Office of Civil Rights (OCR) or a case through the civil system.
- Following this meeting, the students will request accommodations for a given academic term through the Accommodate program. Students can request Instructor Notification Letters each quarter in Accommodate and will receive a copy by email when the request is complete.

Verification Status

The Office of Student Disability Services will assign the student a verification status depending upon the type of disability a student has been diagnosed with and/or the completeness of the documentation submitted:

On-Going – A student who receives an ongoing verification has submitted current, complete documentation that clearly exhibits an impact from a disability, which is stable, not expected to change over time, and supports the need for accommodation. These students will not be expected to submit additional documentation unless they request an accommodation that has not already been approved and is not supported by the previously submitted documentation.

Annual Renewal - An annual renewal verification is approved for students who have a diagnosed disorder or condition whose impact may change over time. These students will be required to submit updated documentation on an annual basis to allow the Office of Student Disability Services to adjust the verification status and approve accommodations if necessary.

Temporary – Temporary verification status may be approved for students who have submitted some documentation, which may state a diagnosis but may not be complete or is out-of-date. These students may be verified on a temporary basis, allowing them time to gather the necessary documentation. As resources allow, a temporary verification status may also be given to students who receive a temporary

injury and may need accommodations until the injury is sufficiently healed. These students are verified for the length of time the treating physician recommends.

Denied – A student may be denied verification for several reasons, including but not limited to:

1. Submitted documentation that does not support the presence of a diagnosed disorder.
2. A diagnosed disorder that does not rise to the level of being disabling.
3. Updated or additional documentation requested that has not been submitted.
4. An applicant who is not admitted as a student at the College.
5. Required verification meetings that are not attended by the student and contact from the student has ceased.

Procedure for Requesting Accommodations Each Term

It is the responsibility of the verified students to request accommodations each term if needed. The Office of Student Disability Services does not automatically implement accommodations each term. Students choosing to use accommodations should log in to their Accommodate account and submit their quarter request, providing appropriate information. The student is responsible for meeting with each instructor to discuss the Notification Letter and the desired accommodations. Students must request the Notification Letters with timely notice prior to the need of the accommodation. Instructors are not required to provide classroom accommodations until they have received the electronic letter and are not required to provide accommodations retroactively. Therefore, the students are encouraged to request accommodations early in the term.

Some accommodations have additional requirements before they can be implemented. These accommodations need to be requested at least three weeks before the start of a term or in a reasonable timeframe because these accommodations involve collaboration and coordination with other departments and companies, which may require weeks to process. Additional time may be necessary when the accommodation is particularly burdensome or cumbersome. GMC will make every effort to provide these accommodations within a reasonable timeframe; however, the closer to the term a student waits before requesting an accommodation, the more likely these resources will not be available by the start of the term. Students eligible for the following accommodations should supply their schedules to the Office of Student Disability Services at registration, should communicate any schedule changes as soon as possible, and should communicate with the Office of Student Disability Services regarding alternate formats needed as soon as possible.

- Alternative Format materials.
- Assistive Technology.
- Service Providers.

Procedure to Request a Change of Approved Accommodations

Students who have been verified as eligible for accommodations may request additions to or deletions from their previously approved accommodations. Requests must be submitted in writing with a detailed description supporting the need for any changes. The Manager of Student Disability Services will review the request along with all documentation on file to determine any changes. Additional documentation or student interviews may be required to facilitate any changes. Student Disability Services may also contact the student to gather more information about the reasons for the request.

ACADEMIC AFFAIRS

Directory: Program Deans & Degree Program Coordinators

Academic Division + Program Dean Name & Email	Degree Programs and Certificates	Program Coordinator Name & Email
Business & Management Dave Hedge dhedge@gmc.edu	- BAS in Business Administration: General Business ➤ AAS in Management Information Systems - BAS in Supervision & Management	Christine Epps cepps@gmc.edu
	BAS in Business Administration: Healthcare Management	Rikkisha Byrd rgilmorebyrd@gmc.edu
	- BAS in Business Administration: Human Resource Mgt ➤ AAS in Human Resource Management - AA/AS in Business Administration	Matthew Maestas mmaestas@gmc.edu
	- BAS in Business Administration: Marketing ➤ AAS in Marketing ➤ Certificate in Foundations of Marketing	Dave Hedge dhedge@gmc.edu
	- BAS in Business Administration: Organizational Leadership ➤ AAS in Organizational Leadership ➤ Certificate in Business Office Leadership - BAS in Business Administration: Supply Chain Mgt & Logistics ➤ AAS in Supply Chain Management	Scott Dawes sdawes@gmc.edu
Health & Natural Sciences Taylor Upole tupole@gmc.edu	- BAS in Public Health: Policy and Management ➤ AAS in Allied Health Science	Danielle McKeithen dmckeithen@gmc.edu
	AS in Biology	Mark Fairbrass mfairbra@gmc.edu
	AAS in Environmental Science & Water Resources Tech.	Lisa Baptiste lbaptiste@gmc.edu
	AAS in Forensics Laboratory Technology	Debra Murray dmurray@gmc.edu
	AS in Kinesiology	TBD
	AA/AS in Pre-Nursing	Kelly Schomber kschomber@gmc.edu
Humanities & General Education Kerri Routsong kroutsong@gmc.edu	- AAS in Communication and Digital Media ➤ Certificate in Social Media Specialist - AA/AS in Communication	Erik Clabaugh eclabaugh@gmc.edu
	AA in English	Kerri Routsong kroutsong@gmc.edu
	AA/AS/AAS in General Studies	William (Derrick) Harris wharris@gmc.edu
	AA in Art (Studio)	Jennifer Johnson jenjohnson@gmc.edu

(Continued on next page).

Academic Division + Program Dean Name & Email	Degree Programs and Certificates	Program Coordinator Name & Email
Justice & Public Safety Christy Musgrove cmusgrove@gmc.edu	- BAS in Criminal Justice: General Criminal Justice - AAS in Criminal Justice - BAS in Criminal Justice: Corrections and Rehabilitation - AA/AS in Paralegal Studies	Christy Musgrove cmusgrove@gmc.edu
	- BAS in Criminal Justice: Homeland Security & Counterterrorism - BAS in Emergency Management: Homeland Security	Melissa Vives mvives@gmc.edu
	- AA/AS in Criminal Justice - AA/AS in Homeland Security	Manuel Salas msalas@gmc.edu
	AAS in Information Technology	Edward Forde eforde@gmc.edu
	- AS in Computer Science - AS in Cybersecurity - AS in Information Technology - AS in Pre-Engineering	Rithika Subramani rsubramani@gmc.edu Nathan Sweigart nsweigart@gmc.edu
Social Sciences & Education Erik Walton ewalton@gmc.edu	- BAS in Behavioral Health and Human Services: Human Services Practice - AAS in Human Services - BAS in Behavioral Health and Human Services: Human Services Management - AA/AS in Social Work	Nicole Jenkins njenkins@gmc.edu
	- AA/AS in Education: Elementary - AA/AS in Education: Middle Grades	Beth-Anne Miles bmiles@gmc.edu
	AA in History	James White jamwhite@gmc.edu
	AA/AS in Political Science	Erik Walton ewalton@gmc.edu
	AA/AS in Psychology	Kayla Brownlow kbrownlow@gmc.edu
	AA/AS in Sociology	Unna Yared uyared@gmc.edu

Course Modalities

Georgia Military College recognizes that students learn in various manners and contexts. As such, courses at Georgia Military College may be delivered via any of the following modalities:

In-Seat

This course meets exclusively in person with a professor at a physical location for a traditional experience with full local support.

Hybrid

This course combines regularly scheduled in-person instruction at a physical location with supplementary asynchronous online learning components to compensate for reduced in-seat hours.

Remote

This synchronously-delivered course is a live interactive class held at scheduled times with a professor. Students can participate in the course via streaming services from their personal computer at home or in person from the broadcasting location.

HyFlex (Hybrid-Flexible)

This course integrates in-person, remote, and asynchronous online learning components, offering students maximum flexibility while ensuring in-person engagement and support on scheduled class days.

Online

This course delivery provides students with a fully online and more flexible virtual learning experience via their personal computer from the students' location of their choice. These courses are completely asynchronous with assignments and assessments that must be completed each week but include robust interactions among students and the professor.

NOTE: Students who plan to eventually transfer to another college or university should always consult them about their transfer policies before selecting courses at GMC. Students majoring in the natural sciences or health sciences may be required to complete in-person rather than virtual labs for specific programs where hands-on training is critical to the field of study. Although GMC's courses are designed for transfer, the follow-on college makes the final decision regarding which courses will transfer into their programs. GMC cannot guarantee that every course taken at GMC will transfer into every program or to every college or university. The student is responsible for researching which GMC courses will transfer into the intended program of study at the follow-on college.

Internships

Internship courses provide students with supervised, discipline-relevant work experience in a professional setting. Students earn academic credit by completing an approved internship that aligns with their degree program and learning goals. The internship integrates classroom learning with practical application, develops professional competencies, and cultivates workplace readiness.

Internship courses are available at three credit options, each with corresponding on-site hour requirements that must be met within an academic term:

Credit Hours	On-Site Hours
2 qh	32 hours
3 qh	48 hours
5 qh	80 hours

Internship courses are available only to students in AAS and BAS programs and must be applied to the degree concentration section of the curriculum (Area F/H); they may not be used to fulfill core curriculum requirements. Students may not exceed 5 qh of 200-level internship courses or 5 qh of 300-level internship courses, totaling no more than 10 qh of internship courses in any single degree program.

Grading

Internship courses are graded on a “S” (Satisfactory) / “U” (Unsatisfactory) scale. No letter grade is assigned. All required components, including a weekly log, work samples, and report, must be completed satisfactorily to receive a grade of “S” (Satisfactory). Failure to complete any required component will result in a grade of “U” (Unsatisfactory).

Approval Process

Students who have an interest in exploring an internship option should email internships@gmc.edu for more information on the application process. The internship site must be pre-approved by the Faculty Internship Coordinator before the student begins work. The site must provide work experience directly related to the student's declared degree program, and a qualified on-site supervisor must be available to supervise the student throughout the internship. The on-site supervisor must agree to complete the required On-site Supervisor Evaluation Form upon the internship's completion.

If a student needs to change internship sites after initial approval, a new Internship Application & Agreement Form must be submitted and approved before work begins at the new site. Hours completed at an unapproved site will not count toward the minimum hour requirement.

Off-Campus Study

GMC views student learning as more than education obtained within the walls of a classroom. Off-Campus Study provides an opportunity for students to travel to international and domestic locations to broaden and deepen their understanding of the subject matter and reexamine their views and perspectives on the human condition in the context of a global community.

GMC allows each professor the opportunity to deliver a course in their discipline via Off-Campus Study. The college assesses these courses for quality, course content, transferability, and cultural experience.

While some programs require proficiency in a foreign language, most do not. Courses delivered via Off-Campus Study should cost about the same as study on campus, except for the travel expenses and incidentals, which may not be included in the cost of the course.

Applications for these Off-Campus Study experiences are competitive. The exact due dates are announced every year by the various professors of the specific courses delivered via Off-Campus Study. Students are encouraged to consult with campus representatives for specific Off-Campus Study experiences early in the application process.

Learning Support Services

LSS Definition and Guidelines

Learning Support Services (LSS) provides instruction for students who need to improve their basic academic skills before attempting college-level courses. These students will hold Conditional Admission status. Courses include English, reading and mathematics. The Humanities & General Education Division oversees the LSS English and LSS Reading courses, and the Mathematics & Technology Division oversees the LSS Algebra courses.

These courses:

1. Do not apply toward degree requirements.
2. Have no influence on grade point average (GPA).
3. May not be transferred for credit. Students entering degree or non-degree programs who wish to register for any course that has an LSS prerequisite in an area must meet LSS requirements in that area.

GMC will honor LSS courses taught at accredited colleges and universities. Test scores and course completion records will be considered valid for two years.

Students who were placed in learning support services and have not successfully completed LSS English and LSS Reading courses at a previous college must enroll in equivalent courses at GMC. Students who have not successfully completed LSS mathematics courses at a previous college must enroll in equivalent courses at GMC.

Students must complete all LSS courses within the first sixty (60) quarter hours attempted at GMC, excluding MSD, PED, and LDR courses. All required LSS courses should be completed within the first thirty (30) quarter hours attempted at GMC.

Failure to complete the required courses as specified will require that the student enroll only in required LSS courses and a two or three-credit hour activity-based course such as PED or a study skills course in the succeeding terms until the LSS course work is successfully completed. LSS students will enroll in at least one LSS course per term until they have completed the course. Petitions for exceptions to this policy must be filed with the Vice President of Online Academics (for online courses) or the appropriate Associate Vice President of Junior College Academics (for on-ground courses).

Repeating an LSS Course

A student in LSS coursework may repeat a course in any LSS subject (English, reading, or mathematics) as required to effectively exit from LSS courses. If the student does not successfully complete the required LSS course(s) in three (3) attempts, the student can register for only that LSS course(s) and a two or three-credit hour activity-based course such as PED or a study skills course in the succeeding quarters until the LSS coursework is successfully completed. Petitions for exceptions to this policy must be filed with the Vice President of Online Academics (for online courses) or the appropriate Associate Vice President of Junior College Academics (for on-ground courses).

ACADEMIC POLICIES AND PROCEDURES

Student Academic Responsibility

Every student has the responsibility to comply with all academic regulations concerning the program of study and for the satisfactory completion of the degree requirements outlined in this catalog. Graduation Coaches are provided by the college to assist students in this process and to help students understand their obligations under the catalog. However, the final responsibility resides with the student.

Student Classification by Quarter Hours

Freshman - fewer than 45 quarter hours of credit

Sophomore - 45 or more quarter hours of credit

For the Bachelor of Applied Science (BAS) Programs **only**:

Junior - 90-135 quarter hours of credit

Senior - More than 135 quarter hours of credit

Advising and Registration Process

All GMC students receive assistance from a Graduation Coach for planning their term course schedules and overall academic program plans.

GMC provides each student with a Graduation Coach, and basic advising information that can be found on the GMC [advising website](#), [GMC College Catalog](#), and [Student Handbook](#). Graduation Coaches are available throughout the academic term to meet with students, to answer their questions, to assist them with college policy, and with monitoring their academic progress and educational goals.

Advising for an academic year and registering for two terms is standard during the initial advising appointment with the student's Graduation Coach. Advisement for course selection should occur prior to the registration period. Class schedules for each site are published prior to the start of each academic term listing all of the courses to be offered that term and are available on the GMC website. Early registration is recommended for a better selection of courses. Students may register through their Graduation Coach after reviewing Student Planner in the GMC Portal. Registration is completed for two terms, and then the student assumes the responsibility of complying with all published procedures and paying all fees and tuition. Late registration occurs when a student does not register for classes on the specific days set for registration. The late registration period cannot exceed the end of the drop/add period.

Once a student has completed the registration process, it is college policy that, should the student decide not to take courses for that term, the student must officially drop their courses prior to the end of the drop/add period by contacting their Graduation Coach. Failure to complete the drop process prior to the end of the drop/add period may result in the college submitting a bill for the appropriate costs. Students who drop their courses prior to the end of the drop/add period are eligible for reimbursement. Refer to [Student Refunds](#).

Declaring, Changing, Closing, or Adding a Major

All degree-seeking students are required to declare a major upon entering the institution, but students may elect to change their major at any time. In order to change or add a major, the student must submit a written request to the Graduation Coach at their respective site. If the student is enrolled under a previous catalog that is within two years of the current catalog, the student will stay under their previous catalog for degree requirements as long as the new major also appears both in that catalog and in the most current catalog. If the previous catalog is more than two years old or the requested major does not appear in the previous

catalog, a change of major will result in a move to the current catalog and its degree requirements. Students may only be in two active programs at any given time. Once a degree program is completed and is closed out in the student's record, a third degree program may be added by written request. Certificates may be simultaneously active while a student is pursuing one or more degree programs, if desired.

Guidance for Students pursuing Admissions to Professional Programs

Admission to professional schools is generally very competitive. Strategies for success should be discussed with a Graduation Coach. To increase the likelihood of admission, students should consider:

- Selecting a challenging major for which there is a strong personal interest that will contribute to a high level of academic performance (many professional schools do not require a specific major for admission but do place great value on a high GPA).
- Taking a full load each term (15 to 17 credit hours) and avoiding withdrawing from classes.
- Choosing elective courses that have demanding requirements in reading and writing as well as analytical and logical thinking.
- Being acutely aware of the admissions requirements for the professional school of choice.
- Participating in extracurricular activities (student government, appropriate job shadowing, community service, etc.).

Overload Requests

Permission to enroll in twenty (20) quarter hours or more requires the approval of the senior academic administrator at that site. Acceptable petitions should include:

- a. An average grade of B for the preceding quarter, or
- b. Enrollment in a pre-professional program requiring special credits, or
- c. An extra course is required in the last three quarters prior to graduation.

The AVP of Junior College Academics on the Main Campus may grant permission to enroll in twenty (20) or twenty-one (21) quarter hours for Cadets needing to overload with a Military Science course. Students wishing to take an overload should contact their Graduation Coach to start the petition process. The normal time for completing an associate degree is two to three years.

Note: Students required to enroll in LSS courses may be required to enroll in additional academic terms in order to complete graduation requirements within 2 to 3 academic years.

Independent Study Class

A student may pursue a designed independent study course under the supervision of a faculty member who serves as advisor, evaluates the student's progress, and assigns the final grade. The request must be submitted on the Petition form for Independent Study class and must be approved at three levels: the instructor, the Department Chair for the discipline of the course, and either the AVP of Junior College Academics at Main Campus or the senior academic administrator at the site.

The student must have successfully completed a minimum of 45 quarter credit hours with GMC; have a cumulative grade point average of 3.00; have been enrolled at GMC within the past two preceding terms or be a graduate of GMC; not have been enrolled in the course during a previous term; and have met all course prerequisites. The course should not have been offered by GMC within the past two terms; not be on the class schedule for the term for which the independent study is being requested; and must be a required course within the student's program/major. Independent study is not open to transient students.

Transient Course Request Policy

Occasionally, GMC will authorize students to enroll at other institutions in courses comparable to courses offered by GMC. Students seeking transient status at another institution must have completed a minimum of thirty (30) quarter hours at GMC, must have a minimum GPA of 2.00, and demonstrate that the GMC course equivalent is unavailable during the term that the transient authorization is requested. GMC will not accept more than 35 hours of transient work. Transient status means that a GMC student is attending another college on a temporary basis (typically one term) and will return to GMC at the end of that term to complete their course of study.

A student may request authorization for transient credit by completing the Transient Authorization form with their Graduation Coach. The form is very explicit in requirements and requires the student to work with the Graduation Coach throughout the process. GMC reserves the right to refuse credit for transient courses taken without prior authorization for such work.

Except for the HOPE Scholarship Program, transient courses cannot be counted in full-time status requirements for financial aid. The cost of transient enrollment is the obligation of the student. GMC does require a minimum grade of "C" for all transfer credit. The student must request an official transcript of all transient courses be sent to GMC. GMC will not post credit from other than an official transcript from the college where the work was completed. Upper division courses (those numbered above 299) may only be taken in a transient status and used for credit in the BAS programs of study at GMC.

Repeating a Non-LSS Course

Students may repeat any college-level course in which a grade of "D" or "F" was previously earned or from which the student withdrew with a "W" grade. The highest grade earned for the repeated course will be used in the cumulative grade point average. However, all enrollments and grades earned will appear on the college transcript. Financial aid will not pay for more than one repeat of a previously passed course.

Students should be aware that while this policy will likely improve their academic standing, all grades are used for financial aid eligibility calculations. Follow-on institutions may elect to use all grades to calculate eligibility for admission.

Earning a higher grade for a repeated course will not retroactively remove any warning, probation, or suspension status that the student may have reached when the original grade was earned. Please refer to [Repeating an LSS Course](#) for information on how many attempts students may have in their LSS courses.

Grading System

Grade	Description*	Credit Points per Hour
A	90 and above	4
B	80 - 89	3
C	70 - 79	2
D	60 - 69	1
F	59 and below	0
I	Incomplete	N/A
S	Satisfactory	N/A
U	Unsatisfactory	N/A
W	Withdrew	N/A
WF	Withdrawn Failing (administrative only)	0
XF	Honor Violation	0

***Note that GMC does not have a 0.5 or higher rounding requirement.**

Grade Point Average (GPA) is determined by multiplying the number of grade points for the course by the number of credit hours carried by the course to determine the number of quality points.* Divide the total number of quality points earned by the total number of credit hours attempted to determine the GPA.

For example, if a student attempts 12 quarter hours (two five-hour courses, one with an A and another with a C and a two-hour course with a B) the grade points, quality points, and the GPA would be calculated as shown:

A = 4 x 5qh = 20 quality points

B = 3 x 2qh = 6 quality points

C = 2 x 5qh = 10 quality points

12QH = 36 quality points

36 quality points ÷ 12 qh = 3.0 GPA

*LSS courses and internship courses award no grade points and do not impact the GPA.

LSS Grading Scale

Grade	Description	Grade Points Per Hour
A	90–100 LSS course average	N/A
B	80-89 LSS course average	N/A
C	70-79 LSS course average	N/A
IP	LSS course average below 70	N/A

Explanation of Letter Grades

I = Incomplete

This grade indicates that a student was doing satisfactory work, but, for reasons beyond the student's control, was unable to meet the full requirements for the course. The "Incomplete" will not be assigned unless in the judgment of the instructor, a substantial majority of the course requirements have been satisfied by the student. A student who receives an "incomplete" grade must complete the required work not later than midterm of the next quarter, including Summer (if agreed upon by the instructor), unless the senior academic administrator grants an exception due to extenuating circumstances. Failure to clear the "incomplete" grade will result in the assignment of an "F" grade for the course. Hours attempted are used to compute grade point average. **NOTE: A grade of "I" is not part of the LSS grading scale as indicated above, so students in these courses who qualify for an incomplete will receive a grade of "IP" rather than "I." If students meet the requirements to remove the incomplete, a grade change will need to be processed to remove the "IP" grade.**

IP = Insufficient Progress

Insufficient progress (IP) indicates that the student is making progress in the LSS course but has not yet attained proficiency. The student must repeat the course.

(For information about the consequences for receiving three IPs for one LSS course, please refer to [Repeating an LSS Course](#).)

S = Satisfactory

Satisfactory (S) indicates that credit has been given for completion of nongraded course work, such as an internship. This grade carries no quality points and is not used in computing the grade point average.

U = Unsatisfactory

Unsatisfactory (U) indicates that credit has not been earned due to unsatisfactory completion of nongraded course work, such as an internship. This grade carries no quality points and is not used in computing the grade point average.

W = Withdrew

This grade indicates that a student officially withdrew from the course. This grade carries no academic penalty and is not used in computing the grade point average.

WF = Withdrawn Failing

This grade indicates that a student was administratively withdrawn from a course and assigned a punitive grade as documented. This grade carries the same academic penalty as a grade of "F" and is computed as a part of the grade point average.

XF = Honor Violation

This grade may be assigned if a student is guilty of repeated honor code violations. This grade carries the same academic penalty as a grade of "F" and is computed as a part of the grade point average. Please refer to the [GMC Student Handbook](#) for how this grade is assigned.

Dropping/Adding Courses

Drop/add periods are scheduled to enable students to add or drop a class from their schedule. Once this designated period ends, changes in student schedules are not allowed. No student will be allowed to register for coursework after the end of drop/add.

Students may drop a course without academic consequence or financial penalty only during the designated drop/add period. This is accomplished in consultation with the Graduation Coach.

Students also may add courses only during the scheduled drop/add period through consultation with their Graduation Coach.

Students changing the number of hours of a course load, either by adding or dropping a class must consult with their Graduation Coach as this can cause a change in the amount of financial aid the student receives and in what the student owes the school. If a student drops a course within certain timeframes, the action can result in a loss of financial aid and a balance that the student owes GMC.

Class Attendance, Withdrawal, and Disenrollment Policy

Classroom Attendance Policies

Georgia Military College does not have a compulsory attendance policy. However, students must attend class beyond the end of the drop/add period to be eligible for certain types of financial aid. For record-keeping purposes, faculty members may take and record attendance in GMC's current Learning Management System (e.g., Canvas) or in the GMC Portal for all physical class meetings for in-seat and hybrid courses. For online courses through GMC Online and for any online component of a hybrid course, just logging into the system is not considered to be attending or participating in class; students must submit assignments to be considered in attendance. For online courses, students take a Participation and Academic Honesty Verification (PAHV) quiz at the beginning of the term. Although this quiz does not affect the student's grade, any attempt at this quiz establishes attendance in the course. Once a student attends beyond the drop/add period, they are expected to continue attending and participating. Prematurely withdrawing (either officially or unofficially) may negatively impact a student's financial aid and/or result in a balance due by the student.

Absenteeism from class may negatively impact the student academically. Make-up and late work policies vary by instructor, course, delivery location, modality, and term. It is the student's responsibility to carefully read and understand the make-up and late work policies for each of their courses. These policies are typically found in the course syllabus and/or in the announcements that are provided to the class via the course learning management system.

When students miss class sessions, they are held accountable to the professor's course-specific make-up and late work policy. Exceptions may be made according to the following policy regarding documented excused absences. An "Excused" absence occurs when students are required to miss class due to their participation in court-mandated appearances, such as jury duty or to serve as a witness; military duty (deployments, Permanent Change of Duty Station, TDY, etc.); approved GMC events, such as athletic events, Cadet activities, cultural performance events, course trips, or other activities where students are representing the college; or medical appointments. Students must make their best effort to provide official notification or documentation to the faculty member in advance of the scheduled event and being absent from class.

Dual-enrollment students also fall under this classification when they must miss class due to a mandatory event that is planned by their high school, so long as this is communicated in writing by a high school official to the senior academic administrator, who then relays it to the student's professor. In all cases, students are responsible for advising their professors of any approved excused absence before the event occurs. Assignments that are available online may not need to be altered if a particular

physical class absence does not negatively impact the student's ability to meet previously stated assignment deadlines. Within one day of returning to class due to a documented excused absence, the student must consult with the professor to reschedule or make arrangements to make up any missed work due to their approved absence. If these conditions are met, faculty members will allow rescheduled or make-up work. The time, place, and manner of any make-up work are arranged at the discretion of the professor in consultation with the student. NOTE: Cadet Pass and Leave forms do not fall under this classification. These are bookkeeping forms for Cadet accountability to their leadership when Cadets need to be off-campus for personal business and these should not be interpreted as an excuse for Cadets to miss class or an assignment deadline. Any Cadet activity that is to be considered an excused absence will be communicated to the faculty through the Main Campus AVP of Junior College Academics.

If a significant portion of a course has been missed, it may be difficult for students to succeed. Every effort should be made to remain in class, so students are encouraged to be proactive and discuss their situations with their professors.

Note that some instances of excessive absenteeism may be nonacademic and beyond the student's control. In such cases, a request for an incomplete may be warranted, if eligible. For more information, see the "Incomplete" policy.

Student-Initiated Withdrawals

Students who remain enrolled in a course beyond the drop/add period (i.e., they did not drop the course during that period) should attend and fully participate in the course for the remainder of the term. Failure to successfully complete such courses may result in negative consequences for the student both academically and financially. However, at times, it may be in the best interest of a student to withdraw from a course during the term to avoid a failing grade. Typically, international students, Cadets, and student athletes must remain enrolled in a minimum of 12 quarter hours per term. For any student, a reduction in schedule below 12 quarter hours will result in the student not being considered as full-time, and the timing of a potential withdrawal may be critical. Before making the decision to withdraw from a course, students should consult with their Graduation Coach, and their professor. NOTE: Dual-enrollment students should discuss their intent to withdraw from a course with their high school counselor prior to submitting their request to their instructor as they will not receive funding for retaking the course and will become ineligible to continue to receive dual-enrollment funding after their second course withdrawal. High school students who are not eligible for dual-enrollment funding may take college courses at their own expense as a joint-enrollment student.

Withdrawing from a course (or from all courses) may change the amount of financial aid awarded for the term and may result in a balance owed by the student. The student is responsible for all tuition and fees associated with the course(s). Withdrawals can also impact a student's Satisfactory Academic Progress (SAP), which may affect financial aid eligibility. The student should always check with their Graduation Coach to understand the financial impact before withdrawing from a course. For more information, refer to the following sections: "[Satisfactory Academic Progress](#)," and "[Financial Information](#)", and "[Financial Aid](#)".

For courses that were not dropped during the drop/add period, students may withdraw from a course by the Last Day to Withdraw without Academic Penalty as published on the [Academic Calendar](#) in the GMC Catalog. Students must provide official notification of their decision to withdraw by emailing their professor from their official GMC email account by the published deadline, requesting to withdraw from the course. Students who still appear on their course roster one week after requesting to withdraw should follow up with their Graduation Coach for assistance. Upon processing, the grade of "W" will be posted to the student's transcript for the course from which the student withdrew.

Student-initiated withdrawals are allowed beginning the day after drop/add ends. No withdrawals are allowed during the final fourteen (14) calendar days of a term. It is the responsibility of the student to complete the registration, drop/add, and withdrawal processes in a timely manner and according to published deadlines as they appear on the official Academic Calendar in the GMC Catalog.

Disenrollment

Non-Academic Disenrollment

A student may be administratively disenrolled from the college for severe medical or military circumstances (deployments, Permanent Change of Duty Station, TDY, etc.) as determined by their senior academic administrator. The student must provide documentation that the circumstances prevented the student from continuing to attend their classes that term and receiving an incomplete to finish the coursework was not possible. The disenrollment documents must be submitted to the administrator no later than twelve months from the date of the incident. The last date of attendance (LDA), with verifying documentation as outlined above, must be submitted for any student who is disenrolled.

Involuntary Disenrollment

A student may be administratively disenrolled from the college during a term when, in judgment of their site senior academic administrator, it is determined that the student suffers from a physical, mental, emotional, or psychological health condition which:

- A. Poses a danger or threat of physical harm to the student or to the person or property of others.
- B. Causes the student to interfere with the rights of other members of the college community or with the exercise of any proper activities or functions of the college or its personnel.
- C. Causes the student to be unable to meet institutional requirements for admission or continued enrollment, as defined in the Student Code of Conduct and other publications of the college. Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning their continued enrollment at the college.

Any decision must have the concurrence of at least two of the following persons: the Director of Student Health Services, Manager of Student Disability Services, parents, senior academic administrator, or the Institutional Dean of Students. The last date of attendance (LDA), with verifying documentation as outlined above, must be submitted for any student who is disenrolled.

*The Last Day to Withdraw without Academic Penalty is located on the Academic Calendar in this catalog.

Student Academic Dishonesty Policy

GMC acknowledges the need to preserve an orderly process in teaching, learning, research, and public service and the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at GMC.

Possible consequences of academic dishonesty include revising the assignment, receiving an oral or written reprimand, and receiving an "F" or a zero for the graded work. Repeated honor violations could result in an XF grade; for more information, please refer to the [GMC Student Handbook](#).

Students who are accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at GMC. The procedures for appealing sanctions for academic dishonesty are outlined in the [GMC Student Handbook](#).

Academic Appeals Process

Academic Petitions Policy and Process Policy Statement

Any student or former student of GMC has the right of timely petition. Petitions are available from the Graduation Coach and are to be used by the student, in consultation with the Graduation Coach, to remedy undue hardships and specific inequities that may adversely affect the student's ability to fulfill the academic requirements of the college. Petitions must be used to secure approval of special agreements between faculty and students on academic matters and to provide for emergency situations caused by unforeseen complications in fulfilling academic requirements.

Definition of an Appeal

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding grading policies, special agreements, instructor's requirements, and academic requirements of the college.

Students shall have the right to file academic grievances or appeals according to the procedures approved by the college set forth in the [GMC Student Handbook](#) and the Academic Grade Appeal Process discussed below.

Academic Grade Appeal Process

GMC students have the right to appeal any grade they feel was unfairly or unjustifiably assigned. All such appeals must be made in compliance with the following procedures:

1. The student must complete their portion of an Academic Grade Appeal Form and meet with the faculty member involved and if the grade is the final grade for the course, then the student must meet with the faculty member within 30 calendar days of the posting of the grade. If the student and the faculty member resolve the conflict and a grade change is warranted if it is a final grade, then the faculty member will complete the instructor portion of the Academic Grade Appeal Form and submit it along with a grade change request to the appropriate Associate Vice President of Junior College Academics, or to the Vice President of Online Academics for online courses, for action.
2. If the student and the faculty member cannot resolve the grade dispute, the student must submit a written request to an additional reviewer (Department Chair or senior academic administrator) within five business days of meeting with the faculty member. The faculty member will complete the instructor portion of the Academic Grade Appeal form and send it to the reviewer upon request. If the faculty member involved in the grade appeal is also the senior academic administrator, the student should proceed to step three (3) of the appeals process.
 - a. The reviewer will review the completed Academic Grade Appeal Form and all documentation and respond in writing to the student concerning the student's grade appeal within ten business days of receipt.
 - b. If the reviewer agrees with the student's appeal, the reviewer will notify the faculty member and request that the student's grade be changed.
 - c. If the faculty member agrees with the reviewer's assessment, he/she will submit a grade change request to the appropriate Associate Vice President of Junior College Academics, or to the Vice President of Online Academics for online courses, for action.
 - d. If the faculty member does not agree with the reviewer's assessment, he/she will provide a written statement to the reviewer to be included in the response to the student. The student may continue the appeals process.

3. If the student is unable to resolve the grade dispute at the reviewer level, he/she may ask for a review by the Associate Vice President of Junior College Academics (or by the Vice President of Online Academics for online courses). A written appeal and all supporting documents must be submitted through the senior academic administrator within five business days of receipt of the reviewer's response. The Associate Vice President of Junior College Academics (or Vice President of Online Academics) will review the materials and make further inquiry as essential and will make their recommendation within ten business days of receipt of the letter of inquiry.

4. The decision of the Associate Vice President of Junior College Academics or Vice President of Online Academics is final, and no further appeal will be accepted by the college.

Academic Warning, Probation and Suspension

A GMC student will automatically be placed on academic warning for the succeeding quarter when the quarterly GPA for any term is less than 1.50 or when the cumulative grade point average (CGPA) at the end of any quarter falls below the Standards of Satisfactory Status as referenced below.

If the term GPA after the warning period is below 2.00 or the cumulative GPA is still below the required Standards of Satisfactory Status, then the student will be placed on probation for the succeeding quarter. Probation will be removed if the quarterly GPA after the probation period is at least a 2.00 and raises the cumulative GPA to, or above, the minimum acceptable GPA. Probation will continue as long as the student makes a quarterly GPA of at least 2.00, but the cumulative GPA remains below the required level.

If the student does not earn a sufficient quarterly or cumulative GPA for continued probation, they will be suspended from attending GMC for the following term. The summer term may be used as the suspension term. Students placed on Academic Suspension three times will be suspended from attending GMC for one calendar year. A student placed on Academic Suspension will have financial aid terminated. See the section [Satisfactory Academic Progress](#) for details on financial aid eligibility.

Standards of Satisfactory Status

The following standards will be used:

Number of Hours	Minimum Acceptable	Number of Hours	Minimum Acceptable
0 - 18	1.50	38 - 56	1.90
19 - 37	1.70	57 or more	2.00

Determination of Initial Academic Standing for Transfer Students

Determination of the initial academic standing of students transferring to GMC from another institution begins with the term GPA for the last term of student enrollment as determined from official college transcripts. If the GPA for the last term of enrollment is **2.0 or higher**, the student is admitted on good standing. If the term GPA for the last term is **1.49 or less**, the student is on academic warning and the second most recent term is reviewed. If the term GPA of the second most recent term is 2.0 or above, the student is brought in on academic warning and no further review is done. If the term GPA for the second most recent term is below 2.0, this moves the student to an academic probation standing and the third most recent term is then evaluated. If the term GPA of the third most recent term is 2.0 or above, the student is brought in on academic probation and no further review is done. If the term GPA for the third most recent term is below 2.0, the student is brought in on academic suspension.

If the GPA for the last term of enrollment is **between 1.50 and 1.99**, the second most recent term is reviewed. If the term GPA for the second most recent term is 2.0 or higher, the student is brought in on good standing and no further review is done. If the term GPA for the second most recent term is below

2.0, the student is on academic probation (since the most recent academic term would count as academic warning) and the third most recent term is then evaluated. If the term GPA of the third most recent term is 2.0 or above, the student is brought in on academic probation and no further review is done. If the term GPA for the third most recent term is below 2.0, the student is brought in on academic suspension.

Once initial academic standing for students transferring to GMC is determined by this process, academic standings for future terms of GMC enrollment are determined as described above for all GMC students. Academic standing cannot be petitioned.

Readmission from Suspension

A student suspended for one quarter will be eligible to apply for readmission and may be admitted if there is sufficient indication that further progress toward graduation is probable. See the section [Admission of Students on Suspension](#).

Graduation

Degree Completion

Students typically graduate based on the policies of the catalog under which they entered the college. All candidates for a degree must file a formal application no earlier than mid-term of the term prior to the term during which they expect to graduate. The Academic Records Office will conduct an audit and inform the student in writing of any remaining academic requirements prior to the final term.

Before graduating, students must clear all holds (financial, Commandant, disciplinary, etc.) on their GMC account. Students with outstanding fees owed to GMC or who have been turned over to collections will not have their degrees processed until their debt is satisfied.

Students may pursue more than one degree at the associate or baccalaureate level; however, all degrees earned at the same level must represent different fields of study. Completing two concentrations within a single BAS field of study results in a dual concentration within one degree, not two separate degrees. Core Area A–E courses will carry over to the corresponding areas in all degrees a student pursues, as applicable. Area F courses applied to one associate-level degree may not be applied to another associate-level degree; however, a course taken to satisfy a requirement within Areas A–F of an associate degree may be applied to the appropriate Core area of a BAS program where that course meets the requirements of that area, regardless of the area designation it carried in the associate program. Area F courses completed as part of an associate degree may also carry over as Area F coursework in a related BAS program where appropriate to the field of study.

Area G courses are specific to each BAS field of study and may not be applied toward the Area G requirements of a second BAS degree, nor may a course satisfy Area G requirements in two fields of study simultaneously. Students pursuing a second BAS degree must fulfill the Area G credit hour requirement for that field of study independently. However, where appropriate to the field of study, a student may petition to satisfy requirements of a second BAS degree via course substitution. Area H concentration courses are likewise specific to the field of study in which they are offered, and no course may be counted toward more than one concentration within the same field of study. Students pursuing a dual concentration must complete the full course requirements of each concentration independently.

Each candidate must complete all courses required for the chosen degree, meet the minimum credit hour and residency requirements, and maintain a cumulative grade point average of 2.00 or better for all courses attempted at GMC. To satisfy graduation requirements, a grade of "C" or better is required for all Area F courses (concentration or technical/occupational) for all degrees, all Area G/H courses (upper-level courses for the major/concentration) for baccalaureate degrees, or to complete certificate requirements.. It is the responsibility of the student to ensure completion of all degree and competency requirements

GMC students who stop attending or transfer prior to submitting their application for a degree but have completed all degree requirements may submit an Application for Degree to have their degree processed. Students requesting their degree within one calendar year of non-attendance will have their degree posted under the catalog they attended and the degree date will be the end of the of the current term when the request is submitted. The degree date for students with more than one calendar year of non-attendance will be the end date of the current term when the request is submitted. If the period of non-attendance was two or more years, the returning GMC student policy applies.

GMC students who transfer before completing all degree requirements at GMC may be eligible to be awarded a Georgia Military College degree through reverse transfer after completing additional coursework at another institution. Students who are interested in reverse transfer must complete an Application for Degree and request that official transcripts from all other institutions attended be sent to the GMC Registrar's Office for evaluation. All degree completion requirements as indicated above must still be met.

For students matriculating to one of the United States military service academies after one year of coursework at GMC, the following course substitutions will be made to facilitate reverse transfer:

- Courses in military leadership, character, or ethics may be substituted for the Area B LDR 101 and LDR 201 requirements.
- Any humanities course may be substituted for the Area C literature requirement.
- Any social science course may be substituted for an Area E requirement.
- The Global Literacy Competency requirement may be established by taking a course in World Religions, Foreign Policy, Global Challenges, etc.

In any case, the student must take the approved subject-matter test(s) to satisfy the US & Georgia History/Constitution requirements if not satisfied by the successful completion of PLS 101 and/or HIS 121/122 while enrolled at GMC. It is recommended that such testing be completed during the student's time at GMC.

Graduation Ceremonies

Graduation dates vary annually and will be announced. Students are encouraged to participate in the graduation exercises held at the Main Campus in Milledgeville.

Honorary Degrees

The granting of honorary degrees is a long-standing tradition of universities. Other than the earned Bachelor of Applied Science, the honorary degree is the highest recognition that Georgia Military College can bestow and is therefore not lightly given. It is intended to honor a person with a sustained record of achievements of lasting significance.

Criteria:

Persons nominated for consideration for honorary degrees should have made distinguished and broad contributions to society. These may be in the traditional areas of scholarship and creative arts, research and development, the learned professions, public service, or business and industry. The prime and controlling consideration should align with GMC's core values of Duty, Honor, and love of Country.

It is desirable, but by no means required, that the person selected has had some affiliation with the State of Georgia or GMC. It is also desirable, but by no means required, that the general public widely know the recipient of an honorary degree.

The following persons ordinarily would not be eligible:

- Current elected or appointed national officeholders
- Officials of the State of Georgia to whom the public institutions of higher learning are directly or indirectly answerable
- Persons who are announced candidates for national or state elective offices
- Current GMC Trustees and employees of the institution

Process:

An Honorary Degrees Committee comprised of the Senior Vice Presidents at GMC will be charged with the responsibility of screening nominees for an honorary degree. An affirmative vote of 85% is required for approval by the committee.

Any Associate Vice President and above may nominate someone to receive an honorary degree throughout the year. Nominations must be supported by individuals who are knowledgeable in the nominee's field of accomplishment and who therefore are in a position to make an evaluation. Each nomination must be accompanied by a letter of nomination and a biographical sketch of the individual. The Committee may seek additional information.

The Honorary Degrees Committee will screen nominees and recommend, with supporting rationale, finalists to the President. The recommendation will include what type of degree to award. The President of GMC has the sole authority to give final approval or disapproval based on the supporting rationale and any additional consultation for this rare and distinct honor.

Posthumous Degrees

This distinction will be reserved for those students who have made significant progress towards their degree at Georgia Military College, having met the requirements for a posthumous degree. The conditions for granting a degree posthumously will be as follows:

1. A request to award a posthumous undergraduate degree must be made by or with the concurrence of the family of the deceased.
2. The student must have had a minimum of a 2.0 grade point average (GPA) on a scale of 4.0.
3. The student must have earned at least 75% of the required credits towards their degree program and met GMC residency requirements. For associate degrees, at least 68 credits must have been earned. For baccalaureate degrees, at least 135 credits must have been earned. These totals include all credits earned, both native and transfer.
4. At the time of death, the student must have been enrolled in classes leading to a degree at GMC and not be on any suspension or have any current sanctions on the student record that would typically inhibit receiving a degree.
5. By recommending a student for a posthumous degree, GMC agrees to waive any remaining requirements for graduation.

A request for a posthumous degree should be made to the Office of the Registrar. The Office of the Vice President of Student Services works with the family to obtain proof of death and connection to the family. The Office of the Registrar verifies that the deceased student meets the qualifications to be awarded a posthumous degree. If the posthumous degree is to be conferred, the Vice President for Student Services will consult with the family about how and when the degree will be awarded or to make arrangements to mail the diploma directly to the family. A letter of condolence will be created under the Vice President of Student Services' name to be sent to the family at the address indicated. On the student's transcript, an annotation will be added to indicate a posthumous degree. The words "Posthumous Degree" will not appear on the diploma.

For questions or assistance with this process, please contact the Office of the Registrar.

Transcripts

Release of Official College Transcripts

Students requiring copies of official transcripts must be in good standing and in a conditional/unconditional admission status before requesting the release of any official transcripts or grades. Good standing means that students do not have deficiencies in the Business office, the Institutional Dean of Students office, the Commandant's office, or the Academic Affairs' office, and are not in default on a federal loan received for study at GMC. Cadets in military science programs, who have disciplinary requirements that have not been met, will not receive official transcripts; thus, each Cadet must arrange with the Commandant of Cadets to remove all disciplinary requirements before the end of the academic term to receive an official transcript.

Students may request their transcripts by using the Student Self-Service area (for current students), going to the [Parchment](#) website, or by submitting a signed written request to the appropriate office at their site. Official transcripts may only be picked up at the Academic Center of Excellence (ACE) building located at the Main Campus in Milledgeville.

The transcript of a student's academic activity with GMC is the official property of the institution. The college's rules and regulations govern the construction, amendment, or modification of any official transcript. Only authorized personnel of the institution may construct, amend, or modify a student transcript.

A student is never authorized to construct, amend, or modify a student transcript. Any student proven to have engaged in such activity, or any student proven to have made use of such altered transcript for academic or financial benefit, will be subject to legal and administrative sanctions including but not limited to: criminal prosecution and or civil suit under appropriate laws of the state of Georgia, permanent suspension from the institution (which will be recorded on the official transcript), and the administrative cancellation of academic credit for academic work based upon such altered transcript.

Academic Honors

President's List

The President's List is published to honor students attaining the highest possible academic standing. Qualifying students for the President's List at the completion of each term must be attending GMC on a full-time basis, have achieved a grade point average of 3.70 in the academic courses taken in the term just ended, and must not have received a grade below "C" in any course for the term. LSS course grades will not count toward GPA calculations for the President's List.

Students in LSS courses must have 12 credit hours of college-level coursework in a term to be eligible for the President's List.

Dean's List

The Dean's List is published to honor students who attain high scholastic standing. Qualifying students for the Dean's List at the completion of each term must be attending on a full-time basis, must have achieved a grade point average of 3.20 or higher in the courses for the term just ended, and must not have received a grade below "C" in any course for the term. LSS course grades will not count toward GPA calculations for the Dean's List.

Students in LSS courses must have 12 credit hours of college-level coursework in a term to be eligible for the Dean's List.

Graduation with Academic Honors

Students with scholastic honors and who have met GMC residency requirements will be recognized at graduation as follows:

Scholastic Honor	GPA
Cum Laude	3.50-3.64
Magna Cum Laude	3.65-3.79
Summa Cum Laude	3.80-4.00

NOTE: Academic honors as indicated in the graduation program are based on academic standing at the time of the ceremony and may differ from the academic standing on the final transcript, as this is based on the final GPA after all degree requirements have been fulfilled.

Core Curriculum

Competency Requirements

The Associate of Arts (AA), the Associate of Science (AS), the Associate of Applied Science (AAS), and the Bachelor of Applied Science (BAS) core curriculums are comprised of six areas:

- A1. Written Communication
- A2. Quantitative Reasoning
- B. Institutional Priority
- C. Humanities
- D. Natural Sciences, Mathematics, and Technology
- E. Social Sciences

As a degree requirement, GMC students must take and pass designated courses. These courses serve as the cornerstone to a liberal arts core curriculum and emphasize competencies in written communication, quantitative reasoning, leadership and critical thinking, global literacy, and problem solving.

Written Communication Competency

Written communication competency is demonstrated by successful completion of ENG 101 and ENG 102 (Area A1) with a grade of "C" or better. Equivalent alternative credits or courses accepted in transfer satisfy this competency requirement.

Quantitative Reasoning Competency

Quantitative reasoning is demonstrated by successful completion of a Quantitative Reasoning (Area A2) mathematics course with a grade of "C" or better. An equivalent alternative credit or course accepted in transfer satisfies this competency requirement.

Leadership and Critical Thinking Competencies

Leadership competency is demonstrated by successful completion of LDR 101 and LDR 201 (Area B). In lieu of taking both LDR 101 and LDR 201, GMC students who previously received credit for PER courses or students transferring to GMC who have already met the Institutional Priority requirement at their original institution may receive equivalent credit for Area B, but would then need to pass a subject-matter test to satisfy the Leadership competency requirement.* Critical thinking competency is demonstrated by successful completion of LDR 201 with a passing grade and a literature course (Area C) with a grade of "C" or better. An equivalent alternative credit or course accepted in transfer satisfies the critical thinking competency requirement in Area C.

Global Literacy Competency

Global literacy competency is demonstrated by successful completion of ENG 201 or ENG 202 (World Literature I or II) in Area C, or HIS 111 or HIS 113 (World Civilization I or II) in Area E, with a passing grade. An equivalent alternative credit or course accepted in transfer satisfies this competency requirement.

Problem Solving Competency

Problem solving competency is demonstrated by successful completion of a mathematics, technology, or science course in Area D. AA and AS degree programs additionally require successful completion of two laboratory science courses. All BAS degree programs require successful completion of MAT 200 (Elementary Statistics).

Additional Requirement – United States & Georgia History/Constitution Requirements

All students must satisfy mandated requirements that the student demonstrates knowledge of the history of the United States and the State of Georgia as well as their constitutions in Area E. Successful completion of HIS 121 or HIS 122 at GMC satisfies the history requirements, and successful completion of PLS 101 satisfies the constitution requirements.

Students who transfer to GMC and have not met Georgia's history/constitution requirements and students receiving credit for HIS 121/122 or PLS 101 through either AP or CLEP must (1) successfully complete HIS 121 or HIS 122 and PLS 101 at GMC or (2) pass specialized subject-matter tests to meet the Georgia requirements that are not satisfied via transfer or alternative credit.*

* Arrangements for taking these subject-matter tests may be made through a student's Graduation Coach and the Registrar's Office.

NOTE: Not all degree programs are available at every site. Additionally, at some sites, a combination of course modalities (in-seat, hybrid, remote, HyFlex, and online) may be required to complete a degree program. Students should ask their Graduation Coach whether a specific degree program is offered at their particular GMC site and what course modalities are necessary to complete the program.

Also, a student admitted to the College is granted the right to complete programs as stated in the college catalog at the time of initial matriculation to the program if the student is continuously enrolled. The College reserves the right to make changes to course requirements, provided that the total number of credits required for program completion remains unchanged. A student who must reapply for admission enters the College under the catalog in effect at the time of readmission.

Administrative policy changes that do not affect the student's completion of the degree apply to all students regardless of the catalog under which the student was admitted.

Core Curriculum for the Associate of Arts Degree

Course credits are in quarter hours (qh).

WRITTEN COMMUNICATION (AREA A1)	
ENG 101	5
ENG 102	5
QUANTITATIVE REASONING (AREA A2)	
One course from: MAT 103, MAT 109/109S, MAT 112, or MAT 201 ¹	5/6
INSTITUTIONAL PRIORITY (AREA B)	
LDR 101	3
LDR 201	3
One course from: Any PED, MPE, HPE 154, HPE 202, HPE 204/205, BIO 103, or BUS101 ^{2,3}	2/3
HUMANITIES (AREA C)	
One course from: ENG 201, ENG 202, ENG 221, ENG 222, ENG 231, or ENG 232 ^{4,5}	5
Two Sequenced, Foreign Language Courses from: FRE 101 and FRE 102, or GER 101 and GER 102, or SPA 101 and SPA 102 ⁶	10
NATURAL SCIENCES, MATHEMATICS, and TECHNOLOGY (AREA D)	
Two laboratory science courses from: AST, BIO (123/124/140/141/211/212/255), CHE, GSC, PHY, or PSC ⁷	12
One course from: AST, BIO (105 / 115 / 123 / 124 / 140 / 141 / 211 / 212 / 255), CHE, CIS (110 / 120 / 210), GSC, MAT (112 or higher, except 208), PHY, or PSC ^{8,9}	5/6
SOCIAL SCIENCES (AREA E)	
One course from: HIS 121 or HIS 122	5
PLS 101	5
One course from: ANT, ECO, GEO, HIS, PLS, PSY, or SOC ^{10,11, 12}	5
Total Quarter Hours	70/73

¹ Middle Grades Education majors are required to take MAT 109/109S, MAT 112, or MAT 201 in Area A2.

² HPE 202 is recommended for Education majors

³ BIO 103 is recommended for Pre-Nursing majors who need a medical terminology course for their follow-on college.

⁴ Business Administration majors are required to take ENG 201 or ENG 202.

⁵ If ENG 221/222/231/232 is taken, the student must take HIS 111 or HIS 113 for the Area E elective.

⁶ GMC accepts foreign language credit for other languages completed at accredited colleges or universities and foreign languages certified by the ACE Guide for armed forces personnel or from CCAF.

⁷ Pre-Nursing majors must complete one of the following lab science sequences: BIO 123 and 124, BIO 211 and 212, CHE 105 and 106, CHE 121 and 122, PHY 111 and 112, or PHY 211 and 212. The BIO 123/124 sequence is recommended as it satisfies the prerequisites for concentration courses.

⁸ Psychology majors are required to take MAT 200.

⁹ MAT 200 is recommended for Business Administration, Elementary Education, Middle Grades Education, and Pre-Nursing majors.

¹⁰ Elective must be HIS 111 or HIS 113 if ENG 201 or ENG 202 not taken in Area C.

¹¹ Business Administration majors are required to take ECO 201 or 202 (not taken in Area F).

¹² ECO 201, ECO 202, PSY 200, or SOC 200 are recommended for Elementary Education and Middle

Core Curriculum for the Associate of Science Degree

Course credits are in quarter hours (qh).

WRITTEN COMMUNICATION (AREA A1)	
ENG 101	5
ENG 102	5
QUANTITATIVE REASONING (AREA A2)	
One course from: MAT 103, MAT 109/109S, MAT 112, or MAT 201 ^{1,2}	5/6
INSTITUTIONAL PRIORITY (AREA B)	
LDR 101	3
LDR 201	3
One course from: Any PED, MPE, HPE 154, HPE 202, HPE 204/205, BIO 103, or BUS 101 ^{3,4}	2/3
HUMANITIES (AREA C)	
One course from: ENG 201, ENG 202, ENG 221, ENG 222, ENG 231, or ENG 232 ^{5,6}	5
One course from: ART 194; COM, ENG, FRE, GER, MUS 194, SPA, or THE 194 ^{7,8}	5
NATURAL SCIENCES, MATHEMATICS, and TECHNOLOGY (AREA D)	
Two laboratory science courses from: AST, BIO (123/124/140/141/211/212/255), CHE, GSC, PHY, or PSC ^{9,10,11,12}	12
One course from: AST, BIO (105 / 115 / 123 / 124 / 140 / 141 / 211 / 212 / 255), CHE, CIS (110 / 120 / 210), GSC, MAT (112 or higher, except 208), PHY, or PSC ^{13,14,15,16}	5/6
SOCIAL SCIENCES (AREA E)	
One course from: HIS 121 or HIS 122	5
PLS 101	5
One course from: ANT, ECO, GEO, HIS, PLS, PSY, or SOC ^{17,18,19}	5
Total Quarter Hours	65/68

¹ Biology, Computer Science, Information Technology, and Middle Grades Education majors are required to take MAT 109/109S, MAT 112, or MAT 201 in Area A2.

² Cybersecurity and Pre-Engineering majors are required to take MAT 201.

³ BIO 103 is recommended for Pre-Nursing majors who need a medical terminology course for their follow-on college.

⁴ HPE 202 is recommended for Education majors.

⁵ Business Administration majors are required to take ENG 201 or ENG 202.

⁶ If ENG 221/222/231/232 is taken, the student must take HIS 111 or HIS 113 for the Area E elective.

⁷ COM 201 is recommended for Education majors.

⁸ GMC accepts foreign language credit for other languages completed at accredited colleges or universities

and foreign languages certified by the ACE Guide for armed forces personnel or from CCAF.

⁹ Pre-Nursing majors must complete the BIO 123 and 124, BIO 211 and 212, CHE 105 and 106, CHE 121 and 122, PHY 111 and 112, **or** PHY 211 and 212 lab science sequence. The BIO 123/124 sequence is recommended as it satisfies the prerequisites for concentration courses.

¹⁰ Kinesiology majors are required to take BIO 123 or BIO 211. BIO 124 or BIO 212 is recommended as the second lab science course and CHE 121 is recommended as the Area D elective.

¹¹ CHE 121 and CHE 122 are recommended for Biology majors.

¹² Pre-Engineering are required to take PHY 211 as a lab science. CHE 121 is recommended as the second lab science.

¹³ Biology and Psychology majors are required to take MAT 200.

¹⁴ Cybersecurity majors are required to take MAT 200, MAT 202, or MAT 225.

¹⁵ MAT 200 is recommended for Business Administration, Education, and Pre-Nursing majors.

¹⁶ MAT 112 or MAT 201 are recommended for Computer Science majors if not taken in Area A2.

¹⁷ Elective must be HIS 111 or HIS 113 if ENG 201 or ENG 202 not taken in Area C.

¹⁸ ECO 201, ECO 202, PSY 200, or SOC 200 are recommended for Education majors.

¹⁹ Business Administration majors are required to take ECO 201 or 202 (not taken in Area F).

Core Curriculum for the Associate of Applied Science Degree

Course credits are in quarter hours (qh).

WRITTEN COMMUNICATION (AREA A1)	
ENG 101	5
ENG 102	5
QUANTITATIVE REASONING (AREA A2)	
One course from: MAT 103, MAT 109/109S, MAT 112, or MAT 201 ^{1,2}	5/6
INSTITUTIONAL PRIORITY (AREA B)	
LDR 101	3
LDR 201	3
HUMANITIES (AREA C)	
One course from: ENG 201 or ENG 202	5
NATURAL SCIENCES, MATHEMATICS, and TECHNOLOGY (AREA D)	
One course from: AST, BIO (105 / 115 / 123 / 124 / 140 / 141 / 211 / 212 / 255), CHE, CIS (110 / 120 / 210), GSC, MAT (112 or higher, except 208), PHY, or PSC ^{3,4,5,6,7,8,9}	5/6
SOCIAL SCIENCES (AREA E)	
One course from: HIS 121 or HIS 122	5
PLS 101	5
Total Quarter Hours	41/43

¹ Environmental Science and Water Resources Technology, Forensic Laboratory Technology, and Management Information Systems majors are required to take MAT 109/109S, MAT 112, or MAT 201 for Area A2.

² Information Technology majors are required to take MAT 112 or MAT 201.

³ Information Technology majors are required to take MAT 200.

⁴ MAT 200 is recommended for Communication and Digital Media, Marketing, and Organizational Leadership majors.

⁵ Human Resource Management and Marketing majors are required to take CIS 110.

⁶ Allied Health and Environmental Science and Water Resources Technology majors are required to take BIO 123 or BIO 211.

⁷ Forensic Laboratory Technology majors are required to take BIO 211.

⁸ BIO 140 is recommended for Criminal Justice majors.

⁹ CIS 110 or MAT 200 are recommended for Human Services majors.

Core Curriculum for the Bachelor of Applied Science Degree

Course credits are in quarter hours (qh).

WRITTEN COMMUNICATION (AREA A1)	
ENG 101	5
ENG 102	5
QUANTITATIVE REASONING (AREA A2)	
One course from: MAT 103, MAT 109/109S, MAT 112, or MAT 201	5/6
INSTITUTIONAL PRIORITY (AREA B)	
LDR 101	3
LDR 201	3
HUMANITIES (AREA C)	
One course from: ENG 201, ENG 202, ENG 221, ENG 222, ENG 231, or ENG 232 ^{2,3}	5
NATURAL SCIENCES, MATHEMATICS, and TECHNOLOGY (AREA D)	
MAT 200	5
One course from: AST, BIO (105 / 115 / 123 / 124 / 140 / 141 / 211 / 212 / 255), CHE, CIS (110 / 120 / 210), GSC, MAT (112 or higher, except 208), PHY, or PSC ^{4,5,6,7}	5/6
SOCIAL SCIENCES (AREA E)	
One course from: HIS 121 or HIS 122	5
PLS 101	5
One course from: ANT, ECO, GEO, HIS, PLS, PSY, or SOC ^{8,9,10,11,12}	5
Total Quarter Hours	51/53

¹If ENG 221/222/231/232 is taken, the student must take HIS 111 or HIS 113 for the Area E elective.

²Behavioral Health and Human Services, Business Administration, and Public Health majors are required to take ENG 201 or ENG 202.

³ ENG 201 or ENG 202 are recommended for Criminal Justice Majors.

⁴ Behavioral Health and Human Services majors are recommended to take CIS 110.

⁵ Public Health majors are required to take BIO 123 or BIO 211.

⁶ CIS 110 is recommended for Business Administration majors.

⁷ BIO 140 is recommended for Criminal Justice majors

⁸ Behavioral Health and Human Services majors are required to take PSY 200.

⁹ Public Health majors are required to take SOC 210.

¹⁰ Business Administration majors are required to take ECO 201 or ECO 202.

¹¹ PLS 205, PLS 215, PSY 200, or SOC 200 are recommended for Criminal Justice majors.

¹² Elective must be HIS 111 or HIS 113 if ENG 201 or ENG 202 not taken in Area C.

Certificates

GMC awards certificates for completing specific courses that focus on specialized knowledge and skills in a field of study. Certificates are shorter in duration compared to degree programs of study, with most certificates taking less than one year to complete. The certificate signifies the completion of course work leading to specific skills and knowledge in an area of study. Certificates are an option for working adults working to refresh their skill set, individuals seeking a change in career, or an additional credential to increase the likelihood of promotion. Students can complete certificates while concurrently enrolled in an associate or bachelor's degree program.

Courses used to complete certificate requirements can also be used within a degree program to fulfill core, major, or other requirements. All certificate course requirements must be completed with a grade of "C" or better. Federal or state financial aid will not pay for a certificate course unless that course is also necessary to complete a student's required number of hours for a degree or another degree requirement.

Business Office Leadership Certificate

The Certificate in Business Office Leadership equips students with the essential leadership, management, communication, and office technology skills necessary to succeed in administrative and office management roles across diverse organizational settings. The program emphasizes ethical practice, professional competency, and practical workplace application, preparing students to support organizational effectiveness, collaboration, and informed decision-making. Through a focused, career-oriented curriculum, the certificate supports Georgia Military College's commitment to accessible, workforce-aligned education and provides students with a foundational credential that complements associate and bachelor's degree pathways. This certificate supports future study toward an Associate of Applied Science degree in Organizational Leadership.

REQUIRED COURSES	Quarter Hours
BUS 206, Legal Environment of Business	5
BUS 220, Introduction to Organizational Leadership	5
BUS 225, Professional Leadership Development	5
CIS 110, Introduction to Computer Concepts and Applications	5
MGT 210, Introduction to Management and Organization	5
Total Quarter Hours	25

Foundations of Marketing Certificate

The Certificate in Foundations of Marketing equips students with the foundational marketing, digital communication, and customer engagement strategies necessary in entry-level marketing roles across diverse organizational settings and to support entrepreneurial success. The program emphasizes practical skills in market analysis, digital campaign development, and customer engagement strategies. Through a focused, career-oriented curriculum, the certificate supports Georgia Military College's commitment to accessible, workforce-aligned education and provides students with a foundational credential that complements associate and bachelor's degree pathways. This certificate supports future study toward an Associate of Applied Science degree in Marketing or General Studies.

REQUIRED COURSES ¹	Quarter Hours
BUS 204, Business Communications	5
BUS 210, Marketing	5
BUS 255, Principles of Professional Selling	5
BUS 260, Introduction to Social Media and Digital Marketing	5
COM 210, Introduction to Mass Communication	5
Total Quarter Hours	25

¹ Students must complete ENG 101 with a grade of "C" or better to satisfy the prerequisites of courses in this program. An equivalent alternative credit or course accepted in transfer satisfies this prerequisite requirement.

Social Media Specialist Certificate

The Social Media Specialist Certificate prepares students to create, manage, and evaluate content across today's most influential digital platforms. Through a blend of creative, technical, and strategic coursework, students develop practical skills in digital marketing, media production, and audience engagement alongside a critical understanding of how social media shapes culture and communication. Whether pursued as a standalone credential or as part of the Associate of Applied Science in Communication and Digital Media or General Studies, this certificate offers a flexible pathway for students entering careers in social media management, digital marketing, content creation, and communications. Graduates will be equipped to contribute meaningfully in a media landscape that is constantly evolving.

REQUIRED COURSES ¹	Quarter Hours
ART 200, Art and Technology	5
BUS 210, Marketing	5
BUS 260, Introduction to Social Media and Digital Marketing	5
CIS 110, Introduction to Computer Concepts and Applications	5
COM 210, Introduction to Mass Communication	5
COM 250, Media, Audiences, and Digital Culture	5
COM 290, Digital Media Production and Emerging Technologies	5
Total Quarter Hours	35

¹ Students must complete ENG 101 with a grade of "C" or better to satisfy the prerequisites of courses in this program. An equivalent alternative credit or course accepted in transfer satisfies this prerequisite requirement.

Associate Degree Programs

The Associate of Arts (AA) and Associate of Science (AS) degrees provide the foundation, after graduation, for transfer to a four-year college or university. Each degree includes the core curriculum that mirrors the core requirements of many senior level colleges as well as elective courses in selected areas of study (the concentration for the major) that are foundation courses in the specific fields of study. Completion of an AA or AS degree provides the most effective transfer of college course work to a senior college or university.

The Associate of Applied Science (AAS) degree provides the educational background necessary for a chosen career field or profession and for transfer into career-oriented Bachelor of Applied Science degree programs. Therefore, students completing the AAS degree who have decided to pursue a higher degree at an institution other than GMC need to ensure their selected follow-on college offers the Bachelor of Applied Science or similar degree in the concentration/major prior to enrolling. Note that many colleges who do not offer the AAS degree may accept core curriculum and concentration/major course work on a course-by-course evaluation for transfer.

Each degree concentration has varied requirements that are outlined on the following pages. In all cases, ROTC contract Cadets must meet additional requirements in the military science area (MSD).

To satisfy graduation requirements, students must complete all concentration courses (Area F) with a grade of "C" or better. For AAS degree programs, up to 5 qh of approved 200-level internship courses may be applied as elective credit in Area F and must be completed with a grade of "S" (Satisfactory).

Allied Health Science, Associate of Applied Science (AAS)

Required Core Electives:

Area D – BIO 123 or BIO 211

Allied Health Science (AAS) Concentration	
BIO 103	2
BIO 207	6
BIO 208	6
KIN 232	5
MAT 200	5
PBH 101	5
PBH 200	5
PSY 203	5
SOC 210	5
One course from: BIO 299, BUS 204, BUS 206, CIS 110, HPE 260, HUS 200, or MGT 210	5/6
Total for Concentration (Area F)	49/50
Total for AAS Core	42/43
Total Quarter Hours	91/93

Art (Studio), Associate of Arts (AA)

Art (AA) Concentration	
ART 195	5
ART 196	5
ART 197	5
Two courses from: ART 198, ART 199, ART 200 or ART 205	10
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Biology, Associate of Science (AS)

Required Core Electives:

Area A2 - MAT 109, MAT 112, or MAT 201

Area D Elective - MAT 200

Recommended Core Electives:

Area D Lab science sequence - CHE 121 and CHE 122

Biology (AS) Concentration	
BIO 211	6
BIO 212	6
BIO 290	3
Two courses from: Any 200-level BIO, CHE lab science, and/or PHY 111/112	12
Total for Concentration (Area F)	27
Total for AS Core Requirements	65/68
Total Quarter Hours	92/95

Business Administration, Associate of Arts (AA)

Required Core Electives:

Area C – ENG 201 or ENG 202

Area E – ECO 201 or ECO 202

Recommended Core Electives:

Area D – MAT 200

Business Administration (AA) Concentration	
ACC 201	5
ACC 202	5
ECO 201 or ECO 202 (not taken in Area E)	5
Two courses from: BUS 204, BUS 206, or CIS 110	10
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Business Administration, Associate of Science (AS)

Required Core Electives:

Area C – ENG 201 or ENG 202

Area E – ECO 201 or ECO 202

Recommended Core Electives:

Area D – MAT 200

Business Administration (AS) Concentration	
ACC 201	5
ACC 202	5
ECO 201 or ECO 202 (not taken in Area E)	5
Two courses from: BUS 204, BUS 206, or CIS 110	10
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Communication, Associate of Arts (AA)

Communication (AA) Concentration	
COM 201	5
COM 220	5
COM 230	5
Two courses from: COM 210/240, ART 194, BUS 204, ENG 210, MUS 194, PSY 200/203/205, SOC200/205/207, or THE 194	10
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Communication, Associate of Science (AS)

Communication (AS) Concentration	
COM 201	5
COM 220	5
COM 230	5
Two courses from: COM 210/240, ART 194, BUS 204, ENG 210, MUS 194, PSY 200/203/205, SOC 200/205/207, or THE 194	10
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Communication and Digital Media, Associate of Applied Science (AAS)

Recommended Core Elective:

Area D – MAT 200

Communication and Digital Media (AAS) Concentration	
ART 200	5
BUS 204	5
BUS 210	5
BUS 260	5
CIS 110	5
COM 201	5
COM 210	5
COM 240	5
COM 250	5
COM 290	5
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

Computer Science, Associate of Science (AS)

Required Core Electives:

Area A2 – MAT 109, MAT 112, or MAT 201

Recommended Core Electives:

Area D – MAT 112 or MAT 201

Computer Science (AS) Concentration	
CIS 120	5
CIS 210	5
CIS 211	5
CIS 214	5
MAT 225	5
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Criminal Justice, Associate of Arts (AA)

Criminal Justice (AA) Concentration	
CRJ 100	5
CRJ 208	5
Three courses from any lower-level CRJ courses not taken, any lower-level HSE course, COM 201, PLG 110, PLS 205/215, or SOC 200/205/207	15
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Criminal Justice, Associate of Science (AS)

Criminal Justice (AS) Concentration	
CRJ 100	5
CRJ 208	5
Three courses from any lower-level CRJ courses not taken, any lower-level HSE course, COM 201, PLG 110, PLS 205/215, or SOC 200/205/207	15
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Criminal Justice, Associate of Applied Science (AAS)

Recommended Core Elective:

Area D – BIO 140

Criminal Justice (AAS) Concentration	
CRJ 100	5
CRJ 103	5
CRJ 104	5
CRJ 200	5
CRJ 204	5
CRJ 208	5
HSE 101	5
Three courses from any lower-level CRJ or HSE courses not taken, HUS 200, PLG 110, PLS 205/215, PSY 200, SOC 200	15
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

Students with current P.O.S.T. certification may have applicable credit or may be eligible for course waivers in some areas. An evaluation of earned certifications should be completed prior to enrollment. (See section on transfer of credit.)

Cybersecurity, Associate of Science (AS)

Required Core Electives:

Area A2 – MAT 201

Area D – MAT 200, MAT 202, or MAT 225

Cybersecurity (AS) Concentration	
CIS 120	5
CIS 210	5
CIS 211	5
CIS 213	5
CIS 214	5
CIS 217	5
Total for Concentration (Area F)	30
Total for AS Core	65/68
Total Quarter Hours	95/98

Education: Elementary, Associate of Arts (AA)

(Birth to 5th Grade)

Recommended Core Electives:

Area B – HPE 202

Area D – MAT 200

Area E – ECO 201, ECO 202, PSY 200, or SOC 200

Education: Elementary (AA) Concentration	
ISC 201	5
ISC 202	5
EDN 216	5
EDN 226	5
EDN 236	5
MAT 208	5
Total for Concentration (Area F)	30
Total for AA Core	70/73
Total Quarter Hours	100/103

Education: Elementary, Associate of Science (AS)

(Birth to 5th Grade)

Recommended Core Electives:

Area B – HPE 202

Area C – COM 201

Area D – MAT 200

Area E – ECO 201, ECO 202, PSY 200, or SOC 200

Education: Elementary (AS) Concentration	
ISC 201	5
ISC 202	5
EDN 216	5
EDN 226	5
EDN 236	5
MAT 208	5
Total for Concentration (Area F)	30
Total for AS Core	65/68
Total Quarter Hours	95/98

Education: Middle Grades, Associate of Arts (AA)

(Middle Grade Majors 4th-8th Grade)

Required Core Electives:

Area A2 – MAT 109, MAT 112, or MAT 201

Recommended Core Electives:

Area B – HPE 202

Area D – MAT 200

Area E – ECO 201, ECO 202, PSY 200, or SOC 200

Education: Middle Grades (AA) Concentration	
EDN 216	5
EDN 226	5
EDN 236	5
Choose 15/18 quarter hours from: two concentration areas of BIO, ENG, HIS, or MAT	15/18
Total for Concentration (Area F)	30/33
Total for AA Core	70/73
Total Quarter Hours	100/106

Education: Middle Grades, Associate of Science (AS)

(Middle Grade Majors 4th-8th Grade)

Required Core Electives:

Area A2 – MAT 109, MAT 112, or MAT 201

Recommended Core Electives:

Area B – HPE 202

Area C – COM 201

Area D – MAT 200

Area E – ECO 201, ECO 202, PSY 200, or SOC 200

Education: Middle Grades (AS) Concentration	
EDN 216	5
EDN 226	5
EDN 236	5
Choose 15/18 quarter hours from: two concentration areas of BIO, ENG, HIS, or MAT	15/18
Total for Concentration (Area F)	30/33
Total for AS Core	65/68
Total Quarter Hours	95/101

English, Associate of Arts (AA)

English (AA) Concentration	
SPA 201/FRE 201/GER 201	5
Complete the literature survey course set started in the core curriculum (ENG 201 & 202, ENG 221 & 222, or ENG 231 & 232)	5
Three courses from the following, not previously taken: ENG 210, ENG 201, ENG 202, ENG 221, ENG 222, ENG 231, ENG 232, SPA 202, FRE 202, or GER 202	15
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Environmental Science and Water Resources Technology, Associate of Applied Science (AAS)

Required Core Electives:

Area A2 – MAT 109, MAT 112, or MAT 201

Area D – BIO 123 or BIO 211

Environmental Science and Water Resources Technology (AAS) Concentration	
BIO 141	6
BIO 299	6
CHE 121	6
CHE 122	6
CIS 110	5
ESC 101	6
ESC 102	6
ESC 103	5
BIO 280	6
Total for Concentration (Area F)	52
Total for AAS Core	42/43
Total Quarter Hours	94/95

Forensics Laboratory Technology, Associate of Applied Science (AAS)

Required Core Elective:

Area A2 - MAT 109, MAT 112, or MAT 201

Area D — BIO 211

Forensic Laboratory Technology (AAS) Concentration	
CRJ 100	5
CRJ 201	5
BIO 103	2
BIO 140	6
BIO 207	6
BIO 208	6
BIO 240	6
CHE 105 or CHE 121	6
Two courses from: Any CRJ class not previously taken, or COM 201	10
Total for Concentration (Area F)	52
Total for AAS Core	42/43
Total Quarter Hours	94/95

General Studies, Associate of Arts (AA)

General Studies (AA) Concentration	
Choose 25 quarter hours from any courses not taken in the Core Requirements	25
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

General Studies, Associate of Science (AS)

General Studies (AS) Concentration	
Choose 25 quarter hours from any courses not taken in the Core Requirements	25
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

General Studies, Associate of Applied Science (AAS)

General Studies (AAS) Concentration	
Choose 50 quarter hours from any courses not taken in the Core Requirements	50
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

History, Associate of Arts (AA)

History (AA) Concentration	
HIS 290	5
Take two HIS courses not taken in Area E core requirements	10
Two courses from: Any ANT, ECO, HIS, PLS, PSY, or SOC	10
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Homeland Security and Emergency Management, Associate of Arts (AA)

Homeland Security and Emergency Management (AA) Concentration	
HSE 101	5
HSE 299	5
Three courses from: Any CRJ, COM 201, HIS 113, MGT 210/232, PLS 290, or SOC 200	15
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Homeland Security and Emergency Management, Associate of Science (AS)

Homeland Security and Emergency Management (AS) Concentration	
HSE 101	5
HSE 299	5
Three courses from: Any CRJ, COM 201, HIS 113, MGT 210/232, PLS 290, or SOC 200	15
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Human Resource Management, Associate of Applied Science (AAS)

Required Core Elective:

Area D – CIS 110

Human Resource Management (AAS) Concentration	
ACC 201	5
BUS 206	5
BUS 248	5
BUS 250	5
COM 220	5
ECO 202	5
MGT 210	5
MGT 232	5
MGT 239	5
One course from: ACC 202 or BUS 204	5
Total for Concentration (Area F)	50
Total for AAS Core	41/42
Total Quarter Hours	91/92

Human Services, Associate of Applied Science (AAS)

Recommended Core Elective:

Area D – CIS 110 or MAT 200

Human Services (AAS) Concentration	
HUS 200	5
HUS 201	5
HUS 202	5
HUS 205	5
HUS 210	5
HUS 215	5
HUS 220	5
PSY 200	5
PSY 208	5
SOC 210	5
SWK 200	5
Total for Concentration (Area F)	55
Total for AAS Core	41/43
Total Quarter Hours	96/98

Information Technology, Associate of Applied Science (AAS)

Required Core Electives:

Area A2 – MAT 112 or MAT 201

Area D – MAT 200

Information Technology (AAS) Concentration	
CIS 110	5
CIS 120	5
CIS 150	5
CIS 210	5
CIS 211	5
CIS 213	5
CIS 217	5
CIS 225	5
BUS 204	5
Choose one from: CIS 212 or MAT 225	5
Total for Concentration (Area F)	50
Total for AAS Core	41/42
Total Quarter Hours	91/92

Information Technology, Associate of Science (AS)

Required Core Electives:

Area A2 – MAT 109, MAT 112 or MAT 201

Information Technology (AS) Concentration	
CIS 120	5
CIS 210	5
CIS 211	5
CIS 212	5
CIS 213	5
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Kinesiology, Associate of Science (AS)

Required Core Electives:

Area D – BIO 123 or BIO 211

Recommended Core Electives:

Area D – BIO 124 or BIO 212, and CHE 121

Kinesiology (AS) Concentration	
BIO 207	6
BIO 208	6
KIN 200	5
KIN 210	5
Two courses from: KIN 220/250/255	10
Total for Concentration (Area F)	32
Total for AS Core	65/68
Total Quarter Hours	97/100

Management Information Systems, Associate of Applied Science (AAS)

Required Core Electives:

Area A2 – MAT 109, MAT 112 or MAT 201

Management Information Systems (AAS)	
ACC 201	5
ACC 202	5
BUS 204	5
BUS 206	5
ECO 201	5
ECO 202	5
CIS 110	5
CIS 120	5
CIS 220	5
CIS 230	5
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

Marketing, Associate of Applied Science (AAS)

Recommended Core Elective:

Area D – MAT 200

Marketing (AAS) Concentration	
ACC 201	5
BUS 204	5
BUS 206	5
BUS 210	5
BUS 255	5
BUS 260	5
COM 210	5
CIS 110	5
MGT 210	5
One course from: ART 195, ART 200, COM 201, COM 250	5
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

Organizational Leadership, Associate of Applied Science (AAS)

Recommended Core Elective:

Area D – MAT 200

Organizational Leadership (AAS) Concentration	
ACC 201	5
BUS 204	5
BUS 206	5
BUS 220	5
BUS 225	5
CIS 110	5
MGT 210	5
MGT 232	5
PLS 215	5
One course from: ECO 201 or ECO 202	5
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

Paralegal Studies, Associate of Arts (AA)

Paralegal Studies (AA) Concentration	
PLG 110	5
PLG 120	5
Three courses from: BUS 206, CRJ 100/103/201/208, or any PLG (not previously taken)	15
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Paralegal Studies, Associate of Science (AS)

Paralegal Studies (AS) Concentration	
PLG 110	5
PLG 120	5
Three courses from: BUS 206, CRJ 100/103/201/208, or any PLG (not previously taken)	15
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Political Science, Associate of Arts (AA)

Political Science (AA) Concentration	
PLS 201 and PLS 290	10
Choose three courses from: any ECO/ HIS/SOC/PSY, MGT 210, or any PLS not previously taken	15
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Political Science, Associate of Science (AS)

Political Science (AS) Concentration	
PLS 201 and PLS 290	10
Three courses from: any ECO/ HIS/SOC/PSY, MGT 210, or any PLS not previously taken	15
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Pre-Engineering, Associate of Science (AS)

Required Core Electives:

Area A2 – MAT 201

Area D – MAT 202 and PHY 211

Recommended Core Electives:

Area D – CHE 121

Pre-Engineering (AS) Concentration	
MAT 203	6
MAT 213	5
Three courses from: CHE 122, CIS 210/211, MAT 200/211/225, or PHY 212	15/17
Total for Concentration (Area F)	26/28
Total for AS Core	67/68
Total Quarter Hours	93/96

Pre-Nursing, Associate of Arts (AA)

Required Core Electives:

Area D – BIO 123 and 124*, BIO 211 and 212, CHE 105 and 106, CHE 121 and 122, PHY 111 and 112, **or** PHY 211 and 212 lab science sequence.

Recommended Core Electives:

Area B – BIO 103

Area D* lab science sequence – BIO 123 and 124

Area D elective – MAT 200

Pre-Nursing (AA) Concentration	
BIO 207	6
BIO 208	6
BIO 299	6
PSY 200 (if not used in Area E), PSY 203 or PSY 205	5
One course from: BIO/CHE/MAT/PHY/PSC (excluding BIO 103, BIO 123, BIO 124, BIO 290, MAT 103, MAT 109, and MAT 208) or KIN 232 (MAT 200 or KIN 232 recommended)	5/6
Total for Concentration (Area F)	28/29
Total for AA Core	70/73
Total Quarter Hours	98/102

Note: Requirements at four-year nursing schools vary. The student is charged with coordinating their course of study with the requirements listed in the catalog published by the nursing school of choice.

Pre-Nursing, Associate of Science (AS)

Required Core Electives:

Area D –BIO 123 and 124*, BIO 211 and 212, CHE 105 and 106, CHE 121 and 122, PHY 111 and 112, **or** PHY 211 and 212 lab science sequence.

Recommended Core Electives:

Area B – BIO 103

Area D* lab science sequence – BIO 123 and 124

Area D elective – MAT 200

Pre-Nursing (AS) Concentration	
BIO 207	6
BIO 208	6
BIO 299	6
PSY 200 (if not used in Area E), PSY 203 or PSY 205	5
One course from: BIO/CHE/MAT/PHY/PSC (excluding BIO 103, BIO 123, BIO 124, BIO 290, MAT 103, MAT 109, and MAT 208) or KIN 232 (MAT 200 or KIN 232 recommended)	5/6
Total for Concentration (Area F)	28/29
Total for AS Core	65/68
Total Quarter Hours	93/97

Note: Requirements at four-year nursing schools vary. The student is charged with coordinating their course of study with the requirements listed in the catalog published by the nursing school of choice.

Psychology, Associate of Arts (AA)

Required Core Elective:

Area D – MAT 200

Psychology (AA) Concentration	
PSY 200	5
PSY 230	5
Any two PSY courses not previously taken	10
One course from: BIO, CHE, FRE, GEO, GER, HIS, MAT, PSC, PHY, PSY, SOC, or SPA	5/6
Total for Concentration (Area F)	25/26
Total for AA Core	70/73
Total Quarter Hours	95/99

Psychology, Associate of Science (AS)

Required Core Elective:

Area D – MAT 200

Psychology (AS) Concentration	
PSY 200	5
PSY 230	5
Any two PSY courses not previously taken	10
One course from: BIO, CHE, FRE, GEO, GER, HIS, MAT, PSC, PHY, PSY, SOC, SPA	5/6
Total for Concentration (Area F)	25/26
Total for AS Core	65/68
Total Quarter Hours	90/94

Social Work, Associate of Arts (AA)

Social Work (AA) Concentration	
SOC 200	5
SOC 205	5
SWK 101	5
SWK 150	5
SWK 200	5
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Social Work, Associate of Science (AS)

Social Work (AS) Concentration	
SOC 200	5
SOC 205	5
SWK 101	5
SWK 150	5
SWK 200	5
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Sociology, Associate of Arts (AA)

Sociology (AA) Concentration	
SOC 200	5
SOC 205	5
Any SOC not previously taken	5
Two courses from: ANT, ECO, HIS, PLS, PSY, or SOC not previously taken	10
Total for Concentration (Area F)	25
Total for AA Core	70/73
Total Quarter Hours	95/98

Sociology, Associate of Science (AS)

Sociology (AS) Concentration	
SOC 200	5
SOC 205	5
Any SOC not previously taken	5
Two courses from: ANT, ECO, HIS, PLS, PSY, or SOC not previously taken	10
Total for Concentration (Area F)	25
Total for AS Core	65/68
Total Quarter Hours	90/93

Supply Chain Management, Associate of Applied Science (AAS)

Supply Chain Management (AAS) Concentration	
ACC 201	5
ACC 202	5
BUS 204	5
BUS 206	5
ECO 201	5
ECO 202	5
MAT 200	5
MGT 210	5
MGT 232	5
MGT 240	5
Total for Concentration (Area F)	50
Total for AAS Core	41/43
Total Quarter Hours	91/93

Bachelor of Applied Science Degree Programs

Georgia Military College offers a select number of four-year Bachelor of Applied Science degrees. The Bachelor of Applied Science (BAS) degree program is designed to prepare students for careers, leadership roles, and/or management positions within their field of study.

Students accepted into these programs will have the opportunity to continue their education and prepare for advancement opportunities within their area of interest. The curriculum includes courses that will lead to a better understanding of policies, procedures, and practices that are applicable in a working environment related to their chosen discipline. The BAS programs are designed to aid and develop the potential of our graduates to be successful leaders and experts in their business environment, industry, or agency.

Select BAS programs are structured around a field of study model that pairs a comprehensive disciplinary foundation with career-specific concentrations. This structure recognizes that today's workforce demands both broad professional competency and targeted expertise. In this model, the field of study core (Area G) provides the knowledge, skills, and professionalism essential across a wide range of careers within a given discipline. The concentration (Area H) then allows students to develop deeper, applied competency in a focused area aligned with their career goals. Rather than choosing between breadth and specialization, students gain both within a single, coherent degree.

Students entering a BAS program with an associate degree or prior college coursework are encouraged to meet with their Coach before enrolling to review how prior credits may apply to their chosen program of study. Credits from unrelated coursework may not transfer and could extend the time needed to complete the degree.

To satisfy graduation requirements, students must complete all technical/occupational courses (Area F) and all courses for the major (Areas G and H) with a grade of "C" or better. Approved internship courses (200-level or 300-level) may be applied as elective credit in Area F or Area H respectively, up to 5 qh each, and must be completed with a grade of "S" (Satisfactory). As a best practice, courses in Areas A-F should be completed before starting on the courses in Areas G and H. The Capstone course should be taken during the student's final term.

Behavioral Health and Human Services, Bachelor of Applied Science (BAS)

The BAS Behavioral Health and Human Services program features shared required courses (Areas A-G) and the choice of a career-focused concentration (Area H). Students can apply to receive an AAS degree as part of this degree plan once all AAS course requirements have been completed. The GMC AAS degree program best aligned with the BAS Behavioral Health and Human Services concentrations is the AAS Human Services.

CURRICULUM FOR THE BAS IN BEHAVIORAL HEALTH AND HUMAN SERVICES	
AREAS A – E REQUIREMENTS AND RECOMMENDATIONS	Credits
Area C – ENG 201 or ENG 202 required	
Area D Elective – CIS 110 recommended	
Area E Elective – PSY 200 required	
TOTAL FOR BAS CORE AREAS A-E (refer to the BAS Core Curriculum for more information)	51 / 53
AREA F — TECHNICAL/OCCUPATIONAL COURSES	Credits
HUS 200, Introduction to Human Services	5
HUS 205, Counseling Skills	5
HUS 210, Theory in Human Services	5
PSY 208, Social Psychology	5
SOC 210, Societal Issues and Trends in Healthcare	5
SWK 200, Introduction to Social Work	5
Choose one from: HUS 202, Human Services Law and Ethics; or HUS 215, Addictive Behavior	5
Transfer credit from AAS/AA/AS (if applicable) or approved GMC courses*:	19
Any 100/200-level course from the following disciplines that has not been applied in Areas A-E of the core for this degree:	
BUS, COM, ECO, HUS, PSY, SOC, or SWK	
*Review the descriptions of Area H Concentration courses when choosing electives.	
TOTAL FOR AREA F	54

AREA G — BEHAVIORAL HEALTH AND HUMAN SERVICES CORE	Credits
PSY 300, Introduction to Behavioral Health	5
HUS 410, Governance, Advocacy, and Leadership in Nonprofits	5
HCM 312, Healthcare Law and Ethics	5
HUS 335, Working with Families	5
HUS 345, Crisis Intervention	5
HUS 420, Case Management	5
PBH 305, Research Methods in Health Sciences	5
PBH 311, Healthcare Systems	5
TOTAL FOR AREA G	40
AREA H — BEHAVIORAL HEALTH AND HUMAN SERVICES CONCENTRATIONS	Credits
Choose a Concentration (Area H) from: Human Services Management or Human Services Practice	35
TOTAL FOR AREA H	35
TOTAL QUARTER HOURS FOR DEGREE	180 / 182

BAS Behavioral Health and Human Services Concentrations

HUMAN SERVICES MANAGEMENT CONCENTRATION	Credits
HCM 302, Introduction to Healthcare Management	5
HUS 320, Fundamentals of Nonprofit Organizations	5
HUS 400, Program Development and Evaluation	5
HUS 430, Grant Writing and Fundraising	5
HUS 491, Capstone: Human Services Management	5
Two courses from: BSM 300, Principles of Management and Organization; BSM 310, Managerial Accounting; BSM 315, Advanced Business Communications; BSM 320, Organizational Behavior; BSM 325, Organizational Development; BSM 350, Leadership and Management Practices; BSM 450, Team Management; BSM 480, Strategic Management; HRM 330, Human Resource Management	10
TOTAL FOR AREA H	35

HUMAN SERVICES PRACTICE CONCENTRATION	Credits
HUS 325, Working with Support Groups	5
HUS 340, Working with Children and Youth	5
HUS 350, Aging and the Family	5
HUS 360, Dynamics of Family Violence	5
HUS 490, Capstone: Human Services Practice	5
Two courses from: Any 300/400 level HUS course not previously taken	10
TOTAL FOR AREA H	35

Business Administration, Bachelor of Applied Science (BAS)

The BAS Business Administration program features shared required courses (Areas A-G) and the choice of a career-focused concentration (Area H). Students can apply to receive an AAS degree as part of this degree plan once all AAS course requirements have been completed. The following GMC AAS degree programs are best aligned with the BAS Business Administration concentrations:

- AAS Human Resource Management
- AAS Management Information Systems
- AAS Marketing
- AAS Organizational Leadership
- AAS Supply Chain Management (formerly Operations Management)

CURRICULUM FOR THE BAS IN BUSINESS ADMINISTRATION	
AREAS A – E REQUIREMENTS AND RECOMMENDATIONS	Credits
Area C – ENG 201 or ENG 202 required	
Area D Elective – CIS 110 recommended	
Area E Elective – ECO 201 or ECO 202 required	
TOTAL FOR BAS CORE AREAS A-E (refer to the BAS Core Curriculum for more information)	51 / 53
AREA F — TECHNICAL/OCCUPATIONAL COURSES	Credits
ACC 201, Principles of Accounting I	5
ACC 202, Principles of Accounting II	5
BUS 204, Business Communications	5
BUS 206, Legal Environment of Business	5
MGT 210, Introduction to Management and Organization	5
Transfer credit from AAS/AA/AS (if applicable) or approved GMC courses*:	29
ART 195/205	
BUS (any 100/200 level)	
CIS (any 100/200 level)	
COM (any 200 level)	
ECO 201/202	
MGT (any 200 level)	

PLS 215	
*Review the descriptions of Area H Concentration courses when choosing electives.	
TOTAL FOR AREA F	54
AREA G — BUSINESS ADMINISTRATION CORE	Credits
BSM 300, Principles of Management and Organization	5
BSM 310, Managerial Accounting	5
BSM 315, Advanced Business Communications	5
BSM 350, Leadership and Management Practices	5
BSM 400, Management Information Systems	5
BSM 410, Financial Management	5
BSM 470, Project Management	5
BSM 480, Strategic Management	5
TOTAL FOR AREA G	40
AREA H — BUSINESS ADMINISTRATION CONCENTRATIONS	Credits
Choose a Concentration (Area H) from: General Business, Healthcare Management, Human Resource Management, Marketing, Organizational Leadership, or Supply Chain Management and Logistics	35
TOTAL FOR AREA H	35
TOTAL QUARTER HOURS FOR DEGREE	180 / 182

BAS Business Administration Concentrations

GENERAL BUSINESS CONCENTRATION	Credits
Six courses from: any 300/400 level BSM or HCM course with the exception of capstone courses (49X)	30
BSM 499, Capstone: General Business	5
TOTAL FOR AREA H	35

HEALTHCARE MANAGEMENT CONCENTRATION	Credits
HCM 302, Introduction to Healthcare Management	5
HCM 312, Healthcare Law and Ethics	5
HCM 342, Healthcare Economics	5
HCM 402, Healthcare Information Systems	5
HCM 412, Healthcare Financing and Insurance	5
HCM 492, Capstone: Healthcare Management	5
One course from: BSM 320, Organizational Behavior; BSM 325, Organizational Development; BSM 355, Organizational Leadership; BSM 340, Operations Management; BSM 450, Team Management	5
TOTAL FOR AREA H	35

HUMAN RESOURCE MANAGEMENT CONCENTRATION	Credits
HRM 330, Human Resource Management	5
HRM 400, Human Resource Analytics and Metrics	5
HRM 410, Compensation, Benefits, and Total Rewards	5
HRM 420, Labor Law, Employee Relations, and Negotiation	5
HRM 490, Capstone: Human Resource Management	5
Two courses from: BSM 320, Organizational Behavior; BSM 325, Organizational Development; BSM 355, Organizational Leadership; BSM 340, Operations Management; BSM 450, Team Management	10
TOTAL FOR AREA H	35

MARKETING CONCENTRATION	Credits
MKT 400, Consumer Behavior	5
MKT 410, Integrated Marketing Communications	5
MKT 420, Research and Analytics	5
MKT 460, Marketing for Managers	5
MKT 490, Capstone: Business Marketing	5
Two courses from: BSM 320, Organizational Behavior; BSM 325, Organizational Development; BSM 355, Organizational Leadership; BSM 340, Operations Management; BSM 420, Quality Management Systems; BSM 450, Team Management, MKT 430 Advanced Digital and Social Media Marketing	10
TOTAL FOR AREA H	35

ORGANIZATIONAL LEADERSHIP CONCENTRATION	Credits
BSM 320, Organizational Behavior	5
BSM 325, Organizational Development	5
BSM 355, Organizational Leadership	5
BSM 440, International Business	5
BSM 496, Capstone: Organizational Leadership	5
Two courses from: HRM 330, Human Resource Management; BSM 340, Operations Management; BSM 420, Quality Management Systems; BSM 450, Team Management; MKT 460, Marketing for Managers	10
TOTAL FOR AREA H	35

SUPPLY CHAIN MANAGEMENT AND LOGISTICS CONCENTRATION	Credits
BSM 340, Operations Management	5
BSM 430, Principles of Supply Chain Management	5
BSM 435, Principles of Logistics Management	5
BSM 437, Warehousing and Distribution Management	5
BSM 497, Capstone: Supply Chain Management and Logistics	5
Two courses from: BSM 345, Purchasing and Global Sourcing; BSM 420, Quality Management Systems; BSM 425, Intro to Lean/Six Sigma; BSM 440, International Business; MKT 460, Marketing for Managers	10
TOTAL FOR AREA H	35

Criminal Justice, Bachelor of Applied Science (BAS)

The BAS Criminal Justice program features shared required courses (Areas A-G) and the choice of a career-focused concentration (Area H). Students can apply to receive an AAS degree as part of this degree plan once all AAS course requirements have been completed. The GMC AAS degree program best aligned with the BAS Criminal Justice concentrations is the AAS Criminal Justice.

CURRICULUM FOR THE BAS IN CRIMINAL JUSTICE	
AREAS A – E REQUIREMENTS AND RECOMMENDATIONS	Credits
Area C – ENG 201 or ENG 202 recommended	
Area D Elective – BIO 140 recommended	
Area E Elective – PLS 205, PLS 215, PSY 200, or SOC 200 recommended	
TOTAL FOR BAS CORE AREAS A-E (refer to the BAS Core Curriculum for more information)	51 / 53
AREA F — TECHNICAL/OCCUPATIONAL COURSES	Credits
CRJ 100, Introduction to Criminal Justice	5
CRJ 201, Criminal Investigations I	5
CRJ 204, Ethics in Criminal Justice	5
HSE 101, Introduction to Homeland Security and Emergency Management	5
Choose one course from: CRJ 103, Criminal Procedures; CRJ 202, Introduction to Criminalistics; CRJ 206, Introduction to Policing; CRJ 208, Criminal Law; or HUS 200, Introduction to Human Services (recommended for the Corrections and Rehabilitation concentration)	5
Transfer credit from AAS/AA/AS (if applicable) or approved GMC courses*:	29
Any 100/200-level course from the following disciplines that has not been applied in Areas A-E of the core for this degree:	
BIO, BUS, CHE, COM, CRJ, FRE, GER, HSE, HUS, PLG, PLS, PSY, SOC, SPA, SWK	
*Review the descriptions of Area H Concentration courses when choosing electives.	
TOTAL FOR AREA F	54

AREA G — CRIMINAL JUSTICE CORE	Credits
CRJ 306, Judicial Process	5
CRJ 307, Victimology	5
CRJ 315, Professional Writing in Criminal Justice	5
CRJ 380, Police Community Relations	5
CRJ 390, Criminal Investigations II	5
CRJ 399, Mental Health Recognition for Law Enforcement	5
CRJ 405, Diversity and Ethics in Criminal Justice	5
HSE 300, Emergency Management Response	5
TOTAL FOR AREA G	40
AREA H — CRIMINAL JUSTICE CONCENTRATIONS	Credits
Choose a Concentration (Area H) from: Corrections and Rehabilitation, General, or Homeland Security and Counterterrorism	35
TOTAL FOR AREA H	35
TOTAL QUARTER HOURS FOR DEGREE	180 / 182

BAS Criminal Justice Concentrations

CORRECTIONS AND REHABILITATION CONCENTRATION	Credits
CRJ 303, Correctional Institutions	5
CRJ 305, Legal Aspects of Prisons and Jails	5
CRJ 385, Probation and Parole	5
CRJ 425, Juvenile Corrections and Rehabilitation	5
Two courses from: BSM 355, Organizational Leadership; CRJ 409, Police Supervision and Management; HUS 335, Working with Families; HUS 340, Working with Children and Youth; HUS 345, Crisis Intervention; HUS 360, Dynamics of Family Violence; HUS 420, Case Management	10
CRJ 491, Capstone: Corrections and Rehabilitation	5
TOTAL FOR AREA H	35

GENERAL CONCENTRATION	Credits
Six courses from: any 300/400 level CRJ or HSE course not previously taken with the exception of capstone courses; BSM 355, Organizational Leadership; HUS 335, Working with Families; HUS 340, Working with Children and Youth; HUS 345, Crisis Intervention; HUS 360, Dynamics of Family Violence; HUS 420, Case Management	30
CRJ 490, Capstone: Criminal Justice	5
TOTAL FOR AREA H	35

HOMELAND SECURITY AND COUNTERTERRORISM CONCENTRATION	Credits
HSE 305, Terrorism and Emergency Response	5
HSE 350, Technology and Cybersecurity in Homeland Security	5
HSE 430, Intelligence and Analysis	5
HSE 450, Radicalization and Homeland Security	5
Two courses from: HSE 400, Legal Issues in Homeland Security; HSE 410, Cybercrime Investigation; HSE 460, Politics of Europe and Homeland Security; HSE 470, Politics of Africa and Homeland Security; HSE 480, Politics of the Middle East and Homeland Security	10
HSE 490, Capstone: Homeland Security	5
TOTAL FOR AREA H	35

Emergency Management, Bachelor of Applied Science (BAS)

Students can apply to receive an AAS degree as part of this degree plan once all AAS course requirements have been completed. The GMC AAS degree program best aligned with the BAS Emergency Management program is the AAS Criminal Justice.

CURRICULUM FOR THE BAS IN EMERGENCY MANAGEMENT	
	Credits
TOTAL FOR BAS CORE AREAS A-E (refer to the BAS Core Curriculum for more information)	51 / 53
AREA F — TECHNICAL/OCCUPATIONAL COURSES	Credits
CRJ 100, Introduction to Criminal Justice	5
HSE 101, Introduction to Homeland Security and Emergency Management	5
HSE 299 Terrorism and International Crime	5
PLS 215 Introduction to Public Administration	5
Choose one course from: Any 100/200-level CRJ, COM, HIS, MGT, or PLS; PLG 110, SOC 200, SOC 205, or SOC 210	5
Transfer credit from AAS/AA/AS (if applicable) or approved GMC courses*:	29
Any 100/200-level course from the following disciplines that has not been applied in Areas A-E of the core for this degree:	
BUS, CIS, COM, CRJ, HIS, HSE, HUS, MGT, PLG, PLS, PSY, or SOC	
*Review the descriptions of Area H Concentration courses when choosing electives.	
TOTAL FOR AREA F	54
AREA G — EMERGENCY MANAGEMENT CORE	Credits
HSE 300, Emergency Management Response	5
HSE 305, Terrorism and Emergency Response	5
HSE 315, Ethics and Public Safety	5
HSE 320, Incident Command System and Emergency Operations Centers	5
HSE 325, Disaster Response and Recovery Management	5
HSE 350, Technology and Cybersecurity in Homeland Security	5

HSE 400, Legal Issues in Homeland Security	5
HSE 430, Intelligence and Analysis	5
TOTAL FOR AREA G	40
AREA H — HOMELAND SECURITY CONCENTRATION	Credits
HSE 410, Cybercrime Investigation	5
HSE 420, Biodefense	5
HSE 450, Radicalization and Homeland Security	5
HSE 460, Politics of Europe and Homeland Security	5
HSE 470, Politics of Africa and Homeland Security	5
HSE 480, Politics of the Middle East and Homeland Security	5
HSE 490, Capstone: Homeland Security	5
TOTAL FOR AREA H	35
TOTAL QUARTER HOURS FOR DEGREE	180 / 182

Public Health, Bachelor of Applied Science (BAS)

Students can apply to receive an AAS degree as part of this degree plan once all AAS course requirements have been completed. The GMC AAS degree program best aligned with the BAS Public Health program is the AAS Allied Health.

CURRICULUM FOR THE BAS IN PUBLIC HEALTH	
AREAS A – E REQUIREMENTS AND RECOMMENDATIONS	Credits
Area C – ENG 201 or ENG 202 required	
Area D Elective – BIO 123 or BIO 211 required	
Area E Elective – SOC 210 required	
TOTAL FOR BAS CORE AREAS A-E (refer to the BAS Core Curriculum for more information)	51 / 53
AREA F — TECHNICAL/OCCUPATIONAL COURSES	Credits
BIO 299, Microbiology	6
PBH 101, Introduction to Public Health	5
PBH 200, Introduction to Health Data Literacy and Communication	5
Choose two from: BIO 207, Human Anatomy & Physiology I; BIO 208, Human Anatomy & Physiology II; BUS 204, Business Communications; BUS 206, Legal Environment of Business; HPE 260, Personal Health; HUS 200, Introduction to Human Services; KIN 232, Nutrition; PSY 203, Human Growth and Development	10
Transfer credit from AAS/AA/AS (if applicable) or approved GMC courses*:	28
Any 100/200-level course from the following disciplines that has not been applied in Areas A-E of the core for this degree: ACC, AST, BIO, BUS, CHE, CIS, COM, EDN, ESC, GSC, HPE, HSE, KIN, MGT, PHY, PLS, PSC, PSY, or SOC	
*Review the descriptions of Area H Concentration courses when choosing electives.	
TOTAL FOR AREA F	54

AREA G — PUBLIC HEALTH CORE	Credits
PBH 300, Introduction to Biostatistics	5
PBH 305, Research Methods in Health Sciences	5
PBH 311, Healthcare Systems	5
PBH 333, Epidemiology	5
PBH 334, Community Health	5
PBH 340, Environmental Health	5
PBH 413, Principles of Health Education and Promotion	5
PBH 425, Program Planning in Public Health	5
TOTAL FOR AREA G	40
AREA H — POLICY AND MANAGEMENT CONCENTRATION	Credits
HCM 302, Introduction to Healthcare Management	5
HCM 312, Healthcare Law and Ethics	5
HCM 342, Healthcare Economics	5
HCM 412, Healthcare Financing and Insurance	5
PBH 497, Capstone: Policy and Management	5
Two courses from: BSM 480, Strategic Management; HSE 300, Emergency Management Response; HUS 410, Governance, Advocacy, and Leadership in Nonprofits; HUS 430, Grant Writing and Fundraising; PBH 435, Global Health	10
TOTAL FOR AREA H	35
TOTAL QUARTER HOURS FOR DEGREE	180 / 182

Supervision and Management, Bachelor of Applied Science (BAS)

Students can apply to receive an AAS degree as part of this degree plan once all AAS course requirements have been completed. The following GMC AAS degree programs are best aligned with the BAS in Supervision and Management:

- AAS General Studies
- AAS Human Resource Management
- AAS Management Information Systems
- AAS Marketing
- AAS Organizational Leadership
- AAS Supply Chain Management (formerly Operations Management)

CURRICULUM FOR THE BAS IN SUPERVISION AND MANAGEMENT	
	Credits
TOTAL FOR BAS CORE AREAS A-E (refer to the BAS Core Curriculum for more information)	51 / 53
AREA F — TECHNICAL/OCCUPATIONAL COURSES	Credits
BUS 204, Business Communications	5
BUS 206, Legal Environment of Business	5
Transfer credit from AAS/AA/AS (if applicable) or approved GMC courses*:	59
Any 100/200 level course from the following disciplines that has not been applied to Areas A-E of the core for this degree: ACC, ANT, ART, AST, BIO, BUS, CHE, CIS, COM, CRJ, ECO, EDN, ENG, ESC, FRE, GEO, GER, GSC, HIS, HPE, HSE, HUS, ISC, KIN, MAT, MGT, PBH, PHY, PLG, PLS, PSY, SPA, SOC, THE	
*Review the descriptions of Area G courses when choosing electives.	
TOTAL FOR AREA F	69
AREA G — SUPERVISION AND MANAGEMENT UPPER-LEVEL COURSES	Credits
BSM 300, Principles of Management and Organizations	5
BSM 310, Managerial Accounting	5
BSM 320, Organizational Behavior	5
HRM 330, Human Resource Management	5
BSM 340, Operations Management	5

BSM 350, Leadership and Management Practices	5
BSM 400, Management Information Systems	5
BSM 410, Financial Management	5
BSM 420, Quality Management Systems	5
BSM 480, Strategic Management	5
One course from: Any 300/400 level course from BSM, HRM, or MKT not previously taken, excluding capstone courses (49x).	5
BSM 498, Capstone: Supervision and Management	5
TOTAL FOR AREA G	60
TOTAL QUARTER HOURS FOR DEGREE	180 / 182

COURSES OFFERED

Course Numbering

A uniform course numbering system is used for all courses in accordance with the following guidelines.

- Courses numbered 000 - 099 are for LSS courses. Credits in these courses are not applicable toward any degree programs.
- Courses numbered 100 - 299 are lower-level courses applicable toward associate and BAS degrees.
- Courses numbered 300 - 499 are upper-level courses applicable only toward BAS degrees.
- Course numbers ending in 1, 2, 3, and 4 are generally sequence courses. For example, ENG 101 precedes ENG 102.

Course Descriptions

Courses offered at GMC are listed in this section of the catalog. Not every course is offered every term. Students should check the schedule of classes at each location for the particular term they wish to attend.

Accounting

ACC 201 Principles of Accounting I (5qh)

This course is a study of the underlying theory and application of financial accounting concepts. It includes the study of the accounting cycle, the preparation and interpretation of basic financial statements, and the study of fundamental accounting principles. **Prerequisite:** MAT 095 or higher with a "C" or better.

ACC 202 Principles of Accounting II (5qh)

This course is a study of the underlying theory and application of managerial accounting concepts. It is a continuation of ACC 201 as a decision-making tool. It includes introductions to concepts, principles, and procedures used by managers for planning, control, and other business decisions. **Prerequisite:** ACC 201.

Anthropology

ANT 201 Anthropology (5qh)

This course is an introduction to the study of human origins, development, behavior, and culture. It includes paleontology, archeology, and principal aspects of sociocultural organization.

Art

ART 194 Art Appreciation (5qh)

This course focuses on the history of art, architecture, sculpture, and commercial design. The course is also a study of the elements of composition, space, relationships, form, balance, and color values.

ART 195 Design (5qh)

This course helps students develop the skills and understanding of basic two-dimensional design, color use, perspective, texture, intensity, and composition. Students will be required to complete projects that will aid in developing these skills and concepts.

ART 196 Drawing I (5qh)

This is a beginning drawing course with specific concentration on tools, materials, design, composition, and display and mounting procedures. Some art supplies will be needed.

ART 197 Drawing II (5qh)

This is a second level drawing course with an emphasis on mixed media. Students will also learn how to display and conserve their art, and they will be required to produce a portfolio. **Prerequisite:** ART 196.

ART 198 Painting I (5qh)

This is a beginning painting course using acrylics and oil painting on canvas, paper, and board. Slides and lectures about present and past painters will be given, as well as a lecture on the dangers of toxic materials.

ART 199 Painting II (5qh)

This is a second level painting course covering advanced techniques and applications. **Prerequisite:** ART 198.

ART 200 Digital Art and Design (5qh)

This course explores the intersection of art, design, and digital technology. Students examine how digital tools have transformed artistic expression and visual communication. Through hands-on projects using personal smartphones and computers, students develop foundational skills in image-making, visual design, and content creation, no additional hardware required. Emphasis is placed on design principles, creating content for varied audiences and platforms, and using digital tools ethically.

ART 205 Three-Dimensional Design (5qh)

This course focuses on the design elements used to create three-dimensional sculpture.

Astronomy

AST 110 Solar System Astronomy (6qh)

This course covers the history of astronomy up to the Copernican Revolution and the works of Galileo, Kepler, and Newton; the workings of modern telescopes; an overview of the solar system; and the search for extra-solar planets. Physical concepts and techniques important to modern astronomy are also covered, as is the appearance of the night sky. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** MAT 095 or placement.

AST 120 Stellar and Galactic Astronomy (6qh)

This course covers the structure and life cycle of stars, the classification and structure of galaxies, cosmology, and the early development of the universe. The student will be taught to work simple physics problems related to astronomy using basic algebra. Lab will cover an introduction to the concepts and methods of observational astronomy through the use of planetarium simulation software. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** MAT 095 or placement.

Biology

BIO 103 Medical Terminology (2qh)

This course is a study of the meanings and origins of medical terminology, including relevant medical abbreviations and symbols. This course includes basic vocabulary to facilitate understanding and use of terminology in courses required for pre-health professional degrees and in other disciplines related to medical fields.

BIO 105 Environmental Studies (5qh)

This course is a survey of basic principles of ecology and sources of environmental degradation, with emphasis on the impact of humans on the biosphere and potential solutions to environmental problems. *Not open to students who have college credit in environmental science, or to those who have completed BIO 141.*

BIO 115 Introduction to Marine Biology (5qh)

This course is a basic study of marine and estuarine habitats emphasizing habitat types and biological community diversity. Topics of study will include adaptations to a marine environment, biodiversity of the sea, taxonomy of the major groups of marine organisms, ecosystem types and characteristics, and ocean scale processes. Students completing this course will obtain a general understanding of the different marine habitats found throughout the world and the organisms that live there.

BIO 123 General Biology I (6qh)

This course is an introduction to life processes including principles of cell and molecular biology, the perpetuation of life, heredity, and life's origin. Students completing General Biology I will become biologically literate citizens, able to apply biological concepts to the ethical choices they must make throughout life. Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** RDG 099 or placement. Students must take BIO 211 to satisfy the requirements of the AS Biology degree. *Students cannot receive credit for both BIO 123 and BIO 211.*

BIO 124 General Biology II (6qh)

This course is a continuation of BIO 123, including evolution, organismal diversity, reproductive strategies, ecological relationships, and physiology. Integrated laboratory exercises are related to the lecture topics and emphasize data collection and interpretation of results. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 123. Students must take BIO 212 to satisfy the requirements of the AS Biology degree. *Students cannot receive credit for both BIO 124 and BIO 212.*

BIO 140 Principles of Forensic Science (6qh)

This course provides a comprehensive overview of the scientific principles and methods applied in the criminal justice system. Students will explore the collection, examination, evaluation, and interpretation of physical evidence, with a focus on key forensic techniques, such as DNA analysis, fingerprinting, bloodstain analysis, trace evidence analysis, digital forensics, and crime scene investigation. Through lectures, case studies, and hands-on laboratory work, students will explore the chemical and biological foundations of forensic methods, as well as their capabilities and limitations in real-world investigations. Lecture 4.5 hours; Laboratory 1.5 hours.

BIO 141 Environmental Science (6qh)

Basic biological and earth science principles are used to investigate the scientific aspects of the impacts modern society has upon the Earth's natural environmental systems. Emphasis is placed on sustaining resources and making informed choices concerning environmental issues. Potential solutions to environmental problems are also investigated. The laboratory incorporates hands-on procedures to explore environmental concepts and problems as well as the collection and interpretation of data relevant to managing environmental challenges. Lecture 4.5 hours; Laboratory 1.5 hours. *Not open to students who have college credit in environmental studies, or to those who have completed BIO 105.*

BIO 207 Human Anatomy & Physiology I (6qh)

This combined lecture and laboratory course is the first in a two-quarter sequence examining the biological and chemical processes of the human body from the cellular to the organismal level. Topics include biological chemistry, cell structure and function, tissues, and the integumentary, skeletal, muscular, and nervous systems. Laboratory activities reinforce lecture content. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 123 or BIO 211.

BIO 208 Human Anatomy & Physiology II (6qh)

This combined lecture and laboratory course is the second in a two-quarter sequence examining the biological and chemical processes of the human body from the cellular to the organismal level. Topics include the cardiovascular, endocrine, lymphatic and immune, respiratory, digestive, urinary, and reproductive systems, as well as metabolism and fluid, electrolyte, and acid–base balance. Laboratory activities reinforce lecture content. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 207.

BIO 211 Principles of Biology I (6qh)

This course is a majors course designed to explore basic concepts of biology including science as a process, biochemistry, energy transfer, mitosis and meiosis, cell structure and function, cellular energetic, molecular genetics, molecular basis of evolution, reproduction and development. Students completing Principles of Biology I will become biologically literate citizens, able to apply biological concepts to the ethical choices they must make throughout life. Laboratory exercises will include, but not be limited to, introductory laboratory techniques and safety, data collection and analysis and presentation, microscopy, basic microbiological and biotechnology techniques, genetics and bioenergetics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisites:** MAT 109 or higher, RDG 099, ENG 099 or placement. *Students cannot receive credit for both BIO 123 and BIO 211.*

BIO 212 Principles of Biology II (6qh)

This course is the second in a two-part majors course. Principles of Biology II will focus on organisms including diversity and phylogeny, the relationship of biological history to geological time, structure and function of living organisms, principles of ecology, and interaction with the environment. Students completing Principles of Biology II will become biologically literate citizens able to apply biological concepts to the ethical choices they must make throughout life. This course is for science majors. Laboratory exercises will include, but not be limited to survey of animal phyla including comparative form and function; survey of plant divisions; basic ecological techniques; data collection, analysis, and presentation. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 211 with a “C” or better. *Students cannot receive credit for both BIO 124 and BIO 212.*

BIO 230 General Botany (6qh)

This course is a study of the structure of leaves, stems, roots, growth, and nutritive processes of plants: the relationship of plants to their environments and plant taxonomy. Lecture 4.5 hours; Laboratory 1.5 hours.

BIO 240 Laboratory Techniques in Biotechnology (6qh)

This first course in a two-part majors sequence provides an introduction to biotechnology and its application in a variety of medical, clinical and science disciplines. Topics include solution chemistry, spectroscopy, chromatography, basic microbiology techniques and DNA and protein purification/separation techniques. This course emphasizes basic laboratory skills essential for beginning level employment in clinical, pharmaceutical and biotechnology laboratories. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisites:** BIO 211, MAT 103 or higher, RDG 099, ENG 099 or placement.

BIO 242 Applied Biotechnology (6qh)

This second course in a two-part majors sequence provides a deep exploration of the basic foundations of modern biotechnology, with emphasis on how biological products are produced and purified. It also includes applications of genetic engineering, recombinant DNA technology and medical immunology. In this advanced course, the student will design and implement an independent study that utilizes biotechnological methods relevant to industry, medicine, or agriculture. Lecture 4.5 hours; Laboratory 1.5 hours.

Prerequisite: BIO 240

BIO 255 Marine Biology (6qh)

This course provides a foundational exploration of marine and estuarine habitats, emphasizing habitat types and biological community diversity. Topics include adaptations to a marine environment, biodiversity of the sea, taxonomy of the major groups of marine organisms, ecosystem types and characteristics, and ocean-scale processes. Students completing this course will gain a general understanding of marine habitats, the organisms that live in them, and the experimental methodologies used to sample and analyze the marine environment. Lecture 4.5 hours; Laboratory 1.5 hours.

BIO 270 General Zoology (6qh)

This course is a general introduction to zoology, a survey of the structure, physiology, adaptations, and life cycles of animals in each major group from protozoans to humans. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 123 or BIO 211.

BIO 280 Introduction to Ecology (6qh)

This course is an introduction to individual, population, community, and ecosystem ecology. Topics include adaptations, population structure and dynamics, organization and classification of communities, and nutrient and energy flows in ecosystems. This course contains a laboratory component which incorporates hands-on activities to explore ecological concepts through collection, interpretation, and dissemination of data. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 123 or higher.

BIO 290 Introduction to Biological Research (3qh)

This is a majors course designed to introduce students to the scientific research conducted in the biological sciences. Students will conduct hands-on research while learning a variety of skills important in Biology including: developing hypotheses, designing experimental methodology, and data collection and analyses. Students will write a comprehensive report in the format of a biological scientific journal. Laboratory exercises are related to lecture topics and biological research. This is the capstone course for the AS in Biology program and this course may only be used to satisfy the Area F requirement for Biology or General Studies majors. **Prerequisites:** BIO 211 with a "C" or better, and MAT 200. (BIO 212 is preferred but not required.)

BIO 299 Foundations of Microbiology (6qh)

This course introduces the fundamentals of microbiology, including the diversity and classification of microorganisms, their modes of pathogenesis and transmission, and the infectious diseases they cause. Topics include microbial cell biology and genetics; host immune response; methods of microbial control; aseptic technique; disinfection; and isolation, culture, staining, and identification of microorganisms. Laboratory exercises consist of basic techniques for culturing and identifying microbes. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** BIO 123 or BIO 207 or BIO 211.

Business

BUS 101 Financial Literacy (2qh)

This course encourages students to critically think through and apply personal financial management concepts with an emphasis on saving and investing. Students will be provided the tools to prepare them to manage their personal financial affairs. Topics covered include budgeting, debt management, investments, insurance, taxes, and real estate.

BUS 204 Business Communications (5qh)

This course is a study of the theory and practice in the organization, content, and style of business letters; the role of business reports and their types; collecting, organizing, and interpreting data; written presentations; oral presentations; practice in writing business letters and reports; and practice in making oral presentations. **Prerequisite:** ENG 101.

BUS 206 Legal Environment of Business (5qh)

This course is a discussion of the ethical, political, social, legal, and regulatory issues of a business environment. Topics will focus on the conflicting rights and duties of individuals, organizations, and other factions in a domestic and global society that lead to the development of ethical awareness, social responsibility, and law.

BUS 210 Marketing (5qh)

This course is a study of marketing channels and institutions; market structure, organization, and behavior; retail, wholesale, and industrial marketing; and governmental regulations.

BUS 220 Introduction to Organizational Leadership (5qh)

This course provides an overview of leadership theory and application in modern organizations. Students will examine key leadership theories, organizational behavior concepts, and practical leadership skills essential for motivating teams and managing change. Emphasis is placed on developing self-awareness, understanding leadership roles in organizational systems, and applying leadership practices through problem-based learning and real-world scenarios.

BUS 225 Professional Leadership Development (5qh)

This course focuses on translating leadership theory into professional practice. Students apply leadership competencies to workplace contexts, emphasizing communication, self-awareness, emotional intelligence, and ethical leadership. Topics include leadership branding, conflict resolution, strategic communication, diversity, and personal leadership style. By the end of the course, students will demonstrate the ability to lead with integrity, authenticity, and professionalism in varied organizational settings. **Prerequisite:** BUS 220 with a "C" or better.

BUS 248 Introduction to Employment Law (5qh)

This course introduces the major laws and regulations governing the employment relationship in the United States. Topics include equal employment opportunity, discrimination, wages and hours, benefits, workplace safety, and privacy, with emphasis on applying federal and state law to human resource policies and organizational decision-making.

BUS 250 Ethics in Human Resource Management (5qh)

This course examines ethical decision-making and professional conduct within the field of human resource management. Students analyze real-world human resource scenarios involving fairness, compliance, confidentiality, and equity. Topics include ethical frameworks, legal versus moral responsibility, ethical leadership, privacy and data use, workplace diversity, and social responsibility. Through applied case studies, students learn to integrate ethical judgment into human resource policies, technology use, and organizational culture.

BUS 255 Principles of Professional Selling (5qh)

This course explains the importance and role of professional selling within the marketing mix and the professional world. Students are introduced to the fundamentals of professional selling, with an emphasis on the sales process, customer needs assessment, persuasive communication, and relationship-building strategies. Students develop practical skills in prospecting, presenting, handling objections, and closing sales while exploring the ethical and professional responsibilities of the salesperson.

BUS 260 Introduction to Social Media and Digital Marketing (5qh)

This course introduces students to the principles and strategies of digital and social media marketing. Topics include online consumer behavior, digital communication channels, content development, and integrated marketing across web, email, search, and social media platforms. Students will develop and implement digital marketing campaigns, analyze audience engagement, and evaluate performance using analytics tools, including artificial intelligence, in an effective and ethical manner. **Prerequisite:** BUS 210 with a "C" or better.

Business Management

BSM 300 Principles of Management and Organization (5qh)

This course is a study of management principles and the functions of management involved in planning, leading, organizing, controlling, and staffing business organizations. Basics of organizational structure that determine departmentalization, lines of authority, and responsibility will be studied.

BSM 310 Managerial Accounting (non-accounting majors) (5qh)

This course addresses the use of accounting information by non-financial managers. Emphasis is placed on the interpretation of accounting information and the language of financial accounting to effectively participate in business activities such as planning, investment, control, and managerial decision. **Prerequisite:** Any Area A2 mathematics course with a "C" or better.

BSM 315 Advanced Business Communications (5qh)

This course addresses the importance of excellent communication skills in the workplace. Emphasis is placed on effective and efficient business report writing and presentations that integrate business decision-making and analytical thinking skills into the content.

BSM 320 Organizational Behavior (5qh)

This course integrates the study of individual and group behavior in organizations including motivation, conflict, work stress, power, politics and other challenges of leadership. Emphasis is on ethics, leadership, communication, and decision-making.

BSM 325 Organizational Development (5qh)

This course analyzes the forces that drive organizations to change, examines barriers to change, and presents approaches for managers to consider to make organizational change more effective. An understanding of change processes and practical skills for becoming an effective change agent will be covered.

BSM 340 Operations Management (5qh)

This course describes the scope of operations management and how it pertains to the whole organization. Qualitative principles and techniques to effective planning and utilization of resources in the operations of manufacturing, research and services are emphasized. Topics include operations strategy, change management, product design, process selection, and planning and controlling the supply chain.

BSM 345 Purchasing and Global Sourcing (5qh)

This course examines the role and activities of strategic sourcing and operational purchasing. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, and supplier performance. It will cover inventory control, purchase orders, the importance of documentation, plus purchasing procedures.

BSM 350 Leadership and Management Practices (5qh)

This course presents concepts, principles, and techniques of business leadership. Emphasis will be on developing a solid leadership foundation while centering on the real themes, demands, and opportunities of an evolving and dynamic business workplace. This course will incorporate a basic leadership skill development as it relates to the core aspects of the management practice.

BSM 355 Organizational Leadership (5qh)

This course will present the development of leadership theories from trait, skill, style, situational, and contingency constructs and their utilization by managers and leaders. The content will emphasize the importance the role of both leaders and followers and their interaction with organizational culture and effective performance.

BSM 400 Management Information Systems (5qh)

This course covers essential business aspects of information systems such as networks, databases, the internet, management reporting, and information ethics. Students will examine the use of management information systems, which will include fundamentals of computer-based technology and the use of business-based software for support of managerial decisions.

BSM 410 Financial Management (For Non-Finance Majors) (5qh)

This is an introductory course in financial analysis and decision-making from a management perspective. Topics include financial statement analysis, financial planning, time, value of money with analysis and computation tools, cash flow analysis, risk and rates of return, asset valuation, capital budgeting, and miscellaneous financial decision-making tools and methods. **Prerequisite:** ACC 202 or BSM 310.

BSM 420 Quality Management Systems (5qh)

This course will examine the continuous quality management and improvement philosophy. Topics will include quality assessment, lean manufacturing, six-sigma, quality processes, techniques for charting attribute and variable data, statistical process control, and total quality management. **Prerequisite:** MAT 200 with a "C" or better.

BSM 425 Introduction to Lean/Six Sigma (5qh)

This course provides an introduction to the first five phases of the Six Sigma process which are define, measure, analyze, improve, and control. The material will emphasize the importance of developing a clear definition of the scope of any Six Sigma process and use the SIPOC in determining that scope, as well as the use of certain tools in that process. The course will also illustrate the use of selected tools in the

measure phase of the Six Sigma process and the statistical models used in these tools. It will provide the necessary tools to develop data analysis techniques for a particular process. It will suggest specific methodologies for improvement utilizing the information derived from determining process capability and will offer specific techniques designed to enable the student to sustain and maintain process improvement solutions. **Prerequisite:** MAT 200 with a "C" or better.

BSM 430 Principles of Supply Chain Management (5qh)

This course provides a general knowledge of Supply Chain Management (SCM) and the associated functions necessary for efficient, cost-effective delivery of goods and services to customers. Technology, tools, and practices of modern integrated materials management and logistics are examined. Topics include, master scheduling, materials requirements planning, scheduling, enterprise resource planning, purchasing, distribution requirements planning, just-in-time, and inventory management. **Prerequisite:** BSM 340 with a "C" or better.

BSM 435 Principles of Logistics Management (5qh)

This course is an analysis of the logistics function as a total system including inventory, transportation, order processing, warehousing, material handling, location of facilities, customer service, and packaging. Trade-offs and the interaction of various system components are explored.

BSM 437 Warehousing and Distribution Management (5qh)

This course will examine the various concepts and theories involved in the effective management of an organization's warehousing and distribution systems. Topics will include warehouse layout and design, storage and handling techniques, distribution strategies, distribution requirements planning (DRP), distribution ERP systems (WMS), performance metrics, customer service considerations, and safety concerns across various types of distribution facilities. **Prerequisite:** BSM 430.

BSM 440 International Business (5qh)

This course is designed as an overview of the principal aspects of conducting international business. Domestic and international business political and legal environments are studied. Topics include international trade theory, foreign exchange, export and import strategies, negotiations and diplomacy, and human resource management in the global marketplace.

BSM 450 Team Management (5qh)

This course will examine team building, two-way communication and feedback, participative management techniques, motivation, small group processes, group decision support, employee empowerment, employee involvement, group dynamics, and change management. The course also covers skills in employee evaluations, recognition, rewards, and people management strategies.

BSM 470 Project Management (5qh)

This course is a general introductory class in project management designed to give students an exposure in general project management concepts. This course is meant to provide students with a framework on which to build project management knowledge. Concepts will include Gantt charts, PERT charts, Critical Path and Critical Chain methods, and understanding how to develop a project budget.

BSM 480 Strategic Management (5qh)

This course covers the strategic planning process from identifying and engaging internal and external stakeholders to the development of a mission statement and identification of goals, objectives, and activities. Topics include, environmental analysis, organizational direction, strategy formulation and implementation, and strategic management theory.

BSM 496 Capstone: Organizational Leadership (5qh)

This course serves as the capstone for the Organizational Leadership program, requiring students to integrate and apply concepts from core coursework to real-world organizational leadership challenges. Topics include ethical and data-driven decision-making, leadership and management practices, and the development of an evidence-based strategic or operational implementation plan culminating in a professional report, formal presentation, and leadership reflection. **Prerequisites:** BSM 355, BSM 410, and BSM 470.

BSM 497 Capstone: Supply Chain Management and Logistics (5qh)

This course serves as the capstone for the Bachelor of Applied Science in Business Administration with a concentration in Supply Chain Management and Logistics. Students apply concepts and skills learned throughout the program's core and concentration courses to analyze real-world business cases. Students will identify supply chain and logistics challenges within a case study and develop evidence-based solutions using supply chain management principles. The course requires a formal written report and professional presentation that communicate the analysis and recommended solutions. This course should be taken during the final term of a student's degree program. **Prerequisite:** BSM 470.

BSM 498 Capstone: Supervision and Management (5qh)

This course serves as the capstone for the Supervision and Management major. The course will provide an opportunity for students to apply academic concepts learned in the program core courses to real-world cases. Students are expected to complete and present a performance management plan or a business proposal. Case study oriented. Project must be approved by the instructor. This course should be taken during the final term of a student's degree program. **Prerequisites:** BSM 310 and BSM 420.

BSM 499 Capstone: General Business (5qh)

This course serves as the capstone for the general concentration in Business Administration. The course will provide an opportunity for students to apply the academic concepts learned in the program core courses to assess an organization. Students will complete a strategic analysis of an organization; develop a forward-looking strategy with competitive, ethical, and global considerations; and develop an implementation plan. This course should be taken during the final term of a student's degree program. **Prerequisites:** BSM 315, BSM 410, and BSM 470.

Chemistry

CHE 105 Descriptive Chemistry I (6qh)

This course is an introduction to general chemistry. It is a systematic look at the fundamental concepts of the structure and properties of matter. Topics include formulas, chemical structures and equations, solution chemistry, stoichiometric calculations, and equilibrium including acid/base equilibria. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** MAT 095 or placement.

CHE 106 Descriptive Chemistry II (6qh)

This course is an overview of the chemistry of organic molecules and an introduction to biochemical concepts. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** CHE 105.

CHE 121 Principles of Chemistry I (6qh)

This course is the first course in a sequence intended for science majors. This course is a study of the composition of matter, systematic treatment of atomic structure, stoichiometry, aqueous reactions, the gas laws, thermochemistry, periodicity, molecular geometry, and chemical bonding. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisites:** MAT 109 or MAT 112 or MAT 201 with a "C" or better; RDG 099 or placement.

CHE 122 Principles of Chemistry II (6qh)

This course is a continuation of CHE 121, intended for science majors. Topics include intermolecular forces, solutions, colligative properties, kinetics, equilibrium, acid-base equilibria, thermodynamics, electrochemistry, transition metal complexes, and nuclear chemistry. Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** CHE 121 with a “C” or better.

CHE 250 Organic Chemistry I (6qh)

This course is a systematic study of the structure, nomenclature, properties, and reactions of alkanes, alkenes, alkyl halides, dienes, alkynes, cyclic hydrocarbons, and aromatic hydrocarbons. Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory, 1.5 hours. **Prerequisites:** CHE 121 and CHE 122.

CHE 251 Organic Chemistry II (6qh)

This course is a continuation of CHE 250 focusing on the study of the structure, nomenclature, properties, reactions, and spectroscopy of alcohols, ethers, epoxides, aldehydes, ketones, carboxylic acids, and amines. Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory, 1.5 hours. **Prerequisite:** CHE 250.

Communication

COM 201 Public Speaking (5qh)

This course is designed to provide extensive practice in preparing and presenting effective public speeches. Special emphasis is devoted to organization, outlining, audience analysis, analytical reasoning, and delivery skills.

COM 210 Introduction to Mass Communication (5qh)

This course is a basic study of the structure and dynamics of the contemporary mass media and its producer-to-audience relationship. The history, ethics, and social importance of media will be explored in the context of our own diverse society. Students will investigate the elements of media, discern between the press and other forms of media, and develop a basic understanding of how and why messages are created and communicated and the effects of these messages. **Prerequisite:** ENG 101.

COM 220 Interpersonal Communication (5qh)

This course provides students the skills necessary to become better communicators. This course is a study in the theories and practices of communication in two person or small group settings. Primary emphasis is placed on understanding verbal and non-verbal communication and the cultural context in which this communication occurs. **Prerequisite:** ENG 101.

COM 230 Introduction to Communication Theory (5qh)

This course provides an overview of the four disciplines within the communication field (interpersonal, small group, public speaking, and mass communication) and how to apply the various theories within these disciplines. **Prerequisite:** COM 201.

COM 240 News and Digital Media Writing (5qh)

This course introduces the fundamental principles of newswriting in a professional journalistic context, emphasizing clarity, accuracy, and concision. Students develop reporting and news gathering skills, including interviewing, researching, writing leads, organizing stories, and using appropriate source attribution. The course also explores writing for digital and multimedia platforms, with students producing content across formats while applying industry standards of professional journalism. **Prerequisite:** COM 210.

COM 250 Media, Audiences, and Digital Culture (5qh)

This course examines how media shape and are shaped by audiences within contemporary digital culture. Students analyze media content across digital platforms to understand audience behavior, communication effectiveness, and platform dynamics. Topics include the cultural, technological, and societal forces that influence media production and consumption, including issues of representation, bias, and emerging technologies. Students also apply basic analytics and platform-based data to evaluate media performance and inform communication decisions. **Prerequisite:** COM 210 with a "C" or better.

COM 290 Digital Media Production and Emerging Technologies (5qh)

This course introduces students to the principles and practices of digital media production across audio, video, and visual formats. Students develop foundational skills in planning, creating, and editing media content for diverse audiences and platforms, with an emphasis on effective messaging, structure, and design. The course also explores the use of digital tools and emerging technologies, including artificial intelligence-assisted applications, to support media creation and distribution. Through applied projects, students analyze and evaluate digital media for effectiveness while applying ethical, legal, and professional standards in contemporary communication environments. **Prerequisite:** COM 250 with a "C" or better.

Computer Information Systems

CIS 110 Introduction to Computer Concepts and Applications (5qh)

This course introduces computing concepts and technologies for students across all disciplines. Topics include computer hardware and software systems, information systems fundamentals, and digital productivity tools for real-world applications. Students develop problem-solving and analytical thinking skills through hands-on experience with application software and multimedia computer programs, including spreadsheets, presentation systems, and database tools. The course also covers networking essentials, cybersecurity, data literacy, and the ethical and societal implications of computing.

Prerequisite: MAT 095 or by placement.

CIS 120 Introduction to Computer Science (5qh)

This course is an introduction to computer science that focuses on the foundational role of algorithms in computing. Each of the following layers of the abstract computing stack are explored: algorithmic foundations, hardware, system software, networks, information security, higher-level programming languages, types of application software, and social/ethical issues in computing. Students will study basic algorithms using pseudo code and compare them to a corresponding programming language implementation. **Prerequisite:** MAT 109, MAT 112, or MAT 201 with a "C" or better.

CIS 150 Artificial Intelligence Literacy (5qh)

This course is an introduction to artificial intelligence for students with no prior technical experience. Students explore what AI is and how it developed, examine AI tools they already use, understand how AI learns from data, analyze real ethical dilemmas created by AI systems, and complete a collaborative project applying AI tools to a problem of their choosing. This course prepares students for discipline-specific AI coursework across the curriculum.

CIS 210 Principles of Computer Programming I (5qh)

This course is the study of computer programming with emphasis on problem solving utilizing well-structured code. Additional topics include data types, flow of control structures, single-dimensional arrays, classes, objects, and methods. Course includes programming assignments using the Java programming language. **Prerequisite:** CIS 120 or MAT 112 or MAT 201 with a "C" or better.

CIS 211 Principles of Computer Programming II (5qh)

This course is a continuation of the study of computer programming with emphasis on problem solving utilizing well-structured code. Additional topics include multi-dimensional arrays, inheritance, graphical user interfaces, exception handling, sequential file IO, and class library data structures. Course includes programming assignments using the Java programming language. **Prerequisite:** CIS 210 with a "C" or better.

CIS 212 Web Page Development (5qh)

This course will cover the theory and design of web pages and web sites. Topics covered include, Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript, graphical design considerations, search engine ranking strategies, and the use of software in the creation and design of web pages and web sites. **Prerequisite:** CIS 210 with a "C" or better.

CIS 213 Networking (5qh)

This course is an introduction to computer networks that provides broad coverage of local area networks, internetworks, and wide area networks. Topics include, network hardware, network topologies, network technologies, network media and access methods, network layers and protocols, TCP/IP, network reference models (OSI), network standards (IEEE 802), client and server operating systems, server management and administration, network security, virtualization, and cloud computing. The network security topic overviews security policies, physical security, authentication, authorization, encryption, firewalls, and VPN. **Prerequisite:** CIS 120 with a "C" or better.

CIS 214 Data Structures (5qh)

This course is an introduction to data structures. Topics include, the design and implementation of data structures as abstract data types, algorithm analysis, indexed (array-based) and linked (node-based) structures, bags, stacks, queues, priority queues, lists, trees, sets, dictionaries, hashing techniques, graphs, and searching and sorting techniques. Assignments using the Python programming language allow students to gain experience using data structures. **Prerequisite:** CIS 211 with a "C" or better.

CIS 217 Cyber Information Security (5qh)

This course is an overview of information security. Topics include, security tenets (confidentiality, integrity, availability), security domains (user, workstation, LAN, LAN-to-WAN, WAN, remote access, system/application), security policy frameworks, business assets and their associated risks, threats, and vulnerabilities, risk management, access controls (physical/logical), layered defense, business continuity, data backup and disaster recovery, configuration baselines and change management, attack types, phases, and tools, malware, attack prevention tools and techniques, security auditing and monitoring, incident handling, principles of symmetric and asymmetric key cryptography, security standards, U.S. compliance laws, social engineering attacks, and professional ethics. Course includes hands-on, web-based, virtual security lab activities where security tools and techniques are practiced. **Prerequisites:** CIS 211 and CIS 213 with a "C" or better.

CIS 220 Data Systems Analysis & Design (5qh)

This course is an introduction to problems from business and science using logical and mathematical techniques particularly suited to characteristics of the digital computer. Problems involve qualification of descriptive data, manipulation of these data, and expression of analysis in descriptive terms. It includes documentation and flowcharting methods.

CIS 225 Ethics in Information Technology (5qh)

This course explores the ethical, social, and professional responsibilities of individuals working in information technology fields. Students examine real-world scenarios involving privacy, data security, intellectual property, digital equity, and the societal impact of emerging technologies. Ethical frameworks and decision-making models are applied to contemporary issues faced by IT professionals, organizations, and the communities they serve. **Prerequisites:** CIS 120 and ENG 101 with a "C" or better.

CIS 230 Fundamentals of Management Information Systems (5qh)

This course integrates EDP methodology, human behavior and organizational structures. Management information needs, decision support systems, expert systems and integrated database technology are stressed.

Criminal Justice

CRJ 100 Introduction to Criminal Justice (5qh)

This course is a general overview of the American criminal justice system. Each of the major components (police, courts, and corrections) will be examined.

CRJ 103 Criminal Procedures (5qh)

This course is a study of the nature and function of the law with relation to the criminal process, policies and procedures in the administration of criminal justice.

CRJ 104 Juvenile Delinquency and Procedures (5qh)

This course is a detailed examination of juvenile delinquency in the United States. Course topics will include social causes, apprehension and processing, court procedures, and rehabilitation.

CRJ 110 Principles of Private Security (5qh)

The course examines the historical development of security as a vocation, types of security, personnel requirements, and legal support constraints placed on security programs.

CRJ 200 Introduction to Criminology (5qh)

This course is an examination of crime theories and causation. The relationship among crime, the criminal, and society is presented. The nature of criminal behavior, moral law, and criminal law is discussed.

CRJ 201 Criminal Investigations I (5qh)

This course introduces the student to the techniques of criminal investigation to include, crime scene, search and recording, collection and preservation of evidence, scientific aids, modus operandi, sources of information, and interviewing witnesses.

CRJ 202 Introduction to Criminalistics (5qh)

This course is a study of the scientific aspects of criminal investigation to include, the collection, preservation, and examination of physical evidence, and chemical and other scientific methods used in a modern crime investigation laboratory.

CRJ 204 Ethics in Criminal Justice (5qh)

This course is an introduction to concepts of ethics and the examination of contemporary ethical issues in criminal justice.

CRJ 205 Introduction to Mental Health Recognition for Law Enforcement (5qh)

This course will familiarize students with mental health disorders and show students how to effectively engage a person with a mental illness. Students will learn communication skills and active de-escalation strategies needed to avoid conflict.

CRJ 206 Introduction to Policing (5qh)

This course is an introduction to the police profession. Topics include organization of law enforcement agencies, the role of police in society, police operations, discretion, corruption, and current and emerging issues.

CRJ 208 Criminal Law (5qh)

This course provides an introduction to criminal law, examining the nature and function of law, classifications of crime, and the policies and procedures that govern the administration of justice. Topics include the main components of the criminal justice system, foundational concepts that have shaped modern criminal justice, and a critical analysis of how law and policy intersect within the criminal justice process. **Prerequisite:** CRJ 100 or PLS 101 with a “C” or better.

CRJ 210 Evolution of Law Enforcement (5qh)

This course focuses on the historical development of law enforcement, organization, administration, and systems of local, state, and federal policing with an emphasis on theories as they relate to practice. **Prerequisite:** CRJ 100 with a “C” or better.

CRJ 303 Correctional Institutions (5qh)

This course is an introduction to correctional procedures, punishment, deterrence, incarceration, and rehabilitation. Explains the historical development of corrections from the Middle Ages onward and identifies the purposes of punishment. The course will create an understanding of the issues regarding the incarceration of women and identifies the major challenges of incarcerating individuals with mental health issues. **Prerequisite:** CRJ 100.

CRJ 305 Legal Aspects of Prisons and Jails (5qh)

This course reviews judicial decisions that have had significant implications for the operation of prisons/jails and explains how the correctional professional can incorporate mandated changes into the operation of prisons/jails. **Prerequisite:** CRJ 100.

CRJ 306 Judicial Process (5qh)

This course provides students with an overview of the American court system and its processes. It examines the courtroom work group, the trial process, and challenges to the process. It also provides an overview of the difference between adult and juvenile court systems. **Prerequisite:** CRJ 100.

CRJ 307 Victimology (5qh)

This course includes an examination of trends and patterns of victimization throughout history. Students will explore victim's rights, fair treatment, empowerment, and compensation. Focus will be given to society's response to victim issues. **Prerequisite:** CRJ 100.

CRJ 315 Professional Writing in Criminal Justice (5qh)

This course is an applied writing class that emphasizes the development of communication skills and techniques necessary to succeed in the law enforcement and criminal justice fields. Students will learn how to write police and criminal justice reports in a style and format that best communicates the actions and behaviors of others and allows the reader to determine the facts of a specific criminal case. **Prerequisite:** CRJ 100.

CRJ 370 White-Collar Crime (5qh)

This course allows students to explore the nature and extent of white-collar crime and the deviance committed by corporations and government organizations. Other topics will include crimes by people in a position of trust, fraud, perjury, obstruction, embezzlement, tax evasion, and those that fall under the Racketeer Influenced and Corrupt Organizations Act. **Prerequisite:** CRJ 100.

CRJ 380 Police Community Relations (5qh)

This course examines the historical development of law enforcement and its relationship with communities, with emphasis on police and community perceptions, attitudes, and values across cultural, racial, and socioeconomic contexts. Using case studies from throughout American history, students will analyze significant instances of police-community conflict to connect outcomes to contemporary criminal justice theory and practice. **Prerequisite:** CRJ 100.

CRJ 385 Probation and Parole (5qh)

The course examines the theory, practices and processes of probation and parole. Students will also integrate the attributes necessary for leadership within the probation/parole system. **Prerequisite:** CRJ 100.

CRJ 390 Criminal Investigations II (5qh)

This course will reenforce the skills and knowledge gained in CRJ 201 (Criminal Investigations I). Students will apply such knowledge to case studies that will include search and seizures, blood spatter, gunshot residue, drug investigations, and other investigative necessities. Students will also integrate the attributes necessary for leadership within criminal investigations. **Prerequisites:** CRJ 100 and CRJ 201.

CRJ 399 Mental Health Recognition for Law Enforcement (5qh)

This course emphasizes the dynamics behind the correlation of crime and mental illness and how law enforcement handles such cases. With the growing population of those with mental illness within the criminal justice system, this course is crucial to law enforcement and their ability to maintain order within this demographic. Students will explore myths and realities, as well as learn about specific disorders seen within the field and possible de-escalation techniques. **Prerequisites:** CRJ 100 and CRJ 205.

CRJ 405 Diversity and Ethics in Criminal Justice (5qh)

This course provides insight into the importance of diversity and ethical behavior on background information, current social situations, and future trends. The roles of practitioners regarding controversial opinions, types of diversity, etc. are explored. Students will focus their classroom experience on scenarios and situations in the criminal justice field, in order to gain insight into the potential ethical and sociological issues they may face as a law enforcement officer. **Prerequisite:** CRJ 100.

CRJ 409 Police Supervision and Management (5qh)

An examination of public administration as it applies to criminal justice organizations. Emphasis will be given to organizational theory, leadership, decision-making, and human resource management. **Prerequisite:** CRJ 100.

CRJ 425 Juvenile Corrections and Rehabilitation (5qh)

This course provides an in-depth examination of juvenile corrections, with a focus on rehabilitation, treatment, and prevention of reoffending among youth. Students analyze the structure and operation of juvenile detention facilities, probation, and community-based correctional programs, while exploring the legal, ethical, and developmental considerations unique to juvenile populations. Emphasis is placed on evidence-based practices such as restorative justice, educational and vocational programming, counseling, and family-centered interventions. The course also examines the impact of trauma, mental health, substance abuse, and social factors on juvenile delinquency and correctional outcomes. Through case studies and policy analysis, students evaluate contemporary challenges and reforms in juvenile corrections. **Prerequisites:** CRJ 303 and CRJ 399 with a “C” or better.

CRJ 490 Capstone: Criminal Justice (5qh)

This course serves as the capstone for the General Criminal Justice concentration and provides a comprehensive examination of criminal justice policy, theory, and practice within their historical, political, and social contexts. Students will analyze the development and evolution of criminal justice policies, exploring how contemporary crime trends shape and influence current legislative and institutional responses. Special attention is given to the interplay between theory and practice, as students examine and compare major theoretical perspectives used to explain the nature, causes, and patterns of crime. This course should be taken during the final term of the student’s degree program.

Prerequisites: CRJ 306 and CRJ 405 with a “C” or better.

CRJ 491 Capstone: Corrections and Rehabilitation (5qh)

This course will serve as the capstone for students in the BAS Criminal Justice: Corrections and Rehabilitation program. Students will integrate and apply theoretical, legal, and ethical concepts from core coursework to real-world correctional and rehabilitative settings. Topics include ethical and evidence-based decision-making, correctional leadership and management practices, rehabilitation and reentry strategies, and criminal justice policy analysis. Students will develop an evidence-based strategic, programmatic, or operational implementation plan addressing a current issue in corrections or rehabilitation, culminating in a professional report, formal presentation, and reflective analysis of professional practice and leadership in the field. This course should be taken during the final term of a student’s degree program. **Prerequisites:** CRJ 303 and CRJ 385 with a “C” or better.

Economics

ECO 101 The Economics of Financial Literacy (5qh)

This course is an introduction to the microeconomic and macroeconomic principles that form the foundation of financial literacy. Students will develop the capacity to apply economic theories to real-world situations and acquire the competencies necessary to make prudent and strategic financial choices. This course will include discussion of budgeting, cash flow management, income optimization, tax planning, credit, savings and investment strategies, insurance, and retirement planning.

ECO 201 Macroeconomics (5qh)

This course is an introduction to the theory of macroeconomics through an examination of the nature and operation of the American economic system. The study will provide a basic background of economics and the theory of supply and demand. After addressing issues of trade and international economics, the course will move on to macro specific issues. We will learn about important macroeconomic measurements and will address how the federal government interacts with the economy through monetary and fiscal policies.

Prerequisite: MAT 094 or by placement.

ECO 202 Microeconomics (5qh)

This course is an introduction to the theory of microeconomics through an examination about how individuals make decisions. In this course we explore the factors related to demand and supply. After an examination of efficient market outcomes, we investigate those cases where efficiency is not attained either through government policies or market failures. We will learn about the production and distribution of goods within a market economy under different market conditions.

Prerequisite: MAT 094 or by placement.

Education

EDN 216 Exploring Socio-Cultural Perspectives on Diversity in Educational Settings (5qh)

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. This course has a required ten-hour field experience component.

EDN 226 Investigating Critical and Contemporary Issues and Trends in Education (5qh)

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

EDN 236 Teaching and Learning (5qh)

This course allows students to explore key aspects of learning and teaching. The students will examine their own learning processes and those of others, with the goal of applying this knowledge to enhance the learning of all students in a variety of educational settings and contexts. This course has a required ten-hour field experience component.

EDN 246 Exceptional Children (5qh)

This course provides for the development of knowledge and skills that enable students to understand individuals with special needs and appropriately guide their development. Special emphasis is placed on students examining the programs and community resources that serve families' children with special needs. Topics include inclusion/least restrictive environment, physical and motor impairments, gifted/talented, intellectual and cognitive disabilities, emotional and behavioral disorders, communication disorders in speech and language, autism spectrum disorders, visual impairments, deaf and hard of hearing, health impairments, multiple disabilities, and community resources.

English

ENG 009 Support for Composition I (3qh): Institutional credit only

This course is to be taken concurrently with ENG 101S (Composition I with Support) at the same campus. The course is designed to prepare students for college-level writing in English courses and in other disciplines. **Prerequisites:** Completion of ENG 097 and RDG 099 or by placement. **Corequisite:** ENG 101S.

ENG 097 LSS English I (5qh): Institutional credit only

This course is primarily a comprehensive review of grammar and mechanics to prepare students for college-level writing in English courses and in other disciplines. Paragraph writing is also included.

Prerequisite: Placement.

ENG 099 LSS English II (5qh): Institutional credit only

This course emphasizes paragraph structure and the writing of short expository essays, with special attention to organization, logic, usage, tone, and style. The course is designed to prepare students for college-level writing in English courses and in other disciplines. **Prerequisite:** ENG 097 or by placement.

ENG 101S Composition I with Support (5qh)

This composition course introduces students to the academic writing process. Students will use a variety of rhetorical modes, apply critical thinking to writing and reading, learn basic research skills, and practice proofreading, editing, and revision. This course must be taken concurrently with ENG 009 (Support for Composition I) at the same site. **Prerequisite:** Completion of ENG 097 and RDG 099 or by placement. **Corequisite:** ENG 009.

ENG 101 Composition I (5qh)

This composition course introduces students to the academic writing process. Students will use a variety of rhetorical modes, apply critical thinking to writing and reading, learn basic research skills, and practice proofreading, editing, and revision. **Prerequisite:** ENG 099 and RDG 099 or by placement.

ENG 102 Composition II (5qh)

This composition course builds on ENG 101 and emphasizes critical reading skills, literary analysis, and more advanced research methods. The course includes an introduction to various genres of literature. **Prerequisite:** ENG 101 with a "C" or better.

ENG 201 World Literature I (5qh)

This course is an introduction to the masterpieces of the world, from the ancient Greeks through the Renaissance. **Prerequisite:** ENG 102 with a "C" or better.

ENG 202 World Literature II (5qh)

This course is an introduction to the masterpieces of the world from the mid-seventeenth century to the present. **Prerequisite:** ENG 102 with a "C" or better.

ENG 210 Creative Writing (5qh)

This course offers instruction in how to write creatively in a variety of forms, including poetry, short stories, drama, and nonfictional essays, and in how to critique and edit others' works. **Prerequisite:** ENG 102 with a "C" or better.

ENG 221 American Literature I (5qh)

This course is a survey of American literature from the Colonial period through the mid-nineteenth century. **Prerequisite:** ENG 102 with a "C" or better.

ENG 222 American Literature II (5qh)

This course is a survey of American literature from the mid-nineteenth century to the present. **Prerequisite:** ENG 102 with a "C" or better.

ENG 231 British Literature I (5qh)

This course is a survey of British literature from the Medieval period through the eighteenth century.

Prerequisite: ENG 102 with a “C” or better.

ENG 232 British Literature II (5qh)

This course is a survey of British literature from the Romantic period to the present. **Prerequisite:** ENG 102 with a “C” or better.

Environmental Science

ESC 101 Introduction to Water Treatment Processes (6qh)

This course is an introductory study of the water treatment process. Students will learn about managing and monitoring water treatment processes, as well as mechanical knowledge, safety, maintenance, governmental regulations, chemical handling, sample testing, first aid, and more. Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** None (BIO 141 preferred).

ESC 102 Introduction to Wastewater Treatment Processes (6qh)

This course is an introductory study of the wastewater treatment process. Students will learn about managing and monitoring wastewater treatment processes, as well as mechanical knowledge, safety, maintenance, governmental regulations, chemical handling, sample testing, and first aid. Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** None (BIO 141 preferred).

ESC 103 Water Distribution and Backflow (5qh)

This course is an introductory study of water distribution and backflow. Students will learn about managing and monitoring water distribution, water storage and distribution facilities, and system operation.

French

FRE 101 Elementary French I (5qh)

This introduction to French covers basic communication skills, including grammar, pronunciation, composition, translation, and reading. Study of the culture of French-speaking regions is included.

FRE 102 Elementary French II (5qh)

This continuation of FRE 101 covers basic communication skills in the French language, including grammar, pronunciation, composition, translation, and reading. Further study of the culture of French-speaking regions is included. **Prerequisite:** FRE 101.

FRE 201 Intermediate French I (5qh)

This course emphasizes communication skills in the French language at the intermediate level. Students will further develop proficiency in listening, speaking, reading, and writing in French. Study of the history and culture of French-speaking regions is included. **Prerequisite:** FRE 102.

FRE 202 Intermediate French II (5qh)

This continuation of FRE 201 emphasizes communication skills in the French language at the intermediate level. Students will further develop proficiency in listening, speaking, reading, and writing in French. Study of the history and culture of French-speaking regions is included. **Prerequisite:** FRE 201.

Geography

GEO 219 World Geography (5qh)

This course is an introduction to geographical place names, land masses, oceans and seas, climate and cultures, and their interrelationship.

Geological Science

GSC 121 Introduction to Physical Geology (6qh)

This course is an introductory study of Earth materials (minerals and rocks) and geologic processes (earthquakes, volcanism, mountain building events, and plate tectonics). Laboratory exercises are related to lecture topics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** RDG 099 or by placement.

German

GER 101 Elementary German I (5qh)

This introduction to German covers basic communication skills, including grammar, pronunciation, composition, translation, and reading. Study of the culture of German-speaking regions is included.

GER 102 Elementary German II (5qh)

This continuation of GER 101 covers basic communication skills in the German language, including grammar, pronunciation, composition, translation, and reading. Further study of the culture of German-speaking regions is included. **Prerequisite:** GER 101.

GER 201 Intermediate German I (5qh)

This course emphasizes communication skills in the German language at the intermediate level. Students will further develop proficiency in listening, speaking, reading, and writing in German. Study of the history and culture of German-speaking regions is included. **Prerequisite:** GER 102.

GER 202 Intermediate German II (5qh)

This continuation of GER 201 emphasizes communication skills in the German language at the intermediate level. Students will further develop proficiency in listening, speaking, reading, and writing in German. Study of the history and culture of German-speaking regions is included. **Prerequisite:** GER 201.

Health & Physical Education

HPE 154 Wellness (2qh)

This course is designed to provide the student with knowledge of the wellness lifestyle, including physical fitness, stress management, and infectious and noninfectious diseases. *Students with credit for WEL 154 may not take HPE 154.*

HPE 202 First Aid and Emergency Care (3qh)

This course provides instruction in basic First Aid and Emergency Care. This course will also offer certification in Community First Aid/CPR (adult, child, infant) through the American Heart Association or the American Red Cross.

HPE 204 Cardio Respiratory Fitness I (2qh)

This course is a highly intensive cardio-respiratory fitness course structured to provide strength and conditioning exercises to intercollegiate athletes both during participation and in the off- season.

Prerequisite: Enrollment in Intercollegiate Athletics.

HPE 205 Cardio Respiratory Fitness II (2qh)

This course is a highly intensive strength-focused cardio-respiratory fitness course structured to provide strength and conditioning exercises to intercollegiate athletes both during participation and in the off-season. **Prerequisite:** Enrollment in Intercollegiate Athletics.

HPE 260 Personal Health (5qh)

This course is an introduction to methods of promoting health in the individual.

Healthcare Management

HCM 302 Introduction to Healthcare Management (5qh)

This course is an introduction to the concepts and competencies required in the management of health systems organizations. The course presents planning, organizing, staffing, leading, and controlling, decision making and problem-solving aspects of management within healthcare systems.

HCM 312 Healthcare Law and Ethics (5qh)

This course provides an overview of law and ethics relating to the healthcare industry. The legal, regulatory, and ethical requirements relating to the rights and responsibilities of patient/client decisions are presented.

HCM 342 Healthcare Economics (5qh)

This course provides an overview of the economic influences and foundations of the healthcare delivery system. It presents the importance of economics in health decisions, demand and supply-side factors, and public influences in the economics of healthcare.

HCM 402 Healthcare Information Systems (5qh)

This course provides a broad understanding of the critical role information technologies and systems provide in healthcare organizations. Topics include an introduction to health informatics, E-health, planning and project management, and the future of technology in healthcare management.

HCM 412 Healthcare Financing and Insurance (5qh)

This course examines factors affecting the financing of healthcare. Topics include budgetary concepts, financial management, cost accounting, paying for health services, and managing materials related to healthcare organizations.

HCM 492 Capstone: Healthcare Management (5qh)

This course serves as the capstone for the Healthcare Management major. The course will provide an opportunity for students to apply academic concepts learned in the program's core courses to real-world cases. Students are expected to conduct research on a topic involving contemporary and/or emerging issues that will affect healthcare management and the delivery of health services. Case study oriented. The project must be approved by the instructor. This course should be taken during the final term of a student's degree program. **Prerequisites:** HCM 312, HCM 402, and HCM 412

History

HIS 111 World Civilization I (5qh)

This course is a survey of the history of the world from prehistoric times through the 17th century.

HIS 113 World Civilization II (5qh)

This course is a survey of the history of the world from the 17th century to the Modern Age.

HIS 121 American History I (5qh)

This course is a survey of the social, cultural, economic, and political aspects of the development of this nation from the voyages of discovery through the end of Reconstruction. The course satisfies the Georgia Legislative requirements for United States and Georgia history.

HIS 122 American History II (5qh)

This course is a survey of the social, cultural, economic, and political aspects of the development of this nation since 1865. The course satisfies the Georgia Legislative requirements for United States and Georgia history.

HIS 200 Military History (5qh)

This course is a general study of military activities in war and peace including policy, administration and the role of armed services in history from 1650 to the present. It is required of advanced Cadet Corps members.

HIS 201 Georgia History/Constitution (5qh)

This course is a survey of the social, cultural, economic, and political history of Georgia from the pre-Columbian Era to the present. The course satisfies the Georgia legislative requirements in Georgia's history and constitution.

HIS 202 African American History (5qh)

This course is a survey of the African American experience from the colonial period to the present.

HIS 220 World Religions (5qh)

This course is a study of the origins, beliefs, development, and cultural significance of major world religions.

HIS 225 Religion in America (5qh)

This course is a survey of major religion patterns and developments in the United States from colonial period to present. Emphasis will be placed on the development of Western and non-Western religious bodies.

HIS 290 Historical Research Methods (5qh)

This course will build the basic skills and methods needed for the study of history. Topics will include library and archival research, historical writing, historiography and interpretation, use of the computer and quantitative analysis in history, and the professional opportunities for the history major. Students will complete a supervised research project. This course is directed at the History major. **Prerequisites:** HIS 111 or HIS 113 and HIS 121 or HIS 122 with a "C" or better and ENG 102.

Homeland Security

HSE 101 Introduction to Homeland Security and Emergency Management (5qh)

This course is a broad overview of the expanding Homeland Security and Emergency Management field. This history of homeland security as it evolved from the fields of civil defense, emergency preparedness and the traditional intelligence community will be discussed.

HSE 299 Terrorism and International Crime (5qh)

This course examines the modern problem of terrorism, including its political roots. The history of terrorism both domestically and internationally as well as the structure of operations of terrorist organizations will be discussed.

HSE 300 Emergency Management Response (5qh)

This course introduces best practices for emergency services. Students will understand the history of how we have handled emergencies, and what we have learned from those situations to better prepare for future crises. It provides an overview of the various agencies and their strategies of mitigation, planning, response, and recovery. **Prerequisite:** HSE 101 with a “C” or better.

HSE 305 Terrorism and Emergency Response (5qh)

This course will provide students with knowledge regarding terrorism, terroristic behavior, and how to respond appropriately. Students will understand policy within the Department of Homeland Security and FEMA, and how these policies relate to proper attack response, avoiding, and preventing attacks. **Prerequisite:** HSE 101 with a “C” or better.

HSE 315 Ethics, Public Safety, and Emergency Management (5qh)

This course introduces students entering emergency management and homeland security fields to the ethical frameworks that guide decision-making in public safety contexts. Students will examine real-world case studies to analyze the ethical dilemmas faced by emergency management and public safety professionals. Topics include resource allocation, equity and vulnerable populations, civil liberties, and transparent public communication. Students will be able to apply ethical reasoning to complex emergency management scenarios and develop communication strategies that promote accountability and community trust. **Prerequisite:** HSE 300 with a “C” or better.

HSE 320 Incident Command System and Emergency Operations Centers (5qh)

This course introduces students to the foundational frameworks that guide coordinated emergency response in the United States, with a focus on the National Incident Management System, Incident Command System, and Emergency Operations Centers. Students will explore the structure, roles, and operational processes that make effective multiagency coordination possible. Through scenario-based exercises, students will apply these concepts to develop practical skills for real-world emergency response. Students will have the opportunity to complete several independent study courses through FEMA’s Emergency Management Institute. **Prerequisite:** HSE 300 with a “C” or better.

HSE 325 Disaster Response and Recovery Management (5qh)

This course prepares students to analyze, plan, and lead effective disaster response and recovery efforts across a range of natural and manmade disaster scenarios. Topics include the social, economic, and structural factors that shape community resilience and recovery outcomes. Students will develop and communicate recovery plans that integrate mitigation and resource management strategies. This course also emphasizes the practical organization and training of volunteers and private-sector groups, equipping students with the tools to coordinate multiorganizational disaster response efforts effectively. **Prerequisite:** HSE 300 with a “C” or better.

HSE 350 Technology and Cybersecurity in Homeland Security (5qh)

This course examines cybersecurity, including federal networks, critical infrastructure, cybersecurity governance, the importance of cybersecurity against Homeland Security threats, and how these threats relate to Homeland Security. Students will learn technologies employed in cybersecurity. **Prerequisite:** HSE 101 with a “C” or better.

HSE 400 Legal Issues in Homeland Security (5qh)

This course provides an overview in public policy and law related to public service and the Homeland Security Emergency Management field. **Prerequisite:** HSE 101 with a “C” or better.

HSE 410 Cyber Crime Investigation (5qh)

This course examines legal precedent involving cyber crime. Students will understand the basic steps necessary to identify cyber threats against the homeland, and how to properly investigate cyber-attacks. 5 hours. **Prerequisite:** HSE 101 with a “C” or better.

HSE 420 Biodefense (5qh)

This course will examine proactive approaches in defending the homeland against bioterrorism. The course will also examine ways to respond to bioterrorism, including the identification of the major biological agents, their prevention, control, and treatment. **Prerequisite:** HSE 101 with a “C” or better.

HSE 430 Intelligence and Analysis (5qh)

This course examines the intelligence system and the intelligence process. Students will be taught problem-solving skills in the intelligence community. **Prerequisite:** HSE 101 with a “C” or better.

HSE 450 Radicalization, and Homeland Security (5qh)

This course investigates the process of radicalization, and the role it plays in violent extremism and homeland security. **Prerequisite:** HSE 101 with a “C” or better.

HSE 460 Politics of Europe and Homeland Security (5qh)

This course examines the geopolitical environment in Europe, which includes NATO and the European Union in the post-Soviet era, and how the political situation relates to United States policy and Homeland Security. **Prerequisite:** HSE 101 with a “C” or better.

HSE 470 Politics of Africa and Homeland Security (5qh)

This course will examine the geopolitical environment in Africa and how the political situation relates to Homeland Security. Emphasis will be placed on the African Horn, and the most dangerous terror organizations within Africa. **Prerequisite:** HSE 101 with a “C” or better.

HSE 480 Politics of the Middle East and Homeland Security (5qh)

This course will examine the geopolitical environment of the Middle East, and how the political situation relates to United States policy and Homeland Security. **Prerequisite:** HSE 101 with a “C” or better.

HSE 490 Capstone: Homeland Security (5qh)

This course serves as the capstone experience for the Homeland Security concentrations. Students will apply theoretical foundations and practical skills developed throughout the program to complex, realistic emergency management scenarios. Drawing on homeland security theory, legal and ethical frameworks, and operational best practices, students will practice scenario-based analysis, strategic planning, and professional communication. This course should be taken during the final term of a student’s degree program. **Prerequisite:** HSE 300 with a “C” or better.

Human Resource Management

HRM 330 Human Resource Management (5qh)

This course examines all aspects of human resources, including job descriptions, work force planning, training, development policies and procedures, reward systems, and due process relative to personnel management. Employment laws and labor relations will also be covered. *Students may not earn credit for both BSM 330 and HRM 330.*

HRM 400 Human Resource Analytics and Metrics (5qh)

This course provides an in-depth examination of human resource analytics, workforce metrics, and data-driven decision-making within contemporary organizations. Topics include workforce measurement, key performance indicators, employee engagement analytics, recruitment and retention metrics, turnover analysis, compensation analytics, predictive workforce modeling, and data visualization. Students will analyze workforce data, interpret human resource metrics, and apply analytical tools to organizational decision-making that supports operational effectiveness, employee performance, and strategic workforce management. **Prerequisite:** HRM 330 or BSM 330 with a “C” or better.

HRM 410 Compensation, Benefits, and Total Rewards (5qh)

This course provides an in-depth examination of compensation systems, employee benefits, and total rewards strategies within contemporary organizations. Topics include job analysis, compensation structures, pay equity, wage and salary administration, incentive compensation, employee benefits, retirement programs, healthcare benefits, compensation compliance, and strategic total rewards management. Students will analyze compensation practices, evaluate reward systems, and apply compensation principles to organizational decision-making that supports employee engagement, retention, and organizational effectiveness. **Prerequisite:** HRM 330 or BSM 330 with a “C” or better.

HRM 420 Labor Law, Employee Relations, and Negotiation (5qh)

This course provides an in-depth examination of labor relations, employee relations, and workplace negotiation practices within contemporary organizations. Topics include labor relations history, collective bargaining, labor law, grievance procedures, conflict resolution, workplace communication, employee engagement, negotiation tactics, and employee relations management. Students will analyze workplace scenarios, evaluate labor and employee relations strategies, and apply negotiation principles to organizational decision-making that supports effective communication, workforce collaboration, and organizational effectiveness. **Prerequisite:** HRM 330 or BSM 330 with a “C” or better.

HRM 490 Capstone: Human Resource Management (5qh)

This capstone course for the Human Resource Management program examines the legal and regulatory framework governing the employer-employee relationship in contemporary organizations. Topics include employment discrimination, wage and hour laws, labor relations, workplace safety, employee rights, compliance management, workplace investigations, and legal risk mitigation. Students will analyze case studies, interpret employment regulations, and apply legal principles to organizational decision-making to promote ethical, compliant, and effective workplace practices. This course should be taken during the final term of a student’s degree program. **Prerequisites:** HRM 330 or BSM 330, HRM 400, and HRM 410 with a “C” or better.

Human Services

HUS 200 Introduction to Human Services (5qh)

This course will introduce students to the Human Services field and human service professionals' roles and functions. Roles and functions include counseling services, assistance and delivery models to the range of populations (elderly, youth) and needs that must be served, and the ethical responsibilities of Human Service professionals. Particular emphasis is given to the sociocultural, historical, political, and economic contexts in which the profession and human service delivery systems have evolved.

HUS 201 Diversity and Social Justice (5qh)

This course introduces the historical context of diversity and social justice and their relationship to human services delivery systems. Students will be introduced to individuals who may receive services and care in agency settings. The course will cover socioeconomic class, racial and ethnic inequality, sex, gender, sexual orientation, religious differences, aging, substance abuse, and delinquency/crime.

HUS 202 Human Services Law and Ethics (5qh)

Students will learn the laws and regulations that govern human services practice, including confidentiality, involuntary commitment, mandated reporting, the duty to warn, minor and parental rights, and guardianship. The course will discuss ethical principles that guide human services practice.

HUS 205 Counseling Skills (5qh)

This course provides an overview of basic counseling skills needed for the human service field. Students will gain knowledge of the history of counseling skills in human service with an overview of the helping model and the therapeutic relationship in counseling. Skills learned in this course will include empathy, probing and summarizing, and dealing with reluctant clients. **Prerequisite:** HUS 200.

HUS 210 Theory in Human Services (5qh)

This course provides students with the various theories associated with human service practice. Students will learn to link theory and practice by examining a range of theories appropriate to professional practice and identifying specific human needs and conditions. **Prerequisite:** HUS 200.

HUS 215 Addictive Behavior (5qh)

This course addresses the multiple factors contributing to addiction and the techniques and theories used to combat such addiction. Students will also be given the ethical skills and knowledge to address addiction professionally. Most of the course will address alcohol and drug use and abuse, treatment, and prevention. **Prerequisite:** HUS 200.

HUS 220 Poverty and Culture (5qh)

This course provides an overview of the poverty issue within the United States and globally. Students will study the theories regarding the causes of poverty, examine efforts to alleviate poverty, and understand the intersections between poverty and health. **Prerequisite:** HUS 200.

HUS 320 Fundamentals of Nonprofit Organizations (5qh)

This course will provide students with the knowledge, theories, and skills in the management and administration of nonprofit organizations. Topics will include the nonprofit sector's historical, legal, and social foundations. **Prerequisite:** HUS 200 or PBH 311.

HUS 325 Working with Support Groups (5qh)

The course provides students with knowledge of theories, skills, methods, and values necessary to lead support groups. Students will learn innovative approaches to offer group support services so that the barriers to seeking help are broken down. **Prerequisite:** HUS 200.

HUS 335 Working with Families (5qh)

This course provides students with an overview of the different theories in family intervention. During the course, students will apply family intervention skills through simulations. **Prerequisite:** HUS 200.

HUS 340 Working with Children and Youth (5qh)

This course focuses on theoretical interventions through the life span of childhood and adolescence. Students will gain knowledge of intervention techniques needed for a wide range of problem areas and settings. **Prerequisite:** HUS 200.

HUS 345 Crisis Intervention (5qh)

Students will gain the theoretical and practical knowledge needed to communicate effectively during crises and crisis settings. Students will role-play during the course to practice the skills learned. **Prerequisite:** HUS 200.

HUS 350 Aging and the Family (5qh)

This course teaches students to examine later life development and well-being in family relationships. Students will explore topics such as family caregiving, widowhood, and ageism. **Prerequisite:** HUS 200.

HUS 355 Death, Dying, and Bereavement (5qh)

Students will learn about the issues of death, dying, and bereavement from different cultural views and will learn skills needed for working with dying and bereavement populations. **Prerequisite:** HUS 200.

HUS 360 Dynamics of Family Violence (5qh)

This course focuses on providing students with knowledge regarding theories, research, and community resources related to family violence. Students will be educated about the dynamics and effects of domestic violence. **Prerequisite:** HUS 200.

HUS 400 Program Development and Evaluation (5qh)

This course will give students the skills and knowledge of program evaluation and the techniques needed to create a human services evaluation plan. Students will learn the philosophy, theory, and process of planning and evaluating family, youth, and community programs. **Prerequisite:** HUS 200.

HUS 410 Governance, Advocacy, and Leadership in Nonprofits (5qh)

This course will provide students with the theoretical knowledge and tools to manage nonprofit organizations, including organizational creation, strategic planning, board governance, leadership, and advocacy. **Prerequisite:** HUS 200 or PBH 311.

HUS 420 Case Management (5qh)

This course gives students the fundamental theories and concepts needed to provide professional services to the community, including client engagement, interviewing, group facilitation, and service delivery models. **Prerequisite:** HUS 200.

HUS 430 Grant Writing and Fundraising (5qh)

This course offers a guide to the basics of grant writing. Students will learn and understand the grant process and how grants are used to fund desired endeavors. This course will illustrate the relationship between grant writing and an organization's strategy for fundraising. **Prerequisite:** HUS 200 or PBH 311.

HUS 490 Capstone: Human Services Practice (5qh)

This capstone course for the Human Services Practice program serves as a comprehensive human services experience. Students will complete a project through which they will apply the skills and techniques they have learned throughout the program as well as their knowledge of agencies and culturally diverse client populations to prepare for employment and encourage leadership in the field. This course should be taken during the final term of a student's degree program. **Prerequisites:** HUS 410 and HUS 420 with a "C" or better.

HUS 491 Capstone: Human Services Management (5qh)

This capstone course for the Human Services Management program gives students the skills and knowledge to be highly effective leaders within the human services field to help maximize the commitment, performance, and retention of other human services professionals and/or employees. Students will also learn to use effective leadership skills to maximize client care. This course should be taken during the final term of a student's degree program. *Students cannot receive credit for both HUS 440 and HUS 491.*

Prerequisites: HUS 400 and HUS 410 with a "C" or better.

Interdisciplinary Science

ISC 201 Life and Earth Sciences (5qh)

This elementary education methods course is designed to enable P-5 teachers to develop a basic understanding of the scientific principles of the life and earth sciences. This course will utilize activity-based techniques necessary to teach these concepts in order to meet the diverse needs of learners across P-5 grade environments. Topics include earth systems, cell biology, biodiversity, and energy flow. (This course will not serve as a lab science course or as a science elective.) **Prerequisite:** RDG 099 or placement.

ISC 202 Physical Science and Astronomy (5qh)

This elementary education methods course is designed to enable P-5 teachers to develop a basic understanding of the scientific principles of the physical sciences and astronomy. This course will utilize activity-based techniques necessary to teach these concepts in to meet the diverse needs of learners across P-5 grade environments. Topics include periodic trends, properties of matter, mechanics, heat, sound, electricity, and the solar system. (This course will not serve as a science lab course or as a science elective.) **Prerequisite:** RDG 099 or placement.

Kinesiology

KIN 200 Introduction to Kinesiology (5qh)

This course is an introduction to the field of kinesiology, including the history, importance, and philosophy of physical activity. Areas of study will include motor behavior, sport and exercise psychology and sociology of physical activity, biomechanics, physiology, and careers and professions in kinesiology, exercise science, and physical activity.

KIN 210 Structural Kinesiology (5qh)

An investigation of the anatomical structures, biological systems, and physical principles as they relate to human movement during physical activity. **Prerequisite:** BIO-207 with a "C" or better.

KIN 220 Exercise Biochemistry (5qh)

This course is an introduction to human metabolism and bioenergetics with an emphasis on adaptations brought on by exercise and nutrition. **Prerequisite:** CHE 121 with a "C" or better.

KIN 232 Nutrition (5qh)

This course provides an introduction to the science of nutrition, emphasizing food nutrients, needs throughout the life span, selection of a healthy diet to promote high-level wellness, and factors that influence our food choices. *Students may not receive credit for both NTR 110 and KIN 232 in the same degree program.*

KIN 250 Strength and Conditioning (5qh)

This course is designed to teach the scientific principles involved in design, implementation, and of individual and sport specific testing in strength and conditioning programs. **Prerequisite:** KIN 210 with a "C" or better.

KIN 255 Essentials of Athletic Healthcare (5qh)

This course is designed to provide information on basic injury prevention, identification, rehabilitation and overall healthcare for recreational and competitive athletes. **Prerequisite:** KIN 210 with a “C” or better.

Leadership

LDR 101 Introduction to Leadership and College Success (3qh)

This course introduces students to components of personal leadership development as well as the foundations of liberal arts education to prepare a new generation of effective leaders. Additionally, students will be introduced to the GMC core values of duty, honor, and country, GMC campus resources and opportunities and effective study strategies. Students will engage in self-reflective learning experiences that connect leadership theory and real-world applications to facilitate rewarding college, career, and life experiences. *This course is required for all degree-seeking students. Students who have credit for PER 101 may not receive credit for LDR 101. This course will satisfy any requirement previously satisfied by PER 101 in earlier catalogs.*

LDR 201 Critical Thinking and Character Development in Leadership (3qh)

This 3-hour Leadership capstone course emphasizes the GMC mission to produce educated, contributing community leaders through the development of critical thinking and reasoning skills as well as through the elevation of the character of the individual student. **Prerequisites:** ENG 102 and LDR 101.

LDR 201, the capstone course for the Leadership program, is required for graduation. Students who have credit for PER 102 or PER 201 may not receive credit for LDR 201. This course will satisfy any requirement previously satisfied by PER 102 or PER 201 in earlier catalogs.

Management

MGT 210 Introduction to Management and Organization (5qh)

This course is a study of the structure of business firms and the principles of organization that determine departmentalization and lines of authority and responsibility. Management principles and functions of management together with planning, organizing, and controlling are studied.

MGT 232 Introduction to Human Resource Management (5qh)

This course is an introduction to human resource management; major human resources problems and issues; policies and practices in the human resources field; and application of theory in selecting, developing, rewarding and utilizing human resources.

MGT 239 Training and Development (5qh)

This course explores the role of training and professional development in supporting organizational goals and compliance with employment regulations. Topics include needs assessments, designing and delivering effective learning programs, evaluating outcomes using human resource data and technology, and ethical facilitation practices that reflect professional standards in human resource development. Applied, project-based learning is a key component of the course.

MGT 240 Introduction to Materials Management (5qh)

This course is an introduction to the basic concepts of materials management. The course will include concepts applied in, purchasing, inventory management, demand management, master scheduling, MRP, capacity management, production planning and control, purchasing, logistics, continuous improvement, and TQM. **Prerequisite:** MAT 094 or higher with a “C” or better.

MGT 252 Small Business Management (5qh)

This course explores the place of the small business enterprise in the national economic scene, the method of establishing such a venture, the operation of the small business, and problems confronting the entrepreneur in small business.

Marketing

MKT 400 Consumer Behavior (5qh)

This course explores how individuals and institutions make consumption decisions and how those decisions inform marketing strategy and implementation and examines the psychological, social, cultural, and situational factors that shape consumer behavior across traditional and digital marketplace environments. Students analyze how customer needs, perceptions, motivations, and attitudes influence purchasing decisions, applying behavioral insights to support segmentation, targeting, positioning, and engagement strategies while evaluating the ethical implications of digital platforms, personalization, and AI-supported marketing technologies. **Prerequisites:** BUS 210 and BSM 315 with a “C” or better.

MKT 410 Integrated Marketing Communications (5qh)

This course examines how organizations coordinate marketing messages across advertising, public relations, sales promotion, personal selling, and digital media to support strategic objectives and customer engagement. Topics include integrated communication strategy, brand messaging alignment, audience insights, and measurable campaign outcomes across traditional and digital environments. Students develop integrated marketing plans, analyze communication effectiveness, and evaluate ethical, legal, and professional issues related to marketing content and communication strategies. **Prerequisites:** BSM 315 and MKT 400 with a “C” or better.

MKT 420 Research and Analytics (5qh)

This course examines the methods, tools, and technologies organizations use to collect, analyze, and apply marketing data to support strategic decision-making and organizational growth. Topics include qualitative and quantitative research methods, consumer and market analysis, campaign performance measurement, and the interpretation of marketing metrics across traditional and digital environments. Students apply research findings, analytical tools, and AI-supported technologies to evaluate customer behavior, target markets, and marketing effectiveness while developing ethically grounded, data-informed recommendations aligned with organizational goals. **Prerequisite:** MKT 400 with a “C” or better.

MKT 430 Advanced Digital and Social Media Marketing (5qh)

This course examines how organizations develop and optimize digital marketing strategies across web, social media, content, and advertising platforms to support customer engagement and business growth. Students analyze audience behavior, campaign performance, emerging technologies, and AI-supported marketing tools to develop data-informed digital marketing recommendations while addressing ethical and professional considerations related to privacy, personalization, and responsible AI use. **Prerequisites:** BUS 260 and MKT 400 with a “C” or better.

MKT 460 Marketing for Managers (5qh)

This course helps develop the marketing knowledge and skills necessary for the successful management of an organization. Students will research and discuss marketing concepts, including the development and execution of marketing strategies. The course will focus on formulating a marketing strategy for a variety of enterprises including business-to-business, business-to-government, **and** public service organizations. *Students may not earn credit for both BSM 460 and MKT 460.*

MKT 490 Capstone: Marketing (5qh)

This capstone course for the Marketing concentration integrates concepts from marketing strategy, consumer behavior, integrated marketing communications, digital marketing, and analytics to address organizational marketing challenges. Students analyze market and consumer data to develop strategic, data-informed marketing solutions aligned with organizational goals and measurable outcomes. The course emphasizes professional marketing plan development, customer engagement strategy, performance evaluation, ethical decision-making, and AI-supported marketing practices within contemporary business environments. This course should be taken during the final term of a student's degree program.

Prerequisites: MKT 400, MKT 410, and MKT 420 with a "C" or better.

Mathematics

MAT 009 Support for College Algebra (3qh): Institutional credit only

This course is to be taken concurrently with MAT 109S (College Algebra with Support) on the same campus. Background topics which are necessary for a student to successfully complete College Algebra will be covered. **Prerequisite:** MAT 094 with a "C" or better, or placement in MAT 095. **Corequisite:** MAT 109S.

MAT 094 College Prep Algebra I (5qh): Institutional credit only

This course is a review of basic algebra skills including operations on integers, rational numbers, real numbers, and complex numbers; simplifying and operating with terms/polynomials; solving single and multi-variable linear equations; and graphing linear equations. Successful completion or exemption of the MAT 094/MAT 095 sequence fully prepares the student for college level mathematics.

Prerequisite: Placement

MAT 095 College Prep Algebra II (5qh): Institutional credit only

This course is a review of basic algebra skills including factoring, graphing quadratic polynomials, solving quadratic equations, simplifying rational expressions, solving rational equations, simplifying radical expressions, and solving radical equations. Successful completion or exemption of the MAT 094/MAT 095 sequence fully prepares the student for college level mathematics. **Prerequisite:** MAT 094 or by placement.

MAT 103 Quantitative Reasoning (5qh)

This course places quantitative reasoning skills in the context students are likely to encounter. It emphasizes processing information in context from a variety of representations. Topics include logic, basic probability, data analysis, and modeling from data. This course is not intended to supply sufficient algebraic background for students who intend to take precalculus or the calculus sequence. **This course may not be taken by mathematics or middle grades education majors for the Area A2 core curriculum requirement.** **Prerequisite:** MAT 094 with a "C" or better, or by placement.

MAT 109 College Algebra (5qh)

This course is an introduction to algebra using a symbolically intensive, functional approach that incorporates the use of appropriate technology and application problems. Topics include the study of linear, quadratic, polynomial, rational, piece-wise, exponential, and logarithmic functions, the real number axioms, equations, inequalities, and systems of equations. *Students with credit for Precalculus (MAT 112) or higher may not take College Algebra.* **Prerequisite:** MAT 095 with a "C" or better, or by placement.

MAT 109S College Algebra with Support (5qh)

This course is a symbolically intensive, functional approach to algebra that incorporates the use of appropriate technology and application problems. Topics include the study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions, the real number axioms, equations, inequalities, and systems of equations. This course must be taken concurrently with MAT 009 (Support for College Algebra). *Students with credit for Precalculus (MAT 112) or higher may not take College Algebra.* **Corequisite:** MAT 009.

MAT 112A Precalculus Algebra (3qh)

This course is equivalent to half of a course in Precalculus and is an in-depth study of topics in algebra which are essential for an understanding of calculus. Topics include the study of polynomial, rational, exponential, and logarithmic functions, and the conic sections. *Credit may only be received for either MAT 112A or MAT 112. The combination of MAT 112A and MAT 112B is equivalent to MAT 112 for degree purposes or to satisfy prerequisite requirements.* **Prerequisite:** MAT 109 with a “C” or better, or by placement.

MAT 112B Precalculus Trigonometry (3qh)

This course is equivalent to half of a course in Precalculus and is an in-depth study of topics in trigonometry which are essential for an understanding of calculus. Topics include the study of trigonometric functions and their inverses, as well as simplifying expressions and solving equations using trigonometric identities. *Credit may only be received for either MAT 112B or MAT 112. The combination of MAT 112A and MAT 112B is equivalent to MAT 112 for degree purposes or to satisfy prerequisite requirements.* **Prerequisite:** MAT 109 or MAT 112A with a “C” or better, or by placement.

MAT 112 Precalculus (5qh)

This course is an in-depth study of topics in algebra and trigonometry which are essential for an understanding of calculus. Topics include the study of polynomial, rational, exponential, logarithmic, and trigonometric functions, and the conic sections. *Credit may only be received for either MAT 112 or MAT 112A/112B. The combination of MAT 112A and MAT 112B is equivalent to MAT 112 for degree purposes or to satisfy prerequisite requirements.* **Prerequisite:** MAT 109 with a “C” or better, or by placement.

MAT 200 Elementary Statistics (5qh)

This course provides an overview of the ideas and concepts that are basic to modern statistics. Topics include descriptive statistics, probability, estimation, hypothesis testing, and linear regression. Students will be exposed to applications from a variety of fields. **Prerequisite:** MAT 103, MAT 109, MAT 112, or MAT 201 with a “C” or better.

MAT 201A Calculus IA (3qh)

This course is the first half of Calculus I and will involve the study of limits, continuity, and the derivative. *Credit may only be received for either MAT 201A or MAT 201. The combination of MAT 201A and MAT 201B is equivalent to MAT 201 for degree purposes or to satisfy prerequisite requirements.* **Prerequisite:** MAT 112 with a “C” or better, or by placement.

MAT 201B Calculus IB (3qh)

This course is the second half of Calculus I and will involve the study of antiderivatives, definite and indefinite integrals, the Fundamental Theorem of Calculus, and applications of the derivative. *Credit may only be received for either MAT 201B or MAT 201. The combination of MAT 201A and MAT 201B is equivalent to MAT 201 for degree purposes or to satisfy prerequisite requirements.* **Prerequisite:** MAT 201A with a “C” or better.

MAT 201 Calculus I (6qh)

This course will involve the study of limits, continuity, the derivative, applications of the derivative, definite and indefinite integrals, and the Fundamental Theorem of Calculus. *Credit may only be received for either MAT 201 or MAT 201A/201B. The combination of MAT 201A and MAT 201B is equivalent to MAT 201 for degree purposes or to satisfy prerequisite requirements.* **Prerequisite:** MAT 112 with a “C” or better, or by placement.

MAT 202 Calculus II (6qh)

This course is a continuation of calculus involving the study of applications of integrals. Topics include the study of area and volume; integration techniques to include exponential, logarithmic, hyperbolic and inverse trigonometric functions; improper integrals; infinite series and sequences; parametric equations; and polar coordinates. **Prerequisite:** MAT 201 with a “C” or better.

MAT 203 Multivariable Calculus (Calculus III) (6qh)

This course will involve the study of vectors, partial derivatives, multiple integrals and their applications, and Greene’s and Stokes’ Theorems. **Prerequisite:** MAT 202 with a “C” or better.

MAT 208 Foundations of Numbers and Operations (5qh)

This course is an Area F introductory mathematics course for Elementary Education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics. This course may only be used to satisfy the Area F requirement for Elementary Education or General Studies majors. **Prerequisite:** MAT 103, MAT 109, MAT 112, or MAT 201 with a “C” or better.

MAT 211 Introduction to Linear Algebra (5qh)

This course is an introduction to the computational and theoretical aspects of vectors, systems of linear equations, matrices, determinants, vector spaces, eigenvalues and eigenvectors. **Prerequisite:** MAT 201 with a “C” or better.

MAT 213 Ordinary Differential Equations (5qh)

This course is an introduction to first and higher order ordinary differential equations and applications, series solutions of differential equations, Laplace transforms, systems of linear first order differential equations, and numerical solutions of ordinary differential equations. **Prerequisite:** MAT 202 with a “C” or better.

MAT 225 Discrete Mathematics (5qh)

This course is an introduction to discrete mathematics with an emphasis on topics that are applicable to computer science. Topics include formal logic, propositional logic, predicate logic, mathematical reasoning, proof techniques, graphs, trees, sets, functions, relations, counting techniques, and algorithms. **Prerequisite:** MAT 112 or MAT 201 with a “C” or better.

Military Science

MPE 204 Cardio-Respiratory Fitness I (2qh)

This course is designed to develop cardio-respiratory fitness by focusing on physical strength building and aerobics of Cadets in the Early Commissioning Program.

MPE 205 Cardio-Respiratory Fitness II (2qh)

This course continues to improve cardio-respiratory fitness developed in MPE 204 by focusing on physical strength building and aerobics of Cadets in the Early Commissioning Program.

MSD 111 Introduction to the Army (1qh)

This course is an introduction to the Army and basic Soldier skills. It introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the Cadet. Cadets also learn to perform basic Soldier skills to survive in a field environment to support their development as an Army leader.

MSD 112 Leadership & Personal Development (1qh)

This course is a continuation of the Army and basic Soldier skills with a focus on leadership and personal development. It introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn to perform basic Soldier skills to survive in a field environment to support their development as an Army leader.

MSD 113 Introduction to Tactical Leadership I (1qh)

This course is an introduction to the Army and basic Soldier skills focusing on tactical leadership. It introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the Cadet. Cadets also learn to perform basic Soldier skills to survive in a field environment to support their development as an Army leader.

MSD 114 Introduction to Tactical Leadership II (1qh)

This course is a continuation of the Army and basic Soldier skills focusing on tactical leadership. It introduces Cadets to the Army and the Profession of Arms. Cadets will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the Cadet. Cadets also learn to perform basic Soldier skills to survive in a field environment to support their development as an Army leader.

MSD 211 Leadership and Ethics I (2qh)

This course is an introduction of leadership and ethics. The course adds depth to the Cadets knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is also stressed through understanding values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets, supervised by MS IV's and cadre.

MSD 212 Leadership and Ethics II (2qh)

This course is a continuation of leadership and ethics. The course adds depth to the Cadets knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is also stressed through understanding values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets, supervised by MS IV's and cadre.

MSD 213 Army Doctrine and Decision Making I (2qh)

This course is an introduction to Army Doctrine and Decision Making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. TLPs and OPORD will lead Cadets to an understanding of Army Doctrine and Symbolology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

MSD 214 Army Doctrine and Decision Making II (2qh)

This course is the continuation of Army Doctrine and Decision Making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. TLPs and OPORD will lead Cadets to an understanding of Army Doctrine and Symbolology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

MSD 311 Training Management and the Warfighting Functions (Phase A) (3qh)

This an introductory course where Cadets will analyze, test, and relate the fundamentals of Army Leadership, the Profession, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leadership attributes to further develop them into a successful officer. Cadets will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their instructor, other ROTC cadre, and MS IV Cadets who will evaluate them using the Cadet Evaluation System (CER). This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare Cadets for the Cadet Summer Training located at FT Knox, KY.

MSD 312 Training Management and the Warfighting Functions (Phase B) (3qh)

This is an academically challenging course where Cadets are expected to analyze, test, and relate the fundamentals of Army Leadership, the Profession, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills that can further develop them into a successful officer. Cadets will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their instructor, other ROTC cadre, and MS IV Cadets who will evaluate them using the Cadet Evaluation System (CER). This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare Cadets for the Cadet Summer Training located at FT Knox, KY.

MSD 313 Applied Leadership in Small Unit Operations (Phase A) (3qh)

This course is an introduction to applied leadership in small unit operations. Cadets will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare Cadets for the Cadet Summer Training located at FT Knox, KY.

MSD 314 Applied Leadership in Small Unit Operations (Phase B) (3qh)

This course is a continuation to applied leadership in small unit operations. Cadets will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare Cadets for the Cadet Summer Training located at FT Knox, KY.

MSD 411 The Army Officer I (3qh)

This course is an introduction to the development of the Army Officer. Cadets will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Cadets will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, Cadets will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre.

MSD 412 The Army Officer II (3qh)

This course is a continuation of the development of the Army Officer. Cadets will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. Cadets will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, Cadets will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre.

MSD 413 Company Grade Leadership I (3qh)

This course is an introduction to leadership of the Army Officer. Cadets will develop knowledge, skills, and what's required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. Successful completion of this course will assist in preparing Cadets for their BOLC B course and is a mandatory requirement for commissioning. This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre.

MSD 414 Company Grade Leadership II (3qh)

This course is a continuation of the leadership of the Army Officer. Cadets will develop knowledge, skills, and what's required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. Successful completion of this course will assist in preparing Cadets for their BOLC B course and is a mandatory requirement for commissioning. This course includes a lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre.

Music

MUS 101 Chorus (2qh)

GMC Chorus is open to all interested students who want to sing for enjoyment while continuing to develop their musical knowledge and vocal skills. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Performances may include concerts in and around campus. This course may be repeated multiple times for credit.

MUS 194 Music Appreciation (5qh)

This course is an introduction to music and includes the study of basic elements of music and a survey of historical types and forms of music. This course emphasizes the development of critical listening skills as a means of increasing students' understanding and appreciation of music.

Paralegal

PLG 110 Introduction to Law and Ethics (5qh)

This course is an introduction to the legal system and legal practice and principles. This course provides an overview of the legal system, the role of paralegals within the system, and law office procedures. The course also focuses on critical thinking, communication skills, case analysis, the laws of contracts and torts and ethical issues confronted by legal professionals. In addition, the course provides an overview of paralegal careers and employment techniques.

PLG 120 Legal Research and Writing (5qh)

The course includes the regulation of practice and the skills necessary for successful practice. There will be an emphasis on computer skills necessary for the preparation of legal documents, which includes dictation, drafting motions, complaints, and answers, and researching precedent.

Prerequisite: ENG 101.

PLG 210 Civil Litigation (5qh)

This course is an introduction to the jurisdiction and organization of the state and federal courts, to pleading and practice in civil cases in those courts. Students will be familiar with all phases of civil litigation including discover, trial preparation, rules of evident, and courtroom procedure. **Prerequisite:** PLG 110.

PLG 230 Family Law (5qh)

This course introduces issues that may arise in family law cases. This course will focus on the role of the paralegal in assisting the attorney in development and presentation of such cases, which include marriage, annulment, prenuptial agreements, divorce, division of property, adoption, child support, and child custody. Students will also have an understanding of ethical issues that may be relevant to family law. **Prerequisite:** PLG 110.

PLG 240 Introduction to Alternative Dispute Resolution (5qh)

This course is designed both to train the Alternative Dispute Resolution professional and to provide paralegals with alternative skills that strengthen their effectiveness as advocates. Negotiation, mediation, and arbitration techniques will be taught during this course. Issues in contracts, family law, and business transactions will be covered. **Prerequisite:** PLG 110.

PLG 250 Torts and Remedies (5qh)

The goal of this course is to provide the paralegal student with a basic understanding of tort law. This will include understanding intentional torts, negligence and its elements, products liability, malpractice, business torts, and defenses. **Prerequisite:** PLG 110.

Physical Education

PED 103 Beginning Badminton (2qh)

This course is designed to introduce the skills, strategies, and rules of badminton.

PED 111 Beginning Basketball (2qh)

This course is designed to introduce the skills, strategies, and rules of basketball.

PED 120 Introduction to Racquet Sports (2qh)

This course is designed to introduce the student to the skills, strategies and rules of the three major racquet sports being played today in recreational settings worldwide: tennis, pickleball and badminton. The students will be exposed to approximately two and a half weeks of each sport for eight weeks.

PED 121 Beginning Tennis (2qh)

This course is designed to introduce the skills, strategies, and rules of tennis.

PED 124 Beginning Volleyball (2qh)

This course is designed to introduce the skills, strategies, and rules of recreational volleyball.

PED 125 Fitness Walking (2qh)

This course is designed to teach walking as a fitness activity and promote exercise in daily life.

PED 126 Beginning Pickleball (2qh)

This course is designed to introduce the skills, strategy, and rules of pickleball.

PED 137 Fitness Jogging (2qh)

This course is designed to teach jogging as a fitness activity, with a focus on cardiovascular health, and to promote exercise in daily life.

PED 138 Beginning Soccer (2qh)

This course is designed to introduce the skills, strategies, and rules of soccer.

PED 141 Beginning Weight Training (2qh)

This course is designed to introduce proper weight training techniques and the benefits of weight training exercises. Students will train the major muscle groups. Attention is given to weight room safety.

PED 155 Beginning Step Aerobics (2qh)

This course is designed to introduce the proper techniques and movements for step aerobics.

PED 166 Fundamentals of Yoga (2qh)

This course is designed to introduce the theory and practice of basic yoga postures, breathing practices, stretching, and relaxation techniques to improve flexibility, reduce stress, and enhance physical and mental well-being.

PED 190 Officiating Basketball (2qh)

This course is designed to provide the knowledge and skills necessary to officiate basketball.

PED 191 Officiating Soccer (2qh)

This course is designed to introduce the knowledge and skills necessary to officiate soccer at the entry level. This will involve understanding the Laws of the Game to make informed decisions on issues such as substitutions, offsides, direct or indirect kick, etc., and how to signal those decisions.

Physical Science

PSC 101 Introduction to Physical Science I (6qh)

This course is an introductory course in physical science, drawing its material from the elements of physics and chemistry. Stress is given to the basic principles and laws of physical science. *Not open to students who have college credit in chemistry or physics.* Lecture 4.5 hours; Laboratory 1.5 hours.

Prerequisite: MAT 095 or placement.

PSC 102 Introduction to Physical Science II (6qh)

This course is an introduction to physical science, focusing on elements of astronomy, meteorology, oceanography, and geology. Emphasis is placed on examining the interrelationships of the forces acting upon the earth and its structures. *Not open to students who have college credit in astronomy or geology.* Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** MAT 095 or placement.

Physics

PHY 111 Introductory Physics I (6qh)

This is Part I of an introductory trigonometry-based physics course. Topics include mechanics, waves, and thermodynamics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** MAT 112 or MAT 112B with a “C” or better.

PHY 112 Introductory Physics II (6qh)

This is Part II of an introductory trigonometry-based physics course. Topics include electromagnetism, optics, and modern physics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** PHY 111.

PHY 211 Principles of Physics I (6qh)

This is Part I of an introductory course in calculus-based physics. Topics include mechanics, thermodynamics, and waves. Elementary differential and integral calculus will be used. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisites:** ENG 099 and RDG 099 or placement; MAT 201 with a “C” or better.

PHY 212 Principles of Physics II (6qh)

This is Part II of an introductory course in calculus-based physics. Topics include electromagnetism, optics, and modern physics. Lecture 4.5 hours; Laboratory 1.5 hours. **Prerequisite:** ENG 099 and RDG 099 or placement; MAT 202 with a grade of “C” or better; PHY 211 with a “C” or better.

Political Science

PLS 101 Introduction to American Government (5qh)

This course is an introduction to national, state, and local government in the United States that examines the evolution of government from the writing of the U.S. Constitution to the modern-day struggles of American politics. Special attention will be given to political development in the last thirty years. **This course satisfies legislative requirements for U. S. and Georgia constitutions.**

PLS 201 Introduction to Political Science (5qh)

This course is an introduction to the field of political science. This course examines the sub fields of political science and introduces to students to a variety of political concepts. This course includes a survey of political theory, comparative politics and foreign policy. Topics covered include political change, the State, political ideologies, institutions and political interactions.

PLS 205 State and Local Governments (5qh)

This course is an introduction to state and local government that examines the types and forms of governments that exist. The primary focus will be the functions and problems of state and local governments. **Prerequisite:** PLS 101.

PLS 210 Introduction to Comparative Politics (5qh)

This course is a comparative survey of the politics and structure of government in major nation-states and transnational governmental entities. Students will develop a solid foundation for analyzing politics and government through a comparative perspective by observing how different political institutions and behaviors produce different outcomes. There will be an emphasis on analysis and critical thinking. **Prerequisite:** PLS 101.

PLS 215 Introduction to Public Administration (5qh)

This course is a survey of the field of public administration. Students will evaluate and discuss the various theories of public administration, evaluate program and policy effectiveness, analyze the budgeting and managing processes, and discuss the interactions between the bureaucracy and the other institutions of government. **Prerequisite:** PLS 101.

PLS 290 Introduction to International Politics (5qh)

This course is an introduction to the contemporary international system. Students will learn about the interconnected roles of state actors, non-state actors, and legal instruments in the field of international policy. Approaches to peace including arms control, international organizations, and international law will be examined. **Prerequisite:** PLS 101.

Psychology

PSY 200 Introduction to Psychology (5qh)

This course is an overview of general psychology that includes defining psychology and the scientific methods; examining theories of personality and human development, biological, sensory, and perceptual perspectives; states of consciousness, principles of learning, memory, cognition and motivation; psychological disorders and interventions; and stress and health.

PSY 203 Human Growth and Development (5qh)

This course is a study of the various areas of human development from conception to old age and death.

PSY 205 Psychology of Adjustment (5qh)

This course is a study of the fundamental principles of good mental health. Normal and abnormal reactions to stress and conflict are examined, with an emphasis on healthy techniques of adjustment.

PSY 207 Educational Psychology (5qh)

This course is a study of the application of behavioral science to issues related to teaching and student learning with a focus on the cognitive and emotional learning of children and adolescents.

PSY 208 Social Psychology (5qh)

This course will provide students with an insight into how their feelings, thoughts, and actions are affected by others. The issues of prejudice, conformity, interpersonal attraction, and violence will be discussed.

Prerequisite: PSY 200.

PSY 210 Abnormal Psychology (5qh)

This course is an overview of the field of clinical psychology including a review of the history of psychological disorders and current identification, etiology, and treatment of a wide range of psychological disorders representing a range of theoretical perspectives.

PSY 230 Research Methods for the Behavioral Sciences (5qh)

This course is a comprehensive study of the diverse research methodologies used in the behavioral sciences. Students are taught how to design and implement experimental and non- experimental studies. Students will be required to conduct a research project. Research ethics are emphasized at all stages of the research process. Upon completion of the course, students are able to evaluate critically experimental research and non- experimental quantitative and qualitative research with regard to not only the design, implementation, and interpretation of behavioral studies, but also the ethics of research. **Prerequisites:** PSY 200 and MAT 200.

PSY 300 Introduction to Behavioral Health (5qh)

This introductory course provides a foundation in the interdisciplinary study of human behavior, mental well-being, and social services from the perspectives of psychology and the human services professions. Students examine how individual behaviors, psychological processes, family systems, and social environments influence personal functioning and quality of life. The course explores evidence-based approaches for promoting mental health, enhancing well-being, preventing behavioral and social problems, and supporting individuals across diverse populations. Students will be introduced to psychological and human services theories that inform the design, implementation, and evaluation of intervention and support programs. Emphasis is placed on developing programs and services that are culturally responsive, contextually appropriate, and effective in meeting the needs of individuals, families, and communities.

Prerequisite: PSY 208 with a "C" or better.

Public Health

PBH 101 Introduction to Public Health (5qh)

This course introduces students to the history, philosophy, and foundational frameworks of public health, including the core functions of public health, the essential public health services, and the social determinants of health. Topics include the roles of federal, state, local, and global public health agencies, and how public health professionals identify community health needs and develop programs and policies in response. Students will also explore professional roles, career pathways, and the organizational structure of the public health workforce across a variety of settings and sectors.

PBH 200 Introduction to Health Data Literacy and Communication (5qh)

This course prepares students to be informed consumers and effective communicators of health information in professional and community settings. Students will develop the skills to locate, read, and critically evaluate health data from major public health sources; interpret key measures of population health, including rates, trends, and disease burden; and identify common sources of misleading or incomplete health information. **Prerequisites:** PBH 101 and SOC 210 with a “C” or better.

PBH 300 Introduction to Biostatistics (5qh)

This course covers the essential components for the collection, analysis, and presentation of data in all areas of public health. Biostatistics is fundamental to ensuring that findings and practices in public health and biomedicine are supported by reliable evidence. Key to these skills is assessing the impact of chance and variability on the interpretation of research findings and subsequent recommendations for public health practice and policy. Topics covered include: general principles of study design; hypothesis testing; review of statistics methods for comparison of discrete and continuous data including but not limited to z-tests, Chi-square tests, t-tests, ANOVA and correlation/regression. **Prerequisite:** Completion of Area A2 mathematics with a “C” or better.

PBH 305 Research Methods in Health Sciences (5qh)

This course provides an overview to the fundamentals of research design, methods, and data collection. This course provides an overview of the common types of approaches used for health science research. Students will learn how to best present research, how to evaluate and critique a research article, and understand how to obtain and decipher evidence-based research. **Prerequisite:** SOC 210 with a “C” or better.

PBH 311 Healthcare Systems (5qh)

This course provides an overview of how healthcare and public health are organized and how their services are delivered in the United States. Topics will focus on current issues in health and medical programs, with an emphasis on leadership and management, communication, technology, documentation including e-health, and trends in health promotion and community health. **Prerequisite:** SOC 210 with a “C” or better.

PBH 333 Epidemiology (5qh)

This course introduces the student to epidemiology, which is the comparative study of the distribution and determinants of disease in human populations. Students will consider the meaning, scope, and applications of epidemiology to the practice of public health, through the use of statistics, analytic reasoning, and experimental and observational study designs. **Prerequisite:** PBH 300 with a “C” or better.

PBH 334 Community Health (5qh)

This course introduces the student to population health in the United States, emphasizing community health programs and current trends in population health. This course will explore disease management, chronic care management, and health policy-making, and introduce students to health services organization and financing. **Prerequisite:** PBH 333 with a “C” or better.

PBH 340 Environmental Health (5qh)

This course introduces the student to environmental health, with an emphasis on exposure assessment, toxicology, epidemiology and risk assessment. This course will examine sources, routes, media, and health outcomes associated with biological, chemical and physical agents in the environment. **Prerequisite:** PBH 333 with a “C” or better.

PBH 413 Principles of Health Education and Promotion (5qh)

This course introduces the student to the types of programs in the field of health education and health promotion, and techniques utilized in a variety of community settings. This course will explore social behavior in individual health decisions, and the role of the educator to provide promotional tools that lead to healthy lifestyles. **Prerequisite:** PBH 305 with a “C” or better.

PBH 425 Program Planning in Public Health (5qh)

This course introduces the student to the concepts of program planning for health education in the community. This course will explore program development, implementation, and evaluation of currently functioning community health education programs. **Prerequisite:** PBH 413 with a “C” or better.

PBH 435 Global Health (5qh)

This course introduces the student to critical links between global health and social and economic development. This course will explore major health problems of underdeveloped, developed, and emerging nations. Students will conduct in-depth analyses of health problems among various populations from selected countries. **Prerequisite:** PBH 334 with a “C” or better.

PBH 497 Capstone: Policy and Management (5qh)

This capstone course for the Public Health Policy and Management program provides students the opportunity to integrate and apply the knowledge, methods, and frameworks developed across the program to a real-world public health challenge. Students will analyze a public health problem, investigate its determinants, and design a comprehensive, evidence-based public health program, demonstrating professional readiness to address public health challenges across a range of organizational and community-based settings. This course should be taken during the final term of a student’s degree program. **Prerequisites:** PBH 300, PBH 305, PBH 333, PBH 413, and PBH 425 with a “C” or better.

Reading

RDG 099 LSS Reading (5qh): Institutional credit only

This course is for students needing supplemental preparation in reading both fictional and nonfictional texts. **Prerequisite:** Placement

Social Work

SWK 101 Careers in Social Work (5qh)

This course focuses on the various roles and functions that social workers perform and highlights the dynamism and vitality of the social work profession. It offers practical information about social work jobs available in specific service areas; the course will cover the spectrum of social work roles and functions, the nature of the social work practice, and the best career opportunities for the future. Interdisciplinary relationships, technology, and the unique qualities of social work are all highlighted.

SWK 150 Self-Awareness and Professional Development (5qh)

This course is designed to address self-awareness and effective learning that is necessary to become effective and professional social work practitioners. Further, it is to enhance students’ development of self and the use of self to empower others in social work practice. The students will examine their identity, interpersonal relationship skills, problem-solving skills, styles of communication, and value system. **Prerequisite:** SWK 101.

SWK 200 Introduction to Social Work (5qh)

This course explores the social work profession and its ethical foundations, including the NASW Code of Ethics. Through a generalist practice lens, students examine a broad spectrum of human problems, intervention strategies, and professional practice settings, while applying a systems perspective to understand and address the needs of at-risk populations. Students also explore the profession's history, values, and the diverse career pathways it encompasses. **Prerequisites:** SWK 150 or HUS 200 with a "C" or better.

Sociology

SOC 200 Introduction to Sociology (5qh)

This course is the study of human society, the nature of culture, and its organizations. Applications of communication, socialization, mobility, and population growth are analyzed. A comprehensive study of research methods, theories, and principal findings in the field of sociology are included.

SOC 205 Social Problems (5qh)

This course provides an analysis of a diversified society in relation to social events that occur in contemporary society. Changes in social norms, social goals, and values are a primary concern. Students will gain an understanding of social disorganization as it applies to family, economics, religion, and other social institutions.

SOC 207 The Family (5qh)

This course is a study of the family as a basic social institution. Course topics include alternative behaviors in contemporary family life, changes in family patterns, and marital adjustments and challenges.

SOC 210 Societal Issues and Trends in Healthcare (5qh)

This course is an interdisciplinary course that challenges the student's ability to understand and analyze complex societal implications in healthcare. Students will evaluate how culture, technology, the economy, and sociological and psychological processes influence modern healthcare.

Spanish

SPA 101 Elementary Spanish I (5qh)

This introduction to Spanish covers basic communication skills, including grammar, pronunciation, composition, translation, and reading. Study of the culture of Spanish-speaking regions is included.

SPA 102 Elementary Spanish II (5qh)

This continuation of SPA 101 covers basic communication skills in the Spanish language, including grammar, pronunciation, composition, translation, and reading. Further study of the culture of Spanish-speaking regions is included. **Prerequisite:** SPA 101.

SPA 201 Intermediate Spanish I (5qh)

This course emphasizes communication skills in the Spanish language at the intermediate level. Students will further develop proficiency in listening, speaking, reading, and writing in Spanish. Study of the history and culture of Spanish-speaking regions is included. **Prerequisite:** SPA 102.

SPA 202 Intermediate Spanish II (5qh)

This continuation of SPA 201 emphasizes communication skills in the Spanish language at the intermediate level. Students will further develop proficiency in listening, speaking, reading, and writing in Spanish. Study of the history and culture of Spanish-speaking regions is included. **Prerequisite:** SPA 201.

Theater

THE 101 Introduction to Acting (5qh)

This course introduces students to the vocabulary and basic fundamentals of acting, placing emphasis on vocal technique, body movement, and textual analysis for the actor.

THE 194 Introduction to Theater (5qh)

In this course, students will investigate the process of theater. Focusing on the roles and skills of theater artists, students will also gain a practical understanding and awareness of theater history, its playwrights, and processes.

Appendix: Changes from Previous Edition

The following is a summary of major changes approved for the 2026–2027 academic year.

About Georgia Military College

- Message from the Chief Academic Officer letter to the students has been updated.
- Our Heritage, Our Vision, Our Mission have been updated.
- Memberships: Council of College and Military Educators (CCME) has been removed.

Academic Success Center

- The Academic Success Center has been discontinued.

Admissions & Application Process

- Residency Eligibility policy has been added to the Dual Enrollment Admissions section.
- Georgia residency policy has been added to the Joint Enrollment section.
- Joint Services Transcript (JST) policy has been added.

Contact Information

- Rockdale and Warner Robins satellite sites have been closed.

Corps of Cadets

- Commandant of Cadets position has been reassigned.
- Academy Prep Scholars Program policy has been updated.
- Non-Sponsored (Self-Sponsored) Service Academy Prep Scholars policy has been updated.
- Public Safety Leadership Program has been discontinued.

Financial Information & Financial Aid

- 1098-T policy has been updated.
- Veteran Educational Services section has been renamed to Military Benefits and the policy has been updated.
- Attendance and Termination of Benefits policy has been removed.
- Payment Responsibilities policy has been updated.

Student Affairs & Student Disability Services

- Submitting and Resolving Student Complaints policy has been updated.
- Starfish has been replaced with Accommodate.

Curriculum Updates

Business & Management

- Restructured BAS Business Management into a trackable BAS Business Administration model, adding concentrations in General Business, Healthcare Management, Human Resource Management, Marketing, Organizational Leadership, and Supply Chain Management and Logistics, with new courses to support.
- Added new AAS programs and supporting courses in Human Resource Management, Marketing, and Organizational Leadership.
- Added certificate programs in Marketing and Business Office Leadership.
- Renamed AAS Operations Management to AAS Supply Chain Management and discontinued AA/AS Logistics Management as a duplicate of AA/AS Business Administration.

Health & Natural Sciences

- Restructured BAS Public Health into a trackable program with a Policy and Management concentration, supported by new introductory public health courses.
- Updated the AAS Allied Health Science and AS Biology programs.
- Refreshed a broad range of Biology, Chemistry, and Physical Education courses

Humanities & General Education

- Added a new AAS Communication and Digital Media program with an embedded Social Media Specialist Certificate, supported by new courses in digital media and communication.

Justice & Public Safety

- Restructured BAS Criminal Justice into a trackable program, adding concentrations in Homeland Security and Counterterrorism and in Corrections and Rehabilitation, with new courses to support.
- Restructured BAS Homeland Security and Emergency Management into BAS Emergency Management with a Homeland Security concentration.
- Discontinued the Public Safety Leadership Program.

Mathematics & Technology

- Restructured the AAS Information Systems and Analytics into AAS Information Technology, with new courses in Artificial Intelligence Literacy and IT Ethics
- Discontinued the AS Mathematics degree and the Office Suite Specialist Certificate.

Military Science

- Discontinued a leadership course and related certificates.

Social Sciences & Education

- Restructured BAS Human Services into BAS Behavioral Health and Human Services, adding Human Services Practice and Human Services Management concentrations, and created a new AAS Human Services program.

Policy Updates

- Refreshed Area D of the core Curriculum to support transferability of BIO and CIS courses.
- Adopted a new Internship Policy to provide a pathway towards internships taken for course credit.
- Updated the College's grading system, including new S/U grading options for nongraded courses and changing the range of "D" and "F" grades.
- Added policies on awarding posthumous degrees and honorary degrees.