2019 - 2021 College Catalog

Post Office Box 678
Denmark, South Carolina 29042

www.voorhees.edu
Voorhees College
Denmark, South Carolina 29042

2019 - 2021 COLLEGE CATALOG

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

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NON-DISCRIMINATORY POLICY

Voorhees College is committed to providing a work and academic environment that is free of discrimination and harassment of any type, including sexual harassment and misconduct. In keeping with this commitment, Voorhees College maintains a strict policy prohibiting all forms of unlawful harassment (and discouraging conduct that, while not illegal, could reasonably be considered discriminatory harassment as defined below). Discriminatory harassment of any kind is not appropriate at Voorhees, whether it is race, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, veteran’s status, genetic disposition, or any factor that is a prohibited consideration under applicable law.

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# Table of Contents

President’s Message .......................................................... 10

General Information .......................................................... 11

  The Voorhees Mission ...................................................... 11
  Memberships & Affiliations .............................................. 12
  College History & Philosophy ......................................... 13
  Past Principals & Presidents ........................................... 15

Voorhees College Board of Trustees .................................... 16

Executive Officers ......................................................... 16

Members At-Large .......................................................... 16

Staff Trustees .................................................................. 16

Board Of Trustees Liaison .................................................. 16

Trustee Emeritus Members ................................................ 16

College Administration ..................................................... 17

The Executive Cabinet ..................................................... 22

  The Office Of The Provost And The Division Of Academic Affairs ........................................... 22
  The Division Of Enrollment Management & Students Affairs/Athletics ...................................... 27
  The Division Of Business And Fiscal Affairs .................................................................................. 27
  The Division Of Institutional Advancement And Development .................................................... 28

Campus Information ......................................................... 29

  Directory ......................................................................... 29
  Mailing Address: ............................................................ 30
  Web Address: ................................................................. 30
  Visitors ........................................................................... 31

The Campus ..................................................................... 31

  College Buildings .......................................................... 31

Admissions ....................................................................... 33

  Admissions Requirements & Procedures .................................................. 33
  Conditional Admissions ..................................................... 34
  Re-Admission of Former Students ........................................ 34
  Re-Application ................................................................ 34
Withdrawal From A Course ........................................................................................................59
No Show(S), Administrative Drops And Withdrawals ..........................................................59
Withdrawal From The College ..............................................................................................59
Leave Of Absence ..................................................................................................................60
Course Numbering ................................................................................................................60
Student Course Load ............................................................................................................61
Repetition Of Courses .........................................................................................................61
Limitation Of Courses Offered ..............................................................................................61
Auditing Courses ..................................................................................................................61
Independent Study ...............................................................................................................62
Declaration Of Major ..........................................................................................................64
Change Of Major ..................................................................................................................64
Declaration Of Minors ..........................................................................................................64
Student Classification ..........................................................................................................64
Class Attendance Policy ......................................................................................................65
Tardiness/Early Departure .....................................................................................................65
Faculty Responsibility ..........................................................................................................65
Implementation Procedures For Class Attendance Policy ..................................................66
Presenting Excuses ...............................................................................................................67
    Standards Governing Excused Absences ........................................................................67
Textbooks .............................................................................................................................67
Examinations .........................................................................................................................68
Policy On Academic Dishonesty ............................................................................................68
    Cheating ............................................................................................................................68
    Plagiarism ........................................................................................................................68
    Fabrication .......................................................................................................................69
    Lying ...................................................................................................................................69
Academic Credit ....................................................................................................................73
    Credit from External Sources and Alternative Approaches ..........................................73
        Advanced Placement (AP) .............................................................................................73
        College Level Examination (CLEP) ..............................................................................73
Chapel Services .........................................................................................................................91
Intramural Activities ................................................................................................................91
Student Organizations ..............................................................................................................92
Greek Organizations ................................................................................................................92
Non-Greek Student Organizations ..........................................................................................92
Academic Programs ...............................................................................................................93
Voorhees College Expected Educational Results ...................................................................93
Communication Skills ............................................................................................................94
Acquisition and Application of Knowledge ............................................................................94
Scientific and Computational Skills .......................................................................................94
Values and Cultural Awareness ...............................................................................................94
Special English Proficiency Examination Regulations ..........................................................95
English Proficiency Examination (EPE) Requirements ............................................................95
Voorhees College Majors and Degrees ..................................................................................102
Department Of Business & Entrepreneurship ......................................................................103
  Accounting .........................................................................................................................103
  Business Administration .....................................................................................................107
  Business Administration Major ..........................................................................................110
  Organizational Management Major ...................................................................................113
Department Of Humanities, Education, And Social Sciences ...........................................115
  Mass Communication ..........................................................................................................116
  Sociology ..............................................................................................................................119
  Child Development .............................................................................................................122
  Criminal Justice ..................................................................................................................125
  Psychology ..........................................................................................................................128
  Theological Studies .............................................................................................................135
Department Of Science, Technology, Health, & Human Services .....................................138
  Biology .................................................................................................................................139
  Computer Science & Cyber Security ....................................................................................143
  Emergency Management & Homeland Security .................................................................147
  Sports Management ...........................................................................................................151
General Public Health..................................................................................................................154
Certificate Options At Voorhees College..................................................................................161
  Child Development Certificate (CDC)......................................................................................162
  Certificate in Cybersecurity (CCS) ..........................................................................................164
  Certificate in Data Analytics (CDA) ........................................................................................166
  Certificate in Entrepreneurship and Small Business (ESB) ....................................................168
  Certificate in Organizational Management (COM) ..................................................................170
Voorhees College Online Degree Programs .............................................................................172
  Admission Requirements for Online Bachelor’s Degree Programs .......................................172
  General Education Curriculum (GER) Requirements ..............................................................174
  General Business Concentration ............................................................................................179
  Finance Concentration ...........................................................................................................181
Military Science (Rotc) Program ...............................................................................................183
Student Support Services and Programs ................................................................................187
The W. Franklin Evans Honors College Program ......................................................................193
The Louis Stokes Carolina Alliance For Minority Participation .............................................194
Campus Media ..........................................................................................................................195
  The VC Digest .........................................................................................................................195
  WVCD 790 A.M. Radio ............................................................................................................195
Career Pathways Initative ..........................................................................................................197
College Faculty ..........................................................................................................................203
Course Descriptions .................................................................................................................207
The Voorhees College Catalog

This document is for students, parents, and high school counselors. The material contained within is relevant to prospective and current students.

The material in this catalog is to be used for information purposes only and is not to be construed as a contract between a student and the institution. Every effort has been made to ensure the accuracy of statements; however, Voorhees College reserves the right to change any provision listed in this catalog without prior notice to individual students. Though reasonable and appropriate notification to faculty and students will follow changes to this catalog, faculty and students are encouraged to periodically reference this catalog.

Information regarding graduation requirements is available in the Office of the Registrar. Even though all students have faculty advisors, they are responsible for keeping themselves apprised of current graduation requirements for the degree program in which they are enrolled.

Voorhees College reserves the right to add or drop programs and courses, to change tuition and fees, to revise the official calendar, and to institute new requirements as needed. However, every effort will be made to keep the scope and frequency of changes to a minimum in an effort to reduce inconvenience to faculty and students.

Civil Rights, US Title IX

Voorhees College offers equal opportunity in its employment, admissions, and educational activities, in compliance with Civil Rights Laws, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1974.
Greetings Voorhees College Scholars,

The legacy that was built and left by Elizabeth Evelyn Wright almost 120 years ago is still being cultivated and realized. Voorhees College has a proud, stellar history of changing the minds and lives of so many who have entered its hallowed grounds.

As the 9th President of this exceptional historically-black college, it is my belief and experience that Voorhees College will be nationally recognized as a premier, comprehensive liberal arts institution, focused on student success, excellence and integrity. I will work hard to ensure that a greater emphasis is placed on high performing learners, highly accomplished faculty and staff, an involved community, and a supportive and dedicated alumni base.

Voorhees is a special place with a proud past and a promising future, I am excited about the possibilities and opportunities that lie ahead. Without a doubt, I look forward to working with the entire Voorhees College family to more this institution onward and upward to loftier heights. Our mission is still student-focused as we aim to provide a holistic education that will prepare each student intellectually, culturally, socially, morally, and spiritually to be global leaders and contributors to an ever-changing, multifarious, and diverse society.

With Tiger Pride,

W. Franklin Evans, Ph.D.
President
GENERAL INFORMATION

THE VOORHEES MISSION

Voorhees College is a private historically black liberal arts institution affiliated with the Episcopal church, whose mission is to produce highly qualified graduates who coalesce intellect and faith in pursuit of life-long learning, healthy living, the betterment of society, and an abiding faith in God.

In forging this agenda for excellence, Voorhees College strives to achieve the following Institutional Goals in order to:

I. **DEMONSTRATE ACADEMIC EXCELLENCE and DISTINCTION**

   To provide and promote a learning environment of excellence and distinction centered on an engaged superlative faculty and staff committed to fostering intellectual growth, developing relevant skills and competencies, offering experimental learning reflective of student interests, and producing competent workers and leaders for globally diverse world.

II. **FACILITATE STUDENT SUCCESS**

   To create and enhance a unique learning, student-focused environment that ensures excellence, creativity, and innovation in strategically planning and implementing initiatives to increase diversity, measures of retention and graduation, career exposure and placement, spiritual growth, and leadership development

III. **ENSURE INSTITUTIONAL EFFICIENCY and EFFECTIVENESS**

   To establish and maintain an organizational culture designed to meet the needs and expectations of an exceptional and efficient workforce and its stakeholders where accreditation is maintained, service is promoted, technology is enhanced, systems are results-oriented, processes are thoroughly assessed, accountability is expected, and financial stability is safeguarded.

IV. **STRENGTHEN RESOURCE DEVELOPMENT**

   To acquire and increase the financial and funding needs to remain an affordable institution, recognized for financial stability, unparalleled management of human and physical resources, an expanded and comprehensive donor base, and an ongoing and increasing flow of gifts and donations in order to achieve the vision, mission, and programmatic needs of the College.
MEMBERSHIPS & AFFILIATIONS

Voorhees College is affiliated with The Episcopal Church and holds memberships in the following professional organizations:

- American Association for Adult and Continuing Education (AAACE)
- Association of Collegiate Business Schools and Programs (ACBSP)
- Association of Colleges and University Auditors
- Association of American Colleges
- American Association of College Registrars and Admission Officers
- American Association for Higher Education
- American Council on Education
- American Library Association
- American Personnel and Guidance Association
- Association for Institutional Research
- Association of Episcopal Colleges
- Association of Governing Boards of Universities and Colleges
- Black Executive Exchange Program (BEEP)
- Black Caucus of the American Library Association
- College Entrance Examination Board
- Commission on Accelerated Programs (CAP)
- Council for Adult & Experimental Learning (CAEL)
- Council for Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- HBCU Library Alliance
- Institute of Internal Auditors
- Lytras
- National Alumni Council of the UNCF
- National Association of African American Honors Programs
- National Association of African American Studies
- National Association of College Admission Counselors
- National Association of College and University Business Officers (NACUBO)
- National Association of Intercollegiate Athletics (NAIA)
- National Association for Equal Opportunity in Higher Education (NAFEO)
- National Association of College Deans, Registrars, and Admissions Officers
- National Association of Independent Colleges and Universities
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Women's Deans and Counselors
- Palmetto Academic Independent Library System (PAILS)
- Partnership Among South Carolina Academic Libraries (PASCAL)
- Saint Monica University, Beau, Cameroon, Central West Africa
- Southern Association of Student Financial Aid Administrators (SASFAA)
- South Carolina Association of Student Financial Aid Administrators (SCASFAA)
- South Carolina Association of Institutional Research (SCAIR)
- South Carolina Association of Vice Presidents for Academic Affairs
- South Carolina Chamber of Commerce
- South Carolina Women in Higher Education (SCWHE)
- Southern Association of Colleges and Schools, Commission on Colleges
- Southern Association of Criminal Justice Educators
- Southern Association of Student Financial Aid Administrators
- The United Negro College Fund (UNCF)
COLLEGE HISTORY & PHILOSOPHY

Inspiration, determination, imagination and faith, each have been pillar principles in Voorhees College's century-long history, “changing minds” and “changing lives”.

That history started with Elizabeth Evelyn Wright-Menafee, who at 23 was only a little older than a typical college student, when she came to Bamberg County. A native of Georgia, Wright-Menafee found her inspiration while studying with Booker T. Washington at the world-renowned Tuskegee Institute. She said time at Tuskegee gave her a mission in life, being “the same type of woman as Mr. Washington was of a man, knowing the importance of education.” She moved to Denmark and started the first of several schools in the rural area, surviving death threats, attacks and arson.

Wright-Menafee went back to Tuskegee to finish her degree before returning to South Carolina to try again. Undeterred and envisioning a better future for blacks through education, she founded Denmark Industrial School in 1897, modeling it after Tuskegee. New Jersey philanthropist Ralph Voorhees and his wife donated $5,000 to buy the land and build the first building, allowing the school to open in 1902 with Wright-Menafee as principal. It was the only high school for blacks in the area.

In 1924, the American Church Institutes for Negroes, which was part of the Episcopal Church, agreed to support the school. This was the start of an affiliation that continues today. The original partnership between the church and Voorhees was based on the fact that the church alone cannot nourish and strengthen people without the help of Christian institutions of higher learning. At the same time, the College cannot effectively guide, educate and shape young minds without the spiritual influence of the church. These long-held values set the standard by which the College judges its teaching, scholarship, and service programs today. For the church, Voorhees is a ministry and an investment, as well as a huge benefit to society.
In 1947, the school became Voorhees School and Junior College, with two year degrees. This new beginning was validated through accreditation by the Southern Association of Colleges and Schools (SACS). Voorhees College was the first HBCU in South Carolina to receive this distinction. In 1962, Voorhees expanded its offerings, becoming a four-year institution.

Voorhees College strives to balance practical career training with a well-rounded background in the liberal arts. Dating back to Wright-Menafee’s era, there has been an ongoing debate in higher education. There are those who follow the philosophy of Dr. Booker T. Washington, an advocate of education focused to develop jobs skills, and those who believe as Dr. W.E.B. Dubois did, that a liberal education can transform young adults into leaders. The Voorhees curriculum today reflects a balance of these two prevailing philosophies.

In accordance with its mission statement, Voorhees students combine intellect and faith as they prepare for professional careers. They learn to thrive in a diverse and global culture while pursuing life-long learning, healthy living, and an abiding faith in God. They aim to better themselves, their communities, and society.

Scholarships lead to a festive moment at the Voorhees College 5th Annual Scholarship Gala.
# PAST PRINCIPALS & PRESIDENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Evelyn Wright-Menafee, Founder &amp; Principal</td>
<td>1897 - 1906</td>
</tr>
<tr>
<td>Gabrial P. Miller, Principal</td>
<td>1907 – 1911</td>
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<tr>
<td>Cyrus Campfield, Principal</td>
<td>1911 - 1912</td>
</tr>
<tr>
<td>Martin A. Menafee, Treasurer &amp; Acting Principal</td>
<td>1911 - 1916</td>
</tr>
<tr>
<td>Jesse O. Thomas, Principal</td>
<td>1916 - 1918</td>
</tr>
<tr>
<td>E. R. Roberts, Principal</td>
<td>1918 - 1922</td>
</tr>
<tr>
<td>J. E. Blanton, President</td>
<td>1922 - 1947</td>
</tr>
<tr>
<td>Earl H. McClenney, President</td>
<td>1947 - 1950</td>
</tr>
<tr>
<td>Cecil B. Haliburton, President</td>
<td>1950 - 1953</td>
</tr>
<tr>
<td>T. H. Moore, Acting President</td>
<td>1953 - 1954</td>
</tr>
<tr>
<td>John F. Potts, President</td>
<td>1954 - 1970</td>
</tr>
<tr>
<td>Harry P. Graham, President</td>
<td>1970 - 1977</td>
</tr>
<tr>
<td>Lester B. Brown, Acting President</td>
<td>1977 - 1978</td>
</tr>
<tr>
<td>George B. Thomas, President</td>
<td>1978 - 1983</td>
</tr>
<tr>
<td>John F. Potts, Acting President</td>
<td>1983 - 1985</td>
</tr>
<tr>
<td>Leonard E. Dawson, President</td>
<td>1985 - 2001</td>
</tr>
<tr>
<td>Prezell R. Robinson, Interim President</td>
<td>Summer 2001</td>
</tr>
<tr>
<td>Lee E. Monroe, Jr., President</td>
<td>2001 - 2007</td>
</tr>
<tr>
<td>Valdrie N. Walker, Acting President</td>
<td>2007 - 2008</td>
</tr>
<tr>
<td>Cleveland L. Sellers, Jr., President</td>
<td>2008 – 2016</td>
</tr>
<tr>
<td>W. Franklin Evans, President</td>
<td>2016 – Present</td>
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</tbody>
</table>
VOORHEES COLLEGE BOARD OF TRUSTEES

The Voorhees College Board of Trustees is chartered to provide strategic leadership for the campus by working primarily with the president and the executive cabinet. The length of term and voting privileges for each board member can vary.

EXECUTIVE OFFICERS
Chairperson – Robert Satcher, Jr.
Vice Chairman – Rev. Sam Davis
Treasurer – Dane Murray
Secretary – Leah Taylor

STAFF TRUSTEES
Dr. W. Franklin Evans, President
National Alumni President, 2016-2025
Mr. David Miller
Alumni Representative, 2017-2025
Mr. Thomas Sumter
Faculty Representative, 2018-2019
Dr. Keathen Wilson
Student Representative, 2018-2019
Miss Christina Donovan

MEMBERS AT-LARGE
Bishop Gladstone “Skip” Adams
Dr. Traci Young-Cooper
Rev. Sam Davis
Dr. Robert Dodd, Jr.
Dr. Donald L. Fowler
Mr. James L. Gardner
Dr. Robert Hymes
Mr. Alfonso Lambback, Sr.
Mr. Dan Martin
Dr. Vincent McNeil
Dr. Michelle Meekins
Mr. David Miller
Mr. Dane Murray
Mr. J. Milton Pope
Dr. Fulton Porter
Mr. Daraka Satcher
Dr. Robert L. Satcher
Ms. Leah Taylor
Dr. Kwaku Temeng
Bishop W. Andrew Waldo
Rev. Dr. James H. Williams

BOARD OF TRUSTEES LIAISON
Menia D. Lee, MBA

TRUSTEE EMERITUS MEMBERS
Dr. Matthew A. Golson
Dr. Prezell R. Robinson
Dr. Mary Hepburn
COLLEGE ADMINISTRATION

College administration provides oversight for all faculty, staff, and students, all operations and resources. For a complete listing of Voorhees College personnel, please reference the campus directory online at www.voorhees.edu/directory/.

OFFICE OF THE PRESIDENT

W. Franklin Evans, Jr., Ph.D, President
Shemrico Stanley, Executive Director of Title III Programs/Chief of Staff
Sheborsheia Stewart-Smith, Administrative Assistant to the Executive Director of Title III Programs
Menia D. Lee, MBA, Board of Trustees Liaison

DIVISION OF ACADEMIC AFFAIRS

Ronnie Hopkins, Ph.D., Provost and Vice President for Academic Affairs
Velteeka Wright, Executive Administrative Assistant to the Provost and Vice President of Academic Affairs
Sherry Hopkins, Ph.D, Coordinator, Institutional Effectiveness Research
Verna Mayers-Fakunle, Executive Director of Academic Support Programs

DEPARTMENT OF CAREER PATHWAYS INITIATIVE

Kimoni Hickman, Director of Career Pathways Initiative (CPI)
Lealather Mayers, III, Coordinator of Career Planning and Resources
Samuel Dotson, Coordinator for First Year Experience
LaSandra Robinson, Coordinator for Experiential Learning

OFFICE OF SPONSORED RESEARCH

Menia D. Lee, MBA, Director

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP

Katherine Whitaker, DBA, Chairperson & Professor of Business
Alicia Davis, Ed.S., Assistant Professor of Accounting
Annie B. Patrick, MBA, Assistant Professor of Business Administration
James Ross, MBA, Assistant Professor of Finance
Chandra Singh, Ph.D., Associate Professor of Economics
Keathen Wilson, Ph.D, Professor of Business Administration
DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH AND HUMAN SERVICES
Alexandra Proctor, Ph.D., Chair, Department of Science, Technology, Health and Human Services
Marcus Amos, Ph.D., Assistant Professor of Sports Management
Yavuz Cakir, Ph.D., Assistant Professor of Biology
Veronical Gadsden, Instructor of Computer Science and Cyber Security
Zhabiz Golkar, Ed.D., Associate Professor of Biology
Xiaohua Jin, Ph.D., Assistant Professor of Mathematics and Computer Science
Roger Riley, Instructor of Emergency Management
Chandra Singh, Ph.D., Professor of Economics
Calvin Williams, Assistant Professor of Sports Management
Anastasyia Yakunina, Ph.D., Associate Professor of Mathematics
Jianye Zhang, Ph.D., Assistant Professor of Chemistry
Xiqiang Zheng, Ph.D., Associate Professor of Mathematics/Computer Science

DEPARTMENT OF HUMANITIES, EDUCATION AND SOCIAL SCIENCES
Tywana Chenault, Ph.D., Chair, Department of Humanities, Education and Social Sciences
Adra Barrows, Assistant Professor of Comparative Literature
Leland Barrows, Ph.D., Professor of History
Louis Howell, Assistant Professor of Criminal Justice
Diane Hulett, Ph.D., Assistant Professor of English
Lugenia Rochelle, Assistant Professor of English
Pamela Small, Assistant Professor of Child Development
Norma Watts, Ph.D., Assistant Professor of Humanities

INSTRUCTIONAL SITE COORDINATORS
Dorothy Gandy, Ed.D., Off-Campus Instructional Site Coordinator

ROTC COORDINATOR
LTC Anthony Watson

WRIGHT/POTTS LIBRARY
Herman “Skip” Mason, Director of Library Services
Monica Johnson, Technical Services Librarian (Cataloger)
Richard Reid, Historian
Gwendolyn Timms, Library Assistant
OFFICE OF THE REGISTRAR AND STUDENT RECORDS
Felicia Mason-Garner, Registrar and Compliance Specialist
Kimberly Smalls, Assistant Registrar
Pamela Wade, Assessment Coordinator and Academic Advising Module Manager

STUDENT SUPPORT SERVICES
Lynda Jefferson, Director of Student Support Services
Matilda Dargan, Self-Help Outreach Specialist
Eartha Hammond, Co-Coordinator, Learning Specialist for Mathematics (ACE)
Wendy Jones-Hyland, Coordinator of Counseling and Disabled Services/Counselor
Ella Risi, Coordinator of Academic Support Services/Counselor
Yvonne Singleton, Co-coordinator, Learning Specialist for Reading and Composition (ACE)

VETERANS RESOURCE CENTER
Lee Odom, Director for Veterans Resource Center

DIVISION OF STUDENT AFFAIRS
Charlene M. Johnson, Vice President for Enrollment Management & Student Affairs
Rachel Jones, Coordinator of Retention and Lyceum Facilitator

CHAPLAIN
Minister James D. Yarsiah, Chaplain/Vicar, Assistant Professor of Religion and Philosophy

DEPARTMENT OF ADMISSIONS AND RECRUITMENT
TBA, Director of Admissions and Recruitment
D’metrius Dew, Admissions Office Manager
Camron McClain, Admissions Counselor/Recruiter
Courtney Rowe, Admissions Counselor/Recruiter
Aaron White, Admissions Counselor/Recruiter
Kari L. Williamson, Data Coordinator, Part-Time Recruiter

DEPARTMENT OF ATHLETICS
Edward Glover, Basketball, Head Coach of Women’s Basketball
Jeffrey Hughes, Head Coach of Track and Field/Cross Country/Instructor of Sports Management
Derrick Mitchell, Head Coach of Men’s Basketball/Instructor of Sports Management

DIVISION OF BUSINESS AND FISCAL AFFAIRS
Diane V. O’Berry, Vice President for Business and Fiscal Affairs
Jade Jenkins, Director of Financial Compliance and Grants Management
DEPARTMENT OF RESIDENTIAL LIFE AND HOUSING
Allison Clark, Director, Residential Life and Housing
Michael Gary, Senior Residence Coordinator
Nichelle Jamison, Residence Coordinator
Tavern Jenkins, Residence Coordinator
Roland Kindard, Residence Coordinator
Kenneth Kinard, Residence Coordinator
Kelly McCray, Residence Coordinator
Valarie Stanford, Residence Coordinator
Mildred Smith, Residence Coordinator
Kaia Murdaugh, Residence Coordinator
Shaunetta Ray, Residence Coordinator
Pamela Rice, Residence Coordinator
Nicole Rivers, Residence Coordinator
Natalie Saxton, Residence Coordinator
Mildred Smith, Residence Coordinator
Valerie Stanford, Residence Coordinator
Eloise Walker, Residence Coordinator
James Wise, Residence Coordinator

DEPARTMENT OF STUDENT AFFAIRS
Adrian West, Dean of Students
Suzanne Williams, LPN, Director of Health Services
Marion Wright, Director

DEPARTMENT OF CAMPUS SAFETY AND SECURITY
Marquez Claxton, Chief of Safety and Security

DEPARTMENT OF ACCOUNTING
Shane Gorham, Staff Accountant
Cheryl Knight, Accounts Payable Manager
Queen Smith, Manager, Student Receivables
Beverly Johnson, Cashier
Cameiya Wolfe, Accounting Clerk

OFFICE OF HUMAN RESOURCES
Constance Colter-Brabham, Director
Karen Countz, Human Resources Generalist
COLLEGE STORE
Shanda Ruffin, Manager

DEPARTMENT OF FINANCIAL AID
Augusta Kitchen, Director
April G Yamfi, Assistant Director
Takillya Brown, Default Manager
Jessica Griffith, Federal Programs Coordinator/Financial Aid Counselor

PHYSICAL PLANT OPERATIONS
Willie Jefferson, Director of External Affairs, Operations and Special Events
Alice Bryant, Inventory/General Receiving Specialist
Kelvin Isaac, Mailroom Manager
Nicole Rivers, Executive Housekeeper

FOOD SERVICES
Carolyn Jenkins, Director for Aladdin

DIVISION OF INSTITUTIONAL ADVANCEMENT AND DEVELOPMENT
Dr. Gwynth Nelson, Vice President for Institutional Advancement and Development
Megan Freeman, Director of Communications
Clarence Jones, Director of Radio Communications and Radio Station
Stephanie Rivers-Kluttz, Interim Director of Alumni Affairs and Development
Sarah Simpson, Development Associate
Dwayne Smiling, Prospect Researcher and Government Relationship Manager
Curtiss Sumner, Webmaster/Graphic Designer
Tammy Williams, Development Administrative Associate

OFFICE OF ALUMNI RELATIONS
Stephanie Rivers-Kluttz, Director

ACADEMIC CENTER OF EXCELLENCE IN RURAL AND MINORITY HEALTH
Alexandra Proctor, Ph.D.

DEPARTMENT OF INFORMATION TECHNOLOGY
Monterrio Jones, Chief Information Technology Officer
Stayce Greene, Interim Jenzabar Administrator/Helpdesk Manager
Alfreda Rowe, Computer Lab Manager
Tony Smalls, Jr., Wireless and Telecommunications Specialist
John Stewart, Interim Director of Network Services
The Executive Cabinet

The Executive Cabinet is the leadership component of the College community delegated to evaluate, recommend, and execute policies as established by the board of trustees and under the direction of the president. Reporting to the president as chief administrators are the provost, vice presidents and other administrators, responsible for their respective divisions and units within the College. The Executive Cabinet consists of the following: Provost and Vice President for Academic Affairs, Vice President for Student Affairs/Enrollment Management/Athletics, Vice President for Business and Fiscal Affairs, Vice President for Institutional Advancement and Development, and Executive Assistant to the President/Title III Coordinator. As chair of the executive cabinet, the president supervises the chief administrators, who define and implement procedures derived from the established policies to conduct college-wide operations. The Executive Cabinet serves as a vehicle to promote close cooperation among the administrators who report to the president to maintain good communication within all areas of the College community. The president also serves as chair of the SACSCOC Leadership Team, with the Accreditation Liaison reporting to as a delegate and agent of regional accreditation.

The Office Of The Provost And The Division Of Academic Affairs

Dr. Ronnie Hopkins, Provost and Vice President for Academic Affairs

The Office of the Provost supports the skillful improvement and learning of its valuable educators and personnel who are committed to cultivating an educational atmosphere that supports student learning and development. The office provides optimal operational and strategic performance in the areas of academics, educational support, and other areas as assigned by the President of the College ensuring the achievement of the College’s mission and vision. The office manages the College’s regional accreditation and ensues total compliance in each academic and administrative unit campus wide. Additionally, the office hires, supports, and promotes faculty, coordinators, managers, and directors necessary in solidifying the growth and activities of students during their matriculation at Voorhees College. Leadership in enrollment, retention, and graduation strategies are provided through the Office of the Provost and Division of Academic Affairs. The office is responsible for managing the College’s resources while stimulating building on those resources in ways that expand the image and viability of the College through budgeting and planning. Ultimately, the office is responsible for academic program management and curriculum development, faculty promotion and enhancement, and strategic preparation.

In accordance with the College’s mission, Dr. W. Franklin Evans, the 9th President of Voorhees College has issued the charge and call to action articulated through the mantra: Re-Imagining Voorhees: A Different School of Thought. President Evans believes and expects that Voorhees College will be nationally recognized as a premier, comprehensive liberal arts institution focused on student success, excellence and integrity. Through this charge, greater emphasis is placed on high performing learners, highly-accomplished faculty and staff, an involved community, and a supportive and dedicated alumni base. To that end, Voorhees College’s Office of the Provost and Division of Academic Affairs is committed to designing, developing, and offering programs of study that will strengthen the preparation of our students for their chosen career fields, and maximize...
their potential for success through increased opportunities for specializations in high demand. The goal of the Office of the Provost and Division of Academic Affairs is to achieve Academic Excellence and Distinction which will be realized and maintained through efficient management of the division, continual assessment and realignment of the curriculum, development of the faculty, and maximized curricular and co-curricular student engagement, locally, nationally, and internationally.

Under the leadership of the Provost and Vice President for Academic Affairs, the structural organization of the Division of Academic Affairs is comprised of the academic, administrative, instructional, and educational support units of Voorhees College. The Division of Academic Affairs consists of three academic departments: Department of Business & Entrepreneurship; Department of Humanities, Education, & Social Sciences; and, Department Science, Technology, Health and Human Services. The College offers sixteen majors that are aligned with local and national workforce needs and strategically develop intentional career pathway options for students across their collegiate experience to strengthen their career service operations.

The Division of Academic Affairs seeks to provide academic, cultural, spiritual, and social experiences that prepare students not only for professional and personal success, but also to advance Voorhees College as a premiere liberal arts institution of higher education. Furthermore, the mission of the Division of Academic Affairs is to support and advance the mission and strategic initiatives of the College. The Division is committed to the ethos of the liberal arts tradition, consistent with the College’s motto, “Changing minds. Changing lives.” realized through challenging curricular and co-curricular programs aimed at preparing students to be productive and positive contributors in a diverse, global society. To that end, the Division is committed to fostering a student-centered environment that encourages collaboration, research, and creative activities between and among students and faculty at Voorhees and students and faculty across the nation and the world. The Division believes that this thrust promotes knowledge, scholarship, appreciation of diversity, and especially current technological literacy.

Inasmuch as knowledge and learning are acquired in both the formal classroom setting and beyond, the Division of Academic Affairs provides educational support units to engage students in co-curricular and extra-curricular programs and experiential activities. In an effort to achieve Academic Excellence and Distinction, the Division of Academic Affairs has five (5) academic foci to include:

**First Year Experience Program**
The First Year Experience Program seeks to re-imagine college life for students in the first year of college at Voorhees. Based on the premise to prepare students in the first year of college for the nebulous, daunting, and sometimes frightening transition from high school to college, the Voorhees College First Year Experience Program is designed to help incoming students enjoy and adjust to in-depth critical thinking, analytical discussion, guided career pathways, and the systems that make Voorhees College the unique institution it is. The First Year Experience Program serves as the catalyst for enculturation of students in the first year of college and seeks to provide best-practice strategies, including guided pathways curriculum reform, learning communities, heightened student engagement and other programs and activities designed to guide this vulnerable population of students through first-year success.
Service Learning and Community Engagement
Service Learning and Community Engagement is anchored in the biblical reference proclaimed by our Founder, Elizabeth Evelyn Wright: Ebenezer, the Stone of Help, through Service Learning students are systemically immersed in the culture of helping through volunteerism, community service, experiential engagement, and guided career pathways. At Voorhees College, Service Learning is a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.

Center for Teaching, Learning, and Research
The Center for Teaching, Learning, and Research seeks to offer opportunities for faculty to broaden their perspectives on teaching and learning and apply strategies grounded in research to optimize student learning. The CTLR provides opportunities for faculty to evolve their teaching practice in ways that enhance student learning.

Office of International Programs
International Programs provides a comprehensive platform for global engagement for students, faculty, staff, administrators, alumni, and community members. Ultimately, the Office of International Programs serves as a clearinghouse for International Services at Voorhees College and the home to cutting-edge international initiatives, including (but not limited to): Study Abroad Programs, International Internship Programs, International and English Language Programs, and International Services. The Office of International Programs is Voorhees College’s primary resource for undergraduates and alumni seeking to engage in experiential and virtual international experiences. Further, the Office of International Programs will work closely with the Office of Admissions to recruit additional international students who will find that one of their best educational opportunities lies within the confines of studying at an HBCU in the United States. Finally, the Office of International Programs serves as a platform and catalyst for resources and the creation of discussion spaces on a wide range of critical international topics (e.g., immigration reform, financial matters, cultural, social, and political commonalities and differences, business, development, law and diplomacy).

The Center for Continuing Education and Lifelong Learning
The Center for Continuing Education and Lifelong Learning comprises Distance Learning, Off-Campus Instructional Sites, and Evening and Weekend programs. The programs primarily include working, adult learners, who have some college credits and wish to complete the bachelor’s degree for career enhancement, employment advancement, and personal edification. The Voorhees College Center for Continuing Education and Lifelong Learning seeks to provide a roadmap for the bachelor’s degree completion of adult learners, thus empowering them to engage in the exponential responsibility of “Changing minds. Changing lives” in their given professions.

Additional Educational Support units include the following:

The Center for Academic Excellence
The Center for Academic Excellence is a full-service tutorial center designed to ensure that all students are provided the academic support required to be successful at Voorhees College. Individual and group writing support is provided free of charge to any member of the Voorhees
community. Students receive assistance with all stages of the writing process, from finding a topic through drafting, revising, and final editing. The Center also provides individual and group support for students whose first language is not English.

**Career Pathways Initiative**
The Career Pathways Initiative strengthens institutional career placement outcomes by increasing the number of undergraduates who immediately transition to meaningful jobs in their chosen fields.

**Student Support Services**
The Student Support Services Program is designed to enhance college success for first-generation, low-income students and/or those with disabilities.

**The Center of Excellence for Rural and Minority Health Disparities and Wellness**
The Center investigates and combats health disparities in Bamberg County. The center’s mission is to eliminate health disparities through dissemination of health information by way of technology and traditional means, and to improve the access of the rural and minority communities of Bamberg and its surrounding counties to quality healthcare and wellness.

**The Office of the Registrar and Student Records**
The Office of the Registrar and Student Records maintains and ensures the integrity of student academic records and manages effective policies and practices regarding registration, academic progress and graduation for Voorhees College.

**Wright/Potts Library**
Library resources and services at the Wright/Potts Library at Voorhees College are designed to provide the same high quality service to the distance education students as on-site students. The Library’s primary objective is to provide the necessary resources and services to support the college’s educational mission. Efforts are made by the library staff to implement the objectives of the college by making books and other relative resources available to supplement and enrich the curriculum, to provide for independent study and research, and to encourage a lifelong habit of reading for cultural enrichment and personal growth.

As such, all Voorhees College students have automatically generated student accounts, which include proxy server access into our database and online journal subscriptions. Distance Education students also have access to the library’s collection through a book request service (books from our collection are mailed to the student for use and then returned via mail) and interlibrary loan services.

The Wright/Potts Library also provides each student with an account to help organize their research and create citations. Each academic department has an assigned liaison librarian and the liaison is responsible for course related research guides accessible through the library’s website. The library provides access to on-demand local and statewide research assistance delivered via email, chat, and text, and will use a variety of face-to-face interactive portals, such as Skype, Go-To-Meeting, and Google Hangout, if needed by the student for more intensive assistance. The delivery of library resources and services has adapted to include delivery via online instruction, websites, videos, tutorials, television, and blogs.

The proposed VC Online BS-Business Administration program is composed of student learning outcomes that require students and faculty to examine basic functions and theories of Accounting, Finance, Management, Marketing, and other areas of Business Administration. The Wright/Potts Library already supports the academic program and has a diverse and extensive online resource collection to provide potential online students. See Table IV for highlighted databases that directly or indirectly impact teaching and learning in Business Administration.
Table VI: Highlighted Databases

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<thead>
<tr>
<th>Database</th>
<th>Description</th>
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<tr>
<td>ABI/Inform Global</td>
<td>*A comprehensive business database offering the latest business and financial information for researchers at all levels, including in-depth coverage from thousands of publications, most of them in full-text. * Allows faculty, students and other users to find out about business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and competitive landscape.</td>
</tr>
<tr>
<td>Gale Cengage Databases and Reference Library</td>
<td>Allows the faculty to download library program guides aligning eBooks &amp; Gale Courses with workshops and learning outcomes.</td>
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<tr>
<td>Ferguson’s Career Guidance Center</td>
<td>Serves as a comprehensive resource for career exploration and planning that allows students, faculty members and academic advisors to quickly find the valuable career information they need in diverse careers from industry and professions articles, school planning resources, or skills and career advice.</td>
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</table>

Also, significant to our online Business Administration program, the Wright/Potts Library at Voorhees College is a member of the Partnership Among South Carolina Academic Libraries (PASCAL), a consortium that fosters cooperation on a broad range of library resources materials and issues. Additional on-line resources that directly and indirectly impact teaching and learning in the Bachelor of Business Administration degree program and developing career pathways for students include:

- **Academic Search Complete (EBSCOhost)** - the leading resource for scholarly research; supports high-level research in the key areas of academic study by providing journals, periodicals, reports, books and more.
- **JSTOR** - a digital library of academic journals, books, and primary sources.
- **EBSCO databases and eBook collection** - contains all of the full text eBooks purchased from EBSCO, including eBooks from eBook Subscription Collections, as well as single eBook titles; eBook it is automatically transferred into this database with EBSCO.
- **ABC-Clio eBook Collection** – provides access to over 6,000 encyclopedias, dictionaries, handbooks, and guides from ABC-CLIO, Greenwood Press, Libraries Unlimited, and Praeger. Topics covered include history, business and economics, current events and issues, education, geography and world cultures, health and medicine, law, crime and justice, library and information science, literature, military history, multicultural and gender studies, philosophy, politics and government, popular culture, religion and mythology, science, technology and environment, security studies, and sociology.
• Lexis Nexis Academic - online academic research database, college faculty and students can pinpoint relevant information for a wide range of academic research projects.
• Literature Resource Center (Gale) - online literature database offering the broadest and most representative range of authors and their works including a deep collection of full-text critical and literary analysis. The database provides researchers with unbounding evidence to support their literary responses and thesis statements through a diversity of scholars and critics that ensure all views and perspectives are represented.
• Archives from the Institute of Physics (IOP) – an electronic collection for the scientific, technical and medical research community. This collection of articles is a combination of important themes by some of the most pivotal characters in the history and development of science.
• Academic Search Premier (EBSCO) - covers the expansive academic disciplines offered in colleges and universities and provides comprehensive content, including PDF backfiles to 1975 for more than 120 journals and searchable cited references for more than 1,000 titles.

The Wright/Potts Library has many more electronic resources to support students, faculty, and academic advisors in the Bachelor of Science Business Administration degree program.

The Division Of Enrollment Management & Students Affairs/Athletics
Charlene Johnson, Vice President
The Division of Student Affairs is the administrative area of the College that includes the Office of Admissions, the Office of Career Planning & Placement, the Athletics Program, Office of Student Engagement, Residential Life and Housing, Health Services, and Violence Program. Within this division, various activities and programs are coordinated to provide excellent administrative services and information to students and their parents, the College community, and other constituents and stakeholders. It is within this division that students are actively recruited throughout the academic year and the summer.

The Division Of Business And Fiscal Affairs
The purpose of the Division of Fiscal & Administrative Affairs is to manage effectively the financial, human, and physical resources of the College. The division includes the Office of Financial Aid, Human Resources, the Physical Plant, Accounting, Transportation, the College Mail Room and Book Store. In addition, the Division of Fiscal & Administrative Affairs manages all outsourced contractual vendors.
The Division Of Institutional Advancement And Development

The Division of Institutional Advancement and Development supports the overall mission of Voorhees College by spearheading efforts to increase the involvement of philanthropic organizations with the College. Moreover, while enhancing the College image, the Division of Institutional Advancement and Development strives to build long-term voluntary relationships between Voorhees College and its external constituents to stimulate greater understanding, support, and recognition of Voorhees and its important mission as a private, historically black, church-related, liberal arts college. Furthermore, the division’s departments are responsible for a range of activities that provide the framework for building strong support and lasting relationships with a variety of constituencies, including alumni, community members, donors, lawmakers, the media, parents, students, and friends.
CAMPUS INFORMATION

DIRECTORY
All telephone calls are received through the College switchboard, 803-780-1234, during standard business hours from 8:00 a.m. to 5:00 p.m., Monday through Friday. Evening and weekend hours are specified on a semester-by-semester basis. To conduct routine affairs, or to request further assistance, the following contact detail is provided for each administrative area.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Dr. W. Franklin Evans</th>
<th>(803) 780-1019 <a href="mailto:president@voorhees.edu">president@voorhees.edu</a></th>
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<tbody>
<tr>
<td></td>
<td>President &amp; CEO</td>
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<tr>
<td>Academic Affairs</td>
<td>Dr. Ronnie Hopkins</td>
<td>(803) 780-1029 <a href="mailto:rhopkins@voorhees.edu">rhopkins@voorhees.edu</a></td>
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<td></td>
<td>Provost and Vice President for Academic Affairs</td>
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<tr>
<td>Admissions</td>
<td>TBA</td>
<td>(803) 780-1030 <a href="mailto:admissions@voorhees.edu">admissions@voorhees.edu</a></td>
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<tr>
<td></td>
<td>Director of Admissions</td>
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<tr>
<td>Alumni Affairs</td>
<td>Stephanie Rivers-Klutz</td>
<td>(803) 780-1062 <a href="mailto:uwilliams@voorhees.edu">uwilliams@voorhees.edu</a></td>
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<tr>
<td></td>
<td>Interim Director of Alumni Affairs</td>
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<tr>
<td>Athletics</td>
<td>Charlene M. Johnson</td>
<td>(803) 780-1039 <a href="mailto:cjohnson@voorhees.edu">cjohnson@voorhees.edu</a></td>
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<tr>
<td></td>
<td>Athletics Director</td>
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<tr>
<td>Campus Safety &amp;</td>
<td>Marquez Claxton</td>
<td>(803) 780-1129</td>
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<tr>
<td>Security</td>
<td>Chief of Safety &amp; Security</td>
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<tr>
<td>Career Pathways</td>
<td>Kimoni Hickman, Director</td>
<td>(803) 780-1273 <a href="mailto:dsmiling@voorhees.edu">dsmiling@voorhees.edu</a></td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Career Planning &amp;</td>
<td>Lealather Mayers, III, Coordinator of Career Planning and Resources</td>
<td>(803) 780-1075</td>
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<tr>
<td>Placement</td>
<td></td>
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<tr>
<td>Academic Center of</td>
<td>Dr. Alexandra Proctor</td>
<td>(803) 780-1349</td>
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<tr>
<td>Excellence in Rural</td>
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<tr>
<td>Health &amp; Wellness</td>
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<tr>
<td>Department of</td>
<td>Katherine Whitaker, DBA, Department</td>
<td>(803) 780-1053</td>
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<tr>
<td>Business and</td>
<td>Chairperson &amp; Professor of Business</td>
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<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Department of</td>
<td>Dr. Tywana Chenault, Department</td>
<td>(803) 780-1079</td>
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<tr>
<td>Humanities, Education,</td>
<td>Chairperson &amp; Associate Professor of Child Development</td>
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<tr>
<td>&amp; Social Sciences</td>
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<tr>
<td>Department of</td>
<td>Dr. Alexandra Proctor</td>
<td>(803) 780-1059</td>
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<tr>
<td>Science, Technology,</td>
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<td>Health, and</td>
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<td>Human Services</td>
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<tr>
<td>Facilities</td>
<td>Willie Jefferson</td>
<td>(803) 780-1049 <a href="mailto:epatter@voorhees.edu">epatter@voorhees.edu</a></td>
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<tr>
<td></td>
<td>Director of Facilities</td>
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<td>Department</td>
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<tr>
<td>Financial Aid</td>
<td>Augusta Kitchen</td>
<td>Director of Financial Aid</td>
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<tr>
<td></td>
<td>Diane O’Berry</td>
<td>VP of Business and Fiscal Affairs</td>
</tr>
<tr>
<td></td>
<td>Jade Jenkins</td>
<td>Director, Financial Compliance of Grants Management</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Constance Colter-Brabham</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Monterrio Jones</td>
<td>Chief Technology Officer</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>Dr. Gwynth Nelson</td>
<td>VP of Institutional Advancement and Development</td>
</tr>
<tr>
<td>Library</td>
<td>Herman “Skip” Mason</td>
<td>Library Director</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Megan Freeman</td>
<td>Communications Director</td>
</tr>
<tr>
<td>Records, Transcripts</td>
<td>Felicia Mason-Garner</td>
<td>Registrar and Compliance Specialist</td>
</tr>
<tr>
<td>Residential Life &amp; Housing</td>
<td>Allison Clark</td>
<td>Director of Housing &amp; Residential Life</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>Menia Lee</td>
<td>Director, Sponsored Research</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Adrian West</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Lynda Jefferson</td>
<td>Director of Student Support Services</td>
</tr>
</tbody>
</table>

**MAILING ADDRESS:**
Voorhees College
Post Office Box 678
Denmark, SC 29042-0678

**WEB ADDRESS:**
www.voorhees.edu
VISITORS
Visitors to Voorhees College are welcome. Guided tours are available, when arranged in advance. Administrative offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday. For further information, contact Mr. Willie Jefferson, Special Assistant to the President, at 803-780-1049 or williej@voorhees.edu. For a detailed map of the area, click here.

THE CAMPUS
Voorhees College, which is designated as a part of the Heritage Corridor, a historic district in South Carolina, is comprised of 365 acres in Bamberg County in the city of Denmark. Voorhees is approximately 50 miles south of Columbia, 90 miles northwest of Charleston, and 55 miles east of Augusta, Georgia.

The environment is favorable to the physical, spiritual and mental development of students.

COLLEGE BUILDINGS
The campus has 21 buildings, some of which are listed on the National Historic Register.

- Booker T. Washington was constructed in 1905. Originally serving as a hospital and residence hall for many years, it was renovated in 1995 and houses the Office of the President and the Division of Institutional Advancement and Development.
- Menafee Hall was constructed in 1907 and originally served as a male residence hall. Currently, it serves as housing for upper class students.
- Bedford Hall, constructed in 1912 and renovated in 2002, is the oldest building on campus in continuous use. This building houses faculty offices and classrooms for the Division of Arts and Sciences.
- Wright Hall, constructed in 1913, is an administration building housing the Division of Fiscal Affairs.
- T. H. Moore, constructed in 1924, was renovated during the summer of 1995 and now houses the campus bookstore.
- Massachusetts Hall was constructed in 1903 and renovated in 2003. Presently, it houses the Lawrence Memorial Auditorium, the Office of Information Technology, the Division of Academic Affairs, the Emergency Management program, and the Office of Records and Registration.
- St. James, constructed in 1931, houses the Alan M. Voorhees Auditorium, as well as faculty offices and classrooms for the Division of Business and Professional Studies.
- St. Philip’s Chapel was constructed in 1935 by Voorhees students. It functions as the campus chapel and as a mission of the Episcopal Diocese of South Carolina.
- Jessie Dorsey Green was constructed in 1960. It currently serves as the Office of Admissions and Recruitment.
- Marion B. Wilkinson, constructed in 1961, houses the Division of Student Affairs, Female Mentoring Program, Student Support Services Program, The Center for Academic Excellence, Retention Specialist and Career Planning.
• **The President’s Residence** was constructed in 1961.

• **Guerry-Finlay Hall**, constructed in 1965, serves as a freshman male residence hall.

• The **Alan M. Voorhees Science and Technology Center**, constructed in 1967, houses the Division of Natural Sciences, faculty offices, science and computer labs, and classrooms.

• **Halmi Hall**, constructed in 1967, serves as an upperclassman male residence hall. It also houses office space for the Director or Residential Life, the campus mailroom, Student Health Services, and Campus Safety and Security.

• **The Physical Plant** was originally constructed in 1967. However, it was destroyed by fire in 1979 and rebuilt in 1980. It houses the warehouse, garage and offices.

• **Battle Hall**, constructed in 1970, serves as a freshman female residence hall.

• **Blanton Hall**, constructed in 1970, serves as a residence hall for upper class females.

• The **Leonard E. Dawson Health and Human Resources Center** was constructed in 1992. It houses the Jerry M. Screen Sports Arena, a swimming pool, weight room, Student Center, snack bar, dance studio, team room, offices, classrooms, a conference room, and the home of WVCD, the Voice of Voorhees College.

• **Matthew A. Golson Humanities** was constructed in 1993. It houses offices, music and art studios, classrooms, a curriculum laboratory, and the Electronic Classroom.

• **The Dining Hall** was constructed in 1999, where students are served meals in the main facility. There are also dining rooms for the faculty, staff and president.

• The **Wright-Potts Library**, constructed in 1971, is a spacious, two-story structure located in the center of the campus. This 40,000 square feet facility houses approximately 110,000 print volumes, 10,000 microfiche volumes, a significant representation of current periodical and newspaper subscriptions, and the College’s historical documents, which are maintained in the Archives. An extensive collection of electronic resources is inclusive of access to more than 400,000 eBooks, 17,000+ e-Journals, 1,500+ e-Newspapers and millions of articles contained in more than 78 databases. The library has a media center, a conference room, a viewing room, and houses *The Center for Academic Excellence*. All library services are automated and both the on-line catalog and electronic resources are remotely available via the Internet.

• **Living and Learning Center**, constructed in 2016, the new will house 32 beds in an ultra-modern, suite-style complex. This recreational, residential facility includes a two-lane bowling alley, a small movie theater, an ultra-fast Internet café, and gaming arena.
Admissions

Voorhees College values diversity among its student body and encourages applications from qualified students who come from a wide variety of cultural and socio-economic backgrounds. The College admits students who meet the entrance requirements without regard to race, color, religion, ethnic or national origin, sex, age, sexual orientation, genetic orientation or against qualified disabled persons, disabled veterans, or veterans of the Vietnam era, as identified and defined by law, or any factor that is a prohibited consideration under applicable law.

ADMISSIONS REQUIREMENTS & PROCEDURES

The Scholastic Aptitude Test (SAT) or the American College Test (ACT) is the recommended standard entrance exams and scores should be submitted to the Office of Admissions. An applicant who wishes to be considered for admission to the freshman class must meet the following requirements. The applicant must:

1. Present evidence of graduation with a transcript and diploma from an accredited or approved high school, earning an overall grade point average of 2.00 or higher on a 4.0 scale, or present a General Education Development Examination Certificate (GED);
2. Complete a high school curriculum including 24 required units:
   - 4 units of English language arts
   - 4 units of mathematics
   - 3 units of science
   - 1 unit of U.S. history
   - 0.5 unit of economics
   - 0.5 unit of government
   - 1 unit of social studies elective
   - 1 unit of physical education
   - 1 unit of computer science
   - 1 unit of foreign language
   - 7 other academic units that may be earned in foreign language, literature, social studies or science
3. Submit an admissions application with a non-refundable application fee;
4. Submit a Voorhees College self-reported medical form with applicant’s signature verifying accuracy of medical information; and
5. Meet program admission requirements, as specified in the current catalog and applicable program handbooks.

Note: The medical form is not required for a decision on admission but must be submitted to complete the admissions file. Voorhees College is committed to ensuring applicants have the ability to benefit from the education received.

Select affiliates associated with Voorhees College require that students engaged in co-curricular and experiential placement experiences (such as service learning, clinicals, and internships) first clear a criminal background check prior to placement.
A student whose background check reveals a criminal history may be prevented access to the co-curricular and experiential learning experience. As a result, the student would not have sufficient clinical experience to successfully complete a program. In addition, licensing boards for select professions may deny a student the opportunity to sit for an examination if a student has a criminal history. For this reason, the applicant with a criminal background is requested to notify the Admissions Office at the time of application. Please note that a decision to accept an applicant with a criminal background for enrollment to Voorhees College is not a guarantee that any state will accept the individual as a candidate for registration, permit or licensure.

**CONDITIONAL ADMISSIONS**

Voorhees College administration and staff are sensitive to the needs of applicants who may benefit from Voorhees academic and social experiences. Admissions are based upon official documentation of an applicant’s ability to benefit from being enrolled at Voorhees College. Placement Test results are often used for this purpose. Admissions may include special conditions imposed by the Matriculation Committee at the time of admissions. The Committee will determine whether applicants with academic deficiencies may be admitted. Students may be referred to various College offices and staff for special support services including further coursework, studies, or documentation that is required to eliminate the deficiency.

**RE-ADMISSION OF FORMER STUDENTS**

A former student whose attendance has been interrupted for one or more semesters (summer sessions excluded) must apply for readmission. If the student was enrolled at another accredited college(s) since last attending Voorhees College, the student is classified as a transfer and must submit an official transcript from the other college(s) attended, a Transfer Confidential Report, along with the re-admit application. A student must obtain appropriate clearance from the Vice President for Business and Fiscal Affairs, the Vice President for Academic Affairs, VP for Enrollment Management and Student Affairs, the Provost/Vice President of Academic Affairs, and the Director of Admissions in order to complete the re-admit process.

**RE-APPLICATION**

Applicants who applied to Voorhees College and not accepted may reapply for a future semester. For reconsideration, applicants must submit an updated application and new information (i.e., new recommendation letter, new entrance exam scores, additional coursework, evidence of improved writing skills, etc.). Reconsideration of applications without additional information will not be conducted. Decisions of Voorhees College are final. No explanation will be given in case of denial.

**NOTIFICATION OF ADMISSION**

Once all application requirements have been met, the Department of Admissions will notify prospective students of a decision rendered within two (2) weeks. An admissions packet, including the letter of acceptance, the Free Application for Federal Student Aid (FAFSA), a housing application (if applicable), and a Voorhees College Acceptance Form will be mailed to all students accepted for enrollment at Voorhees College.
TRANSFER STUDENTS
Transfer students are required to submit additional documents to the Office of Admissions:

1. An official transcript from each accredited post-secondary school previously attended;
2. A completed Confidential Report from the previous post-secondary school attended;
3. “Good” academic standing at previous institution(s);
4. Transfer students with less than 30 semester hours of college credits must submit an official high school transcript and grade point average; and
5. An admissions application with a non-refundable application fee.

Transfer credits are accepted for comparable work completed at another accredited institution in which the student has earned at least a grade of “C.” Transfer students are classified according to the number of credit hours accepted from the previous institutions. Every effort is made to inform students of the number of transferable credits at the time of acceptance.

A transfer student may be admitted provisionally pending evaluation of his/her official transcripts. A transfer student with this status will be informed of the transfer credits accepted by the College prior to, or at the time of registration.

TRANSIENT STUDENTS
A student in “good” academic standing at another accredited college or university who wishes to earn credits at Voorhees College toward a degree from the other college/university may be admitted as a transient student. To be admitted as a transient student, a completed application for admission must be submitted to the Department of Admissions along with written approval from the college of primary enrollment indicating the list of courses approved for transient study.

SPECIAL STUDENTS
A student who wishes to enroll at Voorhees College to take courses without becoming a candidate for a degree program is classified as a Special Student. To be admitted as a Special Student, a student must complete the official admissions process. Special students may later become candidates for a degree. Special students are subject to the same academic, registration and class management policies (including but not limited to class attendance and conduct) as other students.

HIGH SCHOOL ADVANCED ENROLLMENT
High school juniors and seniors may enroll in courses for college credit during the regular semester or the summer session. The credits earned may be applied toward a Voorhees College degree or may be transferred to another college or university. Course transfer policies vary from institution to institution. Therefore, Voorhees College cannot guarantee that every college will accept credits earned as a result of high school advance enrollment. High school students interested in enrolling at Voorhees College should contact the appropriate high school official, and complete a Voorhees College admissions application.
**HOMESCHOoled STUDENTS**

Voorhees College welcomes applications from home-schooled students. In addition to the application procedures outlined in Subsection 6.2.1, Voorhees College requires home-schooled applicants to submit transcripts that have been scrutinized and approved by their local Board of Education.

**VEtERANs AND DEPENDENTS OF VETERANS**

Voorhees College is approved to provide training for Veterans and eligible dependents under the G.I. Bill of Rights. Veterans Affairs assistance is located in the Veterans Resource Center located in Bedford Hall. The Director of the Veterans Resource Center is available to provide service and counseling for students who eligible to receive educational benefits from the Veterans Administration.

**VEtERANs AFFAIRS POLICIES AND PROCEDURES**

The following policies and procedures must be adhered to for veterans, and for dependents of veterans who receive veteran’s benefits to defray the cost of education at Voorhees College.

1. **Enrollment Certification:** Students must complete VA Form 22-1990 or VA Form 22-5490 for Chapter 35 benefits or visit [www.ebenefits.ga.gov](http://www.ebenefits.ga.gov) to submit the VONAPP application prior to receiving VA benefits. Documentation of approved eligibility from the Veterans Affairs administration must be provided to the Director of the Veterans Resource Center.

2. **Registration:** The Department of Veterans Affairs requires that eligible students be accepted at the College and complete the registration process before receiving VA educational benefits.

3. **Dropping a Class:** Students who drop a course resulting in a reduction in training time (i.e., full-time to part time, etc.) shall promptly report the reduction to the Veterans Affairs coordinator. A drop after 30 days from the beginning of the semester will create an overpayment of benefits that may result in an adjustment of benefits.

4. **Changing a Major:** Eligible students desiring to change their major must come by the Office of the Registrar and Student Records to complete the change of major form. Courses taken that are not needed toward your field of study will not be funded. The VA does not pay for a course more than twice. After receiving pay for the number of required elective courses, the student will not be eligible to receive VA funds for enrollment in additional elective courses except by written consent of the Department of Veterans Affairs.

5. **Change of Chapter:** VA students with a change in chapter benefits must complete for VA purposes, VA Form 22-1995 or VA Form 22-5490 (which may be obtained from the Veterans Affair Coordinator) and submit it to the Veterans Administration. A copy of the form must also be filed with the Veterans Affairs Coordinator at Voorhees College. If the student has already made the change in chapter benefits, the student must notify the VA Coordinator at the College of the change with proper documentation.
VETERANS RESOURCE CENTER

The first Veterans Resource Center (VRC) at Voorhees College opened on March 14, 2019. The VRC is specifically designed and tailored by the school to manage and maintain GI Bill educational benefits for Veterans and dependents. The VRC oversees all matters related to dependent education, benefits process, payments, records audits, and serves as the point of contact for all Veterans Affairs inspections at the college. Additionally, the VRC is responsible for the training of School Certifying Officials, certifying GI Bill educational benefit recipients, monitoring VA payments to students and the college, manages VA students tutoring and work-study programs.

INTERNATIONAL STUDENTS

Voorhees College is authorized by federal law to enroll non-immigrant students. International students seeking admission to Voorhees College must meet all admissions requirements. In addition to the general requirements, applicants from international countries are required to demonstrate proficiency in oral and written expression.

International applicants are also required to provide sufficient evidence of adequate financial resources to support the cost of education and other educational and personal expenses while enrolled at Voorhees College. Financial aid is not available for international students.

Immigration Form I-20 (Certificate for Eligibility) authorizing the student visa is not issued until the applicant has:

1. Been accepted by the Office of Admissions;
2. Submitted a completed Affidavit of Support, signed by the student’s sponsor; to the Office of Admissions; and
3. Paid tuition and fees/room and board for one year, prior to the official registration date. Immigration and Naturalization Service (INS) regulations require that all persons on F-1 visas pursue a full course load of a minimum of 12 semester hours during each
semester of attendance. Failure to observe this requirement will result in the student’s
ineligibility to receive the I-20 Form to support the non-immigrant status.

**PRE-ENTRANCE IMMUNIZATIONS**

There is a series of required and recommended vaccinations for all students entering Voorhees. Students must complete mandatory immunizations before submitting the medical form required for admission to the college or have a statement from the family physician as to why their immunizations have not been completed. Students who have not been vaccinated must provide proof of positive blood tests or physician’s diagnosis of the disease. Failure to comply with these requirements will prevent students from registering for classes.

**Required Vaccinations**

- Two doses of MMR vaccine (measles, mumps and rubella combined) OR measles vaccine (two doses), mumps vaccine (one dose) and rubella vaccine (one dose).
- Measles vaccines must have been given after Jan. 1, 1968 and after your first birthday.
- Mumps and rubella vaccines must have been given after Jan. 1, 1969 and after your first birthday.
- Students born before Jan. 1, 1957 are exempt.
- Three doses of Hepatitis B vaccine.
- One dose of tetanus booster within the past 10 years.

**Recommended Vaccinations**

1. Meningococcal vaccine - one dose.
2. Influenza vaccine (one dose given annually). This vaccine is particularly recommended for those students with chronic illnesses such as diabetes, a heart problem or asthma or with conditions that affect the immune system.
3. Skin test for tuberculosis. It is highly recommended for those in high-risk categories:
   a. Those who might have been exposed to someone with tuberculosis.
   b. International students from high-incidence areas including Sub-Saharan Africa, Southeast Asia and Central and South America, regardless of previous BCG vaccination.
   c. Students with weakened immune systems from disease or medications.
   d. Students who are HIV positive.
   e. Students who are intravenous drug users.

Immunizations usually are available at local health departments. Most are free, though some require a fee.
TUITION

An expense can be an investment, especially when it leads to future opportunity. Education is a worthy investment, and the Division of Business and Fiscal Affairs is available to assist, from first semester through graduation. The schedule of basic fees listed below does not include charges for books and supplies, travel expenses, and miscellaneous personal expenses. Basic tuition, fees, room and board are to be paid in full prior to the beginning of classes. Payments should be made in cash, by certified or cashier check, draft or money order, made payable to Voorhees College. The College also accepts payments by Visa, American Express, Discover and/or Master Card.

Please Note: **Cash should *not* be mailed** to the College!! When mailing payments, address these to:

The Division of Business and Fiscal Affairs  
Attn: Vice President for Business and Fiscal Affairs  
Voorhees College  
Post Office Box 678  
Denmark, SC 29042-0678

The college reserves the right to adjust tuition, fees, room and board during the year, should conditions warrant.
SCHEDULE OF BASIC FEES

(One Academic Year = Two Semesters)
Full-Time Students (12-18 Credit Hours)

<table>
<thead>
<tr>
<th></th>
<th>Resident/Boarding</th>
<th>Non-resident/No Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$11,630</td>
<td>$11,630</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$550</td>
<td>$550</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$450</td>
<td>$450</td>
</tr>
<tr>
<td>Board</td>
<td>$3,670</td>
<td>$0</td>
</tr>
<tr>
<td>Room- Guerry Finely, Halmi, Blanton, Battle</td>
<td>$3,676</td>
<td>$0</td>
</tr>
<tr>
<td>Room Menafee</td>
<td>$4,276</td>
<td>$0</td>
</tr>
<tr>
<td>Room- Living and Learning Center</td>
<td>$4,876</td>
<td>$0</td>
</tr>
<tr>
<td>One-Year Total</td>
<td>$19,976</td>
<td>$12,630</td>
</tr>
</tbody>
</table>

Important:

1. Part-time students (who carry less than 12 hours) are charged $484 per credit hour.
2. The $484 per credit hour fee also applies to full-time students for each credit hour carried in excess of 18 hours.

Other Fees and Assessments Payable in Advance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Supplies (estimated per semester)</td>
<td>$750</td>
</tr>
<tr>
<td>Graduation Application Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Graduation Application Late Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Graduation</td>
<td>$250</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$75</td>
</tr>
<tr>
<td>Room Deposit (Non-Refundable)</td>
<td>$75</td>
</tr>
<tr>
<td>Room Deposit Menafee</td>
<td>$150</td>
</tr>
<tr>
<td>Room Deposit Living Learning Center</td>
<td>$200</td>
</tr>
<tr>
<td>Key Replacement – Mail Room</td>
<td>$50</td>
</tr>
<tr>
<td>Key Replacement - Dormitory</td>
<td>$25</td>
</tr>
</tbody>
</table>
Application Fee $25
International Fee $50
Automobile Registration $40
Duplicate ID Card $10
Duplicate Library Card $5
Transcripts (Official Copy $10, Student Copy $5) $5 or $10

Voorhees College requires each student to pay a minimum payment of $350 on tuition and fees each semester. The payment is due prior to or at the time of registration without regard to the amount of financial aid for which the student is eligible.

**Payment of Fees and Expenses**

Fees and expenses are due prior to or at the beginning of each semester. In cases where a student cannot pay the full amount due at registration, he/she should contact the Office of the Vice President for Business and Fiscal Affairs for assistance far enough in advance to avoid delays in registration. However, the College reserves the right to require from all students, at each registration period, an amount that is determined annually, regardless of the amount of financial aid received. All cashier checks and money orders should be made payable to Voorhees College. A $35.00 bookkeeping fee will be charged for returned checks. Students will not be allowed to view their final grades or receive official transcripts if they have not paid, in full, any amount due to the College.

**TUITION, ROOM AND BOARD CHARGES** may be paid in four installations: the first such installment must be paid at the time of enrollment; the second, third and final payments must be paid monthly on or before due dates posted by the Business Office.

**SCHEDULE OF PAYMENTS**

<table>
<thead>
<tr>
<th>DATE DUE</th>
<th>BOARDING STUDENTS</th>
<th>DAY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due on Entrance (12-18 hrs.)</td>
<td>$3,329.00</td>
<td>$2,105.00</td>
</tr>
<tr>
<td>October 1</td>
<td>$2,220.00</td>
<td>$1,404.00</td>
</tr>
<tr>
<td>November 1</td>
<td>$2,220.00</td>
<td>$1,403.00</td>
</tr>
<tr>
<td>December 1</td>
<td>$2,219.00</td>
<td>$1,403.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$9,988.00</strong></td>
<td><strong>$6,315.00</strong></td>
</tr>
</tbody>
</table>
SECOND SEMESTER

<table>
<thead>
<tr>
<th>DATE DUE</th>
<th>BOARDING STUDENTS</th>
<th>DAY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due on Entrance (12-18 hrs.)</td>
<td>$3,329.00</td>
<td>$2,105.00</td>
</tr>
<tr>
<td>February 1</td>
<td>$2,220.00</td>
<td>$1,404.00</td>
</tr>
<tr>
<td>March 1</td>
<td>$2,220.00</td>
<td>$1,403.00</td>
</tr>
<tr>
<td>April 1</td>
<td>$2,219.00</td>
<td>$1,403.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$9,988.00</td>
<td>$6,315.00</td>
</tr>
<tr>
<td>TOTAL FOR YEAR</td>
<td>$19,976.00</td>
<td>$12,630.00</td>
</tr>
</tbody>
</table>

SUMMER SCHOOL

<table>
<thead>
<tr>
<th>TUITION AND FEES</th>
<th>BOARDING STUDENTS</th>
<th>DAY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 – 5 Hrs.)</td>
<td>$484.00.00/credit hour</td>
<td>$484.00/credit hour</td>
</tr>
<tr>
<td>(6– 9 Hrs.)</td>
<td>$2,904.0</td>
<td>$2,904.00</td>
</tr>
<tr>
<td>Over 9 hrs.</td>
<td>$2,904.00 + 484.000 (each additional hour in excess of 9)</td>
<td>$2,904.00 + 484.00 (each additional hour in excess of 9)</td>
</tr>
<tr>
<td>Room</td>
<td>$492</td>
<td></td>
</tr>
<tr>
<td>Board</td>
<td>$600</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL INFORMATION

DISBURSEMENT AND FEDERAL FUNDS CREDIT BALANCE POLICY

Title IV federal financial assistance and other types of financial aid will be credited to student accounts. At such time that the total of Federal Title IV funds credited exceeds the amount of the student's tuition and fees, room and/or board, and other authorized charges, the credit balance will be paid directly to the student or parent no later than 14 days after the date the credit balance occurs. If a student has a credit balance on their account due to the disbursement of Title IV Federal Financial Aid, Voorhees College will automatically refund the credit balance UNLESS the student has specific instructions on file with the Business Office.
VOORHEES COLLEGE REFUND POLICY

If a student withdraws from or leaves the College at any time after registration, a prorated refund of institutional charges (tuition, fees, room and board) will be granted according to the following:

| Withdrawal within the first week, | 100 percent |
| Withdrawal within the second week, | 90 percent |
| Withdrawal within the third week, | 80 percent |
| Withdrawal within the fourth week, | 70 percent |
| Withdrawal within the fifth week, | 60 percent |
| Withdrawal within the sixth week, | 50 percent |
| Withdrawal within the seventh week, | 0 percent |

FEDERAL POLICY FOR RETURN OF TITLE IV FUNDS

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students earn a percentage of the funds that are disbursed with each day of attendance. When a student who has received federal financial aid funds (Title IV funds) withdraws from school before the end of the semester. Federal law requires Voorhees College to calculate the percentage and amount of unearned financial aid funds that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funds received. This calculation may also have the effect of requiring the student to repay the federal government, in cash, funds that have already been disbursed to the student. Students are encouraged to meet with their financial aid counselor prior to making the decision to withdraw from school. The following procedures will determine the amount of funds to be returned. Additionally, the student will not be eligible for any refund of tuition that may have otherwise been due to the student based on Voorhees Tuition refund schedule due to the student’s failure to officially withdraw. Fees are not refundable.

WITHDRAWAL PROCESS

OFFICIAL - Students may withdraw from the institution at any time. The point of contact for withdrawal from the institution is the Office of Records and Registration, located in Room 103, Massachusetts Hall. The Official Withdrawal date is the date that the student contacts the records office of their withdrawing from the college via form, email or phone call. If a student withdraws from the College by the last day to add a class, the student will not receive grade assignments on their academic record. However, the student is not absolved of charges incurred. Please see the Tuition Refund policy for additional information. If the student withdraws after the last day to add a course, but before the Drop withdrawal deadline (please see the current Academic Calendar for specific deadlines), a grade of “W” will be assigned to the student’s permanent academic record. If the student withdraws after the deadline, the instructor of each course will assign the grade of “WP” or “WF,” which will be placed on the student’s permanent academic record. Additionally, an exit date, based on the last date of class attended will be reported on behalf of the student. This may affect student loan repayment dates.
**UNOFFICIAL** – If a student ceases attending school but does not officially notify (unofficial) the school of their withdrawal, the school will treat the student as withdrawn. The institution then uses the midpoint of the semester or the last date of the student’s documented academic related activity or attendance date. The college will review records of students with grade assignments of all FX’s, on their mid-term and final semester records. A Return of Title IV calculation will be done at the end of the semester for students who fall into this category. Note: Voorhees College considers all F’s as earned grade assignments.

*Note: This process cannot be completed by proxy and must be completed at the time you cease to attend classes.*

The college uses the Return of Title IV calculations from the Return of Title IV tool provided by FAA Access on line.

- The institution determines the withdrawal date from the date the student makes official contact with the records office their withdrawing from the college. This can be done by completing the withdrawal form, email or phone call. The college uses that contact date as the date of withdrawal.
- The institution determines the amount of student financial aid earned.
- Multiply the percentage of the payment period or enrollment completed times the aid that was disbursed or could have been disbursed.
- Subtract the earned amount from the aid disbursed as of the date the institution determined that the student withdrew. This is the unearned amount.
- Return unearned funds to Title IV Programs, or pay student post-withdrawal disbursement.
- If the student earned less aid than was disbursed, the institution will be required to return a portion of the funds and the student may also be required to return a portion of the funds. Keep in mind that when Title IV funds are returned by the institution, the student borrower will generally owe a debit balance to the institution.
- If the amount of aid disbursed to the student is less than the amount of aid earned by the student, a post-withdrawal disbursement may be available to assist the payment of any outstanding tuition and fee charges on the student’s account. The post withdrawal disbursement will be made from Title IV grant funds before available Title IV loan funds. If part of the post withdrawal disbursement is a grant, the institution may apply the grant funds to tuition and fees or disburse the grant funds directly to the student.
- If the student is eligible to receive a post withdrawal disbursement from the Title IV loan funds, the student (or parent in the case of a PLUS loan) will be asked for their permission to either disburse the loan funds to the student’s account to reduce the balance owed to the institution, or disburse the excess loan funds directly to the student. Voorhees has 30 days from the date of determination the student withdrew to offer the post withdrawal disbursement of a loan to the student (or the Parent in the case of a PLUS loan). The student (or parent) has 14 days from the date Voorhees sends the notification to accept the post withdrawal disbursement in writing. If the student accepts the post withdrawal disbursement, Voorhees will make payment as soon as possible, but no later than 180 days from the student’s withdrawal date. No portion of the post withdrawal disbursement of loan funds will be disbursed if the student (or parent) does not respond to Voorhees’s notification.
- The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determination of the date of the student’s withdrawal.
- Title IV refunds are allocated in the following order:
  - Federal Direct Unsubsidized Loans
  - Federal Direct Subsidized Loans
  - Federal Direct PLUS Loans
  - Federal Pell Grants for which a return of funds is required
  - Federal Supplemental Opportunity Grants for which a return of funds is required
o Iraq and Afghanistan Service Grant for which a return of funds is required
o *Not all Federal Title IV fund types are listed here but those listed are the most likely to be administered by Voorhees College.

CUSTOMER AGREEMENT/SERVICE CONTRACT ADDENDUM

By signing this application for Tuition and other fees, the applicant agrees to pay all costs of collection of the applicant’s unpaid bills. Voorhees College has the right pursuant to the South Carolina Setoff Debt Collection Act to collect any sum due and owed by the applicant through offset of the applicant’s state income tax refund. If Voorhees College chooses to pursue debts owed by the applicant through the Setoff Debt Collection Act, the applicant agrees to pay all fees and costs incurred through the setoff process, including fees charged by the Department of Revenue, the South Carolina Association of Counties, the Municipal Association of South Carolina, and/or Voorhees College. If Voorhees College chooses to pursue debts in a manner other than setoff, the applicant agrees to pay the costs and fees associated with the selected manner as well.

RESPONSIBILITY FOR STUDENT POSSESSIONS

Although every precaution is taken to maintain adequate security, the College cannot assume responsibility for the loss of or damage to students’ possessions. Students are advised to secure personal insurance to cover their belongings in the event a loss occurs.

RELEASE OF ACADEMIC TRANSCRIPTS

Transcripts and/or grades will be released only when accounts are cleared. Academic transcripts will not be released to former students who are delinquent or have defaulted on an education loan received at Voorhees College.

PURCHASE AND PAYMENT OF BOOKS

The cost of books ranges from $500 to $750 per semester for a full-time student.
VOORHEES COLLEGE FINANCIAL AID

The Office of Student Financial Aid assists students when family and/or personal circumstances make financial assistance necessary in meeting the cost of attending Voorhees College. Financial Aid programs include scholarships, loans, grants, and employment. These programs may be offered to students singularly or in various combinations. A student may refuse part or all of the aid offered. In such cases, it becomes the responsibility of the student and parent(s) to compensate for the aid not accepted.

How To Apply For Financial Aid

Free Application for Federal Student Aid (FAFSA). All applicants who wish to be considered for federal and state aid must complete the FAFSA. The FAFSA makes a standard evaluation of family resources and estimates the student's financial need. Seventy-two hours or more after submitting the FAFSA electronically, the applicant will receive a Student Aid Report (SAR), which is used by the financial aid administrator to make a financial aid award. The FAFSA should be submitted as soon after October 1 as possible. Applicants may submit a FAFSA via the Internet by using FAFSA on the Web (www.fafsa.ed.gov). Students should not wait for a letter of acceptance before completing the FAFSA. For priority funding, the FAFSA should be completed and processed by April 15th for Fall enrollment and October 15th for Spring enrollment.

Applicants must reapply each year and maintain satisfactory academic progress as outlined in the College catalog. The Satisfactory Academic Progress Standards may also be obtained from the Office of Student Financial Aid.

Sources of Financial Aid

- Grants and Scholarships
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- South Carolina Tuition Grant
- South Carolina Legislative Incentives for Future Excellence (LIFE) Scholarship
- South Carolina Hope Scholarship
- UNCF Scholarships
- Direct Stafford Loans
- Direct Parents Loan for Undergraduate Students
- Federal Work-Study
- Presidential Scholarships
- Dean's Scholarships
- Athletic Grant-In-Aid
- Endowed Scholarships
- Vocational Rehabilitation
- Veterans Educational Benefits
Grants

Voorhees provides need-based grants to eligible undergraduate students who have not earned a bachelor's or professional degree.

Pell Grants

The Federal Pell Grant program is designed to help economically disadvantaged students pay for college. It is the foundation of most financial aid packages. The U.S. Department of Education uses a formula, established by Congress, to determine if you are eligible for a Federal Pell Grant and to calculate how much you and your family are expected to pay – Expected Family Contribution or EFC.

The amount of the Pell Grant you receive will depend on the EFC, the estimated cost of your education, your enrollment status, and whether you attend school for a full academic year or less. A Pell Grant, unlike a loan, does not have to be repaid. The Pell Grant provides a foundation to which other types of aid may be added.

Federal Supplemental Educational Opportunity Grants (FSEOG)

A Federal Supplemental Educational Opportunity Grant is for undergraduate students with exceptional need – those with the lowest Expected Family Contributions. Priority is given to students who receive Pell Grants.

South Carolina Tuition Grants

The South Carolina Tuition Grant is administered by the South Carolina Higher Education Tuition Grants Commission and is made possible through an annual appropriation by the South Carolina General Assembly. The purpose of the program is to provide needs-based, undergraduate grant assistance to eligible South Carolina residents attending certain independent non-profit colleges located in the state. Freshman applicants must graduate in the top 75% of their high school class or score at least 900 or above on the Scholastic Aptitude Test (SAT) or at least 19 on the American College Test (ACT) to meet the academic standard for eligibility. For upperclassmen, the academic standard for eligibility requires full-time students to complete successfully and pass at least 24 semester hours each year. Students who do not meet these academic standards are ineligible for the South Carolina Tuition Grant regardless of need. The application for the South Carolina Tuition Grant is the FAFSA. The deadline for applications is June 30th of each year.

South Carolina Legislative Incentives for Future Excellence Scholarship (SC LIFE)

Administered by the South Carolina Commission on Higher Education and funded by the South Carolina Education Lottery, this merit-based scholarship provides funds to eligible students attending public or independent colleges and universities in South Carolina.

To be eligible, a student must be a resident of South Carolina, be a full-time undergraduate degree-seeking student at an eligible institution, and meet any two of the following three criteria: score 1100 on the Scholastic Aptitude Test (SAT) or an equivalent ACT score; earn a high school grade point average of 3.0 or higher on a 4.0 scale; or rank in the top thirty percent of their graduating class. The scholarship may also be earned in the sophomore, junior and senior years by earning 30 credit hours each year and maintaining a 3.0 cumulative G.P.A. Funds from this program may not be used for remedial courses or continuing education classes (such as Math 099).
**Note:** LIFE Scholarship statutes and regulations are subject to change by the South Carolina Legislature.

**South Carolina Hope Scholarship (SC HOPE)**

SC HOPE was established under the SC Education Lottery Act. The program is a merit-based scholarship created for students attending a four-year institution and who graduate from high school with a 3.0 cumulative grade point average but do not qualify for the LIFE Scholarship or the Palmetto Fellows Scholarship.

The scholarship is awarded for the freshman year of attendance only. Funds from this program may not be used for continuing education classes. Funding for the program is included in an annual appropriation to the Commission on Higher Education from the SC Education Lottery proceeds.

**Palmetto Fellows Scholarship Program**

Palmetto Fellows Scholarship Program is a merit-based scholarship program administered by the South Carolina Commission of Higher Education. Applicants must meet the following three criteria: a score of 1200 on the Scholastic Aptitude Test (SAT) or an equivalent ACT score; a grade point average of 3.5 on a 4.0 scale or 3.5 on the Uniform Grading Scale at the end of the high school junior year; and rank in the top five percent of the class at the end of either the high school sophomore or high school junior year.

**Federal Work-Study Program**

The Federal Work-Study Program provides jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. The work may be for the institution or an approved off-campus agency. Students are paid at the current federal minimum wage, but possibly higher, depending on the type of work and the skills required. A Federal Work-Study award depends upon the time of application, the level of need, the institution's level of funding, and institutional policy.

**LOANS**
Federal Stafford Direct Loans

General Information
Voorhees College participates in the William D. Ford Federal Direct Loan Program (usually referred to as the Direct Loan Program). This program allows students to borrow their Federal Stafford Loans directly from the federal government, rather than through lending institutions. Additional information on the Direct Loan Program can be found in the Direct Loan Basics for Students Brochure.

Through the Direct Loan Program, Stafford Loans are designed to be low-interest loans to provide students with additional funds for college.

Eligibility
- Undergraduate or graduate degree seeking student
- Enrolled at least half-time
- Maintain reasonable academic progress
- Complete the FAFSA
- Complete the entrance counseling session
- Complete the Master Promissory Note

Repayment
- Starts 6 months after student graduates or ceases to be enrolled at least half time.
- For the Direct Loan Program, contact the Direct Loan Servicing Center with questions regarding repayment of the Federal Stafford Loan.
- For more specifics on repaying the Federal Stafford Loan, please review the Direct Loan Exit Counseling Guide.

Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.

Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan.

Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Federal Direct Parent PLUS loans are loans in the parent’s name. The yearly limit on a PLUS loan is the student’s cost of attendance minus any other financial aid received (This includes loans, grants, federal work-study, and scholarships.). Eligibility for these loans is not based on financial need. If a PLUS loan is denied, the student may be eligible for additional unsubsidized loan money. The federal government does not pay the interest on the Federal Direct PLUS loans.

Eligibility
- Be a parent to a dependent, undergraduate student who is enrolled at least half-time in a degree-granting program.
- Students must have a FAFSA completed.
- Meet all other Title IV Federal Financial Aid program requirements for the dependent, undergraduate student (i.e. academic progress).
- The parent must pass a credit check performed by the U.S. Department of Education.
The parent must be a citizen of the United States or a United States permanent resident.
Parents must apply each year for the PLUS loan by completing the Parent PLUS Loan Application for the appropriate academic year.
A Master Promissory Note (MPN) must be signed online by the parent who applied for the PLUS loan, using the assigned FAFSA PIN. Note: The MPN only needs to be completed once if the same parent borrows every year, unless the loan was cosigned by an endorser.

### Maximum Loan Amounts

<table>
<thead>
<tr>
<th>Dependent Undergraduate</th>
<th>Subsidized and/or Unsubsidized Loan</th>
<th>Additional Unsubsidized Eligibility</th>
<th>Total Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman 29 credits and below</td>
<td>$3,5000</td>
<td>$2,000</td>
<td>$5,500</td>
</tr>
<tr>
<td>Sophomore 30 to 59 credits</td>
<td>$4,5000</td>
<td>$2,000</td>
<td>$6,500</td>
</tr>
<tr>
<td>Junior 60 to 89 credits</td>
<td>$5,5000</td>
<td>$2,000</td>
<td>$7,500</td>
</tr>
<tr>
<td>Senior 90 or greater credits</td>
<td>$5,5000</td>
<td>$2,000</td>
<td>$7,500</td>
</tr>
</tbody>
</table>

A dependent student may qualify for additional unsubsidized loan money if a Parent PLUS Loan is denied.
- Dependent Undergraduate
- Independent Undergraduate

<table>
<thead>
<tr>
<th>Dependent Undergraduate</th>
<th>Subsidized and/or Unsubsidized Loan</th>
<th>Additional Unsubsidized Eligibility</th>
<th>Total Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman 29 credits and below</td>
<td>$3,5000</td>
<td>$6,000</td>
<td>$9,500</td>
</tr>
<tr>
<td>Sophomore 30 to 59 credits</td>
<td>$4,5000</td>
<td>$6,000</td>
<td>$10,500</td>
</tr>
<tr>
<td>Junior 60 to 89 credits</td>
<td>$5,5000</td>
<td>$7,000</td>
<td>$12,500</td>
</tr>
<tr>
<td>Senior 90 or greater credits</td>
<td>$5,5000</td>
<td>$7,000</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

- Dependent Undergraduate
- Independent Undergraduate
Aggregate Loan Limits

This is the maximum total borrowing allowed (subsidized and unsubsidized combined) for all Stafford Loans.

<table>
<thead>
<tr>
<th>Aggregate Loan Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduate</td>
</tr>
<tr>
<td>$31,000 (no more than $23,000 may be subsidized)</td>
</tr>
<tr>
<td>Independent Undergraduate</td>
</tr>
<tr>
<td>$57,500 (no more than $23,000 may be subsidized)</td>
</tr>
</tbody>
</table>

The interest rate varies depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. The table below provides interest rates for Direct Loans first disbursed on or after July 1, 2018.

### Interest Rates for Direct Loans First Disbursed on or After July 1, 2018

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Loan Type</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized Loans</td>
<td>Undergraduate</td>
<td>5.05%</td>
</tr>
<tr>
<td>Direct Unsubsidized Loans</td>
<td>Undergraduate</td>
<td>5.05%</td>
</tr>
<tr>
<td>Direct Unsubsidized Loans</td>
<td>Graduate or Professional</td>
<td>6.6%</td>
</tr>
<tr>
<td>Direct PLUS Loans</td>
<td>Parents and Graduate or Professional Students</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

All interest rates shown in the chart above are fixed rates for the life of the loan. The interest rates for federal student loans are determined by federal law. If there are future changes to federal law that affect federal student loan interest rates, we will update this page to reflect those changes.

**Note:** The Institution can refuse to certify a loan application or can certify it for an amount less than for which a student may be eligible if the institution documents the reason for its action in writing. The institution’s decision is final and cannot be appealed to the U.S. Department of Education.
FINANCIAL AID REFERRALS

Vocational Rehabilitation
Students with a physical disability or handicap, which would require special training in order to obtain future employment, may be eligible for assistance with educational-related expenses through the South Carolina Vocational Rehabilitation Office. Students desiring additional information should contact the Vocational Rehabilitation Office in their counties.

Veterans Educational Benefits
Educational Benefits (Veterans) - Certain armed service veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. Information about these programs may be obtained by writing the state Veterans Administration Office or by contacting the College's Veterans Affairs Office.

INSTITUTIONAL SCHOLARSHIPS AND AWARDS

VOORHEES COLLEGE PRESIDENTIAL SCHOLARSHIP
The Presidential Scholarship is awarded to a new freshman based on academic performance and financial need and the availability of funding. The student must meet two of the following criteria: high school grade point average: 3.5 – 4.0; SAT score (Critical Reading & Math only) 1,000+ or ACT score 21+; or rank in the top 20% of the senior class. Students who are offered awards must begin attending the fall semester following high school graduation only. The scholarship covers up to the cost of tuition, room and board and is renewable for four consecutive years. Recipients must attain a 2.75 cumulative grade point average the first year and maintain a minimum 3.0 cumulative grade point average each year thereafter. Recipients who are citizens or eligible non-citizens must complete the FAFSA and apply for all other state and federal aid for which he or she may be eligible. The scholarship will cover the remaining cost of attendance which may not be covered by all other financial aid received. Books are not included.

VOORHEES COLLEGE DEAN'S SCHOLARSHIP
The Dean’s Scholarship is awarded to a new freshman based on academic performance, financial need and the availability of funding. The student must meet two of the following criteria: high school grade point average: 3.00 – 3.49; SAT score (Critical Reading & Math only) 900-999 or ACT score 19+; or rank in the top 30% of the senior class. Students who are offered awards must begin attending the fall semester following high school graduation only. Scholarship covers up to the cost of tuition and is renewable for four consecutive years. Recipients must attain a 2.50 cumulative grade point average the first year and maintain a minimum 3.00 cumulative grade point average each year thereafter. Recipients who are citizens or eligible non-citizens must complete the FAFSA and apply for all other state and federal aid for which he or she may be eligible. The scholarship will cover the remaining cost of attendance which may not be covered by all other financial aid received. Books are not included.
GRANT-IN-AID

VOORHEES COLLEGE ATHLETICS GRANT-IN-AID
The Athletic Grant-in-Aid is awarded to selected students on the basis of leadership, merit and special abilities in certain areas, and the availability of funding. The Grant-in-Aid is offered in men's and women's basketball, track & field, softball, volleyball and baseball. The recipients of Grant-in-Aid must remain in good academic standing and exemplify good moral character.

OTHER INSTITUTIONAL SCHOLARSHIPS
Scholarships are available from a number of industries, corporations, professional organizations, civic clubs and individuals. Recipients are selected by the College's Scholarship Committee. Recipients must earn a certain GPA and exemplify good moral character to receive these scholarships. All Institutional scholarship applicants are required to complete the FAFSA to determine eligibility for other state and federal assistance.

UNITED NEGRO COLLEGE FUND (UNCF) SCHOLARSHIPS
The Office of Student Financial Aid recommends Voorhees College students for these scholarships. Eligibility requirements include financial need and academic merit. The scholarship amounts are variable. For more information, contact the Office of Student Financial Aid or the United Negro College Fund.
(http://www.uncf.org/forstudents/scholarship.asp)

TUITION AND FEE WAIVERS
Voorhees College offers tuition and fee waivers, up to the cost of tuition only, for employees and/or their dependents. The waiver is not available for independent students whose parents are employed by the College. Applicants must complete the FAFSA to determine eligibility for other state and federal aid and submit all required documents necessary to receive their federal, state, and private financial aid. The waiver will be used as a supplement to the cost of attendance and used to cover any remaining balances not covered by federal, state, institutional, or private funding. Tuition waivers are nonrefundable. Please contact Voorhees College Office of Human Resources for the tuition waiver criteria.
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

FOR FINANCIAL AID ELIGIBILITY

The United States Department of Education Federal Financial Aid regulations require that institutions establish, publish and apply reasonable standards for measuring students’ satisfactory academic progress in their educational programs. Students who receive Federal Title IV funds, as well as those who do not receive Federal Title IV funds must equally meet these standards and measurements. While in residence at Voorhees College, each student is expected to demonstrate consistent progress towards meeting degree requirements. Qualitative and quantitative measurements are used to monitor academic progress at the College. This progress is measured at the end of the academic school year to determine eligibility for the upcoming school year of SAP for financial aid eligibility. Failure to meet the College’s SAP will result in the loss of financial aid eligibility. Students are considered to be making satisfactory academic progress if they:

COMPONENT 1: Qualitative Measurement

Maintain the minimum cumulative grade point average.

<table>
<thead>
<tr>
<th>Cumulative Hours Earned:</th>
<th>Minimum Cumulative GPA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29 hours</td>
<td>1.55</td>
</tr>
<tr>
<td>30-59 hours</td>
<td>1.75</td>
</tr>
<tr>
<td>60-89 hours</td>
<td>1.95</td>
</tr>
<tr>
<td>90 hours and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

COMPONENT 2: Quantitative Measurement

*Each student must successfully pass a minimum 67% of their cumulative credit hours attempted in their program of study toward a degree at the College (rounded to the next highest number). Drops, Withdrawals, Incompletes, Failures, Repeated, non-credit remedial coursework and transfer credit hours accepted by Voorhees College will be counted towards the hours attempted.

COMPONENT 3: Maximum Time Frame

A student receiving federal student aid must complete their degree program at Voorhees College within a time frame that is no longer than 150 percent of the published length of the program. The time frame includes all transfer credits accepted by Voorhees toward the degree and all of the attempted credit coursework at Voorhees College, regardless of any change in program or any prerequisite course work necessary for admission to a program. The appropriate time frame is calculated according to each student’s current degree program. For example, a degree may require
a maximum of 120 credit hours. To maintain federal student aid eligibility, a student may attempt no more than 180 credit hours to complete the degree (120x150% = 180).

*BOTH COMPONENTS MUST BE MET (QUALITATIVE AND QUANTITATIVE) IN ORDER TO BE IN COMPLIANCE WITH THE SATISFACTORY ACADEMIC PROGRESS STANDARDS.

COMPONENT 4: Probationary Period

There are no automatic standard probationary periods at the college. If the student is not making satisfactory academic progress at the end of the academic school year when grades are reviewed, they are automatically ineligible to receive Federal Student Aid at Voorhees College.

Appeals Process

On occasion students may fail to maintain satisfactory academic progress due to very serious circumstances that caused a major disruption to their ability to successfully complete their course work. If students believe that they can present mitigating circumstances (I.E. An injury or illness of the student, the death of a relative of the student; and, other special circumstances as determined by the school) they must request reconsideration in writing to the Chair of the Financial Aid/Academic Review Committee within 30 days of the date of the letter of Federal Student Aid Ineligibility. The appeal must be typed. The request should include a comprehensive description of the circumstance(s) and documentation that verify the information that is discussed in the comprehensive description. The Financial Aid/Academic Review Committee will review the appeal, make a recommendation, and send a letter of response. The decision of the Financial Aid/Academic Review Committee is final and cannot be appealed. Students not meeting the SAP requirements as defined by the Policy may re-establish eligibility to receive financial aid by enrolling at Voorhees College and increasing their SAP as defined by the policy at the expense of the student without Title IV funding). The student can appeal to the Academic/Financial Aid Committee for review after the SAP requirements have been satisfied for re-establishment of their ability to receive financial aid. It is the responsibility of the student to notify the committee that they are meeting the SAP requirements towards their degree. The financial aid office will not monitor nor will it request a student to appeal for the reinstatement of their Title IV funding once eligibility is lost. Approved appeals can only be for ONE SEMESTER OF PROBATION. Should an appeal for probation be approved for an additional semester after the loss of FEDERAL STUDENT AID ELIGIBILITY and SAP is not met, the student is dismissed from the college from receiving Title IV financial aid until such time that they have met the standards of progress according to the policy. Students attempting to be Readmitted to college and were not meeting SAP when they discontinued matriculation will not be eligible for Federal Aid unless an appeal is approved for One Semester of Probation and all other required SAP Standards of Progress are met including but not limited to a Plan of Study that may be required by the College in order for the student to matriculate toward the academic requirements and successful completion of the degree program.

All questions about academic records and all requests for changes to those records must be made to the Academic Departments, Registrar, and Academic Dean. Voorhees College academic
regulations describe the petition process. Voorhees College Office of Student Financial Aid has no authority to alter the academic record.

**SCHOLARSHIP, AWARD AND ENROLLMENT REQUIREMENTS**

All Voorhees College scholarship recipients are required to complete the Free Application for Federal Student Aid (FAFSA) in order to determine eligibility for state and federal assistance.

**ACADEMIC POLICIES**

Voorhees College reserves the right to expand or delete or otherwise modify its degree programs or courses of study and associated policies; to change its rules and policies affecting the admission and retention of students or the granting of credit or degrees; to change the academic calendar, course offerings, course content, academic programs; or to alter its fees and other charges; whenever such changes are adjudged by it to be desirable or necessary. In any such case, the College will give appropriate notice as reasonably practicable under the circumstances.

Students enrolled at Voorhees College are responsible for adhering to all regulations, schedules, and deadlines outlined in the Voorhees College Catalog and in any volume, handbooks, or contracts pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters shall be directed to the student’s faculty advisor.

**ACADEMIC ADVISEMENT**

Students are assigned academic advisors who are responsible for guiding students in academic matters during their tenure at the College; however, students are ultimately responsible for their individual academic progress. Every aspect of the registration process must be facilitated through the academic advisor. Students are not allowed to register for any course without the consent of the assigned academic advisor. Faculty members are available for advising during posted office hours.

**Change of Advisor**

Students may request a change of advisor when they are unable to resolve communication problems with their current advisor. Students must make an effort to resolve any issues before requesting a change. A change is made through the College’s Advising Coordinator with the approval of the student’s Department Chair.
THE CENTER FOR ACADEMIC EXCELLENCE

The Center for Academic Excellence provides students with the opportunity to improve basic learning skills as well as skills in other specialized areas necessary for academic success. Through this center, students can develop positive study habits, have access to tutoring services, complete placement testing, obtain exposure to readily available computers for more defined and class-specific research projects. Workshops offered to students are based upon the students’ needs assessments generated from the College Inventory Survey.

The center offers students individualized computer-assisted instruction to assess and improve academic skills in reading, spelling, grammar, writing, vocabulary, mathematics, study skills and other selected courses. Students can work independently, with a professional, and/or with peers on improving skills in the aforementioned areas.

The features of the ASC are:

- Students can come in anytime during the day and scheduled evenings;
- Students can select the skills they desire to work on;
- Students can choose the level of difficulty they want to work on;
- Students can receive all the assistance they require.

PLACEMENT TESTING

Placement testing is administered through The Center for Academic Excellence. Voorhees College offers placement testing in English and Mathematics to assess students’ proficiency in communication and computational skills. All new students who are required to take the placement tests are placed in the English and mathematics courses based upon their level of proficiency in each area. (See additional information about Placement Testing on pages 48 and 141 of the Voorhees College Catalog.)

The following guidelines apply to the requirements of placement testing:

- All freshmen and transfer students who have not satisfied the entry-level English and mathematics courses comparable to those of Voorhees College are required to take placement tests in English and mathematics.

All students who are required to take placement tests are placed in the English and mathematics courses based upon their level of proficiency in each area.

In addition, students enrolled in ENG 122 are required to take the English Proficiency Examination (EPE) and make the minimum grade of “C.”

SAT/ACT SCORES

Students (incoming Freshmen) who score a “19” on the ACT or “450” on the SAT are not required to take the Placement Test.

Students must provide the Testing Coordinator and the Academic Advising Module Manager a copy of the official ACT/SAT scores, in order to be exempt from the placement test.
REGISTRATION

The academic year is divided into fall and spring semesters and a summer session. Students may enter the College at the beginning of either semester or session but it is preferable that freshmen enter at the beginning of the fall semester. The dates for registration are listed on the academic calendar. First time freshman, readmits, and transfer students first go to the check-in station at registration, receive academic advisement, and will be issued a permit to register. All other returning students must register via the Tiger Portal. Students with holds will not be able to register unless all obligations have been met and the respective department has removed holds.

Note: Resident students who do not complete the registration process on or before the last day of the late registration period (see subsection 6.3.5.1) will be required to move out of the residence halls within 24 hours and will not be permitted to attend classes. Any charges incurred during the period of residence on campus will be billed to the student.

LATE REGISTRATION

Students are expected to complete their registration, including the payment of required fees, on the dates listed in the College’s calendar. Students who register within the period set aside for late registration are required to pay an additional fee(s). Students may not be permitted to register after five traditional class days, unless the Provost/Vice President of Academic Affairs (or a designee) grants an individual waiver in writing. Such waivers will be granted only in rare circumstances when the student can present compelling evidence of:

1. Reasons beyond the student’s control for the delay in registration;
2. An academic history for the student that promises success despite the already missed classes; and
3. The opinion of the course instructor(s) that the student could still succeed if diligent.

ADD /DROP PERIOD

A student desiring to drop or add a course must do so on or before the end of the Add/Drop period as outlined in the Academic Calendar. Such changes will not be recorded on the student’s permanent record and therefore will not enter into the computation of hours attempted. Students who seek to withdraw from a course after the Add/Drop period must comply with the College Withdrawal from a Course Policy (see subsection 6.3.7.1).

Students attending their first semester at Voorhees who desire to add or drop a course must do so with the assistance of the academic advisor. All other students may add or drop a class on or before the end of the Add/Drop period by following the procedures outlined on the Tiger Portal.
WITHDRAWAL FROM A COURSE

Students who withdraw from a course on or before the designated period will receive a “W” (Withdrawn without Credit) on their permanent academic record. Please refer to the Academic Calendar for the designated time frame to withdraw from a course. Students who withdraw from a course after the designated time frame will be assigned a grade of “WP” (Withdrawn when Passing) or “WF” (Withdrawn when Failing) on their permanent academic record.

Please note that while withdrawing from a course on or before the designated time frame will have no impact on a student’s GPA, it might have an impact on a student’s ability to continue to receive financial aid. Withdrawal can also potentially adversely impact a student’s Veteran’s Administration (VA) benefits, eligibility to participate in NCAA athletic events, and, for foreign students, immigration status. Students are therefore encouraged to consult with their academic advisor and, if applicable, the Financial Aid Office or Athletic Department before withdrawing from a course after the Add/Drop period has expired. Students are considered the responsible parties for any/all transactions processed against their academic records.

NO SHOW(S), ADMINISTRATIVE DROPS AND WITHDRAWALS

If a student does not attend class at all during the first two weeks of the academic term, the student will be considered a “No Show.” Due to never attending the course(s) the instructor will submit a No Show form to the Office of the Registrar and Student Records. If a No Show form is submitted on a student’s record, such changes will not be recorded on the student’s permanent record and therefore will not enter into the computation of hours attempted. Similarly, if a student exceeds the number of absences permitted in a course the instructor will submit an administrative Withdrawal Form to the Office of the Registrar and Student Records that the student is to be withdrawn from the course and given a grade of “AD.” If a student exceeds the number of absences allowed in a course after midterm, the instructor will withdraw him or her from the course and a grade of “WF” (Withdrawn when Failing) or “WP” (Withdrawn when Passing) will be recorded for the course.

WITHDRAWAL FROM THE COLLEGE

Students may withdraw from the institution at any time. The point of contact for withdrawal from the institution is the Office of the Registrar and Student Records, located in Room 103, Massachusetts Hall. The official Withdrawal Form must be completed and on file with the Office of the Registrar and Student Records to be official. If a student withdraws from the College by the Add/Drop deadline, the student does so without grade assignment on the academic record. However, the student is not absolved of charges incurred. Please see the Tuition Refund policy for additional information.

If the student withdraws after the Add/Drop deadline but before the withdrawal deadline (please see the current Academic Calendar for specific deadlines), a grade of “W” (Withdrawn without Credit) will be assigned to the student’s permanent academic record. If the student withdraws after the deadline to withdraw, the instructor of each course will assign the grade of “WP” (Withdrawn when Passing) or “WF” (Withdrawn when Failing) which will be placed on the student’s permanent
academic record. Additionally, an exit date, based on the last date of class attended will be reported on behalf of the student. This may affect student loan repayment dates.

**LEAVE OF ABSENCE**

Students may request a leave of absence from the College, which, when granted, permits students to maintain matriculated status although not in attendance and to resume study without applying for readmission. Students granted a Leave of Absence are not considered to have withdrawn, and, if the student is a Title IV recipient, no return calculation will be required.

Upon the student’s return from the leave, the student will continue to earn the federal student aid previously awarded for the period. Students who wish to leave and do not intend to finish their studies at Voorhees College must officially go through the withdrawal process.

Leave of absence status is ordinarily granted for no more than two semesters. To be official, a Leave of Absence Form must be signed by the student’s advisor, who will explain the consequences of failing to return or withdrawal from courses, and the Department Chair. The form must include starting and ending dates and the reason for the leave of absence. There must be a reasonable expectation that the student will return from the leave of absence. Leaves of absence will not be approved for students’ subject to disqualification or dismissal due to academic deficiencies or disciplinary action. Leaves during the academic semester will take effect as of the date signed by the student’s Department Chair. The form will then be submitted to the Office of the Registrar and Student Records. Grades for students taking a leave during a semester follows the appropriate course withdrawal deadlines and procedures.

After the leave of absence period ends, the advisor must notify the Registrar in order to complete the process. If a student does not return at the end of the leave, the student’s withdrawal date will be the first date of the leave. Return of federal funds will then apply as of the first day of the leave.

Students on leave may not live in the College residence halls during the term of their leave. Nor may they participate in and/or hold leadership positions in a registered College organization or athletic team.

**COURSE NUMBERING**

The numbering of courses provides information that may be used in scheduling and academic advising. With General Education courses being the only major exception, most courses follow this system, which shows the class level of the course. Courses, which are part of the General Education Requirements, are usually offered each semester.

- 100 series = Freshman level
- 200 series = Sophomore level
- 300 series = Junior level
- 400 series = Senior level
STUDENT COURSE LOAD

Full-time students are expected to carry an academic load of 12 to 18 credit hours each semester. However, in order to maintain adequate credit hours that reflect progression in classification, students are encouraged to enroll and satisfactorily pass a minimum of 15 semester credit hours per semester. Students who wish to enroll in more than 18 credit hours must receive the approval of the Department Chair, the Provost/Vice President for Academic Affairs, and the Registrar for overload. Students must obtain a Class Load Form from the Office of the Registrar and Student Records to begin the process. An overload beyond 18 credit hours must be paid through the Business Office.

A request for a course overload is considered primarily for students who have earned 60 or more credit hours and have a cumulative GPA of 2.50 or higher. A request does not mean it will be approved.

Students enrolled less than 12 hours will be considered part-time students.

Students are also advised to follow the sequence of courses as established in the suggested curriculum guides published in the Catalog. A guide is provided for each major in the curriculum.

REPETITION OF COURSES

Students may only repeat a course in which they previously earned a grade of "D" or "F." Any such course must be repeated at Voorhees College only. A student is allowed only one "D" in the declared major. Any one course may be repeated only once. *Note: Financial Aid (Title IV) will only process for payment of two repeats of each eligible course toward a program for degree completion. All additional repeat courses will be an out of pocket expense.

LIMITATION OF COURSES OFFERED

The College reserves the right to cancel a course even though it is listed in the class schedule and in the College Catalog. An absolution of student withdrawal is needed under these circumstances. No charge is made to a student for a registration change necessitated by such course cancellation. Notification of a cancelled class will be sent to students at their Voorhees College e-mail address.

AUDITING COURSES

Auditors of courses are required to follow the same registration procedures as persons taking the courses for credit, and the word “Auditor” must be printed on their registration cards as their classification in the course. Auditors do not receive grades or credits. Participation in class
discussion and written work is permitted at the discretion of the instructor. A fee per credit hour is charged. The status of Auditor cannot be changed after the course has begun. The College reserves the right to cancel an audit registration if class size exceeds space available.

**INDEPENDENT STUDY**

**Exposition:** Independent study courses may be approved for a student to enroll in a course to satisfy a requirement in a major under the supervision of a full-time faculty member. The student must complete all requirements of the course consistent with the course description as established by the professor.

An independent study course must be a Voorhees College requirement in a major and cannot be a course especially designed for a student to pursue a research topic merely of special interest. Furthermore, an independent study course will not serve to satisfy any General Education requirements.

**Preliminary Procedures for the Student**

- To arrange for independent study, the student should first seek the advice of the academic advisor regarding the need of the course and the desired professor.

- Provided that the advisor agrees, the student should proceed to confer with the professor identified to teach the course and then complete the application process.

- For enrollment in a course for independent study, the application must be submitted and approved prior to the end of the Add/Drop period of the fall or spring semester.

- Upon completion of the application process and approval, the student may enroll in the course for independent study.

**Policy Requirements for Independent Study**

Application—The student should confer first with their academic advisor before applying for enrollment independent study course.

Upon positive recommendation of the advisor, the application must be approved by:

1. the Academic Advisor,
2. the Professor identified to supervise/teach the course,
3. the Department Chair, and
4. the Provost/Vice President for Academic Affairs.

**Student Eligibility and Limitations**—Students must be a senior and must have a cumulative grade point average of 2.50. The student, who needs only one course to complete the requirements for graduation, will be eligible for enrollment in independent study provided that all other requirements for graduation have been met.
Faculty Member—The professor of the independent study must be employed at the College within the academic department that offers the course. The professor is responsible for providing the instruction and facilitating complementary learning resources and activities; supervising any research that may be a component of the course; monitoring the student’s performance and class attendance; and submitting the student’s mid-semester and final grades. In the event that the original faculty member has to discontinue instruction for the course, the department chair will recommend to the Provost/Vice President for Academic Affairs another full-time faculty member within the department to facilitate the remaining duties and responsibilities of the independent study.

Independent Study Course Content—The course content must meet the quality of academic content and experience comparable to all other courses at Voorhees College. Furthermore, the content of the independent study must not be a duplication of other course offerings that may be available to the student during the semester the independent study transpires. In addition, the professor may not structure the content of the independent study to focus primarily on the content of a pre-requisite or other course a student may have taken previously.

Syllabus—The professor of the independent study will prepare a syllabus and make it available to the student. The general format and content should be consistent with that of the Voorhees College syllabus. If necessary, the professor may secure a sample syllabus at the department in which the course is offered or from the Office of the Provost/Vice President for Academic Affairs. The syllabus will include the criteria for evaluating course work and determining a final grade for the course.

Scheduling—The student who applies and is approved for independent study is expected to be responsible by complying with the content of the course syllabus determined by the professor. Contact hours required for Independent are as follow:

15 for 1 semester credit hour course
30 for 2 semester credit hour course
45 for 3 semester credit hour course
60 for 4 semester credit hour course

The student must not attend a class being offered that is the same as the independent study course as a means of using the course as part of the independent study credit. The instructor and the student are advised to utilize the following as a guide for instructional contact hours.

Examinations—The Office of the Registrar and Student Records schedules the mid-semester and final examinations to be administered fall and spring semesters. The professor may schedule other examinations or quizzes as deemed appropriate or necessary.
End-of-Semester Project — A final project (which may be a research or term paper, an oral presentation, and/or some other project) is usually required for most courses at Voorhees College. The student must complete the final project as required by the professor.

Final Grade — The professor will evaluate and grade all work required for the independent study and submit the grade by the scheduled deadline.

DECLARATION OF MAJOR
Students pursuing a baccalaureate degree are required to declare a major as incoming freshmen. Students must declare a major via the College’s Admittance Application or in the Office of the Registrar and Student Records with the Academic Advising Module Manager or Records staff member. The requirements for each major are published in the catalog. However, students are expected to discuss the requirements with the Advisor or Department Chair.

CHANGE OF MAJOR
Students may change majors by completing the “Change of Major” form. Students can find this form by accessing the Voorhees College website or visiting the Office of the Registrar and Student Records. Students who desire to change majors should do so at least four (4) semesters prior to their graduation, as failure to do so may delay their graduation plans.

DECLARATION OF MINORS
Students may elect to have a minor even though one is not required for graduation. A minimum of 15 semester hours is required for a minor area of concentration. Minors are recorded on the student’s transcript.

STUDENT CLASSIFICATION
Classification of students is based on the total number of credit hours a student has satisfactorily completed.

- Freshman ......................0-29 hrs
- Sophomore ...................30-59 hrs
- Junior ..........................60-89 hrs
- Senior ..........................90-above hrs
CLASS ATTENDANCE POLICY

Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance. It is the student’s responsibility to be informed concerning all course assignments. Absences, whether excused or unexcused, do not absolve a student from this responsibility.

Unexcused absences for more than the number of times the class is scheduled per week, is excessive, and the student will receive a grade of AD, AP or AF. Absences shall not be recorded against a student until such time as the student is officially registered in the class. The individual instructor may choose to modify the policy as described above. Each instructor’s attendance policy will be published at the beginning of each semester as a part of the course syllabus. It is of particular importance that a student be aware of scheduled college events that will require class absence and plan accordingly.

When a student exceeds the number of absences permitted in a course, the instructor will notify the Coordinator of Retention and Scholarship, Provost/Vice President for Academic Affairs and Registrar that the grade of AD, AP or AF is to be recorded for the student; and the student will be dropped from the course roll. The College issues an official leave of absence to students who represent the College in College-sponsored activities that make it necessary for them to be absent from class. Sponsors of such activities must have prior administrative approval for each anticipated absence of students. The leave of absence does not permit a student to miss more classes than are allowed by the attendance policies of the institution. It merely allows him or her to make up the work missed. When an instructor deems an absence to be excused, the student must, within three days of his/her return to class, make arrangements with the instructor to make up the work missed.

If a student thinks that the faculty member’s attendance record is in error or if there are extenuating circumstances that warrant reconsideration of the instructor’s decision, then an appeal may be made. The student shall first discuss the matter with the instructor in question. If the issue is not resolved, the next level of appeal is the department chair and then the Provost/Vice President for Academic Affairs, and finally the President. The student continues to attend class and complete assignments until the appeal process has been resolved.

TARDINESS/EARLY DEPARTURE

Students are expected to attend every class beginning on the first day classes are scheduled each semester and to be punctual. Three (3) cases of tardiness/or early departure will be considered one absence.

FACULTY RESPONSIBILITY

Faculty members are expected to serve as role models for students by coming to all classes on time and by adjourning the class as scheduled. Every faculty member is required to enforce the
College’s Class Attendance Policy in each class and to maintain accurate records of students’ absences. Faculty are required to notify all students of the College’s Class Attendance Policy.

Each faculty member will explain the attendance requirements at the beginning of the semester and include these requirements in the course syllabus issued to students. Faculty will report student absences to the Department Chair and Registrar. These absentee reports will be maintained in the appropriate academic offices and discussed with the Provost/Vice President for Academic Affairs.

IMPLEMENTATION PROCEDURES FOR CLASS ATTENDANCE POLICY

A listing of students representing the College on official business will generally be distributed to faculty by the appropriate divisional vice president, (e.g. Vice President for Enrollment Management and Student Affairs and the Provost/Vice President for Academic Affairs prior to the scheduled event. The roster is an official excused absence for each student on the list. Students who obtain legitimate excuses for representing the College on official business will be afforded an opportunity to make up missed work without penalty. Specifically:

1. Faculty will take attendance each time the class and/or laboratory meets, maintain accurate attendance records on each student and remind students of the class attendance policy periodically.
2. Once a student has received one less than the maximum number of unexcused absences, faculty will inform and otherwise advise the student of the consequences of further absences and/or tardiness.
3. Students who continue to be absent from class, that is, to accumulate a total of unexcused absences exceeding the number of class meetings per week, may receive a grade of “F” for the course.
4. Excused absences will be provided in the case of sickness, death in the immediate family, participation in required school activities, and emergency situations as determined by Health Services personnel, the Provost/Vice President for Academic Affairs, program directors and heads and/or other appropriate divisional vice presidents. In each of the above instances, proper documentation must be presented. Proper documentation includes a written statement from the appropriate health-care official(s), funeral director, agency representative, etc.
5. All requests for excused absences must be submitted in a timely fashion. A record of the request must be maintained in the Offices of the Provost/Vice President for Academic Affairs, Director of Health Services, and Department Chair within 48 hours of the occasion necessitating the excuse.
Presenting Excuses

The student must present official excuses to the concerned instructor, or to the Dean of Students within five (5) working days of the student’s return to class. The presentation of a timely excuse shall entitle the student to an opportunity to perform all class assignments missed. Following the return to class, the student shall confer with the instructor to make arrangements to execute make-up work.

Standards Governing Excused Absences

1. **Grounds for Issuing Excuses:**
   a. Illness of student.
   b. Serious illness or death of a family member of a student. For purposes of this policy, a family member is considered a student’s spouse, child, grandchild, parent, sibling or spouse’s parent, sibling, or grandparent.
   c. Authorized representation of the College.
   d. Legally required court appearance.

2. **Documentation Required:**
   a. Excuses based upon illness require a statement by a physician or the College nurse which spells out the exact times for which an excused absence was needed.
   b. Excuses based upon the death of a family member will require as verification a news account, funeral program, or statement from the funeral director involved. A written statement from a parent, mailed to the Provost/Vice President for Academic Affairs, may be used as proof of a family illness.
   c. Excuses, based upon authorized representation of the College, shall be verified by a published schedule or written statement from the President or Provost/Vice President for Academic Affairs; depending upon the source of authorization.
   d. Excuses, based upon a legally required court appearance, should be verified by a copy of the document requiring such appearance.

Faculty members must submit a request to the Provost/Vice President for Academic Affairs and/or the Office of the Registrar and Student Records to withdraw a student who has exceeded the allowed absence limit. The student will be notified in writing by the Provost/Vice President for Academic Affairs and will receive a grade of AD, AP or AF. Absences for official College business shall not be counted against the allowed absences providing the student presents proper documentation to the faculty member.

**TEXTBOOKS**

Students are required to purchase textbooks and other necessary equipment and supplies for each class. If students fail to do so, they can be asked to withdraw from the course or be withdrawn by the appropriate administrative unit (or administrator).
EXAMINATIONS

Periodic examinations are administered during the semester and a final examination is given at the end of the semester. The dates for the final examination period are published in the academic calendar. When a conflict between a scheduled final exam and a class occurs, the student should consult the course instructor.

POLICY ON ACADEMIC DISHONESTY

Breaches of academic integrity include, but are not limited to, such practices as:

1. **CHEATING**: Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that the student has mastered information that has not been mastered. Cheating includes, but is not limited to:
   a. Copying or buying of all or any portion of another’s academic, research, or creative work — even with the author’s or creator’s knowledge and permission — and submitting it, in part or in its entirety, as one’s own. This includes material available through the Internet or other electronic sources and any material which has been copyrighted. Students are hereby advised that when such material has been copyrighted, its unauthorized use constitutes not only a breach of academic integrity, but a violation of law and may incur civil or criminal penalties;
   b. Allowing another person to copy one’s own academic, research, or creative work — whether intentionally or recklessly;
   c. The unauthorized use or possession of a class textbook, notes, or any other unauthorized material to complete or prepare an academic work;
   d. The unauthorized collaboration with any other person on an academic exercise, including collaboration on a take-home or make-up academic exercise and giving or receiving information during examinations;
   e. The unauthorized use of electronic instruments, such as cell phones, pagers, or PDAs, to access or share information;
   f. The unauthorized completion for another person of an academic work, or permitting someone else to complete an academic work for oneself;
   g. Fraudulent procurement, use, or distribution of examinations;
   h. Signing another’s name to examinations, reports, or papers.

2. **PLAGIARISM**: that is, failing to acknowledge adequately the source of words or ideas that are not one’s own. When a student submits academic work that includes another’s words, ideas, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and, if verbatim statements are included, with quotation marks as well. Simply put, students should document quotes of others through quotation marks and footnotes or other citation methods.
methods. By submitting work as one’s own, a student certifies the originality of all material not otherwise acknowledged. Plagiarism includes, but is not limited to:

a. The quotation or other use of another person’s words, ideas, opinions, thoughts, or theories (even if paraphrased into one’s own words) without acknowledgment of the source; or

b. The quotation or other use of facts, statistics, or other data or materials that are not clearly common knowledge without acknowledgment of the source.

Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.

3. **FABRICATION**: Fabrication is the use of invented information or the falsification of research or other findings. Fabrication includes, but is not limited to:

a. The false citation or acknowledgment of a direct or secondary source, including the deliberately incorrect documentation of a source;

b. The citation, in a bibliography or other list of references, of sources that were not used to prepare the academic work;

c. The inclusion in an academic work of falsified, invented, or fictitious data or information, or the deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information; or

d. The unauthorized submission of an academic work prepared totally or in part by another.

4. **LYING**: Lying is defined as any attempt to deceive, falsify, defraud, or misrepresent the truth in any matter involving College business. College business includes, but is not limited to, financial aid information, excuses for absences, statements to professors in order to reschedule tests or assignments, and responses to the queries of College Security and Safety officers; misrepresentation of reasons for not completing assignments, for not appearing at examinations, or for prolonged absence from class.

**Additional Examples of Academic Dishonesty include but are not limited to:**

1. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;

2. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;

3. Entering any College building, facility, office, or other property, or accessing any computer file or other College record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade; or
4. Bribing another person to obtain an academic exercise, including answers to questions of an un-administered academic exercise.

5. Using the same or substantially the same written work, research paper, or essay to satisfy the requirements of more than one course, without the permission of the instructors involved.

6. Destruction of or deliberate inhibition of progress of another student’s work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person’s laboratory experiments.

Attempting any such practices is also a breach of academic integrity, even if the attempt is unsuccessful.

**Disciplinary Procedures and Sanctions:**

1. Instructors who suspect students of engaging in academic dishonesty in their classes are expected to advise/counsel them and allow them an opportunity to explain/defend their works. (Appropriate software, which documents plagiarism, may be used to further investigate the matter.)

2. If the instructor persists in citing an accusation of academic dishonesty, the Department Chair will appoint a neutral committee of three (3) faculty members where the accusation resides, to judge the evidence and hear the responses of both the accused student and the accusing instructor.

3. The findings of the neutral committee will be reported to the Department Chair for review and recommendations to the Provost/Vice President for Academic Affairs. Such recommendations might include:
   a. Written reprimand by the instructor with a letter grade of F for the assignment.
   b. The assignment of a letter grade of F for the course, if the document where the breach of academic dishonesty was a major requirement for the completion of the course.
   c. Major violation of this policy may lead to College suspension.

Upon approval of the Provost/Vice President Academic Affairs, the appropriate action will be taken. This decision will become final unless appealed to the Office of the President who will decide to hear or deny such a request.
STUDENT COMPLAINTS
HANDLING AND RESOLUTION POLICY
STATEMENT
Voorhees College has adequate procedures to address all written and verbal student complaints. The College ensures integrity in all operations involving students. Students must use specific policies and procedures outlined in the College Catalog, Volumes II, V, and VI of the Voorhees College Policy Manual, and other policy manuals to address specific concerns where applicable.

In addition, this procedure may not be used to grieve:

1. Claims based on College purchases or contracts;

2. Claims against a Voorhees College employee on matters that are unrelated to the employee’s job or role at the College;

3. Student disciplinary decisions, since there is a separate procedure for them; or

4. Where another Voorhees College policy and procedure could have been used for the matter being grieved (e.g., harassment or discrimination, academic grievances, FERPA grievances, etc.).

Procedures for Students to Follow When Filing a Written Complaint:

The procedures set forth below may be used by students who are enrolled at Voorhees College, or who are participating in a College-sponsored event, at the time of the incident being grieved. The person filing the grievance must be the alleged victim of unfair treatment; a grievance cannot be filed on behalf of another person. The existence of this procedure does not bar students from also filing claims in other forums to the extent permitted by state or federal law.

The resolution process described below must be initiated and completed within 45 business days of the decision, action, or events giving rise to the grievance. The Vice President for Enrollment Management and Student Affairs may extend this time limit if the grievant makes the request for extension within the 45 business days period, for good cause shown.
1. The Vice President for Enrollment Management and Student Affairs, Dean of Students or Vice President for Academic Affairs is the point at which written student complaints may be filed for traditional and non-traditional students, respectively. The written student complaint must:

   a. State how the decision or action is unfair and harmful to the student and list the Voorhees College policy or state or federal laws that have been violated, if applicable;

   b. Name the respondent parties (the person(s) against whom the grievance is filed);

   c. State how the respondents are responsible for the action or decision; and

   d. State the requested remedy.

2. The Vice President for Enrollment Management and Student Affairs, Dean of Students or Vice President for Academic Affairs receives the written and signed student’s complaint. The complaint must be addressed within 10 business days from the received day, and a decision must be submitted to the grievant. If a student completes the complaint form online, all 3 parties will receive the document by email. If it is clear on the face of the written complaint that it has not been filed within the time limit, or pertains to a matter not grievable under this procedure, or is from a person without grievance rights as outlined above, the applicable Vice President shall so indicate in a letter to the student and the complaint shall be dismissed.

3. If the complaint satisfies the above elements, it is referred to the head of the appropriate unit or to one of the planning committees or standing committees of the College for advisement and policy clarification.

4. After an interview with the student, a written response is provided to the student based on College policies and procedures within 10 business days. The student complaint and written response are forwarded to the President of the College.

A student may appeal the College’s response, by writing, to the President of the College within ten (10) business days of receiving the response. The President will review the complaint, the response, and consult appropriate College personnel for additional information. The President will notify the student in writing of the final decision regarding the appeal and the complaint.

All complaints and gathered information related to a student’s complaint is filed in the office of the Dean of Students.

If the final resolution by the institution is not satisfactory, Georgia residents may submit a complaint to the Nonpublic Postsecondary Education Commission, 2082 E Exchange Place, Suite 220, Tucker, GA 30084, or online at www.gnpec.ga.gov.
ACADEMIC CREDIT

Credit is designated in terms of “semester hours.” A semester hour represents the successful completion of a course of study made up of one (1) hour of contact time per week for one semester. A student must be officially registered in a course in order to receive academic credit for the course.

CREDIT FROM EXTERNAL SOURCES AND ALTERNATIVE APPROACHES

Once enrolled, students are expected to complete all of their course work at Voorhees College. There are, however, several other ways that students may earn credit toward the degree requirements. See the options listed below.

Advanced Placement (AP)

Students who have participated in the Advanced Placement Program of the College Entrance Examination Board while in high school may receive college credit with a score of three or above. Contact the Office of the Registrar and Student Records to request credit prior to registration.

College Level Examination (CLEP)

Voorhees College accepts up to a maximum of 15 semester hours of credits earned through CLEP. These credits may be used to fulfill General Education Requirements at the College; however, credit by CLEP is not considered in calculating the student’s cumulative grade point average.
Students may request credit for CLEP by submitting an official copy of the CLEP test scores to the Office of the Registrar and Student Records.

**Correspondence Courses**

A maximum of 15 semester hours in correspondence courses from regionally accredited institutions, service school credits, and off-campus extension classes may be accepted toward partial fulfillment of the requirements for the baccalaureate degree. A grade of “C” or above is required in each course.

**Credit for Prior Learning**

Voorhees College is among more than 500 colleges and universities, which assess students’ prior learning for academic credit. Credit is awarded based on the academic guidelines developed by the Council for Adult Experiential Learning (CAEL).

A **Portfolio** is a collection of information gathered by the student and presented in a systematic format that validates the experiential learning that has occurred. Each course for which portfolio credit is requested must be in the College curriculum and must be part of the student’s degree requirements. The method is designed to assist adult learners in completing their academic and career goals by recognizing and validating their professional competencies. Portfolio credit can be awarded through:

1. Professional development courses (corporate training, professional seminars, workshops, and formal classroom training offered by a non-collegiate organization);
2. Licenses and Certifications: For example, insurance licenses and real estate licenses.
3. Professionally accredited colleges and schools. For example, technical and trade school, art institutes, bible schools, and business schools.

The amount of credit awarded depends on the depth of knowledge, the support documentation and training hours involved. A maximum of 15 credit hours may be earned through the portfolio method toward free electives. After the evaluation is completed (allow 4 to 6 weeks), and the portfolio fees are paid, the credits awarded are entered on Voorhees transcripts.

**TRANSFER CREDIT**

Transfer credits are accepted from an accredited institution of higher learning according to the following guidelines:

1. Students have the responsibility to arrange for their official transcripts to be sent to the Office of the Registrar by the other institution.
2. Transfer students will not receive credit for courses in which they received less than a grade of “C” at other institutions.
3. The course description of the course in question must be comparable to the course for which transfer credits are requested.
4. Transfer students must meet the General Education Requirements and the degree requirements of their major.
5. Transfer students must pass the English Proficiency Examination administered by Voorhees College.
6. Students transferring from other colleges and seeking credit for work done at that institution must have been accepted as transfer students at Voorhees College.
7. The advisor, department chair, and the Office of the Registrar and Student Records will evaluate student transcripts from other institutions in accordance with the guidelines outlined in this policy.
8. Students will be informed of the amount of credit that can be transferred before registration, if feasible.
9. If official transcripts of students are not available for evaluation at the time of registration, students will be admitted provisionally. In such cases, evaluation of transcripts will be done as soon as the official transcript arrives in the Office of the Registrar and Student Records. Except in unusual circumstance, prior to pre-registration the next semester, the evaluation will have been completed and transfer students informed of the transfer credits accepted by the College towards the degree program.
10. The student, the academic advisor, the department chair, and the Registrar must sign the “Transfer Credit Evaluation Form”.
11. Credits for summer school, correspondence, and extension work completed at other regionally accredited institutions will not be accepted for transfer if the student has enrolled in an equivalent course at the College. Credits for other courses will be accepted only under the following conditions:
   a. Each course is approved in advance by the academic advisor, the chair of the department concerned, and the Registrar. Such approval must be filed in writing with the Office of the Registrar and Student Records
   b. by utilizing the Transient Form. Students may download this form from the College’s website.
   c. Each course is passed with a grade of “C” or above.
12. Students must earn a minimum of 30 semester hours in residence and spend the senior year in residence at Voorhees College in order to graduate from the College.

CREDIT FOR OFF-CAMPUS SUMMER STUDY
Credit for summer school work completed at other institutions by Voorhees College students is not accepted for transfer if students have previously been enrolled in an equivalent course at Voorhees.

However, summer school work at other institutions is accepted for credit based on the following
conditions:

1. A "Transient Form" is completed and submitted to the Office of the Registrar and Student Records;
2. Each course is approved in advance by the academic advisor, department chair, and the Office of the Registrar and Student Records;
3. A maximum of twelve (12) semester hours may be transferred from other institutions;
4. Courses failed at Voorhees College must be repeated at Voorhees College only.

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**GRADING SYSTEM**

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<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
<th>%SCALE</th>
<th>QUALITY PTS.</th>
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<tbody>
<tr>
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<tr>
<td>B</td>
<td>Good</td>
<td>80-89</td>
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<tr>
<td>C</td>
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<td>Failure</td>
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<td>Withdrew when Failing</td>
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<td>P</td>
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</table>

* The grade of D in ENG 131, 132, and 231 are not considered passing grades.

**GRADING POLICY**

The grade of W is assigned to students for courses in which they withdrew or from the institution after the Add/Drop period and before the withdraw deadline.
The grades of WP and WF are assigned to students for courses in which they withdrew or from the institution after the Add/Drop period and after the withdraw deadline.
The grade of AD is assigned to students for courses in which they have been withdrawn by the instructor due to poor attendance, after the Add/Drop period and before the withdrawal deadline.
The grades of AP and AF are assigned to students for courses in which they have been withdrawn by the instructor due to poor attendance, after the Add/Drop period and after the withdrawal deadline.
The grade of I is given only when the student has substantially and satisfactorily completed the work of a course lacking only an examination or another distinct item. The grade of I is given to students who, because of illness or other valid reasons, are compelled to leave the class within the last three weeks of a semester and are in good standing. A record of incomplete incurred in the first semester must be completed on or before April 1; if incurred in the second semester or summer term, it must be completed on or before October 15. If a course is not completed within the specified time, the record of incomplete is changed to failure (F). To change a grade of I the following procedures must be followed.

1. The student must complete the required course work.
2. Instructor must complete the “Change of Grade Form” and make appropriate adjustments in record book. The Chair reviews and approves or disapproves the request.
3. The Provost/Vice President of Academic Affairs approves or disapproves the request. The form is forwarded to Office of the Registrar and Student Records.

Courses with a grade of A, B, C or D are counted toward degree completion. Only one D in the student’s major courses is accepted toward satisfying degree requirements. Students must earn a grade of C or better in English courses in order to satisfy the General College Curriculum requirements. A grade of C must be earned in English 121, 122, or 131, 132, and 231 for these courses to be counted toward graduation.

Students receiving credit through CLEP, advanced placement by test, and credit by examination will not receive a letter grade, and credit hours will not be reflected in students’ grade point averages.

GRADE REPORTS

The Office of the Registrar and Student Records a copy of Mid-term and Final Grade Reports via the Tiger Portal. Students who have holds on their account will not be permitted to view their reports on the portal.

GRADE POINTS

Semester hours attempted are considered in determining the grade point average with the exception of a grade of I. If a course is repeated, the highest grade is computed as a part of the grade point average; credits for each course are counted only once. Grade points are computed by multiplying the number of semester hour credits by 4 for a course completed with a grade of A; by 3 for a grade of B; by 2 for a grade of C; by 1 for a grade of D. A grade of F carries no grade points. The grade point average is determined by dividing the total number of grade points earned by the total number of semester hours carried as shown below:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>HRS. CARRIED</th>
<th>PTS. EARNED</th>
<th>How to Compute Pts.</th>
<th>Grade Points Earned</th>
</tr>
</thead>
</table>


The Grade Point Average for the above case is 2.25, slightly greater than a C. This is obtained by dividing the total grade points earned (36) by hours carried (16).

No credit is given for a grade of I. Grades of W, WP, WF, AD, AP, AF, P, S, or U are computed as no grade. As of Fall 2007, work done at other institutions is not used in computing the cumulative/career grade point average.

The Grade Point Average for the above case is 2.25, slightly greater than a "C". This is obtained by dividing the total grade points earned (36) by hours carried (16). NO credit is given for a grade of "I". Grade of "W" are computed as no grade. Credit for work done at other institutions is also used in computing the grade point average.

**GRADE CHANGES**

The faculty member must submit in writing requests for a change of grade due to a clerical or computational error to the Department Chair and the Provost/Vice President for Academic Affairs. The requested change will become effective when the approval of the Department Chair and the Provost/Vice President Academic Affairs has been filed with the Registrar. Students who have reason to believe that an error has occurred with regard to the grade assigned are directed to discuss the issue with the faculty member who assigned the grade in accordance with the College’s Academic Grievance Policy (Section 6.9).

**ACADEMIC HONORS**

Two honors lists are compiled at the end of each semester according to the following scale -- based upon grade point averages earned in all courses (minimum 12 semester hours) in a full academic semester:

- President's List 4.00
- Dean's List 3.00-3.99
Scholastic Eligibility Standards

Grade point calculations for probation shall be made at the end of both the fall and spring semesters and the summer session. Students enrolled in the College who fail to maintain the appropriate grade point average each semester/session, according to the following scale, will be placed on academic probation.

FRESHMAN
End of first semester 1.50
End of second semester 1.55

JUNIOR
End of first semester 1.90
End of second semester 1.95

SOPHOMORE
End of first semester 1.70
End of second semester 1.75

SENIOR
End of first semester 2.00
End of second semester 2.00

ACADEMIC RESPONSIBILITIES

Students who enroll at Voorhees College obligate themselves to being governed by the reasonable rules, regulations, and requirements for obtaining a college education. This section contains basic requirements and regulations for students, as well as information about important services that can improve the educational experience.

Graduation Requirements

In order to be considered a candidate for graduation, each student must satisfy the following minimal requirements:

1. Submit a completed Application for Graduation Form to the Office of the Registrar and Student Records by the due date for each semester; Applicants must also pay the required $25.00 graduation application fee via online or at the College Cashier’s office.
2. Complete a minimum of 120 hours of which a minimum of 35 must be in residence at Voorhees College;
3. Have a minimum grade point average of 2.00;
4. Pass the English Proficiency Examination (EPE);
5. Complete 120 Service Learning hours;
6. Pay all required fees, (i.e. graduation application, diploma fee, cap and gown fee);
7. Clear all indebtedness to the College;
8. Complete Career Planning Workshops;
9. Take a graduate/professional school admission test;
10. Satisfactorily complete Senior Thesis (as applicable);
11. Receive approval for graduation by the faculty and Board of Trustees.

A student who fails to receive approval for graduation has the right to appeal by utilizing the Academic Grievance Policy.

**GRADUATION HONORS**

Students who maintain the following academic averages shall graduate with the following honors:

- **Summa Cum Laude**: A student whose cumulative grade point average is 3.8 to 4.0. Ninety (90) hours must be completed in residence.
- **Magna Cum Laude**: A student whose cumulative grade point average is 3.5 to 3.79. Ninety (90) hours must be completed in residence.
- **Cum Laude**: A student whose cumulative grade point average is 3.0 to 3.49. Ninety (90) hours must be completed in residence.

**SERVICE LEARNING /EXPERIENTIAL LEARNING**

As a graduation requirement, students must complete 120 Service Learning hours. Anchored in the biblical reference proclaimed by our Founder, Elizabeth Evelyn Wright: *Ebeneszer*, the Stone of Help, through Service Learning students are systemically immersed in the culture of helping through volunteerism, community service, experiential engagement, and guided career pathways. At Voorhees College, Service Learning is a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.

The critical difference and distinguishing characteristic of service learning is its reciprocal and balanced emphasis on both students learning and addressing real needs in local, national, and international communities. Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients. Course materials such as lectures, readings, discussions, and reflection activities supplement the student service. In turn, the service experience is brought back to the classroom to enhance the academic dialogue and student comprehension. Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development. As an assurance for maintaining and enhancing the strong Voorhees tradition of student engagement in spiritual and cultural enrichment programming, the evaluation of students will include mandatory planning and participation in campus programming that will be evaluated through the identified Service Learning courses.
At Voorhees College, Service Learning will be incorporated into courses by offering students individual service opportunities with community agencies, or by creating project-based service activities for a group of students or for the entire class. The most meaningful service learning activities are developed through partnership and dialogue between the College and the community organizations with whom our students serve. As a catalyst for Re-Imagining Voorhees College, indeed, Service Learning at Voorhees College truly represents the mantra, Changing Minds. Changing Lives.

COMMENCEMENT

Commencement exercises are held following the close of the spring semester, and participation is open to students who have completed the degree requirements during the current academic year. Also, no degree will be conferred or released until all academic and financial requirements have been satisfied. Degrees for students who have completed requirements and who do not choose to participate in the ceremony must make arrangements with Office of the Registrar and Student Records to receive their degree.

FAMILY AND EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family and Educational Rights and Privacy Act of 1974 as Amended (FERPA) is a federal law that gives students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review their educational records.**
   A student should submit a written request to the Office of the Registrar and Student Records. The records will be made available within 10 days of the written request.

2. **The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.**
   A student who wishes to have Voorhees College amend a record should write the official responsible for the record, clearly identify the details of what the student wants changed, and specify the reason for the change. If Voorhees College decides not to amend the record, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment.

3. **The right to provide written consent before Voorhees College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**
   The right to refuse to permit the designation of any or all of the following categories of personally identifiable information as directory information, which is not subject to the above restrictions on disclosure: student’s full name, permanent address and telephone number, local address and telephone number, e-mail address, the student ID number,
username, state of residence, date and place of birth, marital status, academic class, class schedule and class roster, name of advisor, major field of study, including the college, division, department or program in which the student is enrolled, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and graduation, degrees and honors and awards received including selection to a dean’s list or honorary organization and the grade point average of students selected, and the most previous educational institution attended. Photographic, video or electronic images of students taken and maintained by the College are also considered directory information.

A student who does not want this information released must make a request in writing to the Office of the Registrar within two weeks after the first day of class. The request for non-disclosure must be filed each semester.

Disclosure of Education Records in Health and Safety Emergencies If the College determines that there is an articulable and significant threat to the health or safety of a student or other individuals, FERPA allows disclosure of information from education records to appropriate parties whose knowledge of the information is necessary to protect the health and safety of the student or other individuals.

“Articulable and significant threat” means that if a school official can explain why, based on all the information then available, he or she reasonably believes that a student poses a significant threat, such as a threat of substantial bodily harm, to any person, including the student, the College may disclose education records to any person whose knowledge of information from those records will assist in protecting a person from that threat.

“Appropriate parties” include parents of the student; parents may be notified when there is a health or safety emergency involving their son or daughter.

FERPA permits the disclosure of education records without consent subject to certain requirements, which includes:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law
OFFICE OF STUDENT AFFAIRS

Student Affairs is the component of the College responsible for co-curricular and extra-curricular areas of student life including residence living, career counseling services, health services, Christian life, discipline, intramural sports, and student engagement and organizations. The primary function of Student Affairs is to provide a comprehensive program of student support services directed toward meeting students’ developmental needs.

Student Affairs, through its programs and processes, seeks to create a supportive co-curricular environment at Voorhees that is conducive to the development of emotional autonomy, coping skills and feelings of self-worth and independence, tolerance and mature relationships with peers, appropriate educational plans, mature career plans and responsible lifestyles.

CAREER PLANNING AND PLACEMENT

Career Planning and Placement provides opportunities for students to explore their academic majors and career interests. The office provides a wide variety of services and programs to promote personal growth and development, and to help students handle day-to-day concerns for traditional and non-traditional learners. Information is available about employment, internships, cooperative education, and graduate school preparation and testing. Services provided include résumé assistance and interviewing skills sessions as well as meetings with consultants to discuss employment and graduate school related issues. Representatives from graduate schools, industry, and government agencies recruit on the campus throughout the year.
Staff in the Career Planning and Placement Office encourages Voorhees students to take advantage of services that assist them with educational planning, career exploration, career planning, and job-search strategies. Employment assistance is available during matriculation, or after graduation.

All students are encouraged to come in at the beginning of their college experience for assistance in self-assessment and goal setting, including developing a four-year planning guide (see Appendix 5.4.5.1 of the Policy and Procedures Manual for additional information). Career Planning and Placement activities are provided in both individual and group sessions.

As a service to students engaged in the job search process, the College arranges for prospective employers to conduct job interviews for career positions on and off campus. Students are encouraged to take advantage of the variety of services that help prepare them for job interviews and other aspects of the job quest. Career fairs are also provided for students to meet various employers in informal settings.

The Career Planning and Placement Office strives to provide a comfortable environment for the traditional and non-traditional learner that enhances the student’s intellectual development, career skills, and self-confidence, consistent with age and life circumstances. The staff firmly believes that all students who have made well-informed career decisions will obtain greater benefits from their academic programs and are more likely to persist in completing their educational experiences. Likewise, it is likely that the well-prepared graduates will have greater choices of future employment opportunities.

**Office of Student Engagement and Leadership**

From sports or choir to computer science or communications to faith-based groups and more, you’ll find a club or organization at Voorhees College that will keep you involved and engaged during your time here.

And an involved, engaged student is a well-rounded one. One who develops leadership, organizational and communications skills that are invaluable in the professional world. One who learns to work as part of a team and who masters the ability to juggle responsibilities and fun.

At Voorhees, there are plenty of opportunities for fun. There’s an array of recreational sports teams, as well as Greek organizations and clubs that center on academic majors. You can explore your artistic side through theater, music or dance. There are opportunities through student government and residence councils to play a part in decisions that affect day-to-day at Voorhees.

We hope you will take advantage of one of the variety of offerings at Voorhees. You can check student bulletin boards for updates throughout the year. You’re also welcome to stop by the
Office of Student Engagement in the Living Learning Center or give us a call at 780-1267. We'll be happy to help you find something that's right for you. We can even help you create your own club if you see a need or interest.

Contact the Office of Student Engagement and Leadership

The Student Engagement and Leadership Office is open 9 a.m. to 6 p.m., Monday through Friday.

Mailing Address:
Student Engagement and Leadership
Voorhees College
P.O. Box 678
Denmark, SC 29042

Campus Address:
Living Learning Center
Denmark, SC 29042
Phone: (803) 780-1267
Email: mwright@voorhees.edu

RESIDENTIAL LIFE
The Office of Residence Life/Housing is the central office for all aspects of residential organization and living. Residential living for students at Voorhees College is an experience that is supportive of learning in the classroom. Students gain self-development by group living; participating in residential government; assisting in formulating and presenting residential, educational, and recreational programs; and independent living. There are six on-campus residences that are staffed by Resident Coordinators, Assistant Residence Coordinators, and Resident Assistants/Work study students, all of whom work under the guidance of the Director of Housing and Residential Life. In each hall, the residential life staff is responsible for working with students in developing and presenting educational, recreational, social and cultural programs; supervising facilities; and advising/counseling residents.

Housing Reservations
All students, except those who commute daily from their homes, are expected to room on the campus when occupancy does not exceed the capacity of the residence halls. Accordingly, each resident student is required to make a room reservation prior to enrollment because there is always a great demand for campus housing. This includes filing with the Cashier’s Office the Room Reservation Form and a non-refundable Housing Fee. All students applying for room space on campus must pay this fee.

For additional information concerning housing, contact the Office of the Director of Housing and Residential Life.
Housing Contract Agreement

Voorhees College requires students to sign a Housing Contract Agreement before occupying space in the residence halls. The student is bound financially by this agreement for one year (two semesters). The contract may be canceled by the College if:

1. The student is found by the College to be undesirable for residential living, as evidenced by a violation of Residence Hall Rules or the Student Code of Conduct.
2. The student is asked to withdraw for academic, or any other reasons, including but not limited to poor academic performance, academic dishonesty, not attending classes, or health reasons.

The housing contract may be canceled by the student without the loss of a deposit by written notification of his/her intention to move off-campus to the Office of Housing and Residential Life and Student Housing prior to July 16 (for one semester) and/or December 10 (for two semesters). A student who fails to give this notice prior to these dates, will be charged for the full semester’s board and lodging.

STUDENT CONDUCT

Voorhees College strives to maintain a community that promotes and values the academic experience, institutional and personal integrity, justice, equality, and diversity. The College, therefore, believes in values that foster an environment where people can work, study, and recreate together as a community.

In establishing this community, it is necessary to state behavioral expectations for all students, which promote the College’s values. The purpose of the Student Code of Conduct is to outline these behavioral expectations, and to provide an explanation of the process involved for responding to allegations of student misconduct, as well as detailing what actions the College shall take in dealing with policy violations.

A student attending Voorhees College agrees to be governed by the Student Code of Conduct, as well as other College policies. The Student Code of Conduct applies to each student who is enrolled, whether on campus or off, during sessions, or between semesters. The College, through the Office of Student Affairs, maintains the exclusive authority to impose sanctions for behaviors that violate the Student Code of Conduct, with the exception of an alleged violation of academic dishonesty. The Office of the Academic Affairs imposes sanctions for violations of academic dishonesty.

The purpose of publishing disciplinary regulations is to give students general notice of prohibited behavior. This code is not written with the specificity of a criminal statute. These regulations should be read broadly and are not designed to define prohibited behavior in exhaustive terms.
All students at Voorhees College have access to the Student Code of Conduct. This document appears in its entirety on the Student Affairs link on the Voorhees College home page at http://www.voorhees.edu/. In addition, limited hard copies of the Student Code of Conduct are available in each residence hall staff office, the Office of Student Affairs, Student Engagement, and the Student Government Association.

All students are responsible for reading Volume V (Student Life) of the Voorhees College Policy Manual. Each student is also expected to know and observe all values and behavioral expectations related to the Student Code of Conduct, and to be familiar with the information contained in all College publications.

Voorhees College is committed to providing fair and equitable treatment to all students in student disciplinary matters. It also has an equal obligation to protect its educational purpose and the interest of its student body; therefore, it must be concerned with the actions of individuals or groups that are in conflict with the welfare and integrity of the College or in disregard for the rights of other students, faculty or other members of the College community. All students, while associated with or representing the College, are expected to conduct themselves and community life in a manner that will reflect favorably upon the College. When students enter Voorhees College, it is assumed that they have a serious purpose and a sincere interest in their own social and intellectual development.

It is also assumed that they are familiar with the policies and regulations set forth for students at Voorhees College, and that they have accepted them as a way of life during their stay at the College. They are expected to learn to handle problems intelligently, reasonably and with consideration for the rights of others; to obey laws and ordinances of the nation, state, and community of which they, as well as the College, are a part; and to conduct themselves peaceably in espousing changes they may consider necessary.

**SUBSTANCE ABUSE AND TOBACCO-FREE CAMPUS POLICIES**

In accordance with the College’s Alcohol and Drug Policy (see Volume II, Subsection 2.2.2 of the Policy and Procedures Manual), Voorhees College students are prohibited from using, possessing, manufacturing, dispensing, distributing or being under the influence of alcohol, controlled substances or illegal drugs on College-owned property, at College-sponsored activities, or while attending off-campus events as an official representative of the College.

In accordance with its Healthy Campus Initiative, Voorhees College is dedicated to providing a healthful, comfortable, and productive work and study environment for all faculty, staff and students. Voorhees College sought to become an entirely tobacco-free campus, effective September 1, 2013. At its May, 2013 Board of Trustees Meeting, the Trustees approved the implementation of a Tobacco-Free Campus Policy.

As reported by the Environmental Protection Agency (EPA), second-hand smoke (SHS) is responsible for an estimated 53,000 deaths per year in non-smokers. In addition, the United

The simple separation of smokers and non-smokers within the same air space may reduce, but does not eliminate, the exposure of the non-smoker to SHS.

The primary goal of this policy is to provide a 100% tobacco-free, smoke-free environment for all students, faculty, staff and visitors within all campus facilities (including residence halls), vehicles, and grounds and at all sponsored events.

This goal will be achieved by:

- Modeling healthy behavior for all students, faculty, staff, visitors and the entire college community
- Utilizing tobacco use prevention awareness and education programming and materials, and
- Providing access to cessation counseling and/or referral services for all students, faculty, and staff.

To maintain a tobacco-free campus, Voorhees College has implemented several new actions. The use of all tobacco products and/or paraphernalia is prohibited. This includes but is not limited to, cigarettes, cigars, pipes, smokeless tobacco and tobacco products, and devices and substances containing tobacco by-products (e.g., e-cigarettes). Smoking is prohibited within business-owned, college-owned, or leased vehicles, or in buildings and on the grounds. This applies to offices, hallways, waiting rooms, restrooms, lunchrooms, elevators, meeting rooms, community areas, and all grounds and property of Voorhees College. Voorhees College will not accept any contributions or gifts, money or materials from the tobacco industry. The College will not participate in any type of services funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on campus grounds or in the possession of students, faculty or staff at school sponsored events. This policy applies to all faculty, staff, students, clients, contractors, and visitors.

OFFICE OF STUDENT AFFAIRS/THE ACADEMIC CENTER OF EXCELLENCE IN RURAL AND MINORITY HEALTH POLICY

The Policy will be made available to all faculty, staff and students. “Tobacco-Free Campus” signs will be posted in appropriate places throughout the campus. Motor Pool vehicles will be equipped with appropriate tobacco-free signage. This policy will be introduced over a period of three months to provide for a smooth transition to a tobacco-free campus. Employees and students who smoke and would like to quit are invited to contact the Campus Health Services Department for referral to appropriate smoking cessation programs.

The success of this policy is dependent upon the thoughtfulness, respect and cooperation of everyone. All faculty members, staff and students share the responsibility of following and
enforcing the policy. Any problems related to the policy should be referred to the designed campus representative.

All faculty, staff and students who do not comply with this policy will be subject to disciplinary action. If there are questions regarding this policy, contact the Office of the Center of Excellence in Rural and Minority Health at (803) 780-1349.

Effective December 1, 2013, the Voorhees College Campus Security Department became the sole authority to fine individuals (employees, students and/or campus visitors, contractors, vendors, etc.) for violating the tobacco-free campus policy.

The following fees will apply:
- First offense $10.00
- Second offense $25.00
- Third offense $50.00 (and all subsequent offenses)

STUDENT RIGHT TO KNOW ACT
The Voorhees College Campus Crime Report can be obtained by contacting the Office of Campus Security or the College Security link on the Voorhees College website at http://www.voorhees.edu/. Please refer to the College’s Campus Crime Reporting (Clery Act) Policy in Volume II, Subsection 2.3.2 of the Policy and Procedures Manual for additional information.

STUDENT HEALTH SERVICES
The College provides a health facility located on the first floor of Halmi Hall and employs a nurse (LPN/RN). Students should seek medical assistance at the earliest sign of illness and are encouraged to utilize health services to maintain health and to decrease illness.

Students who need medical assistance should report to Health Center/Infirmary during the posted hours when the nurse is on-site. On-campus students who experience a medical emergency after business hours should report to their hall director for assistance; off-campus students should visit a local clinic or emergency room.

Students who incur emergency room costs or other medical costs are responsible for completing a claim form and submitting information to the insurance company and/or medical facility, which provided care.

Note: The student is responsible for payment of medical care that is provided by a physician, dentist, hospital, or emergency medical service provider. Insurance coverage for medical and dental care is the responsibility of the student. Each student is encouraged to have an insurance plan in place prior to attending Voorhees College.
Voorhees College encourages students concerned with health/wellness issues (e.g., asthma, diabetes, hypertension, depression, pregnancy, STD’s, etc.) to seek assistance from Health Services.

The College reserves the right to require a student to move from the Residence Halls, if he/she has a contagious disease, disrupts the College Community, or endangers the health, safety or property of any member of that community.

Documentation of a health service visit will only be granted to students who report an illness/injury prior to the time of work or class.

**MENTAL HEALTH SERVICES**
College staff works closely with the staff of the Community Mental Health Center to meet the needs of our students. Mental Health Services may be accessed by calling Bamberg County Mental Health Clinic 803-793-4274. Phone assessments can be completed to determine students need to determine the urgency/need to request or secure an appointment with a social worker and/or psychiatrist.

**STUDENT GOVERNMENT**
The Student Government Association (SGA) is the official voice of the student body. Our mission is to protect the rights and privileges of the Voorhees College student body.

The SGA’s goals are:

1. To work effectively as a group in making decisions and solving problems.
2. To reach out to our constituents in order to determine the issues that concern them.
3. To properly represent our constituency.
4. To have an active SGA, where every member is working, making a difference, and accomplishing goals for the betterment of Voorhees College.
5. To plan, design, implement and evaluate activities for our constituency that will be informational, entertaining and educational.

**RELIGIOUS LIFE**
Voorhees College has a great and cherished religious tradition. The Office of the Chaplain functions to facilitate an environment of spiritual development. This office also serves as the center for religious activities, as it coordinates and promotes programs of spiritual enrichment on the campus. The religious outreach of the College is ecumenical and warmly embraces students, faculty and staff members from a wide variety of religious denominations.

Further spiritual growth is sought in the areas of ethics and values, morals, and understanding or religious choices and conversion, the comprehensive ministry assists in making campus life a
richer and more meaningful experience.

Voorhees College, founded in a Christian setting, bearing a Christian motto, and believing that each personality should be anchored in lasting values, provides for its academic community a varied program of religious activities. All students should take advantage of the following stabilizing services and activities: religious activities include Bible study, annual Religious Emphasis Week celebrations, Tuesday All College Worship, and spiritual awareness sessions. Students are invited to become involved in these programs and events.

Religious activities at Voorhees College emphasize moral and spiritual values, which are necessary for one’s total development. These activities provide opportunities and experience for worship, spiritual enrichment and personal growth.

**CHAPEL SERVICES**

Religious activities at Voorhees College emphasize moral and spiritual values, which are necessary for one’s total development. These activities provide opportunities and experience for worship, spiritual enrichment and personal growth. At St. Philip’s Chapel, weekly Chapel Services are held on Tuesdays at 11:00 a.m. and Eucharistic worship services are held on Sundays at 10:00 a.m.

Part of the Voorhees College tradition is regular attendance at chapel services. All students are strongly encouraged to attend and participate in chapel services. In chapel, students and faculty have the privilege of hearing guest speakers and ministers from the local community, minister members of the College, faculty, staff, and students. In addition, students can obtain cultural enrichment points by attending chapel.

For more than 90 years, St. Philip’s Chapel has become a sacred space that occupies a unique place on the Voorhees College campus. This edifice provides space for anyone seeking to pray and meditate. We encourage every student, faculty, staff, administrator and visitor to use this sacred space in moments of personal distress, strain or great thankfulness.

**INTRAMURAL ACTIVITIES**

The intramurals program is designed to offer each individual (not participating in intercollegiate athletics) the opportunity to participate in a variety of activities that will contribute to wholesome personality development, stimulate an interest in recreational athletic activities, and create a spirit of good sportsmanship through healthy and fun competition. The following intramural sports are offered: flag football, volleyball, tennis, soccer, basketball, and aquatics. Intramural dates and team registration information are available in the Office of Student Engagement located in Wilkinson Hall or from the Intramural Coordinator located in the gym.
STUDENT ORGANIZATIONS

GREEK ORGANIZATIONS

Voorhees College has traditionally hosted chapters of eight national Greek-letter organizations on the campus. Since their founding after the turn of the 20th century, African-American fraternities and sororities have made significant contributions to the human development process. Existing often in hostile educational and social environments at their home campuses, Black Greek-lettered organizations have extended for their members and for the broader community a constructive tradition. This tradition has included academic support, bonding in extended families, community service and the promotion of ideals and values that have aided personal and group development.

At Voorhees College, this proud tradition has also included involvement at all levels with activities and programs of service to the College and the student body in general. The Greek-letter organizations include: Alpha Phi Alpha, Omega Psi Phi, Phi Beta Sigma, Kappa Alpha Psi, Alpha Kappa Alpha, Delta Sigma Theta, Zeta Phi Beta, and Sigma Gamma Rho. Each organization must have at least two advisors, and at least one advisor must be employed by Voorhees College. All members and candidates for membership are mandated to attend the anti-hazing workshop annually.

NON-GREEK STUDENT ORGANIZATIONS

Each student organization and activity must be registered in the Office of Student Life & Development, with a copy of the charter and a list of the names of the current officers on file. Permission must be obtained from the administration of the College to start a new organization on campus. Each organization must have at least two advisors, and at least one advisor must be employed by Voorhees College.

No later than May 1st annually, all organizations are required to submit to the Director of Student Engagement a list of proposed events for the next academic year. No event will be listed on the Master Calendar without approval by the Director of Student Engagement. Additional events should be scheduled in the Office of the Coordinator of Student Activities at least two weeks in advance.

Active membership in chartered non-Greek student organizations shall be limited to faculty and staff, full-time enrolled students or part-time students, with the approval of the organization’s advisor.

A student shall not be considered an active member and is not eligible for participation in an organization or club unless his or her name is included on the membership roster and he/she has at least 2.0 grade point average.

All members and candidates for membership are mandated to attend the anti-hazing workshop annually.
ACADEMIC PROGRAMS

VOORHEES COLLEGE EXPECTED EDUCATIONAL RESULTS
(Expected outcomes for all graduates)

THE PHILOSOPHY OF THE GENERAL EDUCATION REQUIREMENTS

As articulated through the College’s mission statement, Voorhees College seeks to produce highly qualified graduates who coalesce intellect and faith in pursuit of life-long learning, healthy living, the betterment of society, and an abiding faith in God. To that end, the philosophy of the General Education core requirements parallels the mission. The General Education is designed to maximize student academic and co-curricular engagement. Highly influenced by the The Essential Learning Outcomes developed by the American Association of Colleges and Universities, Voorhees College has adopted a philosophical framework for the General Education core
requirements that impact its students beginning in the first year of college, and continues at successively higher levels across their college studies. Students will be prepared for twenty-first-century employment opportunities, graduate and professional studies, and global challenges by gaining knowledge and exposure through six categories: (1) Analysis and Communication, (2) Quantitative Literacy, (3) Natural Sciences, (4) Health and Wellness, (5) Global and Intercultural Learning, and (6) Personal and Career Development. Indeed, the ultimate goal of the General Education core requirements is live up to the College’s mantra: Changing minds. Changing lives through an established curriculum that produces students with world-class knowledge, world-class skill sets, and life and career characteristics.

**COMMUNICATION SKILLS**

**Objective #1:** The graduate is able to communicate appropriately for a given setting and purpose both in writing and orally.

**Objective #2:** The graduate is able to write a research paper using electronic and non-electronic sources with appropriate documentation.

**Objective #3:** The graduate is able to think critically as evidenced by the application of logical reasoning in writing and speaking.

**ACQUISITION AND APPLICATION OF KNOWLEDGE**

**Objective #1:** The graduate is able to recognize the broad outlines of problems and to propose solutions obtainable through individual work and teamwork, drawing upon both the knowledge and the technique gained from the course of study followed.

**SCIENTIFIC AND COMPUTATIONAL SKILLS**

**Objective #1:** The graduate is able to apply mathematical, technological, and scientific operations in professional and personal settings.

**VALUES AND CULTURAL AWARENESS**

**Objective #1:** The graduate values and cherishes human diversity in its broadest sense.

**Objective #2:** The graduate displays knowledge and creativity in recognizing and addressing global issues thus being able to perceive the links between major events of the past and present-day trends and events.

**Objective #3:** The graduate demonstrates values that promote self-worth, harmonious behavior and interaction, self-reliance, empathy, and tolerance for others.
SPECIAL ENGLISH PROFICIENCY EXAMINATION REGULATIONS

Students must register to take the EPE during the semester of their enrollment in ENG 132 (Ideas and Their Expressions II). However, at his or her discretion, the instructor may recommend that a student not register to take the EPE if the student’s writing indicates lack of readiness.

- All students enrolled in ENG 132, are required to attend a minimum of three (3) EPE tutorials that are provided approximately one month before the EPE is administered.

- Transfer students who receive transfer credit of the grade of “C” or better for ENG 132 should take the EPE the first semester of their enrollment at the college.

- Students who fail the EPE the first time will be required to utilize the resources of The Center for Academic Excellence to improve writing proficiency. The students’ instructors will provide guidance with regard to the kinds of tutorials in writing the students need.

- Students who fail the EPE two or three times may choose to enroll in ENGL 101 (Strategies for Writing the English Proficiency Examination) to satisfy that requirement. The student will be required to attend a minimum of two hours of writing tutorials per week The Center for Academic Excellence. Students who pass the course with the minimum grade of “C” will satisfy the EPE requirement.

ENGLISH PROFICIENCY EXAMINATION (EPE) REQUIREMENTS

The English Proficiency Examination (EPE) is an institutional requirement of both traditional and non-traditional students.

Traditional students who are enrolled in ENG 131 (Ideas and Their Expressions I) and pass with the grade of “C” or better are eligible to enroll in ENG 132 (Ideas and Their Expressions II).

Transfer students who are classified as traditional students and have completed the appropriate number of English courses comparable to those required at Voorhees College are eligible to take the EPE provided that the transfer grades in the courses are “C” or above.

Non-traditional and transfer students who have completed the comparable courses in English at other institutions of higher education and meet the required grade of “C” or better are eligible to take the EPE.

A transfer student who enrolls in the traditional program and whose transfer credits do not include the entry-level courses in English must enroll in ENG 131, based upon their performance on the criterion-referenced placement test in English.

Upon satisfactory completion of ENG 131, the student is eligible to enroll in ENG 132. During enrollment in ENG 132, the student must take and make the minimum grade of “C” on the EPE, and have a minimum average of “C” in the course for eligibility to exit ENG 132.

A student enrolled in the non-traditional program and whose transfer credits do not include the entry-level courses in English must enroll in and satisfactorily complete ENG 131 and ENG 132.
During enrollment in ENG 132, the student must take the EPE, and pass with the minimum grade of “C.”
### GENERAL EDUCATION CURRICULUM (GER) REQUIREMENTS

50 hours total (Required of most majors.) This General Education 50 hour curriculum is applicable to students entering the college prior to Fall 2017.

<table>
<thead>
<tr>
<th>COURSE CODE AND #</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDCE 110</td>
<td>College Dynamics</td>
<td>3 hours</td>
</tr>
<tr>
<td>PE 120</td>
<td>Introduction to Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>ENG 121 or ENG 131</td>
<td>Ideas, Expression and Structure I or Ideas, and Their Expression I</td>
<td>3 or 3</td>
</tr>
<tr>
<td>ENG 122 or ENG 132</td>
<td>Ideas, Expression and Structure II or Ideas and Their Expression II</td>
<td>3 or 3</td>
</tr>
<tr>
<td>ENG 231</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 130</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Students should enroll in either ENG 121 or ENG 131 based upon the levels of their writing proficiency demonstrated on the Accuplacer (freshman placement test) in English.

<table>
<thead>
<tr>
<th>COURSE CODE AND #</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 220</td>
<td>Humanities</td>
<td>2</td>
</tr>
<tr>
<td>REL 233</td>
<td>Introduction to Religion and Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities**

<table>
<thead>
<tr>
<th>COURSE CODE AND #</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 131 or FREN 131</td>
<td>Elementary Spanish I or II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 131 or</td>
<td>Elementary French I or II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Foreign Language**

<table>
<thead>
<tr>
<th>COURSE CODE AND #</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121 or MATH 131</td>
<td>Concepts of Basic Mathematics I or Fundamentals of Math I</td>
<td>3 or 3</td>
</tr>
<tr>
<td>MATH 122 or MATH 132</td>
<td>Concepts of Basic Mathematics II or Fundamentals of Math II</td>
<td>3 or 3</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Fundamentals of Biology &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 130 or ENVS 231</td>
<td>Fundamentals of Physical Science &amp; Lab or Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>CMP 130</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Math, Science & Technology**

**Economics and History**

<table>
<thead>
<tr>
<th>COURSE CODE AND #</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 231</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 133 or HIST 234</td>
<td>World History Survey I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 235</td>
<td>American &amp; Afro-American History I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>American &amp; Afro-American History II</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS OF GENERAL EDUCATION COURSES: 50 HRS. (Required of most majors during the aforementioned time frame.)
GENERAL EDUCATION CURRICULUM (GER) REQUIREMENTS

This General Education 40 hour curriculum is applicable to students entering the college fall 2017.

**Student Learning Outcomes**

**Analysis and Communication**

*(Reading, Written Communication, Oral Communication, Information Literacy)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will extract and construct meaning through interaction and involvement with written language.</td>
</tr>
<tr>
<td>• Students will clearly express ideas in appropriate academic language, demonstrating reasoning, an understanding of audience, context, and the mechanics of academic writing in an organized, clear, and coherent manner.</td>
</tr>
<tr>
<td>• Students will use research strategies to identify, locate, evaluate, and effectively and responsibly use and share information.</td>
</tr>
<tr>
<td>• Students will systematically analyze complex real-world topics or issues.</td>
</tr>
<tr>
<td>• Students will develop and deliver purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</td>
</tr>
</tbody>
</table>

**Quantitative Literacy**

*(Understanding mathematical processes and their applications)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will reason and solve quantitative problems from a wide array of everyday life situations</td>
</tr>
<tr>
<td>• Students will demonstrate the ability to interpret, analyze, and convey quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc.).</td>
</tr>
</tbody>
</table>

**Natural Sciences**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will collect scientific data, evaluate, and draw conclusions about given problems using the scientific method.</td>
</tr>
</tbody>
</table>

**Health and Wellness**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will apply life-long skills to improve mental and physical wellbeing.</td>
</tr>
</tbody>
</table>

**Global and Intercultural Learning**

*(Historical, Religious, Artistic and Political Learning and Languages)*

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will apply global and intercultural perspectives in the analysis of historical and cultural events and theoretical frameworks.</td>
</tr>
</tbody>
</table>

**Personal and Career Development**

*(Collegiate Success Skills, Personal Awareness, and Career Exploration)*

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will increase self-awareness and develop skills critical for collegiate success.</td>
</tr>
<tr>
<td>• Students will demonstrate knowledge of college history, values, and resources.</td>
</tr>
</tbody>
</table>
• Students will map career pathways and develop essential tools for professional promotion.

**GENERAL EDUCATION CURRICULUM (GER) REQUIREMENTS**

*This General Education 40 hour curriculum is applicable to students entering the college fall 2017.*

<table>
<thead>
<tr>
<th>Analysis and Communication -- 9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG131</td>
</tr>
<tr>
<td>ENG132</td>
</tr>
<tr>
<td>SPCH130 OR SPCH231 (select one)</td>
</tr>
<tr>
<td>EPE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Literacy (select one) -- 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH121 OR MATH 131 (Please refer to placement test scores)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Technology -- 3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Sciences (select one) -- 4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO130</td>
</tr>
<tr>
<td>PHYS130</td>
</tr>
<tr>
<td>CHEM141</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Wellness (select one) -- 2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE120 or HSC231</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global and Intercultural Learning -- 15 hours (Historical, Religion, Artistic, and Political Learning and Languages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST234 or AAS230</td>
</tr>
<tr>
<td>REL231 or REL232 or REL233 (select one)</td>
</tr>
<tr>
<td>FREN131 or SPAN131 (select one)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select two courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 235</td>
</tr>
<tr>
<td>ART 220</td>
</tr>
<tr>
<td>ECON 231</td>
</tr>
<tr>
<td>ENG 231</td>
</tr>
<tr>
<td>FREN 132</td>
</tr>
<tr>
<td>HIST 133</td>
</tr>
<tr>
<td>HIST 134</td>
</tr>
<tr>
<td>HIST 235</td>
</tr>
<tr>
<td>HIST 236</td>
</tr>
<tr>
<td>MUS 220</td>
</tr>
<tr>
<td>PSY 230</td>
</tr>
<tr>
<td>REL 231</td>
</tr>
<tr>
<td>REL 232</td>
</tr>
<tr>
<td>REL 233</td>
</tr>
<tr>
<td>SPAN 132</td>
</tr>
<tr>
<td>SOC 230</td>
</tr>
</tbody>
</table>
SPECIAL NOTATIONS

1. Students who pursue a major in Biology and Computer Science must enroll in MATH121 or MATH131 prior to enrolling in MATH231/232. MATH121 & MATH131 are required as a part of the 40-hour general education courses.

2. Students who pursue a major in Biology are required to complete the 40 hours of General Education Requirements, including General Biology & Lab (BIO 130 & Lab) and Physical Science & Lab (PHY SC 130 & Lab), during the freshman year.

3. Students who enroll in and complete, with a grade of “C” or better, MS 101 (Introduction to ROTC) or MS102 (Introduction to Leadership) offered in cooperation with South Carolina State University, Orangeburg, SC, will satisfy the 2-hour physical education General Education Requirement. Enrollees who have military service experience and request consideration for their years of service to satisfy the College’s General Education 2-hour physical education requirement must submit as a part of their application for admission, official documentation of their years of service. The two (2)-hour credit may be granted based upon the relevance of the military experience to the description of the College’s 2-hour physical education requirement.

4. Students are encouraged to earn the grade of “C” or better in each course of the General Education Curriculum. However, the grade of minimum grade of “C” must be earned in ENG 131 and ENG 132.

5. Usually, first-semester freshmen do not enroll in 200-level courses; however, exceptions may apply depending upon an individual student’s academic readiness and upon the recommendation of the advisor.

6. As recommended by the Department Chair, the Registrar and Provost/Vice President of Academic Affairs will give the final approval or disapproval of a first-semester freshman’s request to enroll in 200-level courses.

<table>
<thead>
<tr>
<th>Major course offerings may not be used to fulfill GEN ED requirements</th>
<th>Personal and Career Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</td>
<td><em>(These courses are not applicable to non-traditional majors)</em></td>
</tr>
<tr>
<td>FS 120</td>
<td>Freshman Seminar I</td>
</tr>
<tr>
<td>FS 121</td>
<td>Freshman Seminar II</td>
</tr>
</tbody>
</table>
ACADEMIC DIVISIONAL STRUCTURE

The purpose of the area of Academic Affairs is to offer each student an intensive general educational experience coupled with professional education in the value-centered liberal arts tradition, preparing the student for a professional career and/or graduate of professional school. The academic program at Voorhees College is administered through the Division of Academic Affairs.

The Division of Academic Affairs is comprised of three Academic Departments: The Department of Business and Entrepreneurship, the Department of Humanities, Education and Social Sciences, and the Department Science, Technology, Health and Human Services. Under the leadership of Department Chairpersons, the faculty in the academic department is responsible for developing, assessing, and implementing rigorous and relevant academic programs.

Students have the opportunity to choose a major based on his or her academic interests and career aspirations. A major in any area constitutes a prescribed group of courses designed to assist the student in mastering specific content in preparation for a career or entrance into graduate or professional school. A college minor or concentration is a set of courses that a student takes to complement or somehow enhance the value of his or her major and is a designated career professional pathway for students. A minor or concentration constitutes a prescribed group of courses (15-credit hours) in a specific area. Students interested in a minor should contact the appropriate Department Chair.
Voorhees College Majors and Degrees

DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP
Accounting - Bachelor of Science
Business Administration - Bachelor of Science
Organizational Management - Bachelor of Science

DEPARTMENT OF HUMANITIES, EDUCATION & SOCIAL SCIENCES
Child Development - Bachelor of Science
Criminal Justice - Bachelor of Arts
English - Bachelor of Arts
Interdisciplinary Studies – Bachelor of Arts
Mass Communications - Bachelor of Arts
Psychology - Bachelor of Arts
Sociology – Bachelor of Arts
Theological Studies – Bachelor of Arts

DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH & HUMAN SERVICES
Biology - Bachelor of Science
Computer Science/Cyber Security - Bachelor of Science
Emergency Management/Homeland Security – Bachelor of Science
Public Health - Bachelor of Science
Sports Management - Bachelor of Science

CERTIFICATE OPTIONS AT VOORHEES COLLEGE
Certificate in Child Development (CCD)
Certificate in Cyber Security (CCS)
Certificate in Entrepreneurship and Small Business (ESB)
Certificate in Data Analytics (CDA)
Certificate in Organizational Management (COM)

VOORHEES COLLEGE ONLINE DEGREE PROGRAMS
Business Administration (General) – Bachelor of Science
Business Administration (Finance) – Bachelor of Science
DEPARTMENT OF BUSINESS & ENTREPRENEURSHIP

MAJORS
- Accounting
- Business Administration
  - Concentration in Finance or General Business
- Organizational Management (Non-Traditional)

Accounting

The goals of the Accounting major are to:
1. Provide the graduate with an excellent background for a variety of alternative careers in the accounting profession -- as the current curriculum provides the foundation for employment in the public, private, governmental, or other not-for-profit sectors;
2. Provide the graduate with the educational prerequisites required for the certified public accountant examination, certified internal auditor examination, and a host of other professional titles related to accounting and taxation; and
3. Provide the graduate with the appropriate knowledge, skills, and background to successfully pursue graduate studies in Accounting, Business Administration, Hospital and Healthcare Administration, Law or any graduate program to which accounting provides an excellent educational background.

Program Student Learning Outcomes:
1. Students will behave in a manner that is consistent with the character and standards of the discipline of accounting, as well as the norms of the environment in which the graduate will interact;
2. Students will influence, inspire, and motivate individuals and groups to achieve results;
3. Students will give and exchange information within a meaningful context and with appropriate delivery;
4. Students will effectively control the course of a multi-dimensional, multi-step undertaking;
5. Students will have a commitment of continual technological learning that will enhance the development and application of other personal competencies; and
6. Students will acquire new skills and determine how new technologies should be best incorporated into accounting practices.

The Major in Accounting Requires:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement Courses</td>
<td>44</td>
</tr>
<tr>
<td>Business Core Required Courses</td>
<td>52</td>
</tr>
<tr>
<td>Accounting Required Courses</td>
<td>24</td>
</tr>
<tr>
<td>Free Electives</td>
<td>5</td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>125 hours</strong></td>
</tr>
</tbody>
</table>
## Accounting Major Requirements

A minimum of 125 HOURS needed to graduate

### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)

### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab
- CHEM 141 General Chemistry

### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

### GI Electives (15 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 235 Blacks in American Society</td>
<td>HIST 236 Survey of Civil Rights Movement</td>
</tr>
<tr>
<td>ART 220 Art Appreciation</td>
<td>MUS 220 Music Appreciation</td>
</tr>
<tr>
<td>ECON 231 Principles of Economic I</td>
<td>PSY 230 General Psychology</td>
</tr>
<tr>
<td>ENG 231 Introduction to Literature</td>
<td>REL 231 The Bible as Literature</td>
</tr>
<tr>
<td>FREN 132 Elementary French II</td>
<td>REL 232 Life and Teaching of Jesus</td>
</tr>
<tr>
<td>HIST 133 World History Survey I</td>
<td>REL 233 Comparative Religions</td>
</tr>
<tr>
<td>HIST 134 World History Survey II</td>
<td>SPAN 132 Elementary Spanish II</td>
</tr>
<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
<td>SOC 230 Introduction to Sociology</td>
</tr>
</tbody>
</table>

### Personal and Career Development (8 hrs.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 120 BE Career Pathways I (Freshman)</td>
<td>CP 201 BE Career Pathways I (Sophomore)</td>
</tr>
<tr>
<td>CP 121 BE Career Pathways II (Freshman)</td>
<td>CP 202 BE Career Pathways II (Sophomore)</td>
</tr>
</tbody>
</table>

### Business Administrative Core 55 hrs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 231 Principles of Accounting I</td>
<td>CP 302BE Career Pathways II (Junior)</td>
</tr>
<tr>
<td>ACT 232 Principles of Accounting II</td>
<td>CP 401BE Career Pathways I (Senior)</td>
</tr>
<tr>
<td>BA 130 Introduction to Business</td>
<td>CP 402BE Career Pathways II (Senior)</td>
</tr>
<tr>
<td>BA 230 Business Ethics</td>
<td>CBIS 231 Business Computer Applications</td>
</tr>
<tr>
<td>BA 330 Math for Business</td>
<td>ECON 231 Principles of Economics I</td>
</tr>
<tr>
<td>BA 332 Business Statistics</td>
<td>ECON 232 Principles of Economics II</td>
</tr>
<tr>
<td>BA 338 Business Law</td>
<td>FIN 331 Business Finance</td>
</tr>
<tr>
<td>BA 431 International Business</td>
<td>MGT 331 Principles of Management</td>
</tr>
<tr>
<td>BA 432 Business Internship</td>
<td>MGT 434 Business Policy</td>
</tr>
<tr>
<td>CP 301BE Career Pathways I (Junior)</td>
<td>MKT 331 Principles of Marketing</td>
</tr>
</tbody>
</table>

### Accounting Requirements (24 hrs.)

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 331 Intermediate Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACT 332 Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACT 333 Tax I</td>
<td></td>
</tr>
<tr>
<td>ACT 337 Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>ACT 431 Auditing</td>
<td></td>
</tr>
<tr>
<td>ACT 432 Acct Info System</td>
<td></td>
</tr>
<tr>
<td>ACT 434 Governmental and Non Profit Accounting</td>
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<tr>
<td>ACT 435 Advanced Accounting</td>
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### Free Electives (5 hrs.)

- Courses of your choice
## Suggested Curriculum For Accounting Concentration: 125 Hours

### Freshman Year

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<td>Computer Concepts</td>
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### Sophomore Year

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<td>CP 201</td>
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### Senior Year

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The goals of the Business Administration major are to:
1. Equip the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Finance, Business Administration, Public Administration, Law or other related areas; and
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3. Pursue successfully graduate level studies and/or a career in Finance, other areas of Business Administration or other related areas;
4. Plan and conduct research projects using various research techniques in Finance and other areas of Business Administration; and
5. Students will use technology for management and analysis.

Note: Business Administration majors may choose one of the following concentrations:
- **Finance**
- **General Business**

Requirements for The Business Administration Major

A Major in Business Administration with A Concentration in Finance Requires:

<table>
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<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
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<td><strong>TOTAL</strong></td>
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### Business Administration with A Concentration In Finance

A minimum requirement of 126 HOURS needed to graduate

#### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)

#### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

#### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

#### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab
- CHEM 141 General Chemistry

#### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

#### GI Electives (15 hrs)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- HIST 236 Survey of Civil Rights Movement

#### Personal and Career Development (8 hrs.)
(Collegiate Success Skills, Personal Awareness, and Career Exploration)
- CP 120 BE Career Pathways I (Freshman)
- CP 121 BE Career Pathways II (Freshman)
- CP 201 BE Career Pathways I (Sophomore)
- CP 202 BE Career Pathways II (Sophomore)

#### Business Administrative Core Core (58 hrs.)
- ACT 231 Principles of Accounting I
- ACT 232 Principles of Accounting II
- BA 130 Intro to Business
- BA 230 Business Ethics
- BA 330 Math for Business
- BA 332 Business Statistics
- BA 338 Business Law
- BA 431 International Business
- BA 432 Business Internship
- CP 301BE Career Pathways I (Junior)
- CP 302BE Career Pathways II (Junior)
- CP 401BE Career Pathways I (Senior)
- CP 402BE Career Pathways II (Senior)

#### Finance Requirements (15 hrs)
- FIN 332 Corporate Finance
- FIN 333 Investment
- FIN 336 Financial Options and Futures
- FIN 335 Investment Analysis Portfolio Mgmt
- FIN 430 Financial Markets and Institutions

#### Finance Electives (3 hrs.)
- FIN 339 Money and Banking
- FIN 431 International Finance
- FIN 432 Personal Finance
- FIN 436 Risk and Insurance
- FIN 438 Advanced Finance

#### Free Electives (6 hrs.)
Courses of your choice
## Suggested Curriculum for Business Admin
### With A Concentration in Finance: 126 Hours

<table>
<thead>
<tr>
<th><strong>Freshman Year</strong></th>
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<td>CMP 130</td>
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<td>Principles of Economics I</td>
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<td>ACT 231</td>
<td>Principles of Accounting</td>
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<td>Math for Business</td>
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<td>BA 332</td>
<td>Business Statistics</td>
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<td>MGT 331</td>
<td>Principles of Management</td>
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<td>FIN 336</td>
<td>Fin Options &amp; Futures</td>
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<td>MGT 337</td>
<td>Prod/Quant Meth in Bus</td>
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<td>MGT 332</td>
<td>Organizational Behavior</td>
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<td>MKT 331</td>
<td>Principles of Marketing</td>
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<td>FIN 332</td>
<td>Corporate Finance</td>
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<td>Int’l Business</td>
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<td>BA 432</td>
<td>Business Internship</td>
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The Major in Business Administration
With A Concentration in General Business Requires:

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<td>MGT 434 Business Policy</td>
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<td>Business Administration Core Courses</td>
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<td><strong>A minimum of 126 HOURS needed to graduate</strong></td>
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- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)

### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

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- BIO 130 General Biology & Lab
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### Health and Wellness (select one) (2 hrs.)
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- ART 220 Art Appreciation
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- HIST 236 Survey of Civil Rights Movement
- HIST 236 Survey of Civil Rights Movement
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- PSY 230 General Psychology
- REL 231 The Bible as Literature
- REL 232 Life and Teaching of Jesus
- REL 233 Comparative Religions
- SPAN 132 Elementary Spanish II
- SOC 230 Introduction to Sociology

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(Collegiate Success Skills, Personal Awareness, and Career Exploration)
- CP 120 BE Career Pathways I (Freshman)
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- BA 432 Business Internship
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- CP 402BE Career Pathways II (Senior)
- CBIS 231 Business Computer Applications
- ECON 231 Principles of Economics I
- ECON 232 Principles of Economics II
- FIN 331 Business Finance
- FIN 332 Corporate Finance
- FIN 333 Investment
- FIN 336 Financial Options and Futures OR FIN 430 Financial Markets and Institutions
- MGT 333 Human Resource Management
- MGT 334 Small Business Management OR MKT 335 Retailing
- MKT 332 Principles of Advertising
- MKT 337 Prod/Quan. Methods in Business
- MGT 434 Business Policy

### General Business Requirements (18 hrs.)
- FIN 332 Corporate Finance
- FIN 333 Investment
- FIN 336 Financial Options and Futures OR FIN 430 Financial Markets and Institutions
- MGT 333 Human Resource Management
- MGT 432 Small Business Management OR MKT 335 Retailing
- MKT 332 Principles of Advertising

### Free Electives (6 hrs.)
Courses of your choice
## Suggested Curriculum for Business Admin

**With A Concentration In General Business: 125 Hours**

### Freshman Year

<table>
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<th>1st Semester</th>
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<td>CMP 130</td>
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<td>REL 231 or REL 232 or REL 233</td>
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**TOTAL** 17

### Sophomore Year

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<td>ECON231</td>
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<td>Principles of Accounting II</td>
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<td>BA 130</td>
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<td>Free Elective</td>
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**TOTAL** 17

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**TOTAL** 17

### Senior Year

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<tr>
<td>FIN 336 OR FIN430</td>
<td>3</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 333</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Organizational Management Major

The goals of the Organizational Management Major are to:

1. Respond to and meet the higher educational needs of adult learners;
2. Prepare students for graduate and professional study or the workplace;
3. Identify, recruit and retain students with an interest in, and potential for successful professional careers; and
4. Provide students with an opportunity for upward, economic mobility.

Program Student Learning Outcomes:

1. Apply the skills and concepts of Organizational Management in the workplace;
2. Make at least one change in the workplace that will impact productivity or effectiveness; and
3. Apply knowledge and skills in graduate school.

A Major in Organizational Management Requires:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement Courses</td>
<td>36</td>
</tr>
<tr>
<td>Organizational Management Courses (minimum)</td>
<td>48</td>
</tr>
<tr>
<td>Free Electives</td>
<td>44</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>128 hours</strong></td>
</tr>
</tbody>
</table>

As a broad, interdisciplinary academic program, the Organizational Management major maintains a strong coherent, academic thrust grounded in the liberal arts tradition. The design of the program reflects the commitment to holistically address the issues which impact managers and leaders in various types of formal organizations.

The careful coupling of the English and Humanities, General Education requirements and sciences provide the Organizational Management Major with a healthy blend of select, liberal arts courses which, when matched with "on-the-job" managerial related experiences, produce a graduate who is prepared to make major contributions in the workplace and in graduate school.
<table>
<thead>
<tr>
<th><strong>Organizational Management Major Requirements</strong>&lt;br&gt;A Minimum Of 128 Hours Are Needed To Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Communication (9 hrs.)</strong></td>
</tr>
<tr>
<td>ENG 131 Ideas &amp; Their Expressions I</td>
</tr>
<tr>
<td>ENG 132 Ideas &amp; Their Expressions II</td>
</tr>
<tr>
<td>SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)</td>
</tr>
<tr>
<td><strong>Quantitative Literacy (3 hrs.)</strong></td>
</tr>
<tr>
<td>Math 121 OR Math 131 General Math OR College Algebra</td>
</tr>
<tr>
<td><strong>Information Technology (3 hrs.)</strong></td>
</tr>
<tr>
<td>CMP 130 Computer Concepts</td>
</tr>
<tr>
<td><strong>Natural Sciences (select one) (4 hrs.)</strong></td>
</tr>
<tr>
<td>BIO 130 General Biology &amp; Lab</td>
</tr>
<tr>
<td>PHYS 130 Physical Science &amp; Lab</td>
</tr>
<tr>
<td>CHEM 141 General Chemistry</td>
</tr>
<tr>
<td><strong>Health and Wellness (select one) (2 hrs.)</strong></td>
</tr>
<tr>
<td>PE 120 or HSC 231 Introduction to Physical Education OR Health Education</td>
</tr>
<tr>
<td><strong>GI Electives (15 hrs)</strong></td>
</tr>
<tr>
<td>AAS 235 Blacks in American Society</td>
</tr>
<tr>
<td>ART 220 Art Appreciation</td>
</tr>
<tr>
<td>ECON 231 Principles of Economic I</td>
</tr>
<tr>
<td>ENG 231 Introduction to Literature</td>
</tr>
<tr>
<td>FREN 132 Elementary French II</td>
</tr>
<tr>
<td>HIST 133 World History Survey I</td>
</tr>
<tr>
<td>HIST 134 World History Survey II</td>
</tr>
<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
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<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
</tr>
<tr>
<td><strong>Organizational Management Core (48 hrs.)</strong></td>
</tr>
<tr>
<td>OGMT 335 Adult Development Life Assessment</td>
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<tr>
<td>OGMT 330 College Assessment</td>
</tr>
<tr>
<td>OGMT 331 Group and Organizational</td>
</tr>
<tr>
<td>OGMT 450 Action Research Project/Design Library Seminar</td>
</tr>
<tr>
<td>OGMT351 An Introduction to Research and Analysis Using Statistics</td>
</tr>
<tr>
<td>OGMT 451 Action Research Project Interview and Presentations</td>
</tr>
<tr>
<td>OGMT 432 Social Problems and Their Impact on the Workplace</td>
</tr>
<tr>
<td>OGMT 341 Principles of Management &amp; Supervision</td>
</tr>
<tr>
<td>OGMT 449 Managerial Accounting</td>
</tr>
<tr>
<td>OGMT 445 Managerial Finance</td>
</tr>
<tr>
<td>OGMT 447 Managerial Marketing</td>
</tr>
<tr>
<td>OGMT 338 Business Law</td>
</tr>
<tr>
<td>OGMT 438 Human Resource Management</td>
</tr>
<tr>
<td>OGMT 444 Organizational Capstone Seminar</td>
</tr>
<tr>
<td>OGMT 434 Strategic Planning</td>
</tr>
<tr>
<td>OGMT 439 Personal Values and Organizational Ethics</td>
</tr>
<tr>
<td>OGMT 452 Action Research Project</td>
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<tr>
<td><strong>Free Electives (44 hrs.)</strong></td>
</tr>
<tr>
<td>Courses of your choice</td>
</tr>
<tr>
<td>TOTAL HOURS: 128</td>
</tr>
</tbody>
</table>
DEPARTMENT OF HUMANITIES, EDUCATION, AND SOCIAL SCIENCES

The goals of the Department of Humanities, Education, and Social Sciences are to:

1. Equip the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Child Development, Criminal Justice, English, Interdisciplinary Studies, Mass Communication, Sociology, and Theological Studies, or other related areas; and
2. Equip the graduate with the appropriate knowledge, skills, and background to pursue meaningful careers in the public or private sector.

The objectives of the Department of Humanities, Education, and Social Sciences are to:

1. Establish curricular, co-curricular, and experiential learning opportunities through strategically planned career pathways in Humanities, Education, and Social Sciences
2. Identify, recruit and retain students with an interest in and potential for careers in Humanities, Education, and Social Sciences;
3. Enhance students’ ability to read, write, speak and listen effectively and think analytically;
4. Increase the number of Education, Humanities and Social Sciences majors admitted into graduate/professional schools as well as the number who gain employment in their field;
5. Provide divisional faculty an opportunity for professional growth and development; and
6. Respond to and meet the higher education needs of non-traditional learners.

Majors and Minors

The Department of Humanities, Education, and Social Sciences offers the following majors:

- Mass Communications
- Sociology
- Child Development
- Criminal Justice
- Psychology Minor
- Sociology
- Interdisciplinary Studies
- Theological Studies
Mass Communication Major

The goals of the Mass Communications major are to:

- Aid and assist students to fully comprehend the nature and scope of mass media and its impact on a changing society;
- Prepare graduates who are independent professional communicators capable of growing and changing to meet the demands of a global society.
- Serve the College and community by providing knowledge and expertise in the area.

Program Student Outcomes:

1. Students will demonstrate proficiency in Mass Communication knowledge and skills.
2. Conduct research and evaluate information by methods appropriate to the communications professions.
3. Communicate appropriately and accurately in forms and styles applicable to the communications professions, diverse audiences, and purposes they serve.
4. Apply theories in the use and presentation of images and information.

The Major in Mass Communication Requires:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement Courses</td>
<td>44 hours</td>
</tr>
<tr>
<td>Mass Communication Core Requirements</td>
<td>27 hours</td>
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<tr>
<td>Mass Communication Interdisciplinary Elective Courses</td>
<td>45 hours</td>
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<tr>
<td>Mass Communication Free Electives</td>
<td>9 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>
### Mass Communications Major Requirements

A minimum of 125 hours are needed to graduate

| Analysis and Communication (9 hrs.) | ENG 131 Ideas & Their Expressions I  
| | ENG 132 Ideas & Their Expressions II  
| | SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)  
| | EPE English Proficiency |
| Quantitative Literacy (3 hrs.) | Math 121 OR Math 131 General Math OR College Algebra |
| Information Technology (3 hrs.) | CMP 130 Computer Concepts |
| Natural Sciences (select one) (4 hrs.) | BIO 130 General Biology & Lab  
| | PHYS 130 Physical Science & Lab  
| | CHEM 141 General Chemistry |
| Health and Wellness (select one) (2 hrs.) | PE 120 or HSC 231 Introduction to Physical Education OR Health Education |
| GI Electives (15 hrs) | AAS 235 Blacks in American Society  
| | ART 220 Art Appreciation  
| | ECON 231 Principles of Economic I  
| | ENG 231 Introduction to Literature  
| | FREN 132 Elementary French II  
| | HIST 133 World History Survey I  
| | HIST 134 World History Survey II  
| | HIST 236 Survey of Civil Rights Movement  
| | MUS 220 Music Appreciation  
| | PSY 230 General Psychology  
| | REL 231 The Bible as Literature  
| | REL 232 Life and Teaching of Jesus  
| | REL 233 Comparative Religions  
| | SPAN 132 Elementary Spanish II  
| | SOC 230 Introduction to Sociology |
| Personal and Career Development (8 hrs.) | CP 120 Career Pathways I  
| | CP 121 Career Pathways II  
| | CP 201 Career Pathways I  
| | CP 202 Career Pathways II |
| Mass Communication Core (27 hrs.) | MCR330 News Writing and Reporting  
| | MCP239 Writing for Mass Media  
| | MCM339 Media Law  
| | MCM430 Media Research and Theory  
| | MCM431 Senior Seminar I  
| | MCM432 Senior Seminar II  
| | MCM462 Internship  
| | MCJ336 Media Ethics  
| | MCM230 Intro to Public Relation |
| Interdisciplinary (45 hrs.) | MCJ 334 Investigative Reporting  
| | MCJ336 Interviewing  
| | MCJ435 Feature Article Writing  
| | MCJ437 Critical Editorial Writing  
| | MCM232 History Of Broadcasting  
| | MCR230 Introduction to Radio  
| | MCR331 News Editing  
| | MCR332 Digital Photography  
| | MCR333 Radio Announcing  
| | MCR334 Radio Production  
| | MCR336 Radio Practicum  
| | MCR339 Audio Production  
| | MCP332 Advertising/Copywriting  
| | MCP432 Public Relation Research  
| | MCR430 Marketing and Sales  
| | MKT331 Principles of Marketing  
| | MGT331 Principles of Management  
| | MCR434 Electronic News Gathering  
| | MCP231 Mass Communications and Society  
| | MKT332 Principles of Advertising  
| | SPCH231 Advanced Speech |
| Free Electives (9 hrs.) | Choose any courses |
## Suggested Curriculum for Mass Communications: 128 Hours

### Freshman Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>CR.</th>
<th>2nd Semester</th>
<th>CR.</th>
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<tbody>
<tr>
<td>ENG 131</td>
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<td>ENG 132</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121 or MATH 131</td>
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<td>SPAN 131 or FREN 131</td>
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<td>PE 120 or HSC 231</td>
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<td>SPCH130 OR SPCH231</td>
<td>3</td>
</tr>
<tr>
<td>BIO 130 or PHYS 130 or CHEM 141</td>
<td>4</td>
<td>HIST 133 (GI ELECTIVE)</td>
<td>3</td>
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<tr>
<td>CMP 130</td>
<td>3</td>
<td>REL 231 or REL 232 or REL 233</td>
<td>3</td>
</tr>
<tr>
<td>CP 120</td>
<td>2</td>
<td>CP 121</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>CR.</th>
<th>4th Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCM 235</td>
<td>3</td>
<td>GI ELECTIVE (select from chart)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 234 or AAS 230</td>
<td>3</td>
<td>MCP 239</td>
<td>3</td>
</tr>
<tr>
<td>FREE ELECTIVE</td>
<td>3</td>
<td>MCM 230</td>
<td>3</td>
</tr>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>IDE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>IDE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>CP 201</td>
<td>2</td>
<td>CP 202</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
<td><strong>TOTAL</strong></td>
<td>17</td>
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</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>5th Semester</th>
<th>CR.</th>
<th>6th Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>MCP 339</td>
<td>3</td>
</tr>
<tr>
<td>MCJ 337</td>
<td>3</td>
<td>IDE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>IDE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>MCR 330</td>
<td>3</td>
<td>IDE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>FREE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td><strong>TOTAL</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>7th Semester</th>
<th>CR.</th>
<th>8th Semester</th>
<th>CR.</th>
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</thead>
<tbody>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>MCM 432</td>
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<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>MCM 462</td>
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</tr>
<tr>
<td>MCM 431</td>
<td>1</td>
<td>IDE ELECTIVE</td>
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</tr>
<tr>
<td>MCM 430</td>
<td>3</td>
<td>IDE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>IDE ELECTIVE</td>
<td>3</td>
<td>FREE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td><strong>TOTAL</strong></td>
<td>14</td>
</tr>
</tbody>
</table>
The goals of the Sociology major are to:

- Offer learners a rigorous and intellectually grounded understanding of the social world and develop theoretical and analytical skills to evaluate and conduct social field research and analysis.
- Offer learners a curriculum that is dedicated to building the students’ sociological knowledge and skills that are applicable to a broad range of settings, including the public and private sectors -- especially in the pursuit of graduated studies and professional work in sociology, law, social work, urban planning and development, public policy, education and other related fields of employment.

Program Student Learning Outcomes:

- Demonstrate a working knowledge of the core concepts of sociology (general theory, methodology and statistics, deviance and social problems, demography and urban centers, multiculturalism, social institution, social psychology, gender, and globalization.);
- Demonstrate a working knowledge of the nature, methods, and critical thinking skills in qualitative and quantitative research methodologies in the field;
- Develop an understanding of diversity and issues of social justice; and
- Recognize and be able to apply the sociological imagination to interpret contemporary social situations and/or social issues.

A Major in Sociology Requires:

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement Courses</td>
<td>44</td>
</tr>
<tr>
<td>Major Core Courses</td>
<td>34</td>
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<tr>
<td>Social Science Core</td>
<td>24</td>
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<tr>
<td>Restricted Electives</td>
<td>15</td>
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<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>123</strong></td>
</tr>
</tbody>
</table>
# Sociology Major Requirements

A minimum of 123 hours are needed to graduate

## Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
- EPE English Proficiency

## Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

## Information Technology (3 hrs.)
- CMP 130 Computer Concepts

## Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab
- CHEM 141 General Chemistry

## Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

## GI Electives (15 hrs)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- HIST 236 Survey of Civil Rights Movement
- cp 120 Career Pathways I
- cp 121 Career Pathways II

## Sociology Core (34 hrs.)
- SPAN 132 Elementary Spanish II OR
- FREN 132 Elementary French II
- SOC 230 Introduction to Sociology
- SOCJ 333 Criminology
- SOC 334 Sociological Theory
- SOC 335 The Family
- SOC 337 Racial & Ethnic Min
- SOC 431 Juvenile Delinquency
- SOC 432 Social Problems
- SOC 434 Social Gerontology
- SOCJ 435 Deviant Behavior
- CP 301 HESS Career Pathways I (Junior)
- CP 302 HESS Career Pathways II (Junior)

## Social Science Core (24 hrs.)
- GEOG 230 World Geography
- SS 231 American National Government
- SS 331 Social Statistics
- SS 332 Research Methods
- SS440 Senior Capstone
- SS 435 Social Sciences Internship
- SS 433 Ethics in Social Science
- CP 401 HESS Career Pathways I Major Research
- CP 402 HESS Career Pathways II Major Research

## Restrictive Electives (15 hrs.) Select any 5 courses
- CJ 331 Criminal Law
- CJ 332 The American Correctional System
- EM 201 Risk and Vulnerability Assess.
- EM 280 Social Aspect of Disasters
- PSY 230 General Psychology
- PSY 350 Theories of Personality
- PSY 360 Social Psychology
- PSY 420 Abnormal Psychology
- PSY 434 United States Constitution
- SS 437 Social Organization

## Free Electives (6 hrs.)
Choose any courses
### Suggested Sequence Of Courses For The Sociology Major: 123 Hours

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>CR.</th>
<th>2nd Semester</th>
<th>CR.</th>
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</thead>
<tbody>
<tr>
<td>ENG 131</td>
<td></td>
<td>ENG 132</td>
<td></td>
</tr>
<tr>
<td>MATH 121 or</td>
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<td>REL 231 or</td>
<td></td>
</tr>
<tr>
<td>MATH 131</td>
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<td>REL 232 or</td>
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<tr>
<td></td>
<td></td>
<td>REL 233</td>
<td></td>
</tr>
<tr>
<td>PE 120 or</td>
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<td>FREE ELECTIVE</td>
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<td>HSC 231</td>
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<td>Free Elective</td>
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<tr>
<td>BIO 130 or</td>
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<td>HIST 133</td>
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<tr>
<td>PHYS 130 or</td>
<td></td>
<td>(GI ELECTIVE)</td>
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<tr>
<td>CHEM 141</td>
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<td>World History Survey I</td>
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<td>CP 120</td>
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<td>CMP 130</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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#### SOPHOMORE YEAR

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<tbody>
<tr>
<td>SOC 230</td>
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<td></td>
<td></td>
<td>AAS 230</td>
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<tr>
<td>GI ELECTIVE</td>
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<td>SS 231</td>
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<tr>
<td>(see chart)</td>
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<td>American Natl Government</td>
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<tr>
<td>SPAN131 or</td>
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<td>SPAN/FREN 132</td>
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<tr>
<td>FREN 131</td>
<td>3</td>
<td>Spanish II or French II</td>
<td>3</td>
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<tr>
<td>GEO 230</td>
<td>3</td>
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<tr>
<td>CP 201</td>
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<td>CP 202</td>
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<td><strong>TOTAL</strong></td>
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#### JUNIOR YEAR

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<tbody>
<tr>
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<td>SOC 334</td>
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<tr>
<td>SS 332</td>
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<td>SOC 335</td>
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</tr>
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<td>SOCJ 333</td>
<td></td>
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</tr>
<tr>
<td>Restricted 2</td>
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<td>FREE ELECTIVE</td>
<td></td>
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<tr>
<td>SOC 337</td>
<td></td>
<td>CP 302</td>
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</tr>
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<td>CP 301</td>
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<tr>
<td><strong>TOTAL</strong></td>
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#### SENIOR YEAR

<table>
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<th>CR.</th>
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</thead>
<tbody>
<tr>
<td>SOCJ 435</td>
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<td>SS 431</td>
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<tr>
<td>SOC 434</td>
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<td>SS 433</td>
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<td>SOCJ 341</td>
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<td>CP 401</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td><strong>TOTAL</strong></td>
<td>14</td>
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</tbody>
</table>
Child Development

PURPOSE:
The Child Development major is a non-certification B.S. Degree Program. The purpose of the program is to provide a vehicle for educating childcare workers and their supervisors in methods of high-quality programs and a belief system that demands positive outcomes for the development and learning of children from birth to age five (5).

The degree prepares graduates for positions of responsibility and leadership in Head Start programs, childcare facilities, private preschools, and family childcare. It can also serve as a base for a Master of Arts Degree program in early childhood or elementary education for certification, enabling candidates to teach in schools as well as have a master’s degree.

Program Student Learning Outcomes:
- Demonstrate an understanding of the growth and development of children including the learning processes, social skills, fine/gross motor coordination, and dispositions such as curiosity, persistence, confidence, and enthusiasm;
- Value the importance of diversity and different cultures by building strong relationships with families and community;
- Observe, document, and assess the development of infants and young children, applying results to daily routine schedules and curriculum;
- Use developmentally appropriate practices for making and selecting materials, arranging the furniture in the learning environment, and teaching the content, including the arts;
- Demonstrate proficiency in providing a safe and healthy environment for infants and young children; and
- Demonstrate ethical and professional behaviors as advocates for sound educational practices and policies for young children.

A Major in Child Development Requires:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement Courses</td>
<td>44</td>
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<tr>
<td>Educational Core Requirements</td>
<td>30</td>
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<tr>
<td>Child Development Core</td>
<td>32</td>
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<tr>
<td>Restricted Electives</td>
<td>12</td>
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<td>Free Electives</td>
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<td><strong>TOTAL</strong></td>
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### Child Development Major Requirements

A minimum of 124 hours are needed to graduate

#### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
- EPE English Proficiency

#### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

#### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

#### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab
- CHEM 141 General Chemistry

#### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

#### GI Electives (15 hrs)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- HIST 236 Survey of Civil Rights Movement
- MUS 220 Music Appreciation
- PSY 230 General Psychology
- REL 231 The Bible as Literature
- REL 232 Life and Teaching of Jesus
- REL 233 Comparative Religions
- SPAN 132 Elementary Spanish II
- SOC 230 Introduction to Sociology

#### Personal and Career Development (8 hrs)
- CP 120(HESS) Career Pathways I
- CP 121(HESS) Career Pathways II
- CP 201(HESS) Career Pathways I
- CP 202(HESS) Career Pathways II

#### Educational Core (30 hrs.)
- CD 100 Introduction to Early Childhood Education
- EDU 230 History & Phil. of Education
- EDU 232 Technology in the Classroom
- EDU 234 Child Growth & Dev./Prac. I
- EDU 235 Literature for Children
- CD 302 Observation & Assessment of Young Children
- CD 303 Early Literacy & Lang. Dev./Practicum III
- EDU 330 Art for Children
- CD 304 Child, Family & Community Relationships
- CD 305 Play & Learning for the Preschool Child/Prac. IV
- EDU 329 Intro. to Exceptional Children
- EDU 331 Music for Children
- CP 301HES Career Pathways I (Junior)
- CP 302HES Career Pathways II (Junior)
- CP 401HCD Career Pathways I (Senior)
- CP 402HCD Career Pathways II (Senior)

#### Child Development Core (32 hrs.)
- CP 301HES Career Pathways I (Junior)
- EDU 402 Childcare Administration
- EDU 342 Classroom Management
- CP 401HCD Career Pathways I (Senior)
- CP 402HCD Career Pathways II (Senior)

#### Non-Restrictive Electives (12 hrs.) Select any 4 courses
- HSC322 First Aid and Safety
- PSY101 History & Systems of Psychology
- PSY 230 General Psychology
- PSY252 Cross Cultural Psychology
- PSY 350 Theories of Personality
- SS437 Social Organization
- PSY 360 Social Psychology
- PSY 420 Abnormal Psychology
- PSY 434 Substance Abuse
- SOC230 Introduction to Sociology
- SOC 433 Population Problems

#### Free Electives (6 hrs.)
- Choose any courses
### Suggested Sequence Of Courses For Child Development Major: 124 Hours

#### FRESHMAN YEAR

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<thead>
<tr>
<th>1st Semester</th>
<th>CR.</th>
<th>2nd Semester</th>
<th>CR.</th>
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<tr>
<td>ENG 131</td>
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<td>ENG 132</td>
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<td>MATH 121 or MATH 131</td>
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<td>REL 231 or REL 232 or REL 233</td>
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<td>PE 120 or HSC 231</td>
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<td>HIST 234 or AAS 230</td>
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<tr>
<td>MATH 121 or MATH 131</td>
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<td>The Bible as Literature or Life and Teachings of Jesus or Comparative Religion</td>
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<td>CMP 130</td>
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#### SOPHOMORE YEAR

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<td>EDU234 Techn in the Class</td>
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<td>EDU 235 Literature for Child</td>
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<tr>
<td>EDU 230 Hist &amp; Phil of Educ</td>
<td>3</td>
<td>SPCH 130 or SPCH 231</td>
<td>3</td>
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<tr>
<td>CD 200 Parent Educ &amp; Guid</td>
<td>3</td>
<td>CD 201 Hlth, Nutr &amp; Sfty/Yg Ch</td>
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<tr>
<td>SPAN or FREN 131 Elem Span I or Fren I</td>
<td>3</td>
<td>Non-Restricted 1</td>
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</tr>
<tr>
<td>EDU 232 Child Growth &amp; Dev/Prac. I</td>
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<td>Non-Restrictive Elective</td>
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<td>CP 201 Career Pathways I</td>
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#### JUNIOR YEAR

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<td>EDU 341 Educ Psychology</td>
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<td>CD 304 Ch, Fam, &amp; Comm Rel</td>
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<tr>
<td>CD 301 Dev App Prac for Inf &amp; Tod/Prac II</td>
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<td>CD 305 Play &amp; Lrng for the Presch Child/Prac IV</td>
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<td>CD 302 Obs &amp; Asmt of Yg Child</td>
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<td>EDU 329 Intro to Excptnl Children</td>
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<tr>
<td>CD 303 Erly Lit &amp; Lang Dev/Prac III</td>
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<td>EDU 331 Music for Children</td>
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#### SENIOR YEAR

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<td>CD 402 Childcare Admin</td>
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<td>Non-Restricted 2 Restrictive Elective</td>
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<td>Non-Restricted 4 Restrictive Elective</td>
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<td>EDU 342 Classroom Mgmt</td>
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<td>CP 402 Career Pathways II</td>
<td>3</td>
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<tr>
<td>GI ELECTIVE (see chart) Global and Intercultural Elective</td>
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<td>FREE ELECTIVE Free Elective</td>
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<tr>
<td>15</td>
<td>15</td>
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</tbody>
</table>
Criminal Justice

The goals of the Criminal Justice major are to:

- Prepare graduates to meet the demands of the 21st century in the field of Criminal Justice, by making sure students are aware of the issues, concepts, philosophies and theories in criminal justice through quality instruction by continuing to strengthen teaching and student learning in the major.
- Prepare students to pursue advanced studies or a career in Criminal Justice and/or related professions such as Public Administration, Political Science, Sociology, and Law.

Program Student Learning Outcomes:

- Demonstrate knowledge of current issues, concepts, philosophies and theories in the field of Criminal Justice;
- Write a research paper using electronic and non-electronic sources with appropriate documentation;
- Demonstrate the ability to speak as well as write cogently, effectively, and suitably as it relates to various subject matter;
- Demonstrate a commitment to community service; and
- Apply knowledge of ethical principles to the high standards expected of criminal justice practitioners, as well as, demonstrate values that promote self-worth, harmonious behavior and interaction, self-reliance, empathy, and tolerance for others.

A Major in Criminal Justice Requires:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>44</td>
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<tr>
<td>Social Science Core</td>
<td>24</td>
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<tr>
<td>Criminal Justice Core</td>
<td>37</td>
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<tr>
<td>Selected Track Electives</td>
<td>15</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
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</table>

- Students are eligible for Certificate in Criminal Justice upon completion of 32 CJ credit hours.
- Track III Certificate in Emergency Management embedded in EM courses.
Criminal Justice Major Requirements

A minimum of 120 hours required to graduate

<table>
<thead>
<tr>
<th>GI Electives (6 hrs.)</th>
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<tbody>
<tr>
<td>AAS 235 Blacks in American Society</td>
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<tr>
<td>ART 220 Art Appreciation</td>
</tr>
<tr>
<td>ECON 231 Principles of Economic I</td>
</tr>
<tr>
<td>ENG 231 Introduction to Literature</td>
</tr>
<tr>
<td>FREN 132 Elementary French II</td>
</tr>
<tr>
<td>HIST 133 World History Survey I</td>
</tr>
<tr>
<td>HIST 134 World History Survey II</td>
</tr>
<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
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</table>

| MUS 220 Music Appreciation                     |
| PSY 230 General Psychology                     |
| REL 231 The Bible as Literature                |
| REL 232 Life and Teaching of Jesus             |
| REL 233 Comparative Religions                  |
| SPAN 132 Elementary Spanish II                 |
| SOC 230 Introduction to Sociology              |

<table>
<thead>
<tr>
<th>Personal and Career Development (8 hrs.)</th>
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<tbody>
<tr>
<td>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</td>
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<tr>
<td>CP 120 HESS Career Pathways I (Freshman)</td>
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<tr>
<td>CP 121 HESS Career Pathways II (Freshman)</td>
</tr>
<tr>
<td>CP 201 HESS Career Pathways I (Sophomore)</td>
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<tr>
<td>CP 202 HESS Career Pathways II (Sophomore)</td>
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<table>
<thead>
<tr>
<th>Social Science Core Courses (24 hrs.)</th>
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<tbody>
<tr>
<td>GEGO 230 World Geography</td>
</tr>
<tr>
<td>SS 231 American National Government</td>
</tr>
<tr>
<td>SS 331 Social Statistics</td>
</tr>
<tr>
<td>SS 332 Research Methods</td>
</tr>
<tr>
<td>SS 435 Social Science Internship</td>
</tr>
<tr>
<td>SS 440 Senior Capstone Seminar</td>
</tr>
<tr>
<td>CP 401 HESS Career Pathways I Major Research (Senior)</td>
</tr>
<tr>
<td>CP 402 HESS Career Pathways I Major Research (Senior)</td>
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<table>
<thead>
<tr>
<th>Criminal Justice Core (37 hrs.)</th>
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<tr>
<td>SPAN 132 or FREN 132 Spanish II or French II</td>
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<tr>
<td>CJ 231 Introduction to Criminal Justice</td>
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<tr>
<td>CJ 232 Minorities in Criminal Justice</td>
</tr>
<tr>
<td>CJ 331 Criminal Law</td>
</tr>
<tr>
<td>CJ 332 American Correctional System</td>
</tr>
<tr>
<td>CJ 333 The Police System</td>
</tr>
<tr>
<td>CJ 334 Probation and Parole System</td>
</tr>
<tr>
<td>CJ 432 Court Services</td>
</tr>
<tr>
<td>SS 434 U. S. Constitution</td>
</tr>
<tr>
<td>SOCI 333 Criminology</td>
</tr>
<tr>
<td>SOCI 431 Juvenile Delinquency</td>
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<tr>
<td>CP HESS Career Pathways I (Junior)</td>
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<td>CP HESS Career Pathways II (Junior)</td>
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<table>
<thead>
<tr>
<th>Criminal Justice Tracks</th>
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<tbody>
<tr>
<td>Select One</td>
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<table>
<thead>
<tr>
<th>Track I: Law Enforcement (15 hrs.)</th>
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<tbody>
<tr>
<td>PSY 230 General Psychology</td>
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<tr>
<td>CJ 431 Private Security</td>
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<tr>
<td>CJ 435 Criminal Procedures</td>
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<tr>
<td>SOCI 435 Deviant Behavior</td>
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<td>EM 101 Intro. to Emerg Mang</td>
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<table>
<thead>
<tr>
<th>Track II: Criminology (15 hrs.)</th>
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</thead>
<tbody>
<tr>
<td>PSY 230 General Psychology</td>
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<tr>
<td>SOCI 435 Deviant Behavior</td>
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<tr>
<td>SOCI 432 Social Problems</td>
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<tr>
<td>SOCI 335 The Family</td>
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<tr>
<td>SOC 337 Racial &amp; Ethnic Rel</td>
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<table>
<thead>
<tr>
<th>Track III: Emergency Management (15 hrs.)</th>
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<tbody>
<tr>
<td>EM 101 Intro. to Emerg Mang</td>
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<tr>
<td>EM 201 Risk and Vulnerability</td>
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<tr>
<td>EM 301 Emergency Planning</td>
</tr>
<tr>
<td>EM 360 Terrorism in the Mod Wr</td>
</tr>
<tr>
<td>PSY XXX Environmental Psy</td>
</tr>
</tbody>
</table>
### Suggested Curriculum for Bachelor of Science in Criminal Justice: 120 Hours

**DEPARTMENT OF HUMANITIES, EDUCATION & SOCIAL SCIENCES**

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>CR</th>
<th>2nd Semester</th>
<th>CR</th>
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</thead>
<tbody>
<tr>
<td>ENG 131 Ideas &amp; Their Expr I</td>
<td>3</td>
<td>ENG 132 Ideas &amp; Their Expression II</td>
<td>3</td>
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<tr>
<td>MATH 121 or MATH 131 General Mathematics or College Algebra</td>
<td>3</td>
<td>REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion</td>
<td>3</td>
</tr>
<tr>
<td>PE 120 or HSC 231 Intro to Physical Ed. or Health Education</td>
<td>2</td>
<td>HIST 234 or AAS 230 American and African American History I or Intro to African American Studies</td>
<td>3</td>
</tr>
<tr>
<td>BIO 130 or PHYS 130 or CHEM 141 General Bio &amp; Lab Physical Science General Chemistry I &amp; Lab</td>
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<td>GI ELECTIVE (see chart below major) Global and Intercultural Elective</td>
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<tr>
<td>CP 120 Career Pathways I</td>
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<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td><strong>TOTAL</strong></td>
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#### SOPHOMORE YEAR

<table>
<thead>
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<th>3rd Semester</th>
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<tr>
<td>SPAN 131 or FREN 131 Elem Span I or Fren I</td>
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<td>SPAN 132 or FREN 132 Elem Span I or Fren I</td>
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<tr>
<td>CMP130 Computer Concepts</td>
<td>3</td>
<td>SPCH130 or SPCH231 Intro to Communication or Public Speaking</td>
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<tr>
<td>SS 231 Amer National Govt</td>
<td>3</td>
<td>GEOG 230 World Geography</td>
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</tr>
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<td>CJ 231 Intro to Crim Justice</td>
<td>3</td>
<td>CJ 232 Minorities in Crim Just</td>
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<td>CP 201 Career Pathways I</td>
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#### JUNIOR YEAR

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<tbody>
<tr>
<td>CJ 331 Criminal Law</td>
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<td>CJ 333 The Police System</td>
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<tr>
<td>SOCI 333 Criminology</td>
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<td>CJ 334 Probat &amp; Parole Syst</td>
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<tr>
<td>SS 331 Social Statistics</td>
<td>3</td>
<td>Restricted 3 Select Course (Track I, II or III)</td>
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<td>CJ 332 Amer Correct System</td>
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<td>SS 332 Research Methods</td>
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#### SENIOR YEAR

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<td>SOCI 431 Juvenile Delinquency</td>
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<td>SS 433 Ethics in Soc Sci</td>
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<td>CP 401 (HESS) Career Pathways I (Major Research)</td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>
Psychology

Purpose:

The Psychology program aims to provide a curriculum that is consistent with the institutional mission and goals of Voorhees College providing students with critical thinking and communication skills that will enhance their personal and professional lives. It is broadly conceived and designed to prepare program graduates for a variety of careers.

Program Student Learning Outcomes:

(The first three goals represent knowledge, skills, and values unique to psychology. The remaining goals represent knowledge, skills, and values for undergraduates further developed in psychology.)

1. Theory and Content of Psychology
   Students will demonstrate familiarity with the major theoretical approaches, findings, and historical trends in psychology.

2. Methodology
   Students will demonstrate an understanding of major research methods in psychology, including design, data analysis, and interpretation.

3. Application of Psychology
   Students will apply psychology to personal, social, and organizational issues.

4. Information Competence, Technology, and Computers
   Students will acquire information competence and the ability to use computers and other technology for multiple purposes related to psychological science.

5. Critical Thinking, Logic, and Problem-Solving
   Students will demonstrate the use and respect of skeptical inquiry, critical thinking, and the scientific approach to understanding behavior.

6. Cultural Awareness
   Students will demonstrate an understanding of the complexity of cultural diversity and its influence on people’s affect, behavior and cognition.

7. Communication Skills
   Students will express themselves effectively in written and oral communication.
8. Personal Development
Students will think critically and pursue life-long patterns of educational and professional development by learning about professional organizations while preparing for graduate study in psychology and related disciplines.

Program Features and Curriculum
The Psychology B. S. program requires:

- the completion of 124 credit hours of courses,
- completing the general education requirements outlined by the college,
- submitting a letter of application to Program Chair outlining program interest and future career plans, and
- completing a minimum of 33 core hours of psychology courses.

Psychology Notes for Students (Part of Requirements for Graduation):

- maintaining a 2.5 GPA in all psychology courses attempted
- maintaining a 2.5 GPA overall
- completing 20 clock hours of community service/activism aimed at promoting healthy behavioral and mental health
- meeting department assessment standards (Psychology MFT, and Psychology GRE).

A Major in Psychology Requires:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Requirement Courses</td>
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<tr>
<td>Psychology Core Courses</td>
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<tr>
<td>Social Science Courses</td>
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<td>Restricted Electives</td>
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<td>Free Electives</td>
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## Psychology Major Requirements

A minimum of 123 hours required to graduate

### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
- EPE English Proficiency

### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab
- CHEM 141 General Chemistry

### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

### GI Electives (15 hrs.)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- HIST 236 Survey of Civil Rights Movement
- MUS 220 Music Appreciation
- PSY 230 General Psychology
- REL 231 The Bible as Literature
- REL 232 Life and Teaching of Jesus
- REL 233 Comparative Religions
- SPAN 132 Elementary Spanish II
- SOC 230 Introduction to Sociology

### Personal and Career Development (8 hrs.)
- CP 120 HESS Career Pathways I (Freshman)
- CP 121 HESS Career Pathways II (Freshman)
- CP 201 HESS Career Pathways I (Sophomore)
- CP 202 HESS Career Pathways II (Sophomore)

### Psychology Core Requirements (37 hrs.)
- PSY 101 History and Systems of Psychology
- PSY 230 General Psychology
- PSY 252 Cross-cultural Psychology
- PSY 331 Human Growth and Development
- PSY 350 Theories of Personality
- PSY 360 Social Psychological
- PSY 365 Learning and Memory
- PSY 370 Cognitive Psychology
- PSY 380 Test and Measurements
- PSY 390 Sensation and Perception
- PSY 462 Psychology of the African-American Experience
- CP301HESS Career Pathways I (Junior)
- CP302HESS Career Pathways II (Junior)

### Social Science Core Courses (24 hrs.)
- PSY 434 Psychology of Substance Abuse and Alcohol
- PSY 460 Psychological Internship
- SOC 432 Social Problems
- SS 331 Social Statistics
- SS 333 Research Methods
- SS 433 OR PSY452 Ethics in Social Science or Ethical, Legal, and Professional Issues in Psychology

### Restricted Electives (12 hrs.) (Select any 4 courses)
- PSY430 Special Topics in Psychology
- PSY 440 Sport Psychology
- PSY 445 Environmental Psychology
- PSY 450 Human Sexuality
- SOC 230 Introduction to Sociology
- SOC 335 The Family
- SOC 337 Racial and Ethnic Minorities
- SOC 433 Population Problems
- SOC 434 Social Gerontology or Psychology of Aging
- SOC 437 Social Organization
- SOCI 435 Deviant Behavior

### Free Electives (6 hrs.)
Select any two courses of your choice
<table>
<thead>
<tr>
<th>Suggested Sequence Of Courses For The Psychology Major: 123 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMAN YEAR</strong></td>
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<tr>
<td>1st Semester</td>
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<td>ENG 131</td>
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<tr>
<td>MATH 121 or MATH 131</td>
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<tr>
<td>PE 120 or HSC 231</td>
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<tr>
<td>BIO 130 or PHYS 130 or CHEM 141</td>
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<tr>
<td>CP 120</td>
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<td>CMP 130</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>SOPHOMORE YEAR</strong></td>
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<tr>
<td>3rd Semester</td>
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<tr>
<td>SOC 230</td>
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<td>FREE ELECTIVE</td>
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<tr>
<td>GI ELECTIVE (see chart)</td>
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<tr>
<td>SPAN131 or FREN 131</td>
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<td>GEO 230</td>
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<td>CP 201</td>
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<tr>
<td><strong>JUNIOR YEAR</strong></td>
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<td>5th Semester</td>
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<td>SS 331</td>
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<td>SS 332</td>
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<td>SOC 337</td>
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<td><strong>SENIOR YEAR</strong></td>
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<td>7th Semester</td>
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<td>SOCI 434</td>
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<td>Restrictive 4</td>
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<td>CP 401</td>
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<td><strong>TOTAL</strong></td>
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</table>
Interdisciplinary Studies

Program Student Learning Outcomes:

Because the Interdisciplinary Studies program offers students a meaningful and purposeful degree plan, students are expected to achieve the following learning outcomes:

- Students will gain an understanding of interdisciplinary theory and application.
- Students will acquire a clear understanding of the potential careers for the individualized degree program that they propose.
- Students will articulate and achieve their personal educational goals.

A Major in Interdisciplinary Studies Requires: 120 HOURS

<table>
<thead>
<tr>
<th>General Education Requirements:</th>
<th>36</th>
</tr>
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<tbody>
<tr>
<td>Free Electives</td>
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<tr>
<td>Interdisciplinary Studies Core</td>
<td>12</td>
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<tr>
<td>Courses</td>
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<tr>
<td>TOTAL</td>
<td>120 hours</td>
</tr>
</tbody>
</table>

Select 26 semester hours of electives from the following:

a. College Curriculum  
b. Credit for Prior Learning  
c. Transfer credits from other accredited institutions

Note: Students may satisfy free electives and General Education requirements in Voorhees College Saturday/Evening Classes, or at another accredited institution. Students must get prior approval before taking courses at other institutions.

The suggested curriculum for the Interdisciplinary Studies major follows. The curriculum is designed for students who enter the program with 50 semester hours of credit. The required courses are scheduled in 15 modules. Each course is a module and is completed in consecutive order for five to seven weeks. A student must make a grade of "C" or better in all major courses. The General Education Requirements are the same as those delineated for the traditional students (see General Education). Students will receive an S (Satisfactory) or U (Unsatisfactory) in courses with 0 credit hours. The vast majority of students transfer in the basic, General Education Requirements. Students who fail to transfer in these General Education Requirements are required to earn the credits via CLEPS/DANTE take the courses at Voorhees College, or from an accredited college or university. These options are designed to ensure that each Voorhees College graduate has mastered the basic competencies of the liberal arts tradition.
Interdisciplinary Major Requirements
A minimum of 120 hours required to graduate

<table>
<thead>
<tr>
<th>Analysis and Communication (9 hrs.)</th>
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<tbody>
<tr>
<td>ENG 131 Ideas &amp; Their Expressions I</td>
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<tr>
<td>ENG 132 Ideas &amp; Their Expressions II</td>
<td></td>
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<tr>
<td>SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)</td>
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<tr>
<td>EPE English Proficiency</td>
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<th>Quantitative Literacy (3 hrs.)</th>
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<tr>
<td>Math 121 OR Math 131 General Math OR College Algebra</td>
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<table>
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<tr>
<th>Information Technology (3 hrs.)</th>
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<tbody>
<tr>
<td>CMP 130 Computer Concepts</td>
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<table>
<thead>
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<th>Natural Sciences (select one) (4 hrs.)</th>
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<tbody>
<tr>
<td>BIO 130 General Biology &amp; Lab</td>
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</tr>
<tr>
<td>PHYS 130 Physical Science &amp; Lab</td>
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<tr>
<td>CHEM 141 General Chemistry</td>
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</table>

<table>
<thead>
<tr>
<th>Health and Wellness (select one) (2 hrs.)</th>
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<tbody>
<tr>
<td>PE 120 or HSC 231 Introduction to Physical Education OR Health Education</td>
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</table>

<table>
<thead>
<tr>
<th>GI Electives (15 hrs.)</th>
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<tbody>
<tr>
<td>AAS 235 Blacks in American Society</td>
<td>MUS 220 Music Appreciation</td>
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<td>ART 220 Art Appreciation</td>
<td>PSY 230 General Psychology</td>
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<tr>
<td>ECON 231 Principles of Economic I</td>
<td>REL 231 The Bible as Literature</td>
</tr>
<tr>
<td>ENG 231 Introduction to Literature</td>
<td>REL 232 Life and Teaching of Jesus</td>
</tr>
<tr>
<td>FREN 132 Elementary French II</td>
<td>REL 233 Comparative Religions</td>
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<tr>
<td>HIST 133 World History Survey I</td>
<td>SPAN 132 Elementary Spanish II</td>
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<td>HIST 134 World History Survey II</td>
<td>SOC 230 Introduction to Sociology</td>
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<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
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<table>
<thead>
<tr>
<th>Interdisciplinary Core Courses (12 hrs.)</th>
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<tr>
<td>INDS 400 Introduction to Interdisciplinary Studies</td>
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<tr>
<td>INDS 401 Career Pathways and Applied Concepts of Interdisciplinary Studies</td>
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<tr>
<td>INDS 402 Research in Interdisciplinary Studies</td>
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<td>INDS 403 Capstone Experiences</td>
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<table>
<thead>
<tr>
<th>Free Electives (72 hrs.)</th>
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<tbody>
<tr>
<td>Select any courses of your choice</td>
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## Suggested Curriculum for Interdisciplinary Studies: 120 Hours

**DEPARTMENT OF HUMANITIES, EDUCATION & SOCIAL SCIENCES**

### FRESHMAN YEAR

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<th>2nd Semester</th>
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<td>MATH 121 or MATH 131</td>
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<td>REL 231 or REL 232 or REL 233</td>
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<td>The Bible as Literature or Life and Teachings of Jesus or Comparative Religion</td>
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<td>HIST 234 or AAS 230</td>
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<td>Intro to Physical Ed. or Health Education</td>
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<td>American and African American History I or Intro to African American Studies</td>
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<td>General Bio &amp; Lab Physical Science General Chemistry I &amp; Lab</td>
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<td>Global and Intercultural Elective</td>
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### SOPHOMORE YEAR

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<td>Global and Intercultural Elective</td>
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### JUNIOR YEAR

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### SENIOR YEAR

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<td>INDS401</td>
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<td>Career Pathways and Applied Concepts of Interdisciplinary Studies</td>
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</tr>
<tr>
<td>TOTAL</td>
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</tbody>
</table>
Theological Studies

Purpose:
The Bachelor of Arts in Theological Studies at Voorhees College provides educational opportunities not readily available through the traditional departmental degree programs. Adult nontraditional students have maximum flexibility in developing a course of study appropriate to their goals because courses from the three degree offering Department can be selected. By completing the College's General Education Requirements, a variety of courses in multiple disciplines and elective courses, and the required Core courses in Religion, Adult Nontraditional students will be able to experience an academic program that is a logical, consistent course of study, based on acceptable and germane student objectives.

Program Student Learning Outcomes:
The Voorhees College Bachelor of Arts in Theological Studies offers adult learners from various fields and employment backgrounds an opportunity to complete their degree for career enhancement and promotional opportunities by exposure to a plethora of courses routed in theological perspectives. Theological Studies will be approached as the study of God and God’s relation to the world through the examination of religious faith, practice, and experience.

A Major in Theological Studies Requires:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
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<tr>
<td>Theological Studies Core Courses</td>
<td>24</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>

Select 52 semester hours of electives from the following:

a. College Curriculum
b. Credit for Prior Learning
c. Transfer credits from other accredited institutions

Note: Students may satisfy free electives and General Education requirements in Voorhees College Saturday/Evening Classes, or at another accredited institution. Students must get prior approval before taking courses at other institutions.

The suggested curriculum for the Theological Studies major follows. Each course is a module and is completed in consecutive order for five to seven weeks. A student must make a grade of "C" or better in all major courses. The General Education Requirements are the same as those delineated for the traditional students (see General Education) with the exception of the
Freshman Seminar course (4 hours). Students will receive an S (Satisfactory) or U (Unsatisfactory) in courses with 0 credit hours. The vast majority of students transfer in the basic, General Education Requirements. Students who fail to transfer in these General Education Requirements are required to earn the credits via CLEPS/DANTE take the courses at Voorhees College, or from an accredited college or university. These options are designed to ensure that each Voorhees College graduate has mastered the basic competencies of the liberal arts tradition.

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<thead>
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<th>Analysis and Communication (9 hrs.)</th>
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<table>
<thead>
<tr>
<th>Quantitative Literacy (3 hrs.)</th>
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<tr>
<th>Natural Sciences (select one) (4 hrs.)</th>
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<tbody>
<tr>
<td>BIO 130 General Biology &amp; Lab</td>
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<td>CHEM 141 General Chemistry</td>
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<table>
<thead>
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<th>Health and Wellness (select one) (2 hrs.)</th>
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<tr>
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<td>HIST 134 World History Survey II</td>
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<td>SPAN 132 Elementary Spanish II</td>
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<tr>
<td>SOC 230 Introduction to Sociology</td>
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<table>
<thead>
<tr>
<th>Theological Studies Core Courses (24 hrs.)</th>
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<tbody>
<tr>
<td>THE 232 Life and Teaching of Jesus</td>
</tr>
<tr>
<td>THE 233 Intro to Religion and Philosophy</td>
</tr>
<tr>
<td>THE 331 African Traditional Religion</td>
</tr>
<tr>
<td>THE 332 Survey of Church History</td>
</tr>
<tr>
<td>THE 431 Principles &amp; Procedures</td>
</tr>
<tr>
<td>THE 432 Contemporary and Religious Thoughts</td>
</tr>
<tr>
<td>THE 433 A Survey of Old Testament</td>
</tr>
<tr>
<td>THE 434 A Survey of the New Testament</td>
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<table>
<thead>
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<th>Free Electives (72 hrs.)</th>
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<tr>
<td>Select any courses of your choice</td>
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<tr>
<td>Suggested Curriculum for Theological Studies: 132 Hours</td>
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<td>DEPARTMENT OF HUMANITIES, EDUCATION &amp; SOCIAL SCIENCES</td>
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### FRESHMAN YEAR

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<th>2nd Semester</th>
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### SOPHOMORE YEAR

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### JUNIOR YEAR

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DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH, & HUMAN SERVICES

OFFERS THE FOLLOWING MAJORS/MINORS:

MAJORS ARE OFFERED IN:

- Biology
- Minor Chemistry
- Computer Science & Cyber Security
- Emergency Management & Homeland Security
- Public Health
  1. General or
  2. Professional
- Sports Management

MINORS ARE OFFERED IN:

- Biology
- Emergency Management & Homeland Security
- Cyber Security

Future Major Offerings Anticipated: Biochemistry and Mathematics

The major objectives of the Science, Technology, Health, & Human Services are:

1. To develop and maintain a strong curriculum in the Arts and Sciences;
2. To identify, recruit and retain students with interest and potential for careers in the Arts and Sciences;
3. To enhance students' ability to read, write, speak and listen effectively and think analytically;
4. To develop quantitative and analytical skills and to provide knowledge of the sciences and the arts;
5. To increase the number of students admitted into graduate/professional schools as well as the number who gain employment in their fields;
6. To provide divisional faculty an opportunity for professional growth and development; and
7. To respond to and meet the higher educational needs of adult learners.
Biology

The goals of the Biology Major are:
1. To equip the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Biology or in professional schools of nursing, medicine, dentistry, pharmacy, veterinary medicine, allied health or other related areas;
2. To improve the acquisition of critical thinking skills necessary for the understanding and practice of science.

Program Student Learning Outcomes:
1. Utilize the methods of science in solving problems;
2. Demonstrate appropriate skills in the use of laboratory equipment and in the reading of scientific literature;
3. Demonstrate knowledge of fundamental biological concepts, relationships, and processes in order to complete graduate studies in the life sciences; and
4. Demonstrate the use of basic vocabulary and facts in cellular, molecular, an organismal biology in order to enable them to study nursing, medicine, dentistry, allied health, veterinary medicine, conduct research or teach life sciences.

Pre-professional Career Pathways in Biology Major:
Pre Dentistry
Pre Nursing
Physician’s Assistant
Pre Doctor of Pharmacy
Pre Physical Therapy
Pre Veterinary

A MAJOR IN BIOLOGY CONSISTS OF:

<table>
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<tr>
<th>Course Type</th>
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<td>Chemistry Courses</td>
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<td>Physics Courses</td>
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## BIOLOGY MAJOR REQUIREMENTS

**A minimum of 133 hours required to graduate**

### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
- EPE English Proficiency

### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- CHEM 141 General Chemistry
- PHYS 130 Physical Science & Lab

### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

### GI Electives (15 hrs.)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- MUS 220 Music Appreciation
- PSY 230 General Psychology
- REL 231 The Bible as Literature
- REL 232 Life and Teaching of Jesus
- REL 233 Comparative Religions
- SPAN 132 Elementary Spanish II
- SOC 230 Introduction to Sociology

### Personal and Career Development (8 hrs.)
(Collegiate Success Skills, Personal Awareness, and Career Exploration)
- CP 120 ST Career Pathways I (Freshman)
- CP 121 ST Career Pathways II (Freshman)
- CP 201 ST Career Pathways I (Sophomore)
- CP 202 ST Career Pathways II (Sophomore)

### Biology Core Requirements (42 hrs.)
- BIO142 Botany & Lab
- BIO241 Zoology & Lab
- BIO245 Human Anatomy & Lab
- BIO341 Genetics and Lab
- BIO442 Microbiology & Lab
- BIO450 Human Physiology & Lab
- BIO 342 Ecology & Lab
- CP301ST Career Pathways I (Jr)
- CP302ST Career Pathways I (Jr)
- CP401ST Career Pathways I Major Research (Sr.)
- CP402ST Career Pathways II Major Research (Sr.)

### Major Elective (Select only One course) (4 hrs.)
- BIO440 Epidemiology & Lab
- BIO443 Immunology
- BIO444 Research Training & Lab
- BIO480 Research Ethics
- BIO490 Scientific Communications

### Chemistry Courses (20 hrs.)
- CHEM141 General Chemistry I & Lab
- CHEM142 General Chemistry II & Lab
- CHEM241 Organic Chemistry I and Lab
- CHEM242 Organic Chemistry II & Lab
- CHEM440 Biochemistry & Lab

### Physics Courses (8 hrs.)
- PHYS241 Physics I & Lab
- PHYS242 Physics II & Lab

### Computer Science Course (3 hrs.)
- CMP 150 Introduction to Computer Science

### Mathematics Courses (9 hrs.)
- MATH 231 Pre-Cal I
- MATH 232 Pre-Cal II
- MATH 331 Calculus I

### SSR Elective (Choose One Course) (3 hrs.)
It is recommended that each student complete a summer internship or advanced topic course to serve as the Biology elective. Students may be recommended by the chairperson to enroll in these courses during the summer session.

<table>
<thead>
<tr>
<th>SS231</th>
<th>American National Government</th>
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<th>General Psychology</th>
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<tbody>
<tr>
<td>SS331</td>
<td>Social Statistics</td>
<td>PSY252</td>
<td>Cross/Multicultural Psychology</td>
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<td>SS433</td>
<td>Ethics in Social Science</td>
<td>PSY331</td>
<td>Human Growth &amp; Development</td>
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<td>SS434</td>
<td>United States Constitution</td>
<td>PSY360</td>
<td>Social Psychology</td>
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<td>SOC230</td>
<td>Introduction to Sociology</td>
<td>PSY420</td>
<td>Abnormal Psychology/Psychopathology</td>
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### Suggested Curriculum for Biology: 133 Hours

#### DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH & HUMAN SERVICES

#### FRESHMAN YEAR

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<td>MATH 121 or MATH 131 General Mathematics or College Algebra</td>
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<td>REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion</td>
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<tr>
<td>PE 120 or HSC 231 Intro to Physical Ed. or Health Education</td>
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<td>HIST 234 or AAS 230 American and African American History I or Intro to African American Studies</td>
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<tr>
<td>BIO 142 Botany &amp; Lab</td>
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<td>GI ELECTIVE (see chart) Global and Intercultural Elective</td>
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<td>CHEM 141 General Chemistry</td>
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**TOTAL 18**

#### SOPHOMORE YEAR

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<tr>
<td>CMP130 Computer Concepts</td>
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<td>MATH 231 Pre-Calculus I</td>
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<td>CHEM 142 General Chemistry II &amp; Lab</td>
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**TOTAL 18**

#### JUNIOR YEAR

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<td>BIO 245 Human Anatomy &amp; Lab</td>
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<td>BIO341 Genetics and Lab</td>
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<td>PHYS242 Physics II &amp; Lab</td>
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**TOTAL 18**

#### SENIOR YEAR

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<td>BIO 450 Human Physiology &amp; Lab</td>
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<td>BIO441 Cell Biology &amp; Lab</td>
<td>BIO ELECTIVE Biology Elective</td>
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<td>BIO462 Biostatics</td>
<td>CHEM 440 Biochemistry &amp; Lab</td>
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<td>CP 401 Career Pathways I (Sr.)</td>
<td>CP 402 Career Pathways (Sr.)</td>
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**TOTAL 15**
**Computer Science & Cyber Security**

The general goals of the Computer Science & Cyber Security Major are:

- To prepare the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Computer Science, Cyber Security or related areas; and
- To prepare the graduate with the appropriate knowledge, skills, and background to pursue a meaningful career in business, industry, or government.

**Program Student Learning Outcomes:**

1. Acquire content knowledge in computer science.
2. Demonstrate the ability to utilize tools in the sub-disciplines of computer science: (1) programming various high level computer science languages; (2) discrete data structures and algorithms; and (3) Systems – architecture, operating systems, ethics networking, engineering, and database.
3. Demonstrate effective oral and written communication skills appropriate to the discipline.

**A Computer Science & Cyber Security Major Requires:**

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<td>Computer Science Restricted Electives</td>
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<td>Mathematics Courses</td>
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<td><strong>Analysis and Communication (9 hrs.)</strong></td>
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<td>EPE English Proficiency</td>
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<td><strong>Information Technology (3 hrs.)</strong></td>
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<td><strong>GI Electives (15 hrs.)</strong></td>
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<td>SPAN 132 Elementary Spanish II</td>
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<td>HIST 236 Survey of Civil Rights Movement</td>
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<td><strong>Personal and Career Development (8 hrs.)</strong></td>
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<td>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</td>
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<td>CMP 150 Introduction to Computer Science</td>
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<td>CMP 224 Computer Programming I</td>
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<td>CMP 225 Computer Programming II</td>
<td>CMP 420 Operating Systems</td>
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<td>CMP 234 Web Design</td>
<td>CMP 442 Software Engineering</td>
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<td>CMP 311 Data Structures</td>
<td>CP 301 ST Career Pathways I (Junior)</td>
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<td>CMP 320 System Level Programming</td>
<td>CP 302 ST Career Pathways II (Junior)</td>
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<td>CMP 333 Computer Organization/Assembly Language</td>
<td>CP 401 ST Career Pathways I Major Research (Senior)</td>
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<td>CMP 334 Computer Architecture</td>
<td>CP 402 ST Career Pathways II (Major Research (Senior)</td>
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<td>CMP 341 Database System</td>
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<td><strong>Restricted Electives (6 hrs.) (Select any 2 courses)</strong></td>
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<td>CMP 430 Programming Languages</td>
<td>CMP 434 Mobile App Development</td>
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<tr>
<td>CMP 431 Fundamentals of Cyber Security</td>
<td>CMP 435 Artificial Intelligence</td>
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<td>CMP 432 Advanced Cyber Security</td>
<td>CMP 436 Geographic Information Systems</td>
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<td>CMP 433 Web Programming</td>
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<td>MATH 231 Pre-Calculus I</td>
<td>MATH 341 Mathematics Statistics I</td>
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<td>MATH 232 Pre-Calculus II</td>
<td>MATH 343 Discrete Mathematics</td>
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<td>MATH 331 Calculus and Analytical Geometry I</td>
<td>MATH 344 Linear Algebra</td>
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<td><strong>Required Physics Courses (8 hrs.)</strong></td>
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Select any two courses of your choice
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### FRESHMAN YEAR

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<th>CR</th>
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<td>ENG 132 Ideas &amp; Their Expression II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121 or MATH 131 General Mathematics or College Algebra</td>
<td>3</td>
<td>REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion</td>
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<tr>
<td>PE 120 or HSC 231 Intro to Physical Ed. or Health Education</td>
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<td>BIO 142 Botany &amp; Lab</td>
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<tr>
<td>CP 120 Career Pathways</td>
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<td>BIO 130 OR PHYS 130 General Biology &amp; Lab OR Physical Science &amp; Lab</td>
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<td>CHEM 141 General Chemistry</td>
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**TOTAL** 18  **TOTAL** 18

### SOPHOMORE YEAR

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<tr>
<td>CMP 130 Computer Concepts</td>
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<td>PHYS 241 Intro to Physics I &amp; Lab</td>
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<td>MATH 231 Pre-Calculus I</td>
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<td>MATH 232 Pre-Calculus II</td>
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<td>CHEM 142 General Chemistry II &amp; Lab</td>
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<td>CMP 150 Intro to Computer Science</td>
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<td>FREN 131 or SPAN 131 Elementary French OR Elementary Spanish I</td>
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<td>BIO 241 Intro to Zoology &amp; Lab</td>
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<tr>
<td>GI Elective Global and Intercultural Elective</td>
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<td>CP 202 Career Pathways II</td>
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<tr>
<td>CP 201 Career Pathways I</td>
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**TOTAL** 18  **TOTAL** 16

### JUNIOR YEAR

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<td>CHEM 242 Organic Chemistry II &amp; Lab</td>
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<tr>
<td>BIO 245 Human Anatomy &amp; Lab</td>
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<td>BIO 342 Ecology &amp; Lab</td>
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<td>BIO 341 Genetics and Lab</td>
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<td>MATH 331 Calculus I</td>
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<td>PHYS 242 Physics II &amp; Lab</td>
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**TOTAL** 18  **TOTAL** 16

### SENIOR YEAR

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<tr>
<td>BIO 450 Human Physiology &amp; Lab</td>
<td>BIO 442 Microbiology &amp; Lab</td>
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<td>BIO 441 Cell Biology &amp; Lab</td>
<td>BIO ELECTIVE Biology Elective</td>
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<td>BIO 462 Biostatistics</td>
<td>CHEM 440 Biochemistry &amp; Lab</td>
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<td>SS ELECTIVE Social Science elective</td>
<td>BIO MAJOR ELECTIVE Biology Major Elective</td>
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<td>CP 401 Career Pathways I (Sr.)</td>
<td>CP 402 Career Pathways (Sr.)</td>
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</table>

**TOTAL** 15  **TOTAL** 17
Emergency Management & Homeland Security

The goals of the Emergency Management major are to:

- Prepare graduates to meet the demands of the 21st century in the field of Emergency Management, by making sure students are prepared for numerous careers in emergency management, hazardous material management and other related fields, as well as, graduate work in these and other disciplines (mitigation, preparedness, response, and recovery) through quality instruction by continuing to strengthen teaching and student learning in the major.
- Prepare students to fill staffing needs of local, regional, and national employment sectors. In addition to preparing graduates to pursue entry-level employment opportunities in various fields such as local, state, and federal government emergency management; law enforcement, private sector emergency preparedness, and continuity planning.

Program Student Learning Outcomes:

1. Provide a foundation in comprehensive all-hazards emergency management, addressing prevention/protection, mitigation, preparedness, response, and recovery;
2. Prepare students with a strong background in hazardous material ("hazmat") and CBRNE safety, management, prevention, preparedness, and response;
3. Prepare students for entry-level emergency management roles in public, private or non-profit sectors -- emergency management or hazardous material management/safety;
4. Serve the state of South Carolina and abroad by providing graduates with knowledge, skills, and abilities to improve resilience and disaster outcomes for the diverse human, societal, economic and environmental aspects of a community.

The following is a list of potential jobs with Emergency Management Homeland Security:

- Business Continuity Planner
- Firefighter
- Emergency Management Director
- Police Officer
- State Trooper
- Highway Patrol Officer
- Transit and Railroad Police
- Sheriffs and Deputy Sheriffs
- Detectives and Criminal Investigators
- Fish and Game Wardens
- Federal Law Enforcement
- FBI Agents
- US Drug Enforcement Administration Agents
- US Secret Service
- Federal Air Marshals
- US Border Patrol Agents
- Central Intelligence Agency Officer
A Bachelor of Science (BS) degree in Emergency Management Requires:

<table>
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<th>Requirement</th>
<th>Hours</th>
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<td>General Education Requirement</td>
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<tr>
<td>Social Sciences Courses</td>
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<tr>
<td>Emergency Management Major Core Courses</td>
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<td>Free Electives</td>
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<td><strong>120 hours</strong></td>
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### Emergency Management
A minimum of 120 hours required to graduate

#### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
- EPE English Proficiency

#### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

#### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

#### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab
- CHEM 141 General Chemistry

#### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

#### GI Electives (15 hrs.)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- HIST 236 Survey of Civil Rights Movement
- MUS 220 Music Appreciation
- PSY 230 General Psychology
- REL 231 The Bible as Literature
- REL 232 Life and Teaching of Jesus
- REL 233 Comparative Religions
- SPAN 132 Elementary Spanish II
- SOC 230 Introduction to Sociology

#### Personal and Career Development (8 hrs.)
(Compliance Success Skills, Personal Awareness, and Career Exploration)
- CP 120 ST Career Pathways I (Freshman)
- CP 121 ST Career Pathways II (Freshman)
- CP 201 ST Career Pathways I (Sophomore)
- CP 202 ST Career Pathways II (Sophomore)

#### Emergency Management Core Requirements (37 hrs.)
- EM 101 Introduction to Emergency Management
- EM 201 Risk and Vulnerability Assessment
- EM 220 Policy & Politics in Emergency Management
- EM 251 Hazardous Materials Management & Response
- EM 280 Social Aspects of Disasters
- EM 301 Emergency Planning & Mitigation
- EM 340 Emergency Response & Incident Management
- EM 345 Public Preparedness & Response
- EM 335 Hazardous Waste Management
- EM 365 Critical Infrastructure Protection
- EM 415 Intelligence Community & Intelligence Process
- EM 425 Special Topics in Emergency Management
- EM 415 Intelligence Community & Intelligence Process
- EM 425 Special Topics in Emergency Management

#### Social Science Core Requirements (21 hrs.)
- CMP 430 Programming Languages
- CMP 431 Fundamentals of Cyber Security
- CMP 432 Advanced Cyber Security
- CMP 433 Web Programming
- CMP 434 Mobile App Development
- CMP 435 Artificial Intelligence
- CMP 436 Geographic Information Systems

#### Restricted Electives (15 hrs.)
- EM 345 Public Preparedness & Response
- EM 335 Hazardous Waste Management
- EM 365 Critical Infrastructure Protection
- EM 415 Intelligence Community & Intelligence Process
- EM 425 Special Topics in Emergency Management

#### Free Electives (3 hrs.)
- Any courses of your choice
## Suggested Curriculum for Emergency Management: 120 Hours

**DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH & HUMAN SERVICES**

### FRESHMAN YEAR

<table>
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<tr>
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<td>MATH 121 or MATH 131 General Math</td>
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<td>REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion</td>
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### SOPHOMORE YEAR

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<tr>
<td>SS 231 American National Govt</td>
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<td>FREE ELECTIVE Free Elective</td>
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<tr>
<td>SPAN 131 or FREN 131 Elem Spanish I OR Elem French I</td>
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<td>EM 201 Risk and Vulnerability Assessment</td>
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<tr>
<td>SOC 230 Intro to Sociology</td>
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<td>EM220 Policy &amp; Politics in Emergency Management</td>
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<tr>
<td>EM 101 Intro to Emergency Management</td>
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<td>EM 251 Hazardous Materials Management &amp; Response</td>
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### JUNIOR YEAR

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<tr>
<td>EM280 Social Aspects of Disasters</td>
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<td>EM360 Terrorism in the Modern World</td>
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<tr>
<td>SS331 Social Statistics</td>
<td>3</td>
<td>EM 335 Restricted Elective</td>
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<tr>
<td>EM301 Emergency Planning &amp; Mitigation</td>
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<td>EM 332 Research Methods</td>
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<tr>
<td>EM340 Emergency Response &amp; Incident Management</td>
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<td>CP 302ST Career Pathways II</td>
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<td>CP 301ST Career Pathways I</td>
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<td>EM370 Effective E. M. Communication &amp; Leadership</td>
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### SENIOR YEAR

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<tr>
<td>EM 390 Internship</td>
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<td>EM 490 Senior Capstone Seminar</td>
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<td>EM 345 Restricted Elective</td>
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<td>EM 415 Restricted Elective</td>
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<td>EM 365 Restricted Elective</td>
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<td>EM 425 Restricted Elective</td>
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<td>CP 402ST Career Pathways (Sr.)</td>
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</table>
Sports Management

The goals of the Sports Management major are to:
1. To provide students with the ability to manage sports programs and facilities, and understand how to promote and market sports programs;
2. To provide students with both the academic foundation necessary to successfully continue on to a graduate degree in Sport Management; or
3. To take an entry-level position in the sports industry.

Program Student Learning Outcomes:
1. Demonstrate the knowledge, skills, and dispositions to become effective sport managers.
2. Achieve knowledge proficiency in managerial and leadership competencies utilized in effectively in domestic and international sport organizations.
3. Exhibit proficiency in the skills of communication within the context of the sport management discipline.
4. Apply fundamental management and marketing concepts to the sport industry and understand the unique aspects of sport consumer and product markets.

The total program will consist of 122 credit hours distributed over eight (8) academic semesters.

<table>
<thead>
<tr>
<th>The Sports Management Major Will Include:</th>
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<tbody>
<tr>
<td>General Education Requirement Courses</td>
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<tr>
<td>Sports Management Courses</td>
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<tr>
<td>Business Administration Courses</td>
</tr>
<tr>
<td>Required Supportive Courses</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

The internship, which is 12 credit hours, provides a practical, interdisciplinary experience in a real-world setting.
## Sports Management

**A minimum of 124 hours required to graduate**

### Analysis and Communication (9 hrs.)
- ENG 131 Ideas & Their Expressions I
- ENG 132 Ideas & Their Expressions II
- SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
- EPE English Proficiency

### Quantitative Literacy (3 hrs.)
- Math 121 OR Math 131 General Math OR College Algebra

### Information Technology (3 hrs.)
- CMP 130 Computer Concepts

### Natural Sciences (select one) (4 hrs.)
- BIO 130 General Biology & Lab
- PHYS 130 Physical Science & Lab

### Health and Wellness (select one) (2 hrs.)
- PE 120 or HSC 231 Introduction to Physical Education OR Health Education

### GI Electives (15 hrs.)
- AAS 235 Blacks in American Society
- ART 220 Art Appreciation
- ECON 231 Principles of Economic I
- ENG 231 Introduction to Literature
- FREN 132 Elementary French II
- HIST 133 World History Survey I
- HIST 134 World History Survey II
- HIST 236 Survey of Civil Rights Movement
- MUS 220 Music Appreciation
- PSY 230 General Psychology
- REL 231 The Bible as Literature
- REL 232 Life and Teaching of Jesus
- REL 233 Comparative Religions
- SPAN 132 Elementary Spanish II
- SOC 230 Introduction to Sociology

### Personal and Career Development (8 hrs.)
**Collegiate Success Skills, Personal Awareness, and Career Exploration**
- CP 120 ST Career Pathways I (Freshman)
- CP 121 ST Career Pathways II (Freshman)
- CP 201 ST Career Pathways I (Sophomore)
- CP 202 ST Career Pathways II (Sophomore)

### Sports Management Core Requirements (39 hrs.)
- SM231 Introduction to Sports Management
- SM232 Role of Sports in Society
- SM234 Sports Event Planning
- SM331 Sports Marketing and Promotion
- SM334 Finance and Economics in Sports
- SM333 Facility Management and Design
- SM332 Sports Management Practicum
- SM431 Legal Issues in Sports Settings
- SM433 Ethics and Sports Management
- SM440 Internship in Sports Management

### Business Administration Courses (12 hrs.)
- BA338 Business Law
- MGT332 Principles of Management
- MGT331 Principles of Management
- MGT332 Organizational Behavior
- MGT333 Human Resource Management
- CP301ST Career Pathways I (Junior)
- CP302ST Career Pathways II (Junior)
- CP401ST Career Pathways I Major Research (Senior)
- CP402ST Career Pathways II Major Research (Senior)

### Required Supportive Courses (20 hrs.)
- PSY230 General Psychology
- REC222 Team Sports
- SS331 Social Statistics
- REC321 Recreational Games
- SS332 Research Methods
- CP301ST Career Pathways I (Junior)
- CP302ST Career Pathways II (Junior)
- CP401ST Career Pathways I Major Research (Senior)
- CP402ST Career Pathways II Major Research (Senior)

### Free Electives (9 hrs.)
- Any courses of your choice
# Suggested Curriculum for Sports Management: 124 Hours

## DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH & HUMAN SERVICES

### FRESHMAN YEAR

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<tr>
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<td>CMP 130 Computer Concepts</td>
<td>SPCH 130 OR SPCH 231 Intro to Communication or Public Speaking</td>
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### SOPHOMORE YEAR

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<tr>
<td>HIST 234 or AAS 230 American and African American History I or Intro to African American Studies</td>
<td>SM234 Sports Event Planning</td>
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<td>REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion Elem</td>
<td>SM232 Role of Sports in Society</td>
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<td>PSY230 General Psychology</td>
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### JUNIOR YEAR

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<tr>
<td>SM331 Sports Marketing and Promotion</td>
<td>MGT332 Organizational Behavior</td>
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<td>SM333 Facility Management and Design</td>
<td>BA338 Business Law</td>
</tr>
<tr>
<td>MGT333 Human Resource Management</td>
<td>SM332 Sports Management Practicum</td>
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<td>REC321 Recreational Games</td>
<td>SM334 Finance and Economics in Sports</td>
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<td>SS332 Research Methods</td>
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### SENIOR YEAR

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<tr>
<td>SM433 Ethics and Sports Management</td>
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<td>FREE ELECTIVE Free Elective</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
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</table>
GENERAL PUBLIC HEALTH

The goals of the General Public Health major are to:
Public health is an exciting and growing field. It is as diverse, as it is dynamic. The field confronts issues related to infectious diseases, chronic disorders, environmental hazards, injury, abuse, violence and access to health care. Public health professionals represent a variety of backgrounds. Teachers, journalists, environmentalist, social workers, scientists, attorneys, physicians and other health practitioners fit into its realm. Maintaining the health of the general public requires input from all of the preceding areas of expertise. Public health is both an art and a science that creates a healthy community. This discipline focuses on health and prevention. Public health practitioners are very concerned with the “big picture” of health with special interest in the various faucets and avenues of maintaining good health for the populous.

Program Student Learning Outcomes:
The degree would make our students more competitive for admissions to graduate and professional schools. Our students will be more attractive to employers and post baccalaureate schools alike. Such a commitment to the public health education of our students would be an outstanding investment in the future of our local, national and international communities.

Public health is a field of study that offers a variety of job opportunities for a variety of interests and skills. Those who are interested in math, research or working with people, will find a niche in the field of public health. The following is a listing of some of the career opportunities available to a graduate of public health:

Health Services Administration
Biostatistics
Epidemiology
Health Education/Behavioral Science
Environmental Health
International Health
Child and Maternal Health
Microbiology
Nutrition
Public Health Practice/Program Management
Biomedical Laboratory
Biomedical Research Scientist
Professional Public Health

**THE MAJOR IN GENERAL PUBLIC HEALTH REQUIRES:**

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<th>Requirement</th>
<th>Hours</th>
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### General Public Health

A minimum of 122 hours required to graduate

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<tbody>
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<td>ENG 131 Ideas &amp; Their Expressions I</td>
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<tr>
<td>ENG 132 Ideas &amp; Their Expressions II</td>
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<td>SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)</td>
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<tr>
<td>EPE English Proficiency</td>
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<thead>
<tr>
<th>Quantitative Literacy (3 hrs.)</th>
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<tr>
<td>Math 121 OR Math 131 General Math OR College Algebra</td>
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<tr>
<th>Information Technology (3 hrs.)</th>
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<tr>
<td>CMP 130 Computer Concepts</td>
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<thead>
<tr>
<th>Natural Sciences (select one) (4 hrs.)</th>
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<tbody>
<tr>
<td>BIO 130 General Biology &amp; Lab</td>
<td>CHEM 141 General Chemistry</td>
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<td>PHYS 130 Physical Science &amp; Lab</td>
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<tr>
<th>Health and Wellness (select one) (2 hrs.)</th>
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<tbody>
<tr>
<td>PE 120 or HSC 231 Introduction to Physical Education OR Health Education</td>
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<table>
<thead>
<tr>
<th>GI Electives (15 hrs.)</th>
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<tbody>
<tr>
<td>AAS 235 Blacks in American Society</td>
<td>MUS 220 Music Appreciation</td>
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<tr>
<td>ART 220 Art Appreciation</td>
<td>PSY 230 General Psychology</td>
</tr>
<tr>
<td>ECON 231 Principles of Economic I</td>
<td>REL 231 The Bible as Literature</td>
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<tr>
<td>ENG 231 Introduction to Literature</td>
<td>REL 232 Life and Teaching of Jesus</td>
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<tr>
<td>FREN 132 Elementary French II</td>
<td>REL 233 Comparative Religions</td>
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<tr>
<td>HIST 133 World History Survey I</td>
<td>SPAN 132 Elementary Spanish II</td>
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<tr>
<td>HIST 134 World History Survey II</td>
<td>SOC 230 Introduction to Sociology</td>
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<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
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<tr>
<th>Personal and Career Development (8 hrs.) (Collegiate Success Skills, Personal Awareness, and Career Exploration)</th>
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<tbody>
<tr>
<td>CP 120 ST Career Pathways I (Freshman)</td>
<td>CP 201 ST Career Pathways I (Sophomore)</td>
</tr>
<tr>
<td>CP 121 ST Career Pathways II (Freshman)</td>
<td>CP 202 ST Career Pathways II (Sophomore)</td>
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<table>
<thead>
<tr>
<th>Public Health General Core Requirements (51 hrs.)</th>
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<tbody>
<tr>
<td>SPAN132 Elementary Spanish II</td>
<td>HSC443 Public Health Informatics</td>
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<tr>
<td>BIO462 Biostatistics</td>
<td>HSC446 Environmental Health</td>
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<tr>
<td>BIO440 Epidemiology</td>
<td>CP301ST Career Pathways I (Junior)</td>
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<tr>
<td>HSC100 Nutrition for Public Health</td>
<td>CP302ST Career Pathways II (Junior)</td>
</tr>
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<td>HSC101 Intro to Public Health</td>
<td>CP401ST Career Pathways I Major Research(Sr)</td>
</tr>
<tr>
<td>HSC231 Intro to Health Education</td>
<td>CP402ST Career Pathways II Major Research(Sr)</td>
</tr>
<tr>
<td>HSC232 Community Health</td>
<td>MATH231 PRECALCULUS I</td>
</tr>
<tr>
<td>HSC431 Chronic and Communicable</td>
<td>MATH232 PRECALCULUS II</td>
</tr>
<tr>
<td>HSC432 Health Services Administration</td>
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<tr>
<td>MATH331 CALCULUS I</td>
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<tr>
<th>Restrictive Electives (6 hrs.)</th>
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<td>PSY 230 General Psychology</td>
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<th>Sociology Electives (3 hrs.)</th>
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<tr>
<td>SOC230 Introduction to Sociology</td>
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<table>
<thead>
<tr>
<th>Free Electives (15 hrs.)</th>
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<tbody>
<tr>
<td>Any courses of your choice</td>
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### Suggested Curriculum for General Public Health: 122 Hours

**DEPARTMENT OF SCIENCE, TECHNOLOGY, HEALTH & HUMAN SERVICES**

<table>
<thead>
<tr>
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<th>CR</th>
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<tbody>
<tr>
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<td>ENG 132 Ideas &amp; Their Expression II</td>
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<tr>
<td>MATH 121 or MATH 131 General Mathematics or College Algebra</td>
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<td>SPAN 131 or FREN 131 Spanish I OR Elem French I</td>
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<td>PE 120 or HSC 231 Intro to Physical Ed. or Health Education</td>
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<td>SPCH 130 OR SPCH 231 Intro to Communication or Public Speaking</td>
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<tr>
<td>BIO 130 OR PHYS 130 OR CHEM 141 General Biology &amp; Lab OR Physical Science &amp; Lab OR General Chemistry</td>
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<td>GI ELECTIVE (see chart) Global and Intercultural Elective</td>
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<td>CP 120ST Career Pathways</td>
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<td>CP 121ST Career Pathways</td>
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<td>CMP 130 Computer Concepts</td>
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<td>HIST 234 or AAS 230 American and African American History I or Intro to African American Studies</td>
<td>3</td>
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<tr>
<td>REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion Elem</td>
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<td>SPAN132 Elementary Spanish II</td>
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<td>HSC101 Intro to Public Health</td>
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<td>MATH232 PRECALCULUS II</td>
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<td>CMP150 Introduction to Computer Science</td>
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<td></td>
</tr>
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<td>MATH231 PRECALCULUS I</td>
<td>3</td>
<td>HSC231 Intro to Health Education</td>
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<tr>
<td>CP 201ST Career Pathways I</td>
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<td>CP 202ST Career Pathways II</td>
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<tr>
<td>HSC232 Community Health</td>
<td>3</td>
<td>BIO462 Biostatistics</td>
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<td>MATH331 CALCULUS I</td>
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<td>HSC431 Chronic and Communicable</td>
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<tr>
<td>BIO440 Epidemiology</td>
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<td>PSY230 General Psychology</td>
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<tr>
<td>SOC230 Introduction to Sociology</td>
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<td>FREE ELECTIVE Free Elective</td>
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<tr>
<td>ENV231 Environmental Sciences</td>
<td>3</td>
<td>CP 302ST Career Pathways II</td>
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<tr>
<td>CP 301ST Career Pathways I</td>
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<th>7th Semester</th>
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<tr>
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<td>FREE ELECTIVE Free Elective</td>
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<tr>
<td>HSC432 Health Services Administration</td>
<td>CP 402ST Career Pathways (Sr.)</td>
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<tr>
<td>FREE ELECTIVE</td>
<td>HSC443 Public Health Informatics</td>
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<tr>
<td>FREE ELECTIVE</td>
<td>FREE ELECTIVE Free Elective</td>
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<td>CP 401ST Career Pathways I (Sr.)</td>
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<tr>
<td>TOTAL</td>
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# Public Health Professional Major

**A minimum of 128 hours required to graduate**

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<tr>
<th>Requirement</th>
<th>Courses</th>
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<td><strong>Analysis and Communication (9 hrs.)</strong></td>
<td>ENG 131 Ideas &amp; Their Expressions I</td>
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<td>ENG 132 Ideas &amp; Their Expressions II</td>
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<tr>
<td></td>
<td>SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)</td>
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<tr>
<td><strong>Quantitative Literacy (3 hrs.)</strong></td>
<td>Math 121 OR Math 131 General Math OR College Algebra</td>
</tr>
<tr>
<td><strong>Information Technology (3 hrs.)</strong></td>
<td>CMP 130 Computer Concepts</td>
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<tr>
<td><strong>Natural Sciences (select one) (4 hrs.)</strong></td>
<td>BIO 130 General Biology &amp; Lab</td>
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<td></td>
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<td><strong>GI Electives (15 hrs.)</strong></td>
<td>AAS 235 Blacks in American Society</td>
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<tr>
<td></td>
<td>ART 220 Art Appreciation</td>
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<td></td>
<td>ECON 231 Principles of Economic I</td>
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<td></td>
<td>ENG 231 Introduction to Literature</td>
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<td></td>
<td>FREN 132 Elementary French II</td>
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<td></td>
<td>HIST 133 World History Survey I</td>
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<td>HIST 134 World History Survey II</td>
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<tr>
<td></td>
<td>HIST 236 Survey of Civil Rights Movement</td>
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<tr>
<td><strong>Personal and Career Development (8 hrs.)</strong></td>
<td>CP 120 ST Career Pathways I (Freshman)</td>
</tr>
<tr>
<td>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</td>
<td>CP 132 ST Career Pathways II (Freshman)</td>
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<td>CP 201 ST Career Pathways I (Sophomore)</td>
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<td></td>
<td>CP 202 ST Career Pathways II (Sophomore)</td>
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<td><strong>Public Health General Core Requirements (70 hrs.)</strong></td>
<td>BIO142 Botany &amp; Lab</td>
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<td>BIO241 Zoology &amp; Lab</td>
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<td></td>
<td>BIO245 Human Anatomy &amp; Lab</td>
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<td></td>
<td>BIO440 Epidemiology</td>
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<tr>
<td></td>
<td>BIO450 Physiology and Lab</td>
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<td>CHEM141 General Chemistry I</td>
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<td></td>
<td>CHEM142 General Chemistry II</td>
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<td></td>
<td>CHEM241 Organic Chemistry I and Lab</td>
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<td>CHEM242 Organic Chemistry II and Lab</td>
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<td></td>
<td>CHEM440 Biochemistry</td>
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<td></td>
<td>PHYS 241 Physics I</td>
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<tr>
<td><strong>Biology Electives (Choose two) (8 hrs.)</strong></td>
<td>PHYS 242 Physics II</td>
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<td></td>
<td>HSC101 Intro to Public Health</td>
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<tr>
<td></td>
<td>HSCA31 Chronic and Communicable Diseases</td>
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<td></td>
<td>CP301ST Career Pathways I (Junior)</td>
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<td>CP302ST Career Pathways II (Junior)</td>
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<td></td>
<td>MATH232 PRECALCULUS II</td>
</tr>
<tr>
<td></td>
<td>MATH331 CALCULUS I</td>
</tr>
<tr>
<td><strong>Psychology Restrictive Elective (3 hrs.)</strong></td>
<td>PSY230 General Psychology</td>
</tr>
<tr>
<td><strong>Sociology Restrictive Elective (3 hrs.)</strong></td>
<td>Any courses of your choice</td>
</tr>
</tbody>
</table>
At Voorhees College


Certificate programs have the potential to change mindsets, improve lives, and uplift the ambition of stakeholders, and their families. The overall benefits of certificate programs include: resume building, career-directed education, facilitation of career changes, and assistance for individuals with busy lives. The Center of Education and the Workforce at Georgetown University found students who earned a post-secondary certificate added almost $117,000 in lifetime earnings over a high school diploma or those without degrees. Depending on the field of study, tuition for certificate programs is generally cheaper than full-fledged degree programs. With ever-rising costs of degree programs, certificates are a great alternative for those looking to further their education without needing to pay off student loans for decades afterward.

“Certificate programs of study have been identified as important to adult learners who are focused on workforce development and are concentrated in programs designed to prepare adult learners for specific workforce roles” (Suzanne Buglione, Principal, Community Build). Stephen Rose, Senior Economist, Georgetown University Center on Education and the Workforce states that a certificate is a great program for high school graduates in the middle to below-middle of the skill level. These are people that can tremendously benefit from certificates, especially if they get a job in-field. And they can potentially turn this success that they’d had in the certificate program to then getting a degree. A third of the people who get a certificate will go on to get a two- or four-year degree, thus, exponentially impacting their families and the community.
CERTIFICATE OPTIONS AT VOORHEES COLLEGE

Certificate in Child Development (CCD)
Certificate in Cyber Security (CCS)
Certificate in Entrepreneurship and Small Business (ESB)
Certificate in Data Analytics (CDA)
Certificate in Organizational Management (COM)

RELATIONSHIP TO CORE STRATEGIC GOALS AND OBJECTIVES

I. DEMONSTRATE ACADEMIC EXCELLENCE and DISTINCTION
To provide and promote a learning environment of excellence and distinction centered on an engaged superlative faculty and staff committed to fostering intellectual growth, developing relevant skills and competencies, offering experimental learning reflective of students interests, and producing competent workers and leaders for globally diverse world.

II. FACILITATE STUDENT SUCCESS
To create and enhance a unique, student-focused learning environment that ensures excellence, creativity, and innovation in strategically planning and implementing initiatives to increase diversity, measures of retention and graduation, career exposure and placement, spiritual growth, and leadership development

1.3 Develop programs to enhance critical and creative thinking skills of students:
ACTION 1: Create additional online courses and online degrees ACTION 2: Incorporate critical thinking skills into course instruction: *Developed campus culture of best practices in Institutional Effectiveness: *New courses; *New degrees; *Authorization from SACSCOC for certificate programs; *Higher scores on program/discipline assessments

1.7 Assess and offer relevant, meaningful, and cutting-edge curricula

ACTION 1: Conduct program reviews: Innovative classroom and coursework deliverables *Enhanced recruitment and retention via academic programming *Stronger and distinctive academic programs
The Child Development Faculty in the Department of Humanities, Education and Social Sciences presents:

CHILD DEVELOPMENT CERTIFICATE (CDC)

Rationale: Child development is a field expected to expand. Research indicates that quality education from birth to age four makes a measureable difference in later cognitive development as well as social-emotional development. Whether you’ve been working in the field of early childhood care and education for a long time or are new to it, there is always something to learn about young children. Most of the theory in early childhood education might be close to 100 years old, but there is always new and developing research detailing the best practices in childhood development. [http://blog.carecourses.com/top-5-reasons-you-should-get-a-cda-credential](http://blog.carecourses.com/top-5-reasons-you-should-get-a-cda-credential).

Getting the CD certificate ensures that participants will be introduced to the most current research and best practices in the field. The CD certificate provides training courses designed to overview of the early childhood field including the philsophy, curriculum methodology, program assessment. The certificate experience discusses the role of the childcare professional and emphasizes the role of the parent, the collaboration between the teacher and parent, and instills awareness of growth and development of children from infants.

Child Development Certificate Outcomes: Student Learning Outcomes are clearly delineated by course. As such, each course is designed to exponentially prepare participants for successful completion of the CD certification and the experience will validate skills and knowledge for those participants interested in putting standards into practice and in understanding why those standards help children move with success from one developmental stage to another. The CD certification guide participants to mastery of learning how to nurture the emotional, physical, intellectual, and social development of children. After the successful completion, students will be able to:

- demonstrate behaviors appropriate for teaching children in the early learning settings.
- demonstrate comprehension of the fundamental concepts of teaching and caring for young children.
• observe actions, language, and social behavior of young children in an Early Childhood Education classroom.
• assess children’s skills and behavior based on developmentally appropriate practices, and report their findings.
• identify young children’s characteristics and needs.
• demonstrating how to effectively use tools and strategies for child development.

Additionally, students will:

• understand how to address diverse needs of students
• display positive dispositions with respect to attitude, cultural awareness, enthusiasm, personal appearance, professionalism, rapport, reliability, and sensitivity.
• support positive learner self-efficacy

**CD Certificate Requirements:** The Child Development Certificate (CDC) requires a minimum of **18** credits, including **3** semester credit hours which may come from elective course options. Courses are offered in **8** week or accelerated **5** week formats. Participants are required to earn a grade of "C" or higher in all certificate courses.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (15 credit hours)</th>
<th>ELECTIVE COURSE OPTIONS (select one)</th>
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<tbody>
<tr>
<td>CD 100 – Introduction to Education</td>
<td>CD 200 – Parent Education &amp; Guidance</td>
</tr>
<tr>
<td>CD 303 – Early Literacy &amp; Language/Practicum</td>
<td>EDU 300 – Art for Children</td>
</tr>
<tr>
<td>CD 305 – Play &amp; Learning/Practicum</td>
<td>CD 304 = Child, Family, &amp; Community</td>
</tr>
<tr>
<td>CD 201 – Health, Nutrition &amp; Safety</td>
<td>EDU 235 – Literature for Children</td>
</tr>
<tr>
<td>EDU 234 – Child Growth &amp; Development</td>
<td>EDU 342 – Classroom Management</td>
</tr>
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</table>

**Top jobs available in Childhood Development:**

• Early Childhood Teacher.
• Early Childhood Consultant.
• Child Development Family Advocate.
• Resource & Referral Specialist.
• Child Life Specialist.
• Special Education Paraprofessional.
• Parent Educator.
• Early Childhood Education Regulator.
The Computer Science/Cyber Security
Faculty in the Department of Science, Technology, Health and Human Services presents:

CERTIFICATE IN CYBERSECURITY (CCS)

**Rationale:** With a rise in cybercrime effecting the government, organizations and individuals — a Cyber Security certificate could be the key to opportunities that allow participants to contribute to helping keep data and information safe from hackers. The certification program at Voorhees College expects to create specialist within several facets of computer security and protection, for example, networking, operating systems, network and systems security, and data and communication security. The need for skilled experts in the wide field of Cybersecurity has increased significantly over the past few years. Forbes Magazine reports: "Some estimate that between $9 and $21 trillion of global economic value creation could be at risk if companies and governments are unable to successfully combat cyber threats" ([https://www.forbes.com/sites/anthonykosner/2012/10/27/cyber-security-fails-as-3-6-million-social-security-numbers-breached-in-south-carolina/#759208134e9e](https://www.forbes.com/sites/anthonykosner/2012/10/27/cyber-security-fails-as-3-6-million-social-security-numbers-breached-in-south-carolina/#759208134e9e)). Likewise, the U.S. government has initiatives to extend cybersecurity instruction to extend the expert workforce. For example, as a major aspect of the Comprehensive National Security Initiative, the official branch has/will begin a campaign to advance cybersecurity awareness and digital literacy from the meeting rooms to the classrooms and start to construct a digitally advanced workforce of the 21st century. The Voorhees College Certificate in Cyber Security is planned to offer assistance by offering an effectively trained workforce that can answer the call of the expanding plea for cybersecurity specialists in the current economy.

**Cyber Security Certificate Learning Outcomes:** Student Learning Outcomes are clearly delineated by course. Candidates for Cyber Security certification will be expected to have key conceptual knowledge of computer security and protection. The student-centered, engagement-oriented certificate provides real-world experience and requisite co-curricular platforms and the instructional delivery provides ample support to optimize the probability for
participants to take and pass the culminating examinations and projects. Each course is designed to exponentially prepare participants for successful completion of the certification and the experience will validate skills and knowledge for those students interested in working in Cyber Security and Artificial Intelligence.

**Cyber Security Certificate Requirements:** Certificate in Cyber Security (CSC) requires a minimum of 15 credits, including 3 semester credit hours which may come from elective course options. Courses are offered in 8 week or accelerated 5 week formats. Participants are required to earn a grade of "C" or higher in all certificate courses.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (12 credit hours)</th>
<th>ELECTIVE COURSE OPTIONS (select one)</th>
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<td>CMP 431 Fundamentals of Cyber Security</td>
<td>CMP224 Computer Programming I</td>
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<tr>
<td>CMP 432 Advanced Cyber Security</td>
<td>CMP 225 Computer Programming II</td>
</tr>
<tr>
<td>CMP 434 Mobile App Development</td>
<td>CMP 334 Computer Architecture</td>
</tr>
<tr>
<td>CMP 435 Artificial Intelligence</td>
<td>CMP 341 Database Systems</td>
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<tr>
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<td>CMP 382 Computer Networks</td>
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<td>CMP 420 Operating Systems</td>
</tr>
<tr>
<td></td>
<td>CMP 433 Web Programming</td>
</tr>
<tr>
<td></td>
<td>CMP 442 Software Engineering</td>
</tr>
</tbody>
</table>

Upon successful completion of the Cyber Security Certificate, completers will be able to:

1. Support the business case for a cybersecurity strategy
2. Summarize national and global cybersecurity issues
3. Compose a comprehensive cybersecurity strategy
4. Calculate information security risks
5. Express related legal, regulatory, and compliance frameworks
6. Develop a crisis management plan

**Top jobs available in Cyber Security:**

1. Information Security Analyst.
2. Security Engineer.
6. Cryptographer.
7. Cryptanalyst.
The Computer Science and Mathematics Faculty in the Department of Science, Technology, Health and Human Services presents:

CERTIFICATE IN DATA ANALYTICS (CDA)

**Rationale:** With the development of computer and information science, huge amounts of data are produced every day in many areas. There are 2.5 quintillion bytes of data created each day at our current pace, but that pace is only accelerating with the growth of the Internet of Things (source: https://www.forbes.com/sites/bernardmarr/2018/05/21/how-much-data-do-we-create-every-day-the-mind-blowing-stats-everyone-should-read/).

The professionals with the quantitative and computational skills to make sense of such data are in high demand. This certificate is designed to provide functional literacy in data analytics. The courses in this data analytics program are accessible to learners with limited or no statistical background, yet also structured to prepare students to make efficient decisions based on data analytic techniques. The certificate will open doors to careers and further graduate study.

**Data Analytics Certificate Learning Outcomes:** Through the study of this certificate program, students will gain comprehensive skills for data analytics. This deep set of core competencies in multiple areas will increase your marketability in this fast-paced industry including programming, statistics, and machine learning. After the successful study, students will be able to:

- Analyze and interpret data using an ethically responsible approach.
- Use appropriate models of analysis to assess the quality of input and derive insight from results and investigate potential issues.
- Apply computing theory, languages and algorithms, as well as mathematical and statistical models to appropriately formulate and use data analyses.
- Interpret data findings effectively to any audience, orally, visually and in written formats.
**Data Analytics Certificate Requirements**: This certificate requires a minimum of 15 credits, including 3 semester credit hours which may come from elective course options. Participants are required to earn a grade of "C" or higher in all certificate courses.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (12 credit hours)</th>
<th>ELECTIVE COURSE OPTIONS (select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP150 Intro to Computer Science</td>
<td>CMP225 Computer Programming II, 3 credits</td>
</tr>
<tr>
<td>CMP224 Computer Programming I</td>
<td>CMP234 Web Design, 3 credits</td>
</tr>
<tr>
<td>CMP341 Database System</td>
<td>CMP320 System Level Programming, 3 credits</td>
</tr>
<tr>
<td>Math 341 Math Statistics</td>
<td>Math 343 Discrete Math, 3 credits</td>
</tr>
<tr>
<td></td>
<td>CMP435 Artificial Intelligence, 3 credits</td>
</tr>
<tr>
<td></td>
<td>CMP436 Geographic Information Systems, 3 credits</td>
</tr>
</tbody>
</table>

**Top jobs available in Data Analytics:**

1. Data Scientist
2. Business Intelligence Analyst
3. Database Developer
4. Database Administrator
5. Data Engineer
6. Data Analytics Manager
The Business and Entrepreneurship Faculty
in the Department of Business and Entrepreneurship presents:

CERTIFICATE IN ENTREPRENEURSHIP AND SMALL BUSINESS (ESB)

Rationale: In a recent report from Business.com, "Every minute a new business is started in the U.S. And according to some, more than 50% of all workers will be self-employed by 2020." (The State of Small Business in America, 2015, Business.com)

ESB certification engages and prepares students who will pursue additional postsecondary training or those who elect to enter the small business sector immediately upon high school graduation. The entrepreneurial concepts validated by this certification ensure that these students are college and career ready.

ESB Certificate Learning Outcomes: Student Learning Outcomes are clearly delineated by course. Candidates for ESB certification will be expected to have key conceptual knowledge of entrepreneurial and small business principles, although it is not required for participants to have had real-world experience as a small business manager in order to take and pass the exam and projects facilitated in BA 435 – Entrepreneurship Capstone. Each course is designed to exponentially prepare participants for successful completion of the ESE certification and the experience will validate skills and knowledge for those participants interested in working in a middle-skill trade profession as their own boss and those with entrepreneurship and small business career aspirations.

ESB Certificate Requirements: Certificate in Entrepreneurship and Small Business (ESB) requires a minimum of 18 credits, including 3 semester credit hours which may come from elective course options. Courses are offered in 8 week or accelerated 5 week formats. Participants are required to earn a grade of "C" or higher in all certificate courses.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (15 credit hours)</th>
<th>ELECTIVE COURSE OPTIONS (select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 231 - Principles of Accounting</td>
<td>BA 420 - Franchising</td>
</tr>
<tr>
<td>MGT 331 - Principles of Management</td>
<td>MGT 341 - Product Development</td>
</tr>
<tr>
<td>MKT 331 - Marketing</td>
<td>BA 338 - Business Law</td>
</tr>
<tr>
<td>FIN 437 - Entrepreneurial Finance</td>
<td>BA 450 - Innovation &amp; Entrepreneurship</td>
</tr>
<tr>
<td>BA 435 - Entrepreneurship- Capstone</td>
<td>BA 460 - Technology for Entrepreneurs</td>
</tr>
</tbody>
</table>
Upon successful completion of the Entrepreneurship and Small Business certificate, completers will:

1. Possess a solid foundation in finance, management and business operations
2. Be prepared to work as a business a consultant or analyst
3. Understand the risks, benefits and reward of being an owner
4. Be equipped to put ideas to work in a competitive economy

Top jobs available in Entrepreneurship and Small Business:

1. Mid-level management
2. Business consultant
3. Sales
4. Research and development
5. Not-for-profit fundraiser
6. Teacher
7. Recruiter
8. Business reporter
The Business and Entrepreneurship Faculty presents:

CERTIFICATE IN ORGANIZATIONAL MANAGEMENT (COM)

**Rationale:** In a recent report from Business.com, "Every minute a new business is started in the U.S. And according to some, more than 50% of all workers will be self-employed by 2020." (The State of Small Business in America, 2015, Business.com)

A certificate in Organizational Management can help students build the skills to create and lead teams and prepare for management positions in business, education, government and nonprofit industries. OM certification is designed to engage and prepare students who will pursue additional postsecondary training or those who elect to enter the public or private sector immediately upon high school graduation. The organizational management concepts validated by this certification ensure that these students are college and career ready.

**OM Certificate Learning Outcomes:** Student Learning Outcomes are clearly delineated by course. Candidates for OM certification will be expected to have key conceptual knowledge of organizational management and desire to achieve mastery. Each course is designed to exponentially prepare participants for successful completion of the OM certification and the experience will validate skills and knowledge for those participants interested in working in the public or private sector.

**OM Certificate Requirements:** Certificate in Organizational Management (COM) requires a minimum of 15 credits, including 3 semester credit hours which may come from elective course options. Courses are offered in 8 week or accelerated 5 week formats. Participants are required to earn a grade of "C" or higher in all certificate courses.

<table>
<thead>
<tr>
<th>REQUIRED COURSES (15 credit hours)</th>
<th>ELECTIVE COURSE OPTIONS (select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGMT 331 Group and Organizational Dynamics</td>
<td>OGMT 337 Organizational Communication</td>
</tr>
<tr>
<td>OGMT Principles of Management &amp; Supervision</td>
<td>OGMT Strategic Planning</td>
</tr>
</tbody>
</table>
Upon successful completion of the Organizational Management certificate, completers will:

1. Understand human behavior in a variety of organizations through communication, motivation, group dynamics, leadership, power, performance management, technology, and organizational design and development.

2. Build a foundation in interpersonal effectiveness, organizational conflict resolution, talent recruitment, training, labor relations, and legal issues.

3. Acquire knowledge in focused topic areas, such as change management, self-and-team management, and leadership communication.

Top jobs available in Organizational Management:

- Administrative Services Managers
- Benefits Administrator
- Branch Manager
- Budget Analyst
- Contract Administrator
- Credit Manager/Loan Office
- Customer Service Manager
- Sales
- Human Resources
- Entrepreneurship
- Retail
- General Management
- Management and Leadership Rotational Career Programs
Overview

Voorhees College offers online undergraduate programs which are administered by the Department of Business and Entrepreneurship at the College. These programs serve adult and distance learners seeking the Bachelor’s Degree in Business Administration with either a General Business or Finance concentration.

Established to address a growing need to provide ease of access to education for mature and adult learners and others who are unable to gain college credit through the more traditional residency program. The online program at Voorhees College will provide alternate diverse ways for these learners, often characterized by a sense of control, self-direction, and goal-focused motivation, to obtain the credits needed to complete their baccalaureate degrees.

Course in the online degree program will be offered at an accelerated pace and will be scheduled to maximize convenience. In addition to prior college credit, alternative sources of credit may be considered to include credit for experiential learning, military training, sponsored professional training, advanced placement, national testing programs, and national credit recommendations.

ADMISSION REQUIREMENTS FOR ONLINE BACHELOR'S DEGREE PROGRAMS

Applicants seeking admission to a Bachelor's degree program must meet the following admission requirements prior to the start of the first course at Voorhees College:

- Has earned a minimum of 20 transferable credits* as defined by Voorhees College transfer credit policies;
• Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services. **

• An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to Voorhees College.

• Qualified applicants will self-certify as to their high school education on the application for admission. Voorhees College may also require, at its discretion, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded.

• If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor’s degree from an appropriately accredited postsecondary institution, as defined by Voorhees College transfer credit policies, may be admitted.

• Is seeking readmission to Voorhees College after withdrawal from a degree program;

• Is a current degree-seeking student at Voorhees College requesting to change majors; or

• Is a former Voorhees College student requesting to transfer to the online modality.

• Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in this Catalog.

• Have the ability to study in English indicated by one of the following***:
  o Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;
  o Received a GED that was taken in English^;
  o Earned a minimum of 30 transferable credits from regionally or approved nationally accredited colleges/universities in the United States or equivalent in which the primary language of instruction was English; or
  o Took the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.

**Requirements for residents of California, Mississippi, and Tennessee are outlined separately; please refer to Additional Admission Requirements for Residents of California, Mississippi, and Tennessee.
***Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for applicants with international academic credentials.

****If satisfying the English Language Requirement through a high school diploma, GED, or equivalent was not completed in the United States, additional documentation may be required. Please contact the Registrar’s Office for further information.

**Online Degree Program Course Sequencing**

All Bachelor’s program students are required to successfully complete a Career Pathway Seminar (CP120/121, CP201/202, CP301,302, CP401,402) as one of their first courses. Students with zero (0) traditional college-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework. Unsuccessful completion of the Career Pathway Seminar or Orientation will result in the rescheduling of the course and revision of future course sequence. A minimum grade of C is required to successfully complete the course. The Career Pathway Seminar cannot be replaced or waived by credit in transfer, unless a student provides proof of one of the following:

- 90 credits of lower-division transfer credits that are applicable to the student’s chosen degree program prior to initial program enrollment;
- A previously earned Bachelor’s degree at Voorhees College, or from a regionally or approved nationally accredited institution;
- A Bachelor’s degree from a country other than the United States that has been evaluated by an approved evaluation service, and accepted by Voorhees College as equivalent to a Bachelor’s degree in the United States; or

Students who have not previously completed the coursework applicable to the Voorhees College General Education requirements, and have not fulfilled the Bachelor’s progression requirements, will generally be enrolled in the General Education course sequence or in specific General Education courses required for degree completion and then progress into their appropriate major course sequence. Students who do not wish to take any or all of the General Education course sequence through Voorhees College must generally fulfill the Bachelor’s progression requirements and contact their Academic Advisor to request a schedule change in order to begin major coursework.

It is the student’s responsibility to inform the Office of the Registrar of potential equivalent transfer courses and to provide appropriate supporting documentation prior to each course start date.

**General Education Curriculum (GER) Requirements**

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Analysis and Communication</th>
<th>(Reading, Written Communication, Oral Communication, Information Literacy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td></td>
</tr>
</tbody>
</table>
Students will extract and construct meaning through interaction and involvement with written language.

Students will clearly express ideas in appropriate academic language, demonstrating reasoning, an understanding of audience, context, and the mechanics of academic writing in an organized, clear, and coherent manner.

Students will use research strategies to identify, locate, evaluate, and effectively and responsibly use and share information.

Students will systematically analyze complex real-world topics or issues.

Students will develop and deliver purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

### Quantitative Literacy
(Understanding mathematical processes and their applications)

#### Student Learning Outcomes

- Students will reason and solve quantitative problems from a wide array of everyday life situations.
- Students will demonstrate the ability to interpret, analyze, and convey quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

### Natural Sciences

#### Student Learning Outcomes

- Students will collect scientific data, evaluate, and draw conclusions about given problems using the scientific method.

### Health and Wellness

#### Student Learning Outcomes

- Students will apply life-long skills to improve mental and physical wellbeing.

### Global and Intercultural Learning
(Historical, Religious, Artistic and Political Learning and Languages)

#### Student Learning Outcomes

- Students will apply global and intercultural perspectives in the analysis of historical and cultural events and theoretical frameworks.

### Personal and Career Development
(Complementary and Career Skills, Personal Awareness, and Career Exploration)

#### Student Learning Outcomes

- Students will increase self-awareness and develop skills critical for collegiate success.
- Students will demonstrate knowledge of college history, values, and resources.
- Students will map career pathways and develop essential tools for professional promotion.

---

**GENERAL EDUCATION CURRICULUM (GER) REQUIREMENTS**

This General Education 44-hour curriculum is applicable to students entering the online degree program.
SPECIAL NOTATIONS

1. Students are encouraged to earn the grade of “C” or better in each course of the General Education Curriculum. However, a minimum grade of “C” must be earned in ENG 131 and ENG 132.

2. Usually, first-semester freshmen do not enroll in 200-level courses; however, exceptions may apply depending upon an individual student’s academic readiness and upon the recommendation of the advisor.

3. As recommended by the Department Chair, the Registrar and Provost/Vice President of Academic Affairs will give the final approval or disapproval of a first-semester freshman’s request to enroll in 200-level courses.
Curriculum for Business Administration with a Concentration in General Business or Finance

The goals of the Business Administration major are to:

3. Equip the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Finance, Business Administration, Public Administration, Law or other related areas; and

4. Equip the graduate with the appropriate knowledge, skills, and background to pursue meaningful careers in the public or private sector.

Program Student Learning Outcomes:

6. Students will have knowledge of basic functions and theories of Accounting, Finance, Management, Marketing, and other areas of Business Administration in our economy;

7. Analyze and solve business problems;

8. Pursue successfully graduate level studies and/or a career in Finance, other areas of Business Administration or other related areas;

9. Plan and conduct research projects using various research techniques in Finance and other areas of Business Administration; and

10. Students will use technology for management and analysis.

THE MAJOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN GENERAL BUSINESS REQUIRES:

<table>
<thead>
<tr>
<th>The Major In Business Administration With A Concentration In General Business Requires:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement Courses</td>
</tr>
<tr>
<td>Business Administration Core Courses</td>
</tr>
<tr>
<td>General Business Courses</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
### BUSINESS ADMINISTRATION WITH A CONCENTRATION IN GENERAL BUSINESS

A minimum of 126 HOURS needed to graduate

<table>
<thead>
<tr>
<th>Analysis and Communication (9 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 131 Ideas &amp; Their Expressions I</td>
</tr>
<tr>
<td>ENG 132 Ideas &amp; Their Expressions II</td>
</tr>
<tr>
<td>SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Literacy (3 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 121 OR Math 131 General Math OR College Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Technology (3 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 130 Computer Concepts</td>
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<table>
<thead>
<tr>
<th>Natural Sciences (select one) (4 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130 General Biology &amp; Lab</td>
</tr>
<tr>
<td>PHYS 130 Physical Science &amp; Lab</td>
</tr>
<tr>
<td>CHEM 141 General Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Wellness (select one) (2 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 120 or HSC 231 Introduction to Physical Education OR Health Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GI Electives (15 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 235 Blacks in American Society</td>
</tr>
<tr>
<td>ART 220 Art Appreciation</td>
</tr>
<tr>
<td>ECON 231 Principles of Economic I</td>
</tr>
<tr>
<td>ENG 231 Introduction to Literature</td>
</tr>
<tr>
<td>FREN 132 Elementary French II</td>
</tr>
<tr>
<td>HIST 133 World History Survey I</td>
</tr>
<tr>
<td>HIST 134 World History Survey II</td>
</tr>
<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GI Electives (15 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 236 Survey of Civil Rights Movement</td>
</tr>
<tr>
<td>MUS 220 Music Appreciation</td>
</tr>
<tr>
<td>PSY 230 General Psychology</td>
</tr>
<tr>
<td>REL 231 The Bible as Literature</td>
</tr>
<tr>
<td>REL 232 Life and Teaching of Jesus</td>
</tr>
<tr>
<td>REL 233 Comparative Religions</td>
</tr>
<tr>
<td>SPAN 132 Elementary Spanish II</td>
</tr>
<tr>
<td>SOC 230 Introduction to Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal and Career Development (8 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</td>
</tr>
<tr>
<td>CP 120 BE Career Pathways I (Freshman)</td>
</tr>
<tr>
<td>CP 121 BE Career Pathways II (Freshman)</td>
</tr>
<tr>
<td>CP 201 BE Career Pathways I (Sophomore)</td>
</tr>
<tr>
<td>CP 202 BE Career Pathways II (Sophomore)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administrative Core Core (58 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 231 Principles of Accounting I</td>
</tr>
<tr>
<td>ACT 232 Principles of Accounting II</td>
</tr>
<tr>
<td>BA 130 Intro to Business</td>
</tr>
<tr>
<td>BA 230 Intro to Business</td>
</tr>
<tr>
<td>BA 330 Math for Business</td>
</tr>
<tr>
<td>BA 332 Business Statistics</td>
</tr>
<tr>
<td>BA 338 Business Law</td>
</tr>
<tr>
<td>BA 431 International Business</td>
</tr>
<tr>
<td>BA 432 Business Internship</td>
</tr>
<tr>
<td>CP 301BE Career Pathways I (Junior)</td>
</tr>
<tr>
<td>CP 302BE Career Pathways II (Junior)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administrative Core Core (58 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 331 Prin. Of Marketing</td>
</tr>
<tr>
<td>CP 401BE Career Pathways I (Senior)</td>
</tr>
<tr>
<td>CP 402BE Career Pathways II (Senior)</td>
</tr>
<tr>
<td>CBIS 231 Business Computer Applications</td>
</tr>
<tr>
<td>ECON 231 Principles of Economics I</td>
</tr>
<tr>
<td>ECON 232 Principles of Economics II</td>
</tr>
<tr>
<td>FIN 331 Business Finance</td>
</tr>
<tr>
<td>MGT 331 Principles of Management</td>
</tr>
<tr>
<td>MGT 332 Organizational Behavior</td>
</tr>
<tr>
<td>MGT 337 Prod/Quan. Methods in Business</td>
</tr>
<tr>
<td>MGT 434 Business Policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Business Requirements (18 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 332 Corporate Finance</td>
</tr>
<tr>
<td>FIN 333 Investment</td>
</tr>
<tr>
<td>FIN 336 Financial Options and Futures OR FIN 430 Financial Markets and Institutions</td>
</tr>
<tr>
<td>MGT 333 Human Resource Management</td>
</tr>
<tr>
<td>MGT 432 Small Business Management OR MKT 335 Retailing</td>
</tr>
<tr>
<td>MKT 332 Principles of Advertising</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Electives (6 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses of your choice</td>
</tr>
</tbody>
</table>

---
# Suggested Curriculum for Business Admin

**With a Concentration in General Business: 126 hours**

## Freshman Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>CR.</th>
<th>2nd Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 131  Ideas, &amp; Their Expr I</td>
<td>3</td>
<td>ENG 132  Ideas &amp; Their Expr II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121 or MATH 131  General Mathematics or College Algebra</td>
<td>3</td>
<td>BA 130  Intro to Busines</td>
<td>3</td>
</tr>
<tr>
<td>PE 120 or HSC 231  Intro to Physical Ed. or Health Education</td>
<td>2</td>
<td>SPCH130 OR SPCH231  Intro to Communication or Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIO 130 or PHYS 130 or CHEM 141  General Bio &amp; Lab Physical Science General Chemistry I &amp; Lab</td>
<td>4</td>
<td>HIST 133  World History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>CMP 130  Computer Concepts</td>
<td>3</td>
<td>REL 231 or REL 232 or REL 233</td>
<td>3</td>
</tr>
<tr>
<td>CP 120  Career Pathways I</td>
<td>2</td>
<td>CP 121  Career Pathways II</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## Sophomore Year

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>CR.</th>
<th>4th Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBIS 231  Business Computer Applications</td>
<td>3</td>
<td>GI ELECTIVE  Global and Intercultural</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 131 or FREN 131  Elementary Spanish I or Elementary French I</td>
<td>3</td>
<td>ACT 232  Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ECON231  Principles of Economics I</td>
<td>3</td>
<td>ECON 232  Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>BA 230  Business Ethics</td>
<td>3</td>
<td>FREE ELECTIVE  Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>ACT 231  Principles of Accounting</td>
<td>3</td>
<td>CP 202  Career Pathways II</td>
<td>2</td>
</tr>
<tr>
<td>CP 201  Career Pathways I</td>
<td>2</td>
<td>HIST 234 or AAS 230  American and African American History I or Intro to African American Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>TOTAL</strong></td>
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## Junior Year

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<tr>
<th>5th Semester</th>
<th>CR.</th>
<th>6th Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 331  Business Finance</td>
<td>3</td>
<td>BA 330  Math for Business</td>
<td>3</td>
</tr>
<tr>
<td>FIN 333  Investments</td>
<td>3</td>
<td>BA 332  Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 331  Principles of Management</td>
<td>3</td>
<td>BA 338  Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 337  Prod/Quant Meth in Bus</td>
<td>3</td>
<td>MGT 332  Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 331  Principles of Marketing</td>
<td>3</td>
<td>FIN 332  Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>CP 301  Career Pathways I</td>
<td>2</td>
<td>CP 302  Career Pathways II</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
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## Senior Year

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<tr>
<th>7th Semester</th>
<th>CR.</th>
<th>8th Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MKT 332  Prin of Advertisement</td>
<td>3</td>
<td>BA 432  Business Internship</td>
<td>3</td>
</tr>
<tr>
<td>BA 431  Int'l Business</td>
<td>3</td>
<td>MGT 432 OR MKT 335  Small Bus Mgt OR Retailing</td>
<td>3</td>
</tr>
</tbody>
</table>
FIN 336 OR FIN 430 | Fin Options & Futures or Fin Markets & Institutions | 3 | MGT 434 | Business Policy | 3
MGT 333 | Human Resource Management | 3 | Free Elective | Free Elective | 3
CP 401 | Career Pathways I | 1 | CP 402 | Career Pathways II | 2

**TOTAL** | **13** | **TOTAL** | **14**

**BUSINESS ADMINISTRATION WITH A CONCENTRATION IN FINANCE**

The goals of the Business Administration major are to:

3. Equip the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Finance, Business Administration, Public Administration, Law or other related areas; and

4. Equip the graduate with the appropriate knowledge, skills, and background to pursue meaningful careers in the public or private sector.

**Program Student Learning Outcomes:**

6. Students will have knowledge of basic functions and theories of Accounting, Finance, Management, Marketing, and other areas of Business Administration in our economy;

7. Analyze and solve business problems;

8. Pursue successfully graduate level studies and/or a career in Finance, other areas of Business Administration or other related areas;

9. Plan and conduct research projects using various research techniques in Finance and other areas of Business Administration; and

10. Students will use technology for management and analysis.

**Note: Business Administration majors may choose one of the following concentrations:**

- Finance
- General Business

**A MAJOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN FINANCE REQUIRES:**

| General Education Requirement Courses | 44 |
| Business Administration Courses | 58 |
| Finance Courses | 15 |
| Finance Elective | 3 |
| Free Electives | 6 |
| **TOTAL** | **126 hours** |
### SUGGESTED CURRICULUM FOR BUSINESS ADMIN

**WITH A CONCENTRATION IN FINANCE: 126 hours**

#### Freshman Year

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>CR.</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 131</td>
<td>Ideas &amp; Their Expr I</td>
<td>3</td>
<td>ENG 132</td>
</tr>
<tr>
<td>MATH 121 or MATH 131</td>
<td>General Mathematics or College Algebra</td>
<td>3</td>
<td>SPAN 131 or FREN 131</td>
</tr>
<tr>
<td>PE 120 or HSC 231</td>
<td>Intro to Physical Ed. or Health Education</td>
<td>2</td>
<td>BA 130</td>
</tr>
<tr>
<td>BIO 130 or PHYS 130 or CHEM 141</td>
<td>General Bio &amp; Lab Physical Science General Chemistry I &amp; Lab</td>
<td>4</td>
<td>HIST 133 (GI ELECTIVE)</td>
</tr>
<tr>
<td>CMP 130</td>
<td>Computer Concepts</td>
<td>3</td>
<td>REL 231 or REL 232 or REL 233</td>
</tr>
<tr>
<td>CP 120</td>
<td>Career Pathways I</td>
<td>2</td>
<td>CP 121</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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#### Sophomore Year

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<thead>
<tr>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Semester</th>
<th>CR.</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Semester</th>
<th>CR.</th>
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</thead>
<tbody>
<tr>
<td>SPCH130 OR SPCH231</td>
<td>Intro to Communication or Public Speaking</td>
<td>3</td>
<td>GI ELECTIVE (select from chart)</td>
</tr>
<tr>
<td>HIST 234 or AAS 230</td>
<td>American and African American History I or Intro to African American Studies</td>
<td>3</td>
<td>ACT 232</td>
</tr>
<tr>
<td>ECON231</td>
<td>Principles of Economics I</td>
<td>3</td>
<td>ECON 232</td>
</tr>
<tr>
<td>BA 230</td>
<td>Business Ethics</td>
<td>3</td>
<td>CBIS 231</td>
</tr>
<tr>
<td>ACT 231</td>
<td>Principles of Accounting</td>
<td>3</td>
<td>CP 202</td>
</tr>
<tr>
<td>CP 201</td>
<td>Career Pathways I</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
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#### Junior Year

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<tr>
<th>5&lt;sup&gt;th&lt;/sup&gt; Semester</th>
<th>CR.</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; Semester</th>
<th>CR.</th>
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</thead>
<tbody>
<tr>
<td>FIN 331</td>
<td>Business Finance</td>
<td>3</td>
<td>BA 330</td>
</tr>
<tr>
<td>FIN 333</td>
<td>Investments</td>
<td>3</td>
<td>BA 332</td>
</tr>
<tr>
<td>MGT 331</td>
<td>Principles of Management</td>
<td>3</td>
<td>FIN 336</td>
</tr>
<tr>
<td>MGT 337</td>
<td>Prod/Quant Meth in Bus</td>
<td>3</td>
<td>MGT 332</td>
</tr>
<tr>
<td>MKT 331</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>FIN 332</td>
</tr>
<tr>
<td>CP 301</td>
<td>Career Pathways I</td>
<td>2</td>
<td>CP 302</td>
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<tr>
<td><strong>TOTAL</strong></td>
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#### Senior Year

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<th>7&lt;sup&gt;th&lt;/sup&gt; Semester</th>
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<th>8&lt;sup&gt;th&lt;/sup&gt; Semester</th>
<th>CR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 338</td>
<td>Invest Analysis &amp; Portfolio Management</td>
<td>3</td>
<td>BA 338</td>
</tr>
</tbody>
</table>
Graduation Requirements for Bachelor’s Degrees
To be eligible for a Bachelor’s degree, a student must successfully accomplish the following:

- Completion of a minimum of 120 total credits; including:
  - A minimum of 35 credits completed at the College as a matriculated student (residency requirement); and
  - A minimum of 18 credits of upper-division coursework in the chosen major (upper-division requirement).
  - Completion of the General Education competency requirements, including core competencies;
  - Completion of all required major, minor, and specialization course requirements;
  - Minimum cumulative grade point average of 2.00 in all coursework attempted at the College.
  - Submit a completed Application for Graduation Form to the Office of the Registrar and Student Records by the due date for each semester; Applicants must also pay the required $25.00 graduation application fee.
  - Receive approval for graduation by the faculty and Board of Trustees.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Application for Graduation Form, payment of the graduation fee, and payment of any outstanding balances with the College.
MILITARY SCIENCE (ROTC) PROGRAM

Army Reserve Officers Training Corps (ROTC) offers instruction not only in military skills, but also practical working knowledge in human relations, management, responsibility, physical fitness, problem solving, and leadership. All contracted cadets are paid a subsistence allowance of $250, $300, and $350 per month for freshmen (ROTC Level I) through senior year (ROTC Level IV) respectively and approximately $600 for attending Advanced Camp. Students interested in the ROTC Program may call 1-888-257-1288 for further information.

OBJECTIVES
- Students who satisfactorily complete the Senior Division Army Reserve Officers' Training Corps (ROTC) Program may be commissioned as Second Lieutenants and serve in the active or reserve component of the United States Army.

PROGRAM OFFERINGS
- All students are encouraged to pursue Basic Course ROTC studies, as electives, for a period of two years. These courses may be taken in lieu of physical education. Basic Course ROTC studies are prerequisites for enrollment in the Advanced Course unless the student is participating in the Advanced Placement Program or the Two Year Commissioning Program. The Advanced Course is a two-year program, which includes attendance at Advanced Camp - a six-week summer training camp at Fort Lewis, Washington.

PROGRAM REQUIREMENTS BASIC COURSE ROTC:
To participate in the basic program, students must meet the following requirements:
1. Be enrolled as students at the College or in the cross-enrolled program;
2. Be physically qualified (which is no more strenuous than other exercise programs);
3. Comply with loyalty requirements and not be a conscientious objector; and
4. Ensure that foreign students receive approval from Headquarters, Department of the Army.
Advanced Course ROTC:
To participate in the advanced course, students must meet the following requirements:
1. Meet the requirements for the Basic Course (as discussed in the Basic Course curriculum);
2. Satisfactorily complete an Army medical examination;
3. Be selected by the Professor of Military Science (PMS);
4. Be enlisted in the Army Reserve Control Group (ROTC);
5. Agree to accept a commission, if offered, and serve for a prescribed period (normally three years) on active duty, in the Army Reserve, or Army National Guard;
6. Be a citizen of the United States;
7. Be at least seventeen years of age;
8. Be eligible for appointment as a Second Lieutenant prior to reaching thirty years of age;
9. Comply with loyalty requirements; and
10. Meet all requirements prescribed by the Department of the Army.

Prerequisites for Commissioning as a Second Lieutenant:
1. Obtain a baccalaureate degree.
2. Satisfactorily complete the following in Military Science (MS courses): *101, 102, *201, 202, 321, 322 (Asterisk (*) indicates that selected personnel may satisfy Basic Course requirements as stated in Two-year Commissioning Program).
3. Satisfactorily complete Advanced Camp, Ft. Lewis, WA, usually the summer between the junior and senior year. Students must be proficient in swimming prior to attendance at Advanced Camp.
4. Additionally, students must satisfactorily complete at least one undergraduate course from each of three designated fields of study: written communications, human behavior, and military history. Only under exceptional circumstances will the Region Commander grant waivers for these courses. Recommended courses are as follows:
   a. Written Communication Skills (e.g. ENG 131, ENG 132, or ENG 231)
   b. Human Behavior (e.g. any psychology or sociology course such as PSY 230 or SOC 230)
   c. Military History (HIST 134 or HIST 235)
   d. Computer Literacy (CMP 130 or CBIS 231)
5. The student must be recommended for a commission by the PMS.

GENERAL INFORMATION

Uniform and Equipment: The Military Science Department provides each ROTC student with all required training equipment, including uniforms and textbooks; the student will turn in the uniforms at the end of the semester. Failure to do so at the completion of the semester will result in a grade of "I" or "F", depending on whether the uniform is returned within the first nine weeks of the succeeding semester.

Two-Year Commissioning Program: students are afforded the opportunity to be commissioned as Second Lieutenants after only two years of ROTC. This program is designed for junior and community college graduates, students entering a two-year postgraduate course of study, or Veterans, Army Reserves or National Guard Soldiers.
1. **Advanced Placement Program**: On a case-by-case basis, students may be given advanced placement credit for experiences gained through junior ROTC or prior military service. Veterans' military service may serve as total credit for the Basic Course and allow them to be eligible for the Advanced Course.

2. Applicants for the **Junior ROTC placement credit** must take a written examination to determine their level of entry into the ROTC program.

3. **Basic Summer Camp**: Credit for the Basic Course may be granted for a select number of students (approximately thirty annually) who attend Basic Camp at Ft. Knox, KY, during the summer. Students are paid for attendance at this six-week camp.

4. **ROTC Compression Program**: Freshman and sophomore students may "compress" the normally four-year senior ROTC program into three to three and one-half years by taking two regularly scheduled MS courses in one semester (e.g. MS 101 and 201 or MS 102 and 202, simultaneously). The purpose of this program is to ensure outstanding students, who did not enroll in ROTC continuously, beginning their freshman year, are eligible for entry into the Advanced Course along with their peers without having to attend Basic Camp or ROTC Summer Program.

5. **Compression** is an action that requires "unusual circumstances," and approval must be by the PMS.

6. **Leadership Laboratory**: All MS courses require attendance at Leadership Lab on Felton Field every Thursday from 3:45 to 5:15 p.m. The PMS may approve absences under exceptional circumstances, such as a student being enrolled in another academic class or conflicts with in-season athletic requirements. Leadership Lab is a very important and valuable part of the Military Science program. Failure to attend will result in lowering of the ROTC grade, with excessive absences resulting in a final grade of "F".

7. **Simultaneous Membership Program (SMP)**: Full-time students who are already in the Army Reserve or National Guard and have at least two years remaining before graduation are eligible for this program. If officer slots are available, students will continue to serve with their Reserve or Guard units as Officer Trainees with a minimum pay grade of E-5 (higher if already attained). SMP students will receive drill pay while participating in USAR drill and annual training, plus full Advanced Course allowance. ROTC summer training will excuse the student from annual training with the USAR unit. Students can earn between $10,000 and $15,000 while enrolled in SMP.

8. **Distinguished Military Student and Graduate Programs**: Outstanding students are designated as Distinguished Military Students at the beginning of the fourth year of Military Science. Upon graduation, if these students continue to remain outstanding, they may be designated as Distinguished Military Graduates.
9. **Special Military Training:** During summer months, selected ROTC cadets attend Airborne, Air Assault, and Cadet Troop Leading Training. This is some of the best-taught and most challenging instruction in the world.

**MILITARY SCIENCE EXTRACURRICULAR PROGRAMS**

**Ranger Company:** This unit is designed to prepare students for Ranger, Airborne, and Air Assault Training and to ensure high placement at Advanced Camp. Training includes mastery of military skills (i.e., patrolling, land navigation, hand-to-hand combat, etc.), physical readiness (includes physical and swimming tests), and development of leadership, self-confidence, and problem-solving techniques. A military board will be established at the beginning of each semester to select students based on motivation, results of the Army's Physical Readiness Test, ROTC grades, overall GPA, and ROTC instructor's recommendation. MS “I”s, with the exception of scholarship students, are not eligible for the Ranger Company during the fall semester.

**Color Guard:** Basic ROTC students are eligible to participate in the color guard. The color guard honors our country at homecoming, Founders' Day, commissioning ceremonies, commencement convocations, parades, and other commemorative ceremonies.
Pershing Rifles: This is a special organization which supports the ROTC experience. Occasionally, it enters state and national competitions and performs in such events as fancy drill and precision drill competitions. Membership is open to both males and females who have a GPA of at least 2.50, have previous ROTC experience with a drill team, and are at least sophomores in college. All ROTC scholarship winners are eligible.

National Society of Scabbard and Blade: This is a national honor society for outstanding ROTC cadets. It enhances their development toward a productive military career. Special guest speakers provide informative discussions on a variety of military subjects. Membership is limited to Advanced Course students and all ROTC scholarship winners, who have an overall GPA of 2.70 and an ROTC GPA of 3.00.

ROTC Advance Course Club: The aim of the club is to provide members with the experience of functioning in an organization similar to the one in the Active Army, wherein, through cooperative effort and fellowship, they may promote military social events as well as community activities.

SUPPORT SERVICES AND PROGRAMS

Voorhees College accepts students with various interests and different levels of academic performance. Because the College wants our students to succeed -- in the classroom, on campus, and beyond, it has services and programs to meet those distinct needs and interests of such students.

The goals of these services and programs are ---

1. to facilitate student learning and degree completion by providing a comprehensive array of programs, resources, and services that focus on academic goal-setting, skill development, personal transition, and effective decision making; and
2. to increase enrollment, retention and graduation rates as well as to enhance student success by helping them develop essential strategies and skills to succeed.

These goals are realized through the collaboration of services and programs sponsored by the Academic Affairs (AA) and Student Affairs (SA) Divisions:

- Academic Peer-Tutoring (AA)
- The Academic Center for Excellence (AA)
- Early Alert Referral System (SA)
- First Eight Weeks (SA)
- Freshman Seminar Course (AA)
Orientation Programs for New and Transfer Students (Tiger Connect/Fall and Spring) (SA)
Placement Testing (AA)
Student Retention Program/The Center of Retention (COR) (SA)
TRiO Student Support Services Program/Disabled Student Assessment Services (AA)

These services are free and provided to students enrolled at Voorhees as part of the College’s effort to help students realize their educational goals. Students should take advantage of these programs and services that offer assistance and support when they need it. Remember, the services are here to provide help.

SERVICES AND PROGRAMS

❖ Academic Peer Tutoring is offered through The Academic Center for Excellence (ACE) and is available, free of charge, to all students enrolled at Voorhees College. Upper-division Peer-Tutors are accessible not only to assist students who are struggling with their academics, but also to those students who would like an extra boost towards achieving a desired level of success in their classes.

The Peer-Tutors are available to meet one-on-one or as a group, drop-in setting; in a residential hall or in a classroom tutoring session to provide learning assistance. All of these tutorial formats are used as a supplement to the academic instruction.

All Peer-Tutors undergo a rigorous departmental application and screening process followed by a training program to help them assess the best way to work with their students.

❖ The Academic Center for Excellence (ACE) is a comprehensive supplemental instruction program designed to provide 21st Century engagement for students based on direct supplemental instruction and interaction with faculty in identified courses. Supplemental Instruction (SI) is an academic support model that utilizes peer-assisted study sessions and faculty-led study sessions that parallel specific courses.

ACE provides regularly scheduled review sessions on course materials outside the classroom that directly reflect and are related to the courses students have enrolled in. Meeting the needs of Millennial, Generation Y, and Generation Z students, the ACE, SI study sessions are informal seminars in which students compare notes, discuss readings, predict test items and develop tools for effective organization in a student-centered and inviting setting. The ACE SI program targets traditionally difficult courses, including, but not limited to all 100-level and 200-level English and mathematics courses as they are deemed the gateway courses to student success.

The ACE services are offered to all students in a targeted course; however, students can also request general tutoring and assistance on graduate applications and essay. ACE targets high-risk courses rather than high-risk students.
Features of the ACE include:

- Operational hours that optimize student engagement beyond traditional 8 a.m. to 5 p.m. when most Millennial, Generation Y, and Generation Z students are prone to study.
- Supplemental Instruction (SI) delivered by peer tutors, faculty facilitators, and online support programs.
- Academic Success Series, a series of academic support strategies through face-to-face sessions, short webinars, and individual and small group meetings (e.g. How to Study for College Courses; How to Maximize Notetaking; Effective College Reading, and others)
- Living and Learning Tutorials based on Supplemental Instruction and Academic Success Series established in each residence hall.
- Off-Campus Instructional Site support to include: Academic Success Series, face-to-face sessions, short webinars, and individual and small group meetings.

❖ Early Alert Referral System (EARS) helps provide support to students who are experiencing academic and social problems. It is designed to intervene in the face of student issues through the assistance of counseling, tutorial referrals, and/or agency referrals and the Student Affairs’ “Student Retention Intervention Team” is available to provide that support.

Faculty, staff and students are encouraged to utilize this electronic referral procedure to make students aware of the College’s concern when they are showing low attendance or having other problems that affect their performance. Upon receiving the counseling copy, the Early Alert “Student Retention Intervention Team” Member determines the need for further intervention and initiates appropriate action.

The Early Alert Referral System is a valuable retention service both to the students and to Voorhees College.

❖ First Eight Weeks allow students to become more engaged and accountable to their academic progress early in the semester. In an effort to increase the currently enrolled freshman and sophomore students’ grade point averages, the program collaborates with both the Financial Aid and the Records and Registration Offices to obtain the names of students who are at the baseline of facing academic probation. The Student Retention Program is responsible for assessing the needs of students and to determine those who are in need of additional academic or other assistance to assist them in becoming proactive in their education. Appropriate referrals are made so that students can receive services before mid-term week.

❖ Freshman Seminar Course (FS 120) is the extension of the Orientation Week Program and all entering freshmen enroll into this course their first semester. The course is designed to assist students in making the transition from high school to college, acquaint them with the concept and value of a liberal arts education and the overall value of higher education.
It is also intended to increase student’s persistence and success in college by providing them with the academic, personal, and life management tools needed to function effectively and complete their course of study.

- **Orientation Programs for New and Transfer Students** are designed to motivate, inform, and assist students to ensure that they develop the necessary attitudes, skills, and motivations to adjust to the requirements and demands of college life. All first-time freshmen and transfer students are required to participate in these Programs, which begins at the beginning and continues throughout their first year.

  **The Fall and Spring “R.O.A.R. Welcome Week” Orientation Programs** provides students the opportunity to be introduced to key campus personnel and services; have dialogues with and ask questions of representatives from such offices as Financial Aid, Housing, Student Affairs, Academic Affairs, Campus Safety, Counseling, Retention Program, TRiO Student Support Services Program, other educational support resources, placement testing, library, academic divisions, student organizations, Admissions, and Enrollment Management. An extension of the New Student Orientation Week Programs is continued through the “Freshman Seminar” Course (FS 120) where all new students are required to enroll into this course their first semester.

  **The Summer “Tiger Connect” Orientation Program** provides a wonderful one-day “jumpstart” activity that offers early placement testing, an opportunity to visit and learn more about the College, hear a variety of informative speakers, be introduced to key campus personnel and services, participate in parent workshops, a campus tour, have a chance to begin a connection with faculty, staff and upperclassmen and get questions answered from key offices. There is no cost to attend this day of awareness, excitement and fun.

- **Placement Testing** is administered through The Academic Center for Excellence. Voorhees College offers placement testing in English and mathematics to assess students’ proficiency in communication and computational skills.

  All new students who are required to take the placement tests are placed in the English and mathematics courses based upon their level of proficiency in each area. (See additional information about Placement Testing on page 46 of the catalog.)

- **Student Retention Program** is designed to enhance academic excellence, to help create greater success for the students, and to increase course completion and graduation rates. All of the College’s services and programs work together to make this a successful program. Any student failing to meet the standards as listed in the current Voorhees College Catalog, would qualify for assistance under the program. The Center of Retention (COR) coordinates the **Student Retention Program**, the **Early Alert Referral System (EARS)**, and the **Student Retention Intervention Team**.
The TRiO Student Support Services Program (SSSP) is an educational opportunity program funded by the U.S. Department of Education hosted by Voorhees College. To qualify, students must be U.S. citizens or nationals, enrolled full-time at the institution, have an academic need, and meet the federal government criteria of low-income, disabled and/or first-generation college students.

The mission is to improve students’ adjustment to the rigors and demands of college life; increase the College retention and graduation rates; and improve the academic success of its participants. The program provides many opportunities that increase the chances of college success for students who qualify for membership. Services are available free of charge to its members (Review TRiO SSSP Brochure for additional information on each service):

- Academic Counseling and Advising
- Basic Skills Tutorials
- College Success Coaches
- Computer Use
- Disabled Student Assessment Services (see additional information on ADA, Section 504 below)
- Educational and Cultural Enrichment Activities
- Individual Educational Plans
- Financial Literacy/Financial Aid Counseling
- Graduate and Professional School Counseling
- Grant-In-Aid Funds
- Motivation4CollegeSuccess/Learn How to Succeed/In Search of Character Seminars
- Personal Development/Motivational Counseling
- SSSP Peer Helpers
- SSSP Self-Help Outreach Center

Disabled Student Assessment Services are offered through the TRiO Student Support Services Program. This component coordinates support services for Voorhees’ students with disabilities who are members of the TRiO SSS Program. The goals of these services are:

- to enable students with disabilities to participate in and benefit from Voorhees’ programs and activities by providing services accommodations, and consultation for receiving assistive technology;
- to ensure the Voorhees’ environment is free of both physical barriers and barriers of attitude;
- to encourage students with disabilities to become as independent and self-reliant as possible and to inform students that it is their responsibility to secure services and accommodations;
- to provide information and consultation about specific disabilities to the entire Voorhees’ community; and
to make sure that students have access to a copy of “Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities.”

THE ADA AND SECTION 504. The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973 were developed to help individuals with disabilities avoid discrimination based on their disability status. These laws provide guidelines for public and private agencies to provide access to individuals with disabilities. The ADA upholds and extends the standards covered in Section 504, and is thus more comprehensive and broader in scope. It offers civil rights protections to individuals with disabilities and provides a definition of what constitutes a disability and what a reasonable accommodation is in terms of providing equal access.

Do I have to inform the College that I have a disability?
Although you do not have to report your disability, the College wants you to receive all of the necessary services that you deserve to assist you in your success. In order to provide you with an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the College know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary and confidential.

What documentation should I provide?
Students requesting accommodations based on disability status should, through their designated administrator, provide the College appropriate medical documentation. The documentation must be in written form from a licensed health care professional who is qualified to diagnose the disability and recommend specific accommodations. An Individualized Education Plan (IEP) or Section 504 Plan can be submitted to help determine services that were effective for you.

Services
Students can be provided with classroom adjustments, communication with professors and academic support such as copying of notes, loaning of tape recorders, making available a computer or typewriter, advising for registration and tutoring. Further assistance will be given on advising students, parents, faculty and staff regarding needs of the disabled students.

Confidentiality
Access to disabled students’ files are limited. Specific information on a student’s disability can only be shared with the student’s written
THE W. FRANKLIN EVANS HONORS COLLEGE PROGRAM

Objectives

The W. Franklin Evans Honors College is designed to attract, recognize, reward, and advance academic excellence by providing additional or expanded opportunities for the ablest and most motivated students in the college.

Eligibility

Voorhees College selects students on the basis of their outstanding scholastic abilities which include their SAT or ACT scores, cumulative grade point averages, and leadership qualities.

Eligible students at Voorhees may apply for admission to the W. Franklin Evans Honors College. The college itself usually invites eligible students to apply, but students may apply on their own initiative. They may do so during their freshman or sophomore years but no later than the first semester of their junior year. The W. Franklin Evans Honors College may invite eligible students for an interview. Within ten days following the interview, the Honors Program informs the applicants in writing of the decision to admit or not to admit them.

Students who are Presidential or Dean’s Scholar may apply for membership during their first semester. However, they will not be eligible for membership until they have completed a minimum of 15 hours toward graduation and acquired a cumulative GPA of 3.25 or above.

All other enrolled students who have completed at least 15 credit hours with a cumulative grade point average of at least 3.25(on a 4.0) scale may also apply. For additional information, interested students should contact the Coordinator of, the W. Franklin Evans Honors College Mrs. Adra Barrows.

Membership obligations

- Maintain a cumulative GPA of 3.25. If the GPA falls below 3.25, the student will be placed on probation for one semester.
- Engage actively in the programs and activities of the W. Franklin Evans Honors College
- Demonstrate a commitment and capacity for scholarly pursuits.
- Show evidence of application to graduate or professional school during the senior year.
Probationary Criteria
If an honors scholar’s grade point average grade falls below the 3.25 requirement, he or she must achieve the minimum 3.25 GPA, over the course of the following semester. He or she will then resume membership in good standing. If not, membership in the W. Franklin Evans Honors College will be terminated. The student may submit to the W. Franklin Evans Honors College Coordinator a letter of appeal regarding the termination if he or she wishes.

HONORS COLLEGE COURSES
Honors courses are writing intensified, technologically enhanced, and internationally focuses. Honors courses are open to any Voorhees College with the permission of the Instructor, Academic Advisor or Department Chairperson. Students may earn additional honors course credit via Honors Contracts. Student interested in more information should confer with the Coordinator of the W. Franklin Evans Honors College of the Department Chair.

*HON 121- Honors Scholars Seminar I (2 semester credit hours)
*HON 122- Honors Scholars Seminar II (2 semester credit hours)
*HON 210-Special Topics (3 semester credit hours)
*HON 330-Honors Independent Study (3 semester credit hours)
*HON 331-Honors Research I (3 semester credit hours)
*HON 332-Honors Research II (3 semester credit hours)

Core Course for Academic Competitions
A series of honors courses will be developed to provide students an opportunity to earn honors course credit for participating in academic competitions. NOTE: Students will be able to take the course up to eight semesters at one credit hour per course.

*HON 110-Academic Tournament 1 semester credit hour (A,B,C,D,E,F,G,F)
*HON 111-Argument and Debate 1 semester credit hour (A,B,C,D,E,F,G,F)
*HON 112-Model and African Union 1 semester credit hour (A,B,C,D,E,F,G,F)

THE LOUIS STOKES CAROLINA ALLIANCE FOR MINORITY PARTICIPATION
(LS-SCAMP)

The Louis Stokes Carolina Alliance for Minority Participation is the oldest program in the state of South Carolina that develops minority and underrepresented undergraduate students in the areas of science, technology, engineering and mathematics. A major goal of the program is to increase the numbers of students pursuing a doctorate degree in the STEM fields. LS-SCAMP is funded by the National Science Foundation and provides financial and other support to minority students majoring in STEM.
The activities include STEM tutoring, mentoring, lectures, conferences, graduate school application preparation workshops, research internship preparation workshops and GRE preparation workshops.

**CAMPUS MEDIA**

**THE VC DIGEST**

The VC Digest is a monthly online alumni newsletter that is produced by the Office of Communications. The digest contains stories, spotlights and news on various Voorhees alumni, students, faculty and staff. In addition, it highlights special campus events and upcoming activities to keep the community and the Voorhees College family aware of what is going on.

Megan Freeman  
Director of Communications  
P.O. Box 678  
Denmark, SC 29042  
**Phone:** (803) 780-1191  
**Fax:** (803) 780-1015  
**Email:** mfreeman@voorhees.edu

**WVCD 790 A.M. RADIO**

The radio broadcasting voice of Voorhees College can be found at WVCD 790 AM, the campus radio station. Founded in April 1988, identified by the call letters WRIT 790 AM, the station’s format was Gospel. In March 2003, Voorhees College purchased WRIT and the call letters were changed to WVCD.

Located on the campus, in the Dawson Center, WVCD serves to inform and entertain all communities within our 15 counties broadcasting area. WVCD is known as “Two Stations in One,” “Gospel on Angel Wings” and “The Quiet Roar – The Voice on the Yard.” The station’s format is Urban Adult Contemporary, offering such programming as Classic R & B, Jazz, the Oldies and Gospel. WVCD caters to a varied, mature and educated audience.

WVCD’s purpose is to serve as a training laboratory for Mass Communications students. The station operates 24 hours a day and is fully automated, providing students valuable hands-on experience. Mass Communications students have first priority in training/working and becoming a member of “WVCD Radio Association.” Yet, all students have the opportunity to become a member. The radio students assist in the daily operations of the station. Students are given the responsibility to train/work On-Air as DJs, On-Air Personalities, Talk Show Hosts, News Reporters and voice over talent. Behind the scene, students can train as researchers, reporters, producers...
and engineers.

Contact WVCD 790 AM Monday through Friday, 9 a.m. to 5 p.m.

Mailing Address:
WVCD 790 AM
Voorhees College
P.O. Box 678
Denmark, SC 29042

Campus Address:
Radio Station, The Dawson Center
5573 Voorhees Road
Denmark, SC 29042
Phone: (803) 780-1790
Fax: (803) 780-1795
Email: wvcd@voorhees.edu
CAREER PATHWAYS INITIATIVE

The Carolina Cluster Pathway Program, Benedict College, Claflin University and Voorhees College, has received part of a $35.4 million grant under the UNCF® Career Pathways Initiative (CPI), funded by Lilly Endowment Inc. The grant will help the institutions design and implement programs to improve employment outcomes for graduates. The announcement came after a year-long process which included a multi-phased grant process that initially targeted 87 eligible public and private HBCUs and PBIs.

The Carolina Cluster Pathway Program (C2P2) will prepare students for high-paying private and public sector occupations in the Carolinas and elsewhere. It seeks to do this by guided pathways, curricular enhancements, and integrated co-curricular engagement. In its initiative, the C2P2 will also include the formation of corporate and public advisory boards.

- **Purpose:** Dedicated to transforming the student experience to enhance educational and employment outcomes for 21st century success.

- **The Grant Award:** Three South Carolina Colleges received a $6 million grant from the United Negro College Fund Career Pathways Initiative.

- **The Carolina Cluster Structure:**
  - Carolina Cluster State office: $1.8 million
  - Benedict College: $1.5 million
  - Claflin University: $1.5 million
  - Voorhees College: $1.2 million
  The State Coordinating Office will direct, support and monitor all of the activities of the awarded institutions. Voorhees College will focus on three areas.
    - Curriculum Alignment
    - Intentional Co-Curricular Engagement
    - Guided Career Pathway

- **Curriculum Alignment:**
  The **Voorhees College** curriculum strategy will ensure that our students are being taught based on the industry standard requirements, improving their chances of success. Our Curriculum alignment will:
    - Develop revised curricula that include specific learning objectives for career exploration and career plan development into our college’s first-year experience courses
    - Reform majors and coursework to align with workforce needs, industry expectations and high demand growth fields
Incorporate employable minors and certificate programs
Provide professional development to faculty and staff.

➢ Intentional Co-Curricular Engagement
   - Findings from surveys by NACE and Harris Interactive show that employers prefer new hires who have completed an internship and believe colleges should expand opportunities for experiential learning. Voorhees's intentional co-curricular engagement will require embedding opportunities for meaningful work-based learning experiences into the curriculum without extending students’ time to graduate.

➢ Guided Career Pathway
   - In order to better prepare our students for a successful transition to their careers, Voorhees College will provide a guided career pathway program for all students. This program will provide a specific focus for each class year, based on their interest, assessments, and career goals utilizing the National Career Cluster Framework. Individualized plans will include co-curricular activities designed to prepare students for immediate employment and/or graduate and professional school.

NOTE:
To determine if these measures are successfully preparing our students for careers in their field, Voorhees College will establish various means of tracking the students’ progress, work experience placement, and career or graduate school admission. The result will then be used to improve the program as needed.

THE CAREER PATHWAYS SEMINAR SERIES
The Career Pathways Seminar Series is a guided pathways colleges best practice in curriculum realignment, designed to clearly map out academic programs to create educationally coherent pathways, each with clearly defined learning outcomes that build across the curriculum and are aligned with requirements for further education and career advancement in the given field.

CP 120: Career Pathways I – Freshman Experience I

Course Description
The primary goal of Freshman Seminary is simple – we want you to be successful here at Voorhees College. Through your enrollment in this course, you will be given the tools necessary for your success in your academic endeavors; you will begin to explore your major and make
the connection between your selected major and the appropriate career pathways; you will enhance your studying and learning abilities, engage in the critical thinking process, and become an active member in the Voorhees College community. The skills you develop from this course are essential for your achievement at the College.

Freshman Seminary is taught in a seminar format. This is an active style involving you with reading, questions, activities, discussions and more. Interaction and community are key concepts and foundations of this course. Do not expect to sit back and listen to your instructor lecture – be prepared to be actively involved with your instructor and fellow classmates during the class!

**STUDENT LEARNING OUTCOMES**

Students will:

- Explore and articulate selected academic majors as career options.
- Learn about career and internship opportunities.
- Develop listening and note-taking skills.
- Analyze reliability, validity, and credibility of sources.
- Improve and build upon test-preparation and test-taking skills.
- Design effective time management strategies.
- Know the rights and responsibilities of students in the College community.
- Understand how to manage conflict.
- Discuss and consider information and viewpoints that differ from personal worldviews

**CP 121: Career Pathways II – Freshman Experience II**

**Course Description**

In this class, we will work together to make your transition to Voorhees’s College successful. We will focus on developing your own plan for personal, academic and career success through self-evaluation, class discussion, experiential learning, and service learning. Freshman Seminar is designed to equip you with skills that will help you develop the soft skills needed to be successful in your selected career, provide you with enhanced knowledge of your major and career field, and provide opportunities to network and engage in your selected field of study. This class will help you develop holistically as you complete your second semester of College and provide you with the opportunity to begin preparing for success in your chosen career.

**Student Learning Outcomes**
Students will:

- Demonstrate skills and strategies related to academic success, including writing proficiency, critical thinking, study skills, academic integrity, and analysis and application of academic content.
- Develop a holistic understanding of the college, including navigation of the academic structure and requirements, utilization of appropriate campus resources, and participation in comprehensive co-curricular engagement activities.
- Reflect upon how campus engagement helps them reach goals and/or overcome personal challenges.
- Examine the effectiveness of their communication and interactions with members of the university community.
- Demonstrate understanding of core workforce competencies.
- Participate in major field studies designed to expose students to real-world information regarding specific majors and careers.
- Research a pioneer/trailblazer in selected major.
- Discuss and understand the meaning of experiential learning and the impact it can have on one’s career.
- Research and identify opportunities for internships.
- Select and apply for at least 3-5 summer internship opportunities.
- Complete 10 hours of Service Learning.

**CP 201: Career Pathways I – Sophomore Experience I**

**Course Description**

This course is designed to provide continued insight into the job search process and exploration of the importance of developing and using soft skills in a business setting. Students will further explore the connection between potential careers and academic programs as well as Identify and articulate skills relevant to the global workforce acquired through coursework.

**Student Learning Outcomes:**

- Students will develop plans for future internships, scholarships, coursework, and academic and extracurricular practices which will enhance ability to secure meaningful employment in desired fields upon graduation.
- Through self-assessment exercises, lively discussion and thought-provoking activities, students will identify and reflect upon their values, interests, and skills and then connect them to career options.
• Students will explore the eight most critical Workforce Competencies valued by employers and learn how to develop those competencies.
• Students will discuss ways to research their career paths and learn targeted search strategies to achieve meaningful professional goals.
• Research and develop a plan to secure internships
• Complete service learning projects throughout the semester and finalize capstone project, to be presented to the college and within the community.

CP 202: Career Pathways I – Sophomore Experience I

Course Description

This course is designed to give students an overview of the job search process and will also explore the importance of developing and using soft skills in a business setting. A variety of topics will be explored: researching career opportunities including internships, articulating a vision through a personal statement or resume, interacting in teams, and learning how to empower oneself and others. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

Student Learning Outcomes:

• Apply job search techniques and write for a variety of purposes and audiences.
• Create necessary job search documents and demonstrate appropriate interview skills
• Demonstrate ability to work in teams
• Identify and demonstrate techniques of clear communication and effective professional business relation skills, including enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.
• Identify and demonstrate effective resolution techniques for work place conflicts.
• Complete service learning projects throughout the semester and begin work on a capstone project, which will be presented to the college and within the community.

CP 301: Career Pathways I - Junior Experience I

Course Description

This course is designed to further explore the expectations and demands of professional career development. Students will increase their knowledge of career opportunities, discipline-specific
career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

Student Learning Outcomes:

- Students will successfully execute career placement plans, which will aid in the attainment of experiential learning relative to respective fields of study.
- Students will apply soft skills and job related competencies related to career success.
- Students will participate in peer-reviewed employment case studies to increase career self-efficacy.
- Students will research effective job search plans.

CP 302: Career Pathways II - Junior Experience II

Course Description

This course is a continuation of CP 301 and will continue to explore the expectations and demands of professional career development. Students will increase their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

Student Learning Outcomes:

- Students will successfully execute career placement plans, which will aid in the attainment of experiential learning relative to respective fields of study.
- Students will apply soft skills and job related competencies related to career success.
- Students will participate in peer-reviewed employment case studies to increase career self-efficacy.
- Students will research effective job search plans.
- Students will create a networking and career mentorship portfolio
- Students will explore graduate and professional school opportunities.

CP 401: Career Pathways I – Senior Experience I

Course Description

This course is designed to provide students with an advanced overview of the job search approaches. Students will apply their knowledge of career opportunities, discipline-specific
career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

Student Learning Outcomes

- Students will execute their career placement plans.
- Students will complete their career portfolios.
- Students will explore alternative career options.
- Students will expand and growth their career and mentorship networks.
- Students will follow-up on graduate and professional school opportunities.

CP 402: Career Pathways II – Senior Experience II

Course Description

This course is a continuation of CP 420 and will continue to develop advanced job search approaches. Students will apply their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

Student Learning Outcomes:

- Students will execute their career placement plans.
- Students will complete their career portfolios.
- Students will explore alternative career options.
- Students will expand and growth their career and mentorship networks.
- Students will follow-up on graduate and professional school opportunities.

COLLEGE FACULTY

VOORHEES COLLEGE FULL-TIME FACULTY
(Listed Alphabetically After the President and Chief Academic Officer)

As of August 2019

W. Franklin Evans, President; Professor, B.S., University of Georgia, M.Ed., M.S., Georgia State University, Ph.D., Georgia State University
Ronnie Hopkins, Provost Vice President for Academic Affairs; Professor of English, B.A., North Carolina Central University, M.A., Michigan State University, Ph.D., Michigan State University; Additional Study: University of North Carolina at Chapel Hill

Marcus L. Amos, Assistant Professor of Sports Management; B.S., Saint Augustine’s College, B.S. Southern University, M.A., South Carolina State University, M.S. Louisiana State University; Ph.D., University of Tennessee

Adra B. Barrows, Assistant Professor of Comparative Literature; B.A., University of Warwick, M.A. University of Warwick; Additional Study, University of Constantine

Leland C. Barrows, Professor of History; B.A., Columbia University, M.A., University of California at Los Angeles, Ph.D., University of California at Los Angeles; Additional Study: Algiers Ministry of Higher Education

Twyana C. Branch, Chairperson of the Department of Business and Entrepreneurship; Honda Campus All-Star Challenge Coach; Assistant Professor of Psychology, B.A. Voorhees College, M.Ed., Troy University, Ph.D., Capella University

Alicia A. Davis, Assistant Professor of Accounting, B.S. University of South Carolina, M.A., Clark Atlanta University, Additional Study: South Carolina State University

Veronica L. Gadsden, Instructor of Computer Science, A.S., Orangeburg Calhoun Technical College, B.S. Voorhees College, M.S. Kaplan University

Zhabiz Golkar, Associate Professor of Biology, B.Sc., University of Azad, Iran, M.Sc., University of Karachi, Ph.D. University of Karachi

Jeffery Hughes, Instructor of Physical Education, B.A., Voorhees College, M.Ed., South Carolina State University; Additional Study: South Carolina State University

Diane N. Hulett, Assistant Professor of English, B.A. Centre College of Kentucky, M.A., University of Kentucky, Ph.D., University of Kentucky

Xiahua Jin, Assistant Professor of Mathematics and Computer Science, B.S., Tsinghua University, M.S. Tsinghua University, Ph.D., University of South Carolina (Mathematics), Ph.D., University of South Carolina (Electrical Engineering)

Derrick A. Mitchell, Instructor of Sports Management, B.A., Tougaloo College, M.S.S., United States Sports Academy

Bernard F. Moses, Professor of Sociology, B.A., Shaw University, M.A., Webster, Ph.D., The Union Institute and University; Additional Study: Hampton University, Harvard University

Annie Patrick, Assistant Professor of Business Administration; B.A., Newberry College, M.B.A., Tampa College, M.A., Elementary Education, Converse College; Additional Study: Doctor of Business Administration Candidate, Argosy University

Alexandra Proctor, Chairperson of the Department of Science, Technology, Health and Human Services, Assistant Professor of Biology and Chemistry, B.S. North Carolina Agricultural and Technical State University, M.S. North Carolina Agricultural and Technical State University, Ph.D., Wake Forest University
Roger Riley, Instructor of Emergency Management; BA Biology, University of South Carolina, Additional Qualifications: Emergency Management Director for Barnwell County, Manager for the State of South Carolina Environmental Management Team for Dept. of Health & Environment (11 years), Emergency Management expert (20 years), FEMA Nuclear Disaster Response Team leader.

Lugenia D. Rochelle, Assistant Professor of English, B.A. Saint Augustine’s University, M.S., North Carolina Agricultural and Technical State University; Additional Study, North Carolina Agricultural and Technical State University, The Catholic University of America, University of North Carolina at Chapel Hill

James Ross, Assistant Professor of Finance, B.S., Voorhees College, M.B.A., Webster; Additional Study: Webster University, California Southern University

Chandra B. Singh, Associate Professor of Economics, B.A., Banaras Hindu University, B.Ed. RSKD Degree, College, M.A., Banaras Hindu University, Ph.D., Mahatma Gandhi Kashi Vidyapith; Additional Study: Algonquin College

Pamela Small, Assistant Professor of Child Development, B.S., South Carolina State University, M.Ed., Walden University; Additional Study: University of South Carolina

Justin Thomas, Instructor of Sports Management, B.S., Slippery Rock University of Pennsylvania, M.S.C./S.M., United States Sports Academy

Norma F. Watts, Assistant Professor of Humanities, B.A., Spelman College, M.A., Howard University, D.A., Clark Atlanta University

Keathen A. Wilson, Professor of Business Administration, B.A., Central State University, M.A., Clark Atlanta University, Ph.D., Walden University

Katherine Whitaker, Instructor of Organizational Management; B.S., Organizational Management, Voorhees College, M.A., Human Resource Development, Webster University, D.B.A., Management, Northcentral University

Calvin Williams, Assistant Professor of Sports Management, M.A., Concordia University Chicago, B.S., North Carolina Agricultural and Technical State University

James T. Yarsiah, Campus Chaplain and Vicar; Instructor of Religion, B.A. Cuttington University College, M.Div., The Vanderbilt Divinity School, D.Min., The University of the South

Anatasiya Yukunina, Associate Professor of Mathematics, B.S., State University of Cyril and Methodius, M.S. State University of Cyril and Methodius, Ph.D., Moscow State Institute of Culture

Xiqiang Zheng, Associate Professor of Mathematics, Undergraduate Diploma, Jiangxi Normal University, M.S., Jiangxi University, Ph.D. University of Florida

Jianye Zhang, Associate Professor of Chemistry, B.S. Nanjing University, M.S. Peking University, M.S. University of Florida, Ph.D., University of Florida
PART-TIME FACULTY

Brittany Barnwell, Adjunct Instructor of Emergency Management, M.S. Lander University, B.S., South Carolina State University, Additional Qualifications: Emergency Management Director for Bamberg County

Ana L. Cueto, Adjunct Instructor of Spanish, B.A. University of Costa Rica, M.A. University of South Carolina: Additional Study, Miami Dade College, Ferris State University

Hanna R. Dornik, Adjunct Instructor of French, B.A., University of South Carolina, M.A., University of South Carolina

James Ellis, Adjunct Instructor of Computer Science, B.S., Langston University, M.S., Jackson State University

Dorothy Gandy, Adjunct Instructor of Organizational Management and Interdisciplinary Studies, Department of Business and Entrepreneurship and Department of Humanities, Education and Social Sciences, B.A., Johnson C. Smith University, M.Ed., South Carolina State University, Ed.S., South Carolina State University, Ed.D., Argosy University

Pavel Yakunin, Adjunct Instructor of Mathematics, B.S., State University of Cyril and Methodius, M.S. State University of Cyril and Methodius, St. Petersburg State Economic University - Ph.D.
COURSE DESCRIPTIONS

ACT 231. Principles of Accounting I (3)
A study of generally accepted accounting principles and other accounting concepts with emphasis on their application to the preparation of the financial statements of business enterprises. Topics covered include: the measurement and reporting of assets, liabilities, and owners’ equity, along with the related measurement and reporting of revenue, expense, and cash flow.

ACT 232. Principles of Accounting II (3)
This course is a continuation of ACT 231 with emphasis on the use of accounting information by managers and decision makers within an economic enterprise. Additional topics include job order and process costing, activity-based costing, activity-based management, analysis of cost variances, and capital budgeting. Prerequisite: ACT 231.

ACT 331. Intermediate Accounting I (3)
An intensive study of accounting theory and practice as it relates to the preparation of financial statements. Emphasis is on the examination and analysis of the accounting theory for assets, liabilities and stockholders’ equity necessary for the development and understanding of financial statements. The underlying concepts of matching revenue and expenses for the determination of net income are emphasized. Particular emphasis is placed on the study and application of APB opinions and FASB opinions and problem solving. Prerequisite: ACT 232

ACT 332. Intermediate Accounting II (3)
This course is a continuation of ACT 331 with additional accounting theory and practice as it relates to the preparation of financial statements. Additional topics include: long-term liabilities, investments, pensions, leases, earnings per share, and income tax allocation. Prerequisite: ACT 331

ACT 333. Tax I (3)
A detailed study of the concepts, principles, and presentation of the theory and practice applicable to the preparation of federal income tax returns for individuals. Prerequisite: ACT 232

ACT 337. Cost Accounting (3)
A study of manufacturing and service organizations. Topics covered include: job order and process costing, activity-based costing, activity-based management, analysis of cost variances, and capital budgeting. Prerequisite: ACT 232
ACT 431. Auditing (3)
A study of the standards, principles, practices and procedures of auditing. The course emphasizes an in-depth examination of audit programs and procedures, including the importance of reviewing internal controls as required during the course of a regular audit engagement. Prerequisite: ACT 332

ACT 432. Accounting Information Systems (3)
A study of computer technology and internal control concepts and their application to the design, implementation, and operation of accounting information systems. Prerequisite: CMP 130 and ACT 332.

ACT 434. Governmental and Non-Profit Accounting (3)
A study of accounting theory for government and nonprofit organizations: financial reporting, fund accounting, budgeting, and control. Prerequisite: ACT 232

ACT 435. Advanced Accounting (3)
A study of the application of accounting theory and practice to business partnerships, mergers, branch accounting, corporate bankruptcy, and international operations. Prerequisite: ACT 332

BA 130. Introduction to Business (3)
An introductory course to the study of the American enterprise system, including production, marketing, finance, management, personnel problems, consumerism, governmental controls, and other related areas.

BA 230. Business Ethics (3)
This course explores the complex implications of an increasingly complex business world. It integrates perspectives from a variety of disciplines, including, but not limited to, philosophy, law, management, economics, marketing, local and global policy. It also covers methods for analyzing and applying personal values, recognizing organizational and environmental forces that influence ethical behavior within the business setting.

BA 330. Mathematics for Business (3)
Covers mathematical skills and concepts necessary to solve quantitative problems in business. This course will also prepare students for the GMAT. Prerequisite: MATH 132 or equivalent

BA 332. Business Statistics (3)
A study of averages, frequency distribution, methods of gathering and classifying material and graphic presentation of such material. Prerequisite: Math 132

BA 338. Business Law (3)
Laws on contracts, negotiable instruments, personal and real properties, partnerships, agencies, and business organizations will be the basis of this course. Prerequisite: MGT 331
BA 420. Franchising (3)
This course is designed to focus on the major aspects of starting and managing a franchise business from the perspective of a Franchisee and a Franchisor. Explicit attention is placed on the evaluation of franchising opportunities, the legal aspects of franchising, the pros and cons of franchising, and the development of applicable strategies for the successful planning, implementation, and launching of a new franchise business.

BA 431. International Business (3)
A study of the impact of cultural, political, social and global policies on strategies of international business. Prerequisite: MGT 331

BA 432. Business Internship (3)
Practical experiences in business organization. Objectives of the course are to allow students to accumulate professional experience that may aid them in finding and being successful in meaningful positions, test career objectives, be exposed to the world of work, and relate classroom theory and practical experience. Prerequisite: junior or senior standing or permission of instructor. Students may earn up to 6 hours for Business Internship.

BA 436. Special Topics in Business Administration (3)
Special topics related to Business Administration will be taught under this course heading. Prerequisite: MGT 331

BA 449. Senior Seminar I (1)
This course provides the student with opportunities to learn and practice the skills required for organized research and documentation, analysis of information, and effective written communication. The student is required to conduct a research project. Research proposals including research design will be developed and approved. Prerequisite: Senior Standing

BA 450. Senior Seminar II (2)
Continuation of BA 449 Senior Seminar I. The student is required to complete the research project developed in Senior Seminar I. The process will include data collection and preparation, data analysis and interpretation, and research reporting. Prerequisite: BA 449

BA 451. Innovation & Entrepreneurship (3)
This course is designed to help non-business and business students understand the importance of innovation and entrepreneurship in today’s global economy and cultivate an entrepreneurial mindset among students. It will cover different forms of entrepreneurship such as small businesses, growth ventures, corporate entrepreneurship, and social entrepreneurship. The course will focus on the types of innovation, turning innovation into an ongoing new venture and on the entrepreneurial process. Innovation and entrepreneurship theories and concepts will be discussed with real-life examples and cases.
BA 460. Technology for Entrepreneurship
This course is designed to help students understand the fundamentals of entrepreneurship and technology for both technical and applied business-minded students from all majors. This course explores the key theoretical and empirical perspectives on entrepreneurship relevant to the current global technology world. Students will gain an understanding of how technological and social innovations lead to new businesses and how those are created, funded, governed, and grown.

BIO 130 & Lab. Fundamentals of Biology (3)
A General Education Requirement. A study of the philosophy of science, the scientific method, the nature and organization of living matter, and general treatment of the structure, reproduction, evolution and continuity of living organisms. The course provides basic principles of biological science. The course provides students with a basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of intellectual ideas and principles (two hours of lecture and two hours of laboratory experience).

BIO 133. Healthy Living (3)
The primary goal of this course is to introduce undergraduate students to healthy behaviors and chronic diseases that influence our community. The course is designed to assist students in: (a) understanding the history of health; (b) understanding the terminology and fundamental concepts of chronic diseases through lecture, course materials, and exercises; (c) heath issues associated with cardiovascular disease, cancer, diabetes and other selected disorders; (d) understanding and defining health disparities as related to major diseases and disorders; and (e) exploring an area of special interest in health.

BIO 142 & Lab. Introduction to Botany (4)
A study of the morphology, physiology, heredity of flowering plants and anatomy of organs, and a survey of the plant kingdom. Emphasis on life cycle. Fulfills one of the two general education natural science requirements for Biology majors (three hours of lecture and two hours of laboratory experience).

BIO 150,151. Biological Sciences. (4,4) An introductory sequence of two courses designed for all Science majors that presents the unifying concepts of contemporary biology at all organizational levels through integrated lectures and laboratories. All basic life properties in prokaryotic and eukaryotic systems are studied.

BIO 241 & Lab. Introduction to Zoology (4)
A study of the structures, function, environmental relationships, origin, and development of animals. Fulfills one of the two general education natural science requirements for Biology majors (three hours of lecture and two hours of laboratory experience).

BIO 245 & Lab. Human Anatomy (4)
A study of the development and gross anatomy of the human. In the laboratory, the dissection of the cat, together with pertinent illustrations from man and other animals, provides a comparative survey of the anatomical structure of mammals. (Three hours of lecture and two hours of laboratory experience.) Prerequisite: BIO 141
**BIOL 320. Molecular Biology (4)**
This course is designed to introduce students to various molecular biology concepts and techniques. It will begin with a general overview of the fundamentals of molecular biology followed by more detailed molecular biology techniques. The uniqueness of this course is that it would be taught by professors from all disciplines within the Division. Students will learn how to design, implement, and analyze experiments by exposing them to basic research techniques in module format by participating faculty members. The interdisciplinary projects outlined in the course will provide a microcosm for how research is carried in the scientific at-large.

**BIO 341 & Lab. Genetics (4)**
An introductory study of heredity in plants and animals including man and the biological and social implications. Basic principles include: gene linkage and chromosome mapping; DNA and its role in evolution; and genetic engineering. Laboratory exercises involve crosses with drosophila, observation and explanations of results. (Three hours of lecture and two laboratory hours.) Prerequisites: BIO 141 and BIO 142

**BIO 342 & Lab. Ecology (4)**
A study of the relationships of living organisms to other life forms and to their environment. Laboratory emphasis on field biology and the study of local ecosystems. (Three hours of lecture and two hours of laboratory experience.) Prerequisites: BIO 141 and BIO 142

**BIO 350, 351. Biomedical Sciences. (4,4).** This course sequence is designed for pre-professional students. Critical analysis and reasoning skills will be developed as the biological, chemical, physical and psychological foundations of human health are investigated from a molecular to systemic point of view.
Prerequisites: BIO 150, 151

**BIO 430. Senior Seminar (3)**
The discussion of important biological concepts, theories and principles using current scientific journals, audio-visual aids, and involving students, faculty and other speakers. A senior thesis is required. Prerequisite: Senior Standing.

**BIO 440 & Lab. Epidemiology (4)**
Study of elements contributing to the occurrence or non-occurrence of a disease in a population; ecology of disease. Prerequisite: Completion of all required Biology courses or permission of the instructor. The course will include lectures, class discussion, independent module work, and assigned projects.

**BIO 441 & Lab. Cell Biology (4)**
This course is a study of the fundamental activities of cell organelles and their form and function as exemplified in plant and animal cells as well as the ultra-structure of cells (three hours of lecture and two hours of laboratory experience). Prerequisites: BIO 141 and BIO 142.
BIO 442 & Lab. Microbiology (4)
A study of bacterial growth and control, structure and function, nutrition, metabolism, ecology, and relationships to man and disease(s). Other microbial forms are also discussed (three hours of lecture and two hours of laboratory experience). Prerequisites: BIO 141 and BIO 142

BIO 443 & Lab. Fundamentals of Immunology (4)
A study of the basic concepts in immunology. It consists of immunology lectures, seminars/discussions focused on selected topics in immunology as well as laboratory investigations. Prerequisite: BIO 141

BIO 444 & Lab. Research Training (4)
A research course discussing the techniques and procedures in scientific research. Hands-on experience in laboratory techniques and data gathering. Evaluation of data and results for presentation in research papers. Prerequisites: BIO 141 and BIO 142.

BIO 446 Introduction to Neuroscience (4)
This course introduces how nerve cells receive, transmit and integrate information in an animal. The first part deals with the cellular and molecular aspects of neuronal signaling. The second part deals with sensory motor integration and brain functions. Prerequisites: BIO 150, 151

BIO 450 & Lab. Human Physiology (4)
This course is designed to distinguish between the structure (anatomy) of components and their function (physiology). This distinction is useful in analyzing and discussing the properties and function at the cellular, tissue, organ, and system levels of organization. Examining the mechanics of the body machine, how it works, what makes it go, and what regulates, limits, and protects the machinery. (This course will consist of 3 lecture hours and laboratory experiences.) Prerequisite: BIO 141

BIO 460. Health Awareness and Fitness (3)
This course is designed to promote health awareness regarding diabetes, hypertension, and cardiovascular disease. The basic concepts of each disease, prevention, reduction of complications, management of risk factors and the epidemiology of these diseases are considered. The students will also be trained how to monitor glucose and will participate in community screening.

BIO 462. Biostatistics (3)
This course provides an introduction to the use of statistical techniques in the biological and behavioral research. The core will cover common descriptive statistics including mean, median, standard deviation, frequency distributions, sampling analysis of regressions, analysis of variance, and logistics.

BIO 470. Undergraduate Research (2)
Research participation for biology and chemistry majors. May be repeated once for credit. Prerequisite: Sophomore Standing
BIO 480. Research Ethics (3)
A course designed to introduce students to the ethical standards of researchers in the biomedical sciences.

BIO 490. Scientific Communication (3)
A course designed to introduce students to scientific literature, to the health science library, and to scientific writing. This course will educate students on how to do an oral presentation using scientific information. This course will assist in filling the gaps of the traditional classroom (textbook) teaching versus utilizing scientific articles as a training tool. The discussion of a general scientific article will be digested to illustrate the importance of controls in science, to show how scientific questions are approached and addressed, stressing the importance of good writing skills, thus offering a forum for alternative hypothesis.

CBIS 231. Business Computer Applications (3)
Current software used in business settings is the focus of this course. Included is experience working with spreadsheets, word processing and statistical programs and other programs currently being used. Prerequisite: CMP 130

CBIS 332. Advanced Business Computer Applications (3)
Study of microcomputer and small system applications related to business. Prerequisite: CBIS 231

CD 100. Introduction to Early Childhood Education (3)
This course presents an overview of the field of early childhood education. Emphasis is placed on elements of high quality programs, governing standards, regulations, and historical perspectives. The course will also focus on what it means to be a professional and on career options in the fields of early care and education. The course includes visits to various kinds of child care and learning facilities.

CD 200. Parent Education and Guidance (3)
This course is designed to increase the understanding of concepts and theories related to how parents teach, guide, and influence children. Emphasis is placed on basic child development information; family systems theory as a means for understanding and explaining parent-child relations; nurturance and structure as a means for understanding how parents shape their behavior and practice in raising children to adulthood; and the Systemic Family Development Model that describes multi-generational family adjustments.

CD 201. Health, Nutrition, and Safety for Young Children (3)
This course includes basic information on child health and safety issues. Attention is given to the essentials of a safe and healthy environment in various settings for young children. Students enrolled in this course will complete requirements for certification in infant and child first aid and CPR.

CD 301. Developmentally Appropriate Practices for Infants and Toddlers/Practicum II (3)
This course emphasizes the role of the caregiver, components of high-quality caregiver-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practices. Additional topics include understanding and working with
families, observation skills, attachment, separation, and creating inspiring and supportive environments for young children and their families (20 hours of practicum required).

**CD 302. Observation and Assessment of Young Children (3)**
This course presents developmentally appropriate formal and informal assessments, including observational techniques for assessing the development and learning of young children. Students will learn how to use specific tools and the data generated from them to form effective decision-making and instructional planning. Also addressed are ethical and legal considerations as well as other related issues and controversies.

**CD 303. Early Literacy and Language Development/Practicum III (3)**
This course focuses on the theories of language acquisition and language development of young children from infancy through preschool. Students will explore how children acquire and develop language as well as gain an understanding of emergent reading and writing. Special attention will be given to atypical speech and language development and the impact of culture and environment on language (20 hours of practicum required).

**CD 304. Child, Family, and Community Relationships (3)**
This course is a survey of the ways in which professionals and families work together for the benefit of young children. It offers a study of formal and informal communication strategies; family participation in group settings; family education; advocacy for families; and the impact of family, culture, and community on the development of children and on learning within early childhood programs. Special attention is given to supporting child and family resiliency within the context of divorce, child abuse and neglect, illness and death of family members, and life in contemporary complex society.

**CD 305. Play and Learning for the Preschool Child/Practicum IV (3)**
This course addresses an essential question in early childhood education: Why is play integral to the development and learning of children? Students will not only learn the theory, methods, and materials needed to support and enhance play and learning in preschool settings, but also to better understand the vital role of play in fostering growth in each of the developmental domains. Topics include the setting up of developmentally appropriate environments; providing opportunities for high-quality, productive play and learning experiences; and assessing development and learning through observation of play-based activities and learning experiences (20 hours of practicum required).

**CD 402. Childcare Administration (3)**
This course addresses the issues, functions, and responsibilities involved in developing and implementing child care programs. Included are types of programs, staffing, scheduling, environmental design, equipment evaluation, financing, and regulations and requirements for licensure.
CD 403. Practicum V (Student Teaching/Seminar) (6)
This course is designed to give students practical site-based experience in a setting serving children and families. It requires 30 days of supervised experience as well as a weekly seminar on campus. Students must apply for admission to Practicum V one semester prior to enrollment. Prerequisites include completion of all major course requirements with a minimum grade point average of 2.5 on all previous coursework and admission as a degree-seeking candidate in child development or elementary education.

CDCE 110. College Dynamics (1)
This course familiarizes first-year students with Voorhees campus facilities and resources and introduces students to strategies for developing good study habits and sharp critical thinking skills that are necessary for a fulfilling college experience.

CHEM 141 & Lab. General Chemistry I (4)
Topics include theory, stoichiometry, thermo-chemistry, periodic tables, chemical bonds, gas laws, chemical equilibrium, acids and bases and electrochemistry.

CHEM 142 & Lab. General Chemistry II (4)
Topics include chemistry of important metals and nonmetals and rigorous treatment of qualitative inorganic analysis. Prerequisite: CHEM 141

CHEM 241 & Lab. Organic Chemistry I (4)
A study of hydrocarbons (aliphatic and aromatic) and an introduction to their derivatives. Prerequisites: CHEM 141 and CHEM 142

CHEM 242 & Lab. Organic Chemistry II (4)
Topics include organic reactions and synthesis, spectroscopy and the continuation of topics introduced in CHEM 241. Prerequisite: CHEM 241

CHEM 440 & Lab. Biochemistry (4)
Topics include carbohydrates, lipids and proteins, enzyme catalysis, an introduction to metabolism and nutrition. Prerequisites: CHEM 241 and CHEM 242

CJ 231. Introduction to Criminal Justice (3)
This is an introductory course that provides the groundwork for the study of Criminal Justice by analyzing and describing the agencies of Justice (the courts, law enforcement and corrections) and the procedures used to identify and treat criminal offenders.

CJ 232. Minorities in Criminal Justice (3)
A historical and contemporary analysis of Criminal Justice from the unique perspective of minorities. Focuses on the various roles of minorities in Criminal Justice and the challenges/problems of minorities as Criminal Justice professionals, victims, and offenders.

CJ 330 – College Writing (3)
Stresses how to write effective analytical and argumentative themes, how to research a topic and document primary and secondary sources. Instruction in the writing of reports, letters, and other exercises applicable to a wide range of disciplines and careers. Emphasis on clarity,
conciseness, and accuracy of expression. Research techniques, information design, effective use of graphics, and preparation and presentation of oral reports will be covered. The final exam for CJ 330 is the English Proficiency Examination (EPE). However, students must maintain an average of “C” or better in coursework to be eligible to take the exam. Passage of the EPE is required for all Voorhees College students, including those who have transferred from other institutions.

CJ 331. Criminal Law (3)
A study of the historical origin and development of criminal law and the evolution of the philosophy of law in America. The basic elements of law, classifications of law, and the definitions of substantive criminal laws are studied and examined using a case study method. Prerequisite: CJ 231

CJ 332. The American Correctional System (3)
An analytic evaluation of the contemporary correctional system. Examines the role of official agents, innovative alternatives to incarceration, and the nature and consequences of incarceration. The course also offers insight into the impact of the death penalty, juvenile violence and the recent trend in female criminality. Prerequisite: CJ 231

CJ 333. The Police System (3)
An examination and analysis of the traditional concepts, techniques, policies, and operating systems in the police component of the criminal justice system. Focuses on organizational structures and branch coordination of law enforcement agencies, planning and research, police community relations, discipline and training.

CJ 334. Probation and Parole System (3)
Topics include: theory, methods, and professional roles in local, state, and federal Probation and Parole systems; major treatment modalities and alternative perspectives.

CJ 335. Adult Development and Life Assessment (3)
This course introduces adult learners to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessments, the basis for understanding individuals within organizations.

CJ 431. Private Security (3)
This course provides the students with the basic principles of security and loss prevention that are common and fundamental to all areas of business and assets protection. Following a brief look at the history of security, the course provides coverage of the security industry; the threat environment; fundamentals of physical security problems and issues; safety, fire prevention and protection; risk analysis and security surveys; legal aspects, emergency and disaster control. The course is designed for those students interested in a career in Security.
CJ 432. Court System (3)
This course includes such topics as theory, methods, and professional roles in local, state and federal Court systems; major methodological modalities, data management, service delivery, and alternative perspectives.

CJ 435. Criminal Procedures (3)
This course identifies the fundamental features of the laws of criminal procedure in a democracy (i.e. the balance between government power and individual autonomy). The law gives government power to enforce the criminal laws by discovering, apprehending, prosecuting, convicting, and punishing criminals. On the other side of the balance, a constitutional democracy demands limits on government powers so that officials cannot threaten individual liberty, privacy, and property. This course will demonstrate the procedural regularity using the Bill of Rights of the U.S. Constitution to spell out a list of rules that law enforcement officials must follow in the search for the truth.

CJ 450. Action Research Project (4)
Begin the formal research designed for the adult learner’s Action Research Project. Adult learners gain knowledge about the Action Research Model, presentation skills; appropriate APA writing style methods; and begin to understand the scope of the project. The purpose of this session is to provide adult learners with the opportunity to present to their cohort and Advisor, Chapters 1-3 of their Action Research Projects.

CMP 130. Computer Concepts (3)
Designed to introduce the field of automatic computing with emphasis on the basic elements: system configuration, keyboarding and sample computer programs. This course also provides working knowledge and practical experience in computer applications such as word processing, database management, graphics and spreadsheets.

CMP 150. Introduction to Computer Science III (3)
This course provides a bread-first introduction to the discipline of computer science. It covers all the main aspects of computer science, including algorithm discovery and design, the efficiency of algorithms, binary numbers, Boolean logic, gate, computer system organization, system software and virtual machine, computer networks, and high-level programming language.

CMP 224. Computer Programming I (3)
Introduce students to basic programming skills and problem solving abilities. Introduces basic programming structures: if-then structures, looping structures, and basic data types. Basic abilities of writing, executing, and debugging computer programs are enhanced. This course also includes the development of algorithms and computer programs. An introduction to the basic concepts of encapsulation and object-oriented programming and further development of programming and debugging skills are also addressed. Elementary data structures are also considered.
CMP 225. Computer Programming II (3)
Continuation of CMP 224. More advanced concepts and programming skills are introduced including graphical user interfaces, exception handling, multi-threading, and networking. Prerequisite: CMP 224

CMP 234. Web Design (3)
This course provides a foundation for developing dynamic websites and web applications. The lectures cover the front-end aspects of web development: creating, designing, and publishing content using HTML, CSS, XHTML and JavaScript. Prerequisite: CMP 224

CMP 311. Data Structures (3)
This course provides students with a solid foundation by learning related data structures and algorithms, and teaches students to learn how to select appropriate data structures and design algorithms for different problems and applications. This course also introduces computational complexity of algorithms. Prerequisite: CMP 225

CMP 320. System Level Programming (Unix/C) (3)
This course introduces programming at the level of the operating system, using a high-level language of C to interface with an operating system (Unix). Topics includeUnix utilities, editors, awk programming, shell programming, system calls, programming tools, files, processes, interprocess communication. Prerequisite: CMP 224

CMP 333. Computer Organization/Assembly Language I (3)
Topics include basic logical gates, Boolean and sequential circuits, data presentations, CPU structure and functions, arithmetic and logic, registers, and other basic computer components. Prerequisite: CMP 210

CMP 334. Computer Architecture (3)
Continuation of CMP 333. Topics include hardware and micro-program control, memory hierarchies, interrupts and I/O mechanisms, and assembly language. Prerequisite: CMP 331

CMP 341. Database System (3)
Introduces fundamental concepts, system organization and implementation of database systems. Topics include relational, hierarchical and network base models, database design, data independence and representations.

CMP 382. Computer Networks (3)
This course provides instruction in data communication and computer network definitions, concepts and principles, including the conversion of voice, data, video and image to digital form; topologies; protocols; and standards. It prepares students to make intelligent and informed decisions about moving voice, data, image and video between locations, by considering the benefits, drawbacks, effects, tradeoffs, and the compromises related to various data communication technologies. Prerequisite: CMP 224

CMP 411. Design and Analysis of Algorithms (3)
This course teaches students to design and analyze various classes of algorithms. The design techniques divide-and-conquer, greedy, and dynamic programming will be introduced. Topics
include analyzing algorithms and problems, searching and sorting, selection, lower bounds, graph algorithms, introduction to NP problems, and approximation algorithms. Prerequisite: CMP 311

**CMP 420. Operating Systems (3)**
A study of the organization and structure of modern operating systems and concurrent programming concepts. Process representation, scheduling, interprocess communication and synchronization, deadlock, real and virtual memory management, I/O subsystem and device management, file systems, network and distributed operating systems, security and protection.

**CMP 430. Programming Languages (3)**
An advanced study of the structures of different programming languages including the characteristics, architectures, properties, types and inheritance. Language design issues and subprograms will be covered in depth.

**CMP 431. Fundamentals of Cyber Security (3)**
This course studies the mathematical models for computer security (Bell-LaPadula, Clark-Wilson, Biba and Gligor models). Topics include: formal specification and verification of security properties, operating system security, trust management, multi-level security, security labeling, security auditing and intrusion detection, security policy, safeguards and countermeasures, risk mitigation, covert channels, identification and authentication, password schemes, access control lists and data fusion techniques. Prerequisite: CMP 225

**CMP 432. Advanced Cyber Security (3)**
This course provides a broad introduction to cornerstones of security (authenticity, confidentiality, message integrity and non-repudiation) and the mechanisms to achieve them as well as the underlying mathematical basics. Topics include block and stream ciphers, public-key systems, key management, certificates, public-key infrastructure (PKI), digital signature, non-repudiation and message authentication. Various security standards and protocols such as DES, AES, PGP and Kerberos, are studied. Prerequisite: CMP 431

**CMP 433. Web Programming (3)**
This course introduces programming techniques to develop web-based applications. Topics include HTML and XML, JavaScript, Servlets, Java Server Pages, PHP and MySQL, and web access to Oracle databases. Prerequisite: CMP 234

**CMP 434. Mobile App Development (3)**
This course introduces how to develop applications on mobile platforms including Apple iOS and Google Android. Related programming language (Objective C, Java), frameworks (iOS, Android Application Framework), libraries, and IDEs (Xcode, Eclipse) will be included. Prerequisite: CMP 225

**CMP 435. Artificial Intelligence (3)**
This course introduces techniques used in artificial intelligence research. Topics include representation schema, search strategies, problem solving, natural language processing, logic
and deduction, expert systems, and robotics. Prerequisite: CMP 225

**CMP 436. Geographic Information Systems (3)**
This course introduces the techniques and theories used in Geographic Information Systems. Various applications of Geographic Information Systems are also explored. The Geographic Information Systems software is used for students to accomplish projects from data collection, map presentation, and analysis. Prerequisite: CMP 225

**CMP 442. Software Engineering (3)**
This course introduces techniques used in large scale scientific or technical software development, including requirement analysis, specification, systems design, implementation, testing, validation, verification, and maintenance. Prerequisite: CMP 225

**CMP 449. Senior Seminar I (1)**
Students will select an acceptable computer-oriented problem and develop it into a senior thesis. Major programming projects from several languages will be included. Prerequisite: Senior Standing

**CMP 450. Senior Seminar II (2)**
Continuation of Senior Seminar I. Students will select an acceptable computer-oriented problem and develop it into a senior thesis. Major programming projects from several languages will be included. Prerequisite: CMP 440 Senior Seminar I

**CP 120: Career Pathways I – Freshman Experience I (2)**
The primary goal of Freshman Seminar is simple – we want you to be successful here at Voorhees College. Through your enrollment in this course, you will be given the tools necessary for your success in your academic endeavors; you will begin to explore your major and make the connection between your selected major and the appropriate career pathways; you will enhance your studying and learning abilities, engage in the critical thinking process, and become an active member in the Voorhees College community. The skills you develop from this course are essential for your achievement at the College. Freshman Seminar is taught in a seminar format. This is an active style involving you with reading, questions, activities, discussions and more. Interaction and community are key concepts and foundations of this course. Do not expect to sit back and listen to your instructor lecture – be prepared to be actively involved with your instructor and fellow classmates during the class!

**CP 121: Career Pathways II – Freshman Experience II (2)**
In this class, we will work together to make your transition to Voorhees’s College successful. We will focus on developing your own plan for personal, academic and career success through self-evaluation, class discussion, experiential learning, and service learning. Freshman Seminar is designed to equip you with skills that will help you develop the soft skills needed to be successful in your selected career, provide you with enhanced knowledge of your major and career field, and provide opportunities to network and engage in your selected field of study. This class will help you develop holistically as you complete your second semester of College and provide you with the opportunity to begin preparing for success in your chosen career.
CP 201: Career Pathways I – Sophomore Experience I (2)
This course is designed to give students an overview of the job search process and will also explore the importance of developing and using soft skills in a business setting. A variety of topics will be explored: researching career opportunities including internships, articulating a vision through a personal statement or resume, interacting in teams, and learning how to empower oneself and others. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

CP 301: Career Pathways I - Junior Experience I (2)
This course is designed to further explore the expectations and demands of professional career development. Students will increase their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

CP 302: Career Pathways II - Junior Experience II (2)
This course is a continuation of CP 301 and will continue to explore the expectations and demands of professional career development. Students will increase their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

CP 401: Career Pathways I – Business Internship (2)
Practical experiences in business organization. Objectives of the course are to allow students to accumulate professional experience that may aid them in finding and being successful in meaningful positions, test career objectives, be exposed to the world of work, and relate classroom theory and practical experience. Prerequisite: junior or senior standing or permission of instructor. Students may earn up to 6 hours for Business Internship.

CP 402: Career Pathways II – Business Internship (2)
Practical experiences in business organization. Objectives of the course are to allow students to accumulate professional experience that may aid them in finding and being successful in meaningful positions, test career objectives, be exposed to the world of work, and relate classroom theory and practical experience. Prerequisite: junior or senior standing or permission of instructor. Students may earn up to 6 hours for Business Internship.

CP 401: Career Pathways I – Senior Experience I (2)
This course is designed to provide students with an advanced overview of the job search approaches. Students will apply their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum.
Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

**CP 402: Career Pathways II – Senior Experience II (2)**
This course is a continuation of CP 420 and will continue to develop advanced job search approaches. Students will apply their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the college.

**CP 401 HESS. Career Pathways Research Methods I (1)**
Introduction to the logic and the methods of sociological research. Topics include the connection between theory and research, problem formulation and research design, conceptualization and measurement, sampling modes of observation and analysis, ethical issues and the political context of research. Prerequisite: SOC 230.

**CP 402 HESS. Career Pathways Research Methods II (2)**
Continuation of Career Pathways Research Methods I. Introduction to logic and the methods of sociological research. Topics include the connection between theory and research, problem formulation and research design, conceptualization and measurement, sampling modes of observation and analysis, ethical issues and the political context of research. Prerequisite: CP 401 HESS CAREER PATHWAYS RESEARCH METHODS I.

**CPA. Review (3)**
An intensive review of Accounting Theory, Accounting Practice, Auditing, Law, and other materials required to sit for the CPA Exam. Prerequisite: Senior Standing.

**ECON 231. Principles of Economics I (3)**
Topics covered include the basic functioning of an economic system, laws of supply and demand, national income accounting, business cycles, consumption, savings, and investment concepts, monetary and fiscal policy; and money and the banking system. Prerequisite: MATH 132

**ECON 232. Principles of Economics II (3)**
Topics covered include applications of supply and demand elasticity, the market structures under American capitalism, pricing and factors of production; comparative advantage between regions and economic specialization; comparative economic systems; and an economic look into the decade ahead. Prerequisite: ECON 231

**ECON 331. Intermediate Macroeconomic Theory (3)**
Further study of price and allocation theory with emphasis on: cost and revenue, consumer behavior, marginal analysis, market demand and supply, structures and functions. Prerequisite: ECON 232
**ECON 332. Intermediate Microeconomic Theory (3)**
Further study of aggregate income and employment analysis, economic growth, and pricing level.
Prerequisite: ECON 232

**ECON 336. Managerial Economics (3)**
The study of the application of Microeconomic theory to management decision making.
Prerequisite: ECON 232

**ECON 438. Labor Relations (3)**
A study of labor markets, labor unions and labor laws in the USA.
Prerequisite: ECON 232

**EDU 230. History and Philosophy of Education (3)**
A survey of the American public school system with emphasis on: current trends and issues, development of teaching as a profession, organization and control of schools and history of education. Prerequisite: Class rank of sophomore and/or admission as degree-seeking candidate in education. NOTE: Prerequisite to all other education courses

**EDU 232. Technology in the Classroom (3)**
An introductory course for pre-service teachers designed to familiarize students with the use of technology in the classroom. This course includes both awareness about and the opportunity to practice functional technology including Internet applications, PowerPoint, and other applicable software. Students also learn to evaluate hardware and software.

**EDU 234. Child Growth and Development/Practicum I (3)**
This course is designed to focus upon the principles of human growth and development throughout the human lifespan. Historical and contemporary trends in the study of cognitive, emotional, social and physical characteristics are examined. Prerequisite: Admission as degree-seeking candidate in education or express permission of Division Chair and class rank of second semester sophomore.

**EDU 235. Literature for Children (3)**
A review of old and new literary materials suitable for elementary school children. The art of storytelling, teaching methods, various literary forms, and integration of literature with other facets of the curriculum will be emphasized. Prerequisite: Class rank of sophomore and/or admission as degree-seeking candidate in education.

**EDU 329. Introduction to Exceptional Children (3)**
An introduction to programs, problems and procedures related to working with children who are exceptional: mentally, physically and/or emotionally. Focuses on children and youth who have problems associated with vision, hearing and/or speech, as well as those with physical and neurological difficulties. Attention is also given to recent research and timely issues dealing with students with exceptionalities and special education programs. Prerequisites: EDU 340 and EDU 341; class rank of junior and/or admission as degree-seeking candidate in education.
EDU 330. Art for Children (2)
Focus is upon an examination of the theoretical and practical aspects of teaching children through art and the importance of art in education. Students will be exposed to a discipline-based approach to art education while exploring the areas of art production, art history, art criticism and aesthetics. Prerequisite: Class rank of junior and/or admission as degree seeking candidate in education.

EDU 331. Music for Children (2)
An examination of objectives, content, instructional materials, teaching practices, and procedures related to music on the elementary school level. The integration of music, movement education, and graphic expression will assist the pre-service teacher in utilizing music within the classroom. Prerequisite: Class rank of junior and/or admission as degree seeking candidate in education.

EDU 332. Elementary School Curriculum (3)
An overview and examination of the elementary school concept, including historical and philosophical antecedents as well as the definition of what constitutes an elementary school and related program implications.

EDU 333. Health & Physical Education for Elementary School Teachers (3)
A course designed to develop instructional techniques as related to health and physical education, movement education theory, and the integration of elementary school studies through movement experiences. Also included is an examination of health concepts and health programs. Prerequisite: Class rank of junior and/or admission as degree seeking candidate in education.

EDU 334. Social Studies in the Elementary School (3)
An introduction to basic social studies instruction in grades 2-6; curriculum content, teaching strategies and instructional materials. Particular emphasis is placed upon the integration of history, geography, and civics education with other areas of the curriculum. Prerequisites: Class rank of junior and/or admission as degree-seeking candidate in education.

EDU 335. Teaching of Reading in the Elementary School (3)
A study of reading skills in relation to the psychological bases, developmental principles, and historical and contemporary issues in reading practices. Prerequisites: EDU 235; Class rank of junior and/or admission as degree-seeking candidate in education.

EDU 336. Mathematics for Elementary School Teachers (3)
An analysis of the components of the real number system and their applications. Additional topics include those commonly taught in the mathematics curriculum of the elementary school. Prerequisite: Class rank of junior and/or admission as degree-seeking candidate in education.

EDU 337. Science for Elementary School Teachers (3)
A basic course in science education, providing an overview of the content, methods, and materials in teaching biological and physical sciences in the elementary school. Prerequisite: Class rank of junior and/or admission as degree-seeking candidate in education.
EDU 338. Language Arts in the Elementary School (3)
Interrelationships of listening, speaking, reading and writing are stressed. Special emphasis is placed upon integrating oral and written expression. Practical application is included.

EDU 341. Educational Psychology (3)
A study of the ideas of theorists and psychologists that have had an impact on contemporary learning theories and educational practices. Students will examine the areas of motivation, diagnostic and prescriptive teaching, and behavior. Prerequisite: Class rank of junior and/or admission as degree-seeking candidate in education.

EDU 342. Classroom Management & Disciplinary Techniques (3)
This course is designed to enable students to learn and appropriately implement positive management approaches in their classrooms. The principles and procedures underlying motivational approaches for effective social and academic development in children serve as the essential focus for the course. Prerequisite: Class rank of junior and/or admission as degree-seeking candidate in education.

EDU 344. Measurement & Evaluation for Teachers (3)
Pre-service teachers are introduced to appropriate methods of educational analysis including the use of tests and statistics.

EM 101. Introduction to Emergency Management (3)
A survey of the field of Emergency Management. The course provides students with a foundational understanding of the emergency management system in the United States, including historical events, practices and policies that have impacted the development of emergency management as a governmental function and as a profession. Students will get an overview of the role and methods of all hazard emergency management systems in protecting lives, property, and infrastructure.

EM 201. Risk and Vulnerability Assessment (3)
A study of hazard identification, risk and vulnerability assessment across all types of hazards. The course provides instruction in analytical techniques and methodologies for threat and vulnerability assessment for public and private entities, technological hazards, including cyber and critical infrastructure threats. Prerequisite or Co-Prerequisite: EM 101

EM 220. Policy and Politics in Emergency Management (3)
Examines laws, policies, programs, agencies, and institutions involved in U.S. disaster and emergency management. Focus is on the role of politics, public policymaking, and intergovernmental relations in managing all hazards at the local, state, and national levels. The course includes a basic overview of organizational issues, strategic planning, and budgeting for emergency management activities. Emergency management encompasses a wide range of expertise and activities; policy and politics have significant impact on preparedness, response and related activities before and during a disaster. Prerequisite or Co-Prerequisite: EM 101
Provides foundational knowledge regarding hazardous materials, their production, common use, consequences of a hazardous materials accident, and possible terrorist uses. The course also provides an introduction to chemical, biological, radiological, nuclear, and explosive (CBRNE) categories, impacts, and response implications. Prerequisites: EM 101 and EM 201

**EM 280. Social Aspects of Disasters (3)**
Explores the sociology of disasters, disparate impacts of disasters, and application of social vulnerability approach in emergency management. Students examine the needs of diverse groups including the elderly, disabled, women, racial and ethnic groups, the poor and other segments of the community. The course also explores ways of expanding participation of diverse groups in disaster planning and policy. Prerequisites: EM 101 and EM 201

**EM 301. Emergency Planning and Mitigation (3)**
Provides foundation knowledge and develops skills and abilities in emergency planning and hazard mitigation. It addresses planning principles and specific types of planning including: comprehensive emergency operations planning; continuity of operations; continuity of government planning, and business continuity planning; and offers special focus on hazardous materials response procedures; and radiological preparedness planning. Training and exercises as key components of preparedness also are addressed. Prerequisite or Co-Prerequisite: EM 201

**EM 332. Emergency Management Research Methods (3)**
This course covers the basic research methodology and statistical analysis required for managing a research/database to be utilized for decision-making and policy development in emergency management. Students will obtain a thorough understanding of how research is conducted and how practitioners can benefit from this knowledge.

**EM 335. Hazardous Waste Management (3)**
Examines waste categories, hazardous wastes disposal techniques, problems associated with current waste disposal techniques, and pathways of pollutant migration from disposal sites, with emphasis on critical issues facing industry, government, and the public. Prerequisites: EM 101 and EM 201

**EM 340. Emergency Response and Incident Management (3)**
Addresses emergency response functions, practices, and incident management structures, including the Incident Command System (ICS) and alignment with the National Incident Management System (NIMS). Emergency Operations Center (EOC) operations and ICS interface, as well as implementation of emergency response/operations plans, warning and notification protocols, and standard operating procedures, are addressed. Prerequisite: EM 101 and EM 201

**EM 345. Public Health Issues in Emergency Management (3)**
An elective course that explores public health issues involved in emergency management and hazardous materials management, including study of chemical and biological agents, prevention, preparedness, public health communications, pandemic planning, and public health response. Prerequisites: EM 101 and EM 201
Follows hazmat planning, prevention, and response training guidelines from OSHA 1910.120(q), EPA (Environmental Protection Agency), and 40 CFR 311 (EPA 311). The course addresses common hazardous materials accidents, causes, and potential consequences, as well as planning for hazardous material incidents. The response section covers hazmat response practices and procedures, protective measures for responders and the public, and decontamination. Prerequisites: EM 101 and EM 201

EM 360. Terrorism in the Modern World (3)
A survey of the problems of terrorism from a contemporary perspective, emphasizing political and ideological roots of terrorism. Examines the history of terrorism, domestically and internationally, the roles of religion and culture, the structures and operations of terrorist organizations, and anti-terrorism policies and policymaking.

EM 365. Critical Infrastructure Protection (3)
Discusses the sectors of critical infrastructure, risk and vulnerabilities to those infrastructures, and approaches to reducing and managing critical infrastructure risk. This course will assist EM students in understanding the history, policies, and practices that achieve prevention and protection in the most efficient and effective manner. Prerequisites: EM 101 and EM 201

EM 370. Effective Emergency Management Communication and Leadership (3)
Prepares future emergency management professionals with communication and leadership skills to fulfill crucial roles of communicating and team-building with individuals in government, private sector, and the community. The course will explore the need for and provide tools for developing strong communication and leadership across a spectrum of constituencies and environments, including within the incident management system, with the objective of improved outcomes in disasters. Prerequisite or Co-Prerequisite: EM 201

EM 375. Nuclear Site Safety and Security (3)
Reviews regulations and guidelines concerning nuclear reactor site safety and security. The course focuses on preparedness, emergency planning, response coordination, and recovery efforts for nuclear/radiological incidents. Prerequisites: EM 101 and EM 201

EM 380. Tools for Decision Making in Emergency Management (3)
A study of technology tools and organizational and decision-making techniques useful in homeland security and emergency management. Examines use of communications, software, information management and other tools in emergency management settings. Includes overview of hazard analysis and mapping software applications, including geographic information systems (GIS), and critical incident information management technologies. Prerequisite: EM 201

EM 390. Emergency Management Internship (3)
Designed to provide the emergency management major with an opportunity to relate theory to practice through observation and actual experience with government, private sector, and/or non-profit sector organizations that have responsibilities for developing policy or performing work in the area of homeland security and emergency management. Prerequisite: 75 credit hours
EM 415. The Intelligence Community and the Intelligence Process (3)
An elective course that examines the processes and challenges of state, local, and federal intelligence gathering and dissemination. Intelligence policy and practice will be addressed. Prerequisites: EM 101 and EM 220

EM 425. Special Topics in Emergency Management (3)
An elective that addresses an emergency management topic of emerging or special interest. Prerequisite: EM 101

EM 490. Senior Capstone Seminar (3)
A capstone course examining major issues in homeland security and emergency management. Students will produce a research project. Prerequisite: required emergency management courses through 370 level.

ENG 101. Strategies for Writing the English Proficiency Examination (EPE) (0)
An intensive writing course that provides practice in the writing process to strengthen the students’ preparedness for writing the English Proficiency Examination (EPE) successfully. The course includes application of the conventions of standard-edited English in developing paragraphs and essays. The rhetorical modes of writing are included in general, but emphasis is on expository and argumentative writing. In addition, students are required to attend a minimum of two hours of writing tutorials per week in The Center for Academic Excellence. Upon completion of the course, the student should be able to compose effective paragraphs as well as unified, coherent essays. The students who pass the intensive writing course with the minimum grade of “C” will satisfy the English Proficiency Examination (EPE) requirement and subsequently will be eligible to enroll in ENG 231: Introduction to Literature.

ENG 121. Ideas, Expressions and Structure I (3):
A freshman level course that provides intense instruction in grammar, punctuation and mechanics, sentence structure and sentence style, and the rhetorical modes of narration, description, exposition, and argumentation. Emphasis is placed on pre-writing, constructing a topic and thesis, writing the first draft, revising and editing, and writing the final draft. The course is based upon three days of instruction and one day of required laboratory work to enhance writing proficiency. The ACT COMPASS exit examination in English is required and will be computed as a component of the overall grade. The minimum grade of “C” is required to pass the course.

ENG 122. Ideas, Expressions and Structure II (3)
The sequel to ENG 121 that provides a review of grammar, punctuation and mechanics, sentence structure and sentence style, and the rhetorical modes of writing. Emphasis is placed on expository and argumentative essays and the research paper. The course is based upon three days of instruction and one day of required laboratory work to enhance writing proficiency. The ACT COMPASS exit examination in English is required and will be computed as a component of the overall grade. A minimum grade of “C” in course work and a minimum grade of “C” on the EPE are required to pass the course. Prerequisite: ENG 121
ENG 131. Ideas and Their Expressions I (3)
This freshman composition course focuses on different rhetorical techniques for writing effective, clear, well-organized, and well-developed short themes. It aims to provide students with a basic competence in the skills of analysis, synthesis, and evaluation. A grade of “C” or better is required. The instructor does not give the “D” grade.

ENG 132. Ideas and Their Expressions II (3)
This second course in the sequence of freshman composition stresses how to write effective analytical and argumentative essays and how to research a topic and document primary and secondary sources. The minimum grade of “C” is required to pass the course. In addition, the minimum grade of “C” on the English Proficiency Examination (EPE) is a graduation requirement of ALL students. Prerequisite: ENG 131

ENG 231. Introduction to Literature (3)
This course exposes students to different literary genres such as poetry, short fiction, and drama; instructs students in writing short critical papers; and introduces students to basic literary terms; and the ideas that can enhance their understanding, interpretation, and appreciation of literature. Selected authors include women and at least one Euro-American, one African-American, one Latino-American, one Asian-American and one Native American. The course includes foreign literature in translation. The course aims to provide students with a basic competence in the skills of analysis, synthesis, and evaluation essential to understanding intellectual ideas and principles. Prerequisites: ENGL 121 or ENGL 131, and ENGL 122 or ENGL 132. A grade of “C” or better is required to pass the course. The instructor will not give a “D” grade.

ENG 232. World Literature I (3)
An English major requirement. This course explores chronologically, from the 18th century to the present, themes and techniques of literary masterpieces from different cultures of the world. Prerequisite: ENG 231

ENG 233. World Literature II (3)
An English major requirement. This course continues the study of world cultures and their literatures, concentrating on the 20th and 21st centuries. Close reading skills and cultural awareness are central to the course. Prerequisite ENG 232

ENG 330. Literary Criticism (3)
An English major requirement. This course formally introduces English majors to literary studies as a discipline. Students familiarize themselves with influential theoretical and practical approaches to reading literature and writing about it. Critical reading/writing approaches to include New Criticism and its post structuralist opponents. A library research paper that applies one of the theories is required. Prerequisite: ENG 132 (including passing the EPE)

ENG 331. British Literature I (3)
An English major requirement. This course covers important literary works and developments from the old English epic Beowulf, with its emphasis on the heroic as well as pagan and Christian
values. This course also gives detailed attention to Chaucer’s *Canterbury Tales*, written in the fourteenth century, as well as to the Middle English, that characterizes this important work. The sixteenth century includes well-known sonnets and plays by Shakespeare, and the early seventeenth century deals with important works by John Donne and the other metaphysical poets. John Milton’s *Paradise Lost* is also treated at length, inclusive of its main themes, its “grand” style, and its relationship to the epic tradition. The course concludes with a look at the Restoration and the eighteenth century with such notable writers Jonathan Swift, Alexander Pope, and Olaudah Equiano. The use of technology is also an important part of this course.

**ENG 332. British Literature II (3)**
An English major requirement. This course continues the chronology of important writers and works in English Literature that was begun in English 331. It includes a close examination of the six (6) major Romantic writers and their works. The use of technology is also an important part of this course. Prerequisite: ENG 330 and ENG 33

**ENG 333. Advanced Composition (3)**
An English major requirement. This course provides extensive practice in the writing of expository, critical and argumentative prose. It strengthens or reinforces writing skills acquired or developed in ENGL 122 or ENGL 132

**ENG 341. Romantic Literature (3)**
An English major requirement. An in-depth treatment of the major English Romantic Poets: William Wordsworth, Percy Shelley, Samuel Coleridge, John Keats, Lord Byron, and William Blake. Students are expected to apply critical thinking skills to the reading and analysis of Romantic literature. The use of technology is also an important part of this course. Prerequisite: ENGL 330

**ENG 343. Victorian Literature (3)**
An English major requirement. An in-depth treatment of such major Victorian poets as Alfred Lord Tennyson, Robert Browning, Mathew Arnold, and others. Close examination of important Victorian themes and ideas, including what is often called the “Victorian frame of mind” and the influence of Darwinism in the Victorian era. The use of technology is also an important part of this course. Prerequisite ENGL 330

**ENG 345. African-American Literature I (3)**
An English major requirement. This course focuses on major African-American male and female writers; their major works; their basic themes and styles; and the cultural contexts of the texts; and identifies stylistic and thematic patterns in American literature. The scope of the course includes the early slave narrative, the Harlem Renaissance, The Black Arts Movement, and African-American literature since 1970. The use of technology is also an important part of this course. Prerequisite: ENGL 330

**ENG 345. American Literature I (3)**
An English major requirement. to 1865. It focuses on major African-American male and female writers; their major works; their basic themes and styles; and the cultural contexts of the texts and identifies stylistic and thematic patterns in American literature. The scope of the course includes the early slave narrative, the Harlem Renaissance, The Black Arts Movement, and
African-American literature since 1970. The use of technology is also an important part of this course. Prerequisite: ENGL 330

ENG 346. History of the English Language (3)
An English major requirement. This course involves extensive coverage of the important factors impacting the growth and evaluation of the English language. The language is covered from its early beginnings to the modern period. The use of technology is also an important part of this course. Prerequisite: ENGL 330

ENG 431. American Literature I (3)
An English major requirement. This course is the first half of a chronological survey of American literature from the colonial times to 1865. It focuses on major male and female writers, their major works, their basic themes and styles, and the cultural contexts of the texts and identifies stylistic and thematic patterns in American literature. Authors will include Euro-Americans, African-Americans, Latino or Latino-Americans, Asian-Americans, and Native Americans.

ENG 432. American Literature II (3)
An English major requirement. This is the second half of the chronological survey of American literature from 1865 to the present. It focuses on major male and female writers, their major works, their basic themes and styles, and the cultural contexts of the texts, while identifying stylistic and thematic patterns in American Literature. Authors studied will include Euro-Americans, African-Americans, Latino or Latino-Americans, Asian-Americans, and Native Americans. Prerequisite: ENGL 330

ENG 435. The Novel (3)
An English major requirement. This course is a critical chronological survey of the development of the novel from the beginning to the present. Selected texts/authors will include more British and US-American novels/novelists. Prerequisite: ENGL 330

ENG 439. Shakespeare (3)
An English major requirement. This course engages in a critical study of selected histories, comedies, tragedies, and sonnets by Shakespeare. It allows students to study Shakespeare in both Elizabethan and contemporary contexts and focuses on Shakespeare’s themes and styles.

ENG 444. Milton (3)
An English major requirement. A comprehensive treatment of John Milton’s minor and major poems. Significant prose works are also covered in the course. The use of technology is also an important part of this course. Prerequisite: ENGL 330

ENSV 231. Introduction to Environmental Science (3)
This course will give students the opportunity to learn and connect with the central issues of environmental science. This is a course primarily for the non-scientist. The basic concepts of ecology, geography, chemistry, economics, ethics, policy, and many other disciplines will be used to examine the overarching role that humans play in our planet's environmental problems and successes. The laboratory exercises will allow students to use hands-on, field, and/or Internet resources to collect and evaluate qualitative and quantitative data regarding the human-environment relationship. Lifestyle examination, ethical considerations, and critical analysis of
individual contributions to local and global impacts in regards to environmental sustainability will be emphasized in the laboratory portion of this course.

**EPE 100. English Proficiency Examination**
Students enrolled in ENG 122 or ENG 132 must maintain the minimum grade of “C” in course work and make a score of “3”, comparable to the grade of “C”, on the English Proficiency Examination (EPE) in order to pass ENG 122 or ENG 132. The EPE is required of all Voorhees College students (traditional, non-traditional, and transfer students).

**FIN 331. Business Finance (3)**
Examinations of the functions of financial managers, the financial environment, and the tools of financial analysis, including financial planning and control, working capital management, intermediate and long-term financing, and an introduction to the costs of capital and capital budgeting. Prerequisite: MATH 132

**FIN 332. Corporate Finance (3)**
Provides an extensive coverage of corporate finance theory and the applicability of this theory for the financial manager. Topics include capital budgeting under uncertainty; the relevance of capital structure decisions on security valuation and riskiness; the theory and practice of dividend policy; implications of financial market efficiency; financial engineering; corporate restructuring; and bankruptcy. Prerequisite: FIN 331

**FIN 333. Investments (3)**
Provides an understanding of the investment process. Topics includes a study of securities, markets and functions; securities legislation; sources of investment information; evaluation of alternative investments; the valuation of bonds and stocks; risk-return analysis; and portfolio strategies. Prerequisite: MATH 132

**FIN 336. Financial Options and Futures (3)**
Examines the use of financial derivatives in managing the risks of decisions in financial markets, as well as an overview of financial derivatives, option principles, pricing and strategies. A review of pricing spot assets futures and forward contract principles, pricing and strategies are addressed. Prerequisite: ECON 231

**FIN 338. Investment Analysis and Portfolio Management (3)**
Focuses on conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolios. Prerequisite: ECON 231

**FIN 339. Money and Banking (3)**
Emphasizes the major issues facing managers of financial institutions, focusing primarily on commercial banks. Topics include asset, liability, and capital management, the regulatory environment, and special topics. Prerequisite: ECON 231

**FIN 430. Financial Markets and Institutions (3)**
A study of the functions and operations of financial institutions and their relationship to the general economy. Prerequisite: ECON 231
FIN 431. International Finance (3)
A course in international finance, focusing on international sources of funds, structure of international monies, stock and bond markets, users of international markets, and a comparative analysis between the different sources relative to the cost of financing, liquidation, volume and risk. Prerequisite: FIN 331

FIN 432. Personal Finance (3)
A course on basic principles of personal financial planning, and investments. Prerequisite: ECON 231

FIN 436. Risk and Insurance (3)
Includes principles and practices of insuring individuals and personal property. Prerequisite: ECON 231

FIN 437. Entrepreneurial Finance (3)
Provides a broad exposure to the asset- and debt-based methods of financing a new small business and to the composition of the small business sector. A student will gain a greater and more realistic assessment of the risks involved in starting a new small firm. It will also give students a realistic understanding of how one begins an actual small business by developing a business plan. Prerequisite: FIN 331

FIN 438. Advanced Finance (3)
Examines advanced phases of finance with; emphasis on applications of concepts. Prerequisites: FIN 331

FREN 131. Elementary French I (3)
A course for beginners who have no previous experience or little experience of learning the target language. It offers students a dynamic, exciting and pleasurable introduction to the study of French through situations which may be transferable to usual and everyday social interaction. Special attention is given to communication skills: conversational French and punctuation. French grammar, especially verbs, is introduced in context. Emphasis is placed on cultural awareness and the Francophone world.

FREN 132. Elementary French II (3)
A continuation and extension of the work and skills covered in French 131. Entering students are expected to have been exposed to the French language for at least one semester of study at the college level or for at least one year at the high school level. Students are expected to build upon the structures they acquired in French 131 in order to expand and use their skills in more complex situations. Relevant vocabulary acquisition is encouraged throughout the course. The study of French civilization and Francophone cultures are reinforced. Prerequisite: FREN 131

GEOG 230. World Geography (3)
A survey of geography emphasizing factors of location and functions in world patterns of agriculture, manufacturing, trade and urbanization.
HIST 133. World History Survey I (3)
Provides students with basic knowledge of the history of both Western and non-Western cultures from prehistoric times to 1815. The economic, political, and social development of diverse cultures are surveyed. It also provides students with a basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of the history of diverse cultures.

HIST 134. World History Survey II (3)
The course provides students with basic knowledge of the history of both Western and non-Western cultures from 1815 to the present. The economic, political, and social development of diverse cultures is surveyed. It also provides students with a basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of the history of diverse cultures.

HIST 234. American and African-American History I (3)
A sequential survey course designed to offer insights into the cultural mix that produced American and Afro-American history from pre-Columbian origins to 1877. Part I of the course is focused upon early Americans, the Middle Passage, slavery in America, the Emancipation Proclamation, the Civil War, and Reconstruction.

HIST 235. American and African-American History II (3)
Part II of the American and Afro-American History sequence is focused upon the historical progress of America from Reconstruction to the present with special emphasis on the accomplishments and contributions of African-Americans. Special topics include the African-American’s struggle for equal rights and the realization of the American dream, and economic, educational, social, and political parity. Prerequisite: HIST 234

HONORS 110-ACADEMIC TOURNAMENT (1) (A,B,C,D,E,F,G,F)
Academic Tournament is a core class for students interested in participating in the College’s academic tournaments, including, Honda Campus All-Star Challenge, The HBCU Quiz Bowl. This is a regular class that rotates throughout the schedule and students should re-enroll in this class every semester they want to compete for the team. This class emphasizes knowledge building, technical skills development, and academic scrimmaging. Academic Tournament students will be eligible to compete at all local tournaments, national and international competitions.

HONORS 111-ARGUMENT AND DEBATE (1) (A,B,C,D,E,F,G,F)
Argumentation and Debate is a core class for students interested in participating in the College’s Debate program and competition. This is a regular class that rotates throughout the schedule and students should re-enroll in this class every semester they want to compete for the team. This class emphasizes “Public Forum” and traditional “Lincoln-Douglas” debate events as well as individual speaking events. Argumentation and Debate students will be eligible to compete at all local tournaments, national and international competitions.

HONORS 112-MODEL UN AND MODEL AFRICAN UNION (1) (A,B,C,D,E,F,G,F)
Model United Nations and Model African Union is a core class for students interested in participating in the College’s Model United Nations and Model African Union program and
competition. This is a regular class that rotates throughout the schedule and students should re-enroll in this class every semester they want to compete for the team. The class provides an academic learning experience through the simulation of the structures, processes, and issues of the member nations of the United Nations Organization and Model African Union. The Model UN/AU class offers students a unique opportunity to learn about international relations while role-playing as delegates.

**HONORS 121-FRESHMAN SEMINAR I (2)**
Honors Freshman Seminar I is the first course in a two-semester seminar series designed to provide Freshman Scholars intellectual stimulation through the introduction of transformational and leadership theory and best practices in guided career pathways. Within this demanding context, in the classroom proper and in experiential learning environments as well, Freshman Scholars will be challenged to research collegiate standards of analysis and argumentation, oral as well as written, engage in intensive discussion, complete papers on focused topics, and engage in reading that emphasizes critical interpretation rather than absorption of information. The course focus will be on centered around guided career pathways and development for freshman scholars. This course may replace CP 111 Career Pathways Freshman Seminar I.

**HONORS 122: FRESHMAN SEMINAR II (2)**
Honors Seminar II is a continuation of Honors Freshman Seminar I in the two-semester seminar sequence. The course is designed to provide Freshman Scholars the opportunity to continue engagement in transformational and leadership, with a focus on practice and reflection. This course may replace CP 111 Career Pathways Freshman Seminar I.

**HONORS 230: SPECIAL TOPICS (3)**
This course provides opportunities for students to further enhance their research, critical thinking, and reasoning skills by exploring contemporary national and international issues. This course may be substituted for Free Electives.

**HONORS 330: INDEPENDENT STUDY (3)** (Pre-requisite: Completion of the General Education Core) This course is designed to further enhance reasoning, critical thinking, and research skills through reading and writing. Under the supervision of the thesis advisor and an instructor with appropriate expertise in the appropriate discipline, students will engage in extensive research culmination in a scholarly research thesis which addresses a current issue. This course may be substituted for Core Independent Study requirements.

**HONORS 331: HONORS RESEARCH SEMINAR I (3)** (Pre-requisite: Completion of the General Education Core) This course is designed to introduce students to advanced study in both research and the formulation of ideas related to the students’ specific academic area. The student will select a thesis topic, conduct a literature search and by the end of the semester, present a proposal for approval. This course may be substituted for Core Research requirements.
HONORS 332: HONORS RESEARCH SEMINAR II (3) (H)
Pre-requisite: Completion of the General Education Core) This course is designed as a continuation of HON 331. This course requires students to meet weekly with the instructor and thesis advisor. A draft of the thesis must be completed by mid-semester. This course may be substituted for Core Research requirements.

HSC 231. Introduction to Health Education (3)
An introductory course to school and community health education. The basic philosophy, principles and content of health education are covered.

HSC 232. Community Health (3)
Focuses upon concepts of health factors influencing the community and resources for the prevention and elimination of area-wide health problems.

HSC 322. First Aid and Safety (2)
A course designed to develop an understanding of measures essential for accident prevention and the development of care and treatment for injuries/incidents.

HSC 331. Introduction to Nutrition (3)
A course designed to introduce students to the basic concepts and principles of nutrition. It emphasizes the identification, functions, and food sources of nutrients required by individuals for optimum health and development.

HSC 430. Health and Recreation Practicum (3)
A course designed to introduce students to field experiences in the area of health and recreation. These experiences include community, rural and minority recreational and institutional settings. This class will also provide an opportunity for students to relate their experiences with other experiences learned in previous courses in the major. Senior Year Only

HSC 431. Chronic and Communicable Diseases (3)
Examines current holistic health issues as they relate to the individual and society as a whole. Students will gain knowledge that will enable them to make informed decisions affecting personal, community and environmental welfare.

HSC 432. Health Services Administration (3)
This course focuses on principles of administration and organization of health programs in the school and community at large. Also included in the course are the administrative and coordination functions that can be expected of a health educator.

HUM 220. Humanities (2)
A cross-disciplinary course focused upon all the arts, with concentration on the visual and auditory components. Comparisons and investigations are the main features of the course with regard to media, basic perception, terminology and style -- with media and perception learned and applied directly. Through the analysis and comparison of works, basic perceptual skills are acquired to experience the arts meaningfully and confidently. A sense of confidence and an appreciation of meaning are important factors in making the arts lifelong companions.
MATH 121 & Lab. Concepts of Basic Mathematics I
The first course in the sequence of a mathematics course that satisfies the General Education mathematics requirement. The course is designed to provide knowledge and understanding of basic mathematical properties, processes, and symbols that includes intense instruction on equations and inequalities, triangles, quadrilaterals, similarities, circles, and polygons, perimeter, area, and volume. Included also are the fundamentals of integers, fractions and decimals, algebraic expressions, and graphing. This three-hour course engages students in three days of instruction and one day of required laboratory work to enhance computational proficiency. The ACT COMPASS exit examination in mathematics is required and will be computed as a component of the overall grade for the course.

MATH 122 & Lab. Concepts of Basic Mathematics II
The second course in the sequence of a mathematics course that satisfies the General Education mathematics requirement. The course is designed to enhance the knowledge and understanding of basic mathematical properties, processes, and symbols. The course begins with a review of the basics of algebraic expressions and graphing, and continues with intense instruction in sets, logical thinking, descriptive statistics, probability, personal finance, and consumer mathematics. This three-hour course engages students in three days of instruction and one day of required laboratory work to enhance computational proficiency.

The ACT COMPASS exit examination in mathematics is required and will be computed as a component of the overall grade for the course. Prerequisite: MATH 121

MATH 131. Fundamentals of Mathematics I (3)
Reviews basic operations with integers, fractions and decimals, algebraic expressions, multiplication and factorization of algebraic expressions, and graphing. The course is designed to insure understanding and the ability to use basic mathematical properties, processes, and symbols.

MATH 132. Fundamentals of Mathematics II (3)
A course designed to develop logical thinking. Topics include sets, logic, descriptive statistics, probability, personal finance, and consumer mathematics. The course is designed to insure understanding and the ability to use basic mathematical properties, processes and symbols. A General Education Requirement. Prerequisite: MATH 131

MATH 231. Pre-Calculus I (3)
Emphasizes sets, number systems, basic concepts in algebra such as exponents, radicals, factoring and simplifying expressions, inequalities, absolute value, fractions and graphs, composite and inverse functions, systems of linear equations, polynomial and rational functions.

MATH 232. Pre-Calculus II (3)
A course focused on conic sections, exponential, logarithmic functions and trigonometric functions, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solutions of trigonometric equations, law of sines and cosines, sequential series, and binomial theorem. Prerequisite: MATH 231
MATH 233. History, Philosophy & Role of Mathematics (3)
Includes the history of mathematics from various centuries as well as various philosophers and principles.

MATH 331. Calculus and Analytic Geometry I (3)
A review of sets, inequalities and absolute value, plane and analytic geometry, limits of functions, continuity, the derivatives of algebraic and trigonometric functions and anti-derivatives. Prerequisite: MATH 232

MATH 332. Calculus and Analytic Geometry II (3)
A course relative to definite and indefinite integrals, techniques of differentiation and integration of transcendental functions, and conic sections. Prerequisite: MATH 331

MATH 341. Mathematical Statistics I (3)
Includes the probability for discrete and continuous sample spaces, random variables and probability distributions, sampling distributions, estimation and testing hypotheses principles, and inference when comparing two populations. Calculus is used extensively. Prerequisite: Math 231

MATH 343. Discrete Mathematics (3)
A course that includes topics on logic sets, Boolean algebra, graph theory, counting formulas, networks, turning machines, recursive functions, and computability theory. Prerequisites: Math 232 and Math 340

MATH 434. Linear Algebra (3)
Includes systems of linear equations and their solutions, linear transformations of a vector space; matrices and determinants, eigenvalues and eigenvectors applications. Prerequisite: MATH 432.

MCJ 230. History of Journalism (3)
This course will provide an in-depth review of journalism history with an emphasis on the origins of the black press. The class will also highlight historical pioneers in the media industry.

MCJ 231. Desk Top Publishing (3)
Advanced applications utilizing all components of desktop publishing. Emphasis on creation of student projects including newsletters, annual reports, brochures, and promotional materials. Principles of layout and design will be practiced. Course intended for students who desire to master the use of desktop publishing software.

MCJ 238. Introduction to Journalism (3)
An introductory writing course that allows students to learn about basic news writing and reporting for the print and broadcast media. The class will include a grammar review. In addition, the class will address career opportunities available in the field. Prerequisite: ENG 132

MCJ 333. Print News Reporting (3)
This advanced journalism course will allow students to master reporting techniques utilized at newspapers. Students will also generate story ideas from covering various campus and community beats for the student newspaper.
MCJ 334. Investigative Reporting (3)
An advanced journalism course that will allow students to master news reporting and writing techniques. Students will generate investigative story ideas and write in-depth news stories. In addition, the course will teach student journalists how to research, gather analyze, and organize information.

MCJ 335. Writing for Journalists (3)
A course designed to introduce the basic areas of mass media—print, broadcast, online and public relations. The course focuses on how to gather, analyze and organize information; writing in a clear, concise and interesting manner; and the basic concepts of journalism: ethics, objectivity, media law and other journalistic responsibilities. Prerequisite: ENG 132

MCJ 336. Interviewing (3)
An introductory reporting course that allows students to learn basic interviewing skills for the print and broadcast media. The class also includes training to master job and internship interviews.

MCJ 337. Media Ethics (3)
Explores the theoretical and practical ethical questions of mass communication as judged through the application of moral principles. This is accomplished by reviewing pertinent moral philosophies (e.g. the "Golden Rule," Kant's Categorical Imperative, Hobbes' moral relativism) and learning how they can be applied in examining every day moral problems in the mass media. Three disciplines focus on news, advertising and public relations. Moral problems unique to each discipline are explored and discussed, while ethical theories are applied in the course of solving them. Guest speakers provide enlightened discussion of each discipline, thus impacting discovery of how practitioners confront moral dilemmas in their professions. Moreover, moral examination of each discipline consists of a discussion of issues via case studies and simulation. Culminating work in the class is a paper in which the student is required to present a cogent ethical analysis and opinion on an important moral issue in mass communications.

MCJ 435. Feature Article Writing (3)
Introduces several forms of writing for the media, including feature stories, critical reviews, advertising and public relations, interactive, and feature film scriptwriting. Students learn how to conduct basic research to prepare to write an article; how to structure an effective interview; and the marks of an effective feature story, including how to tailor an article for a specific audience, how to devise an appropriate angle for a story, the qualities of effective leads, how to structure the article for greatest effect, how to use effective, significant detail. Some basic principles of APA style for writing, and how to do effective revision are covered. Prerequisite: MCJ 238 and MCP 239

MCJ 437. Critical Editorial Writing (3)
An advanced writing course that allows students to learn about opinionated editorial writing for print media, primarily newspapers. In addition, students’ work is published in the editorial section of the Vista newspaper. The class includes a grammar review. In addition, the course addresses ethical issues and career opportunities available in the field. Prerequisite: MCJ 238 and MCP 239
MCM 230. Introduction to Public Relations (3)
A survey of the public relations discipline, including the professional foundation of ethics, law, and theory as well as the process, audiences, and professional practice areas. Students learn this foundation, which prepares them to move on to more advanced professional practice courses in public relations; with this foundation of students should have a good understanding of the discipline, why it is important, and how to conduct basic public relations functions. Prerequisite: ENG 132

MCM 232. History of Broadcasting (3)
An introductory study of the principles and role of broadcasting in society, broadcasting history, organization, regulations, and operations.

MCM 235. Introduction to Mass Communication (3)
A lecture- and discussion-based course that introduces the theories, concepts, terminology, and careers in mass media, specifically focusing on advertising, journalism, radio and public relations.

MCM 339. Media Law (3)
Provides an in-depth look at key constitutional, legal and policy influences on the current regulatory environment for journalism and the mass media. Specifically, this course examines the legal, regulatory, and ethical issues involving print and broadcast media and the Internet, including libel obscenity, invasion of privacy, shielding of sources, freedom of the press, copyright and government regulations. In addition, this course provides an example of how the study of journalism and mass communication intersects with other academic disciplines, such as political science and law. Prerequisite: ENG 132

MCM 430. Media Research and Theory (3)
Introduces selected trends in journalism and mass communication research, the logic of scientific research, and six basic approaches to conducting journalism and mass communication research: (1) survey, (2) content analysis, (3) experimental, (4) qualitative, (5) historical, and (6) legal. The course also provides the opportunity for developing a research proposal that may be the basis of the undergraduate or master’s thesis.

MCM 431. Senior Seminar I (1)
The Capstone course that provides experiences in abstracting, writing, editing, revising, and critiquing. It also provides experience in writing grant proposals and resumes and making posters and oral presentations. These experiences polish and prepare students for some of the most important activities in the work of practicing journalists and public relation professionals. This course helps prepare students for employment or post-graduate education. This course also offers the opportunity for students to integrate the many concepts learned and apply them to practical, real-world issues; make oral and written presentations; use computer technology; and sharpen critical thinking skills while working with other juniors or seniors. Prerequisite: Senior Classification
**MCM 432. Senior Seminar II (2)**
The Capstone course that provides experiences in abstracting, writing, editing, revising, and critiquing. It also provides experience in conducting a research project of qualitative or quantitative merit. The research findings are presented in a formal setting before faculty and students. These experiences polish the students and prepare them for some of the most important activities in the work of practicing journalists and public relation professionals. This course helps prepare students for employment or post-graduate education. Prerequisite: Senior Classification

**MCM 462. Internship (3)**
Provides qualified students with on-the-job experience and academic credit for working in professional settings in Radio-Tel Journalism, or Public Relations. Surveys of job opportunities indicate a need for supervised study, experience, and on-the-job training for students planning to enter the professional fields. The internship course provides opportunities to observe and analyze the methods, techniques, and creative processes of professionals. To determine eligibility, internship application forms must be completed and returned to the Coordinator of Internships. Prerequisite: Senior Classification.

**MCP 231. Mass Communication and Society (3)**
This is an introductory survey course that will expose students to the various cultural aspects influencing the mass media.

**MCP 239. Writing for the Mass Media (3)**
An introductory writing course that exposes students to the various writing styles used in the mass media including journalism, public relations, on-line, radio, and television broadcasting. Prerequisite: ENG 132

**MCP 332. Advertising/Copyrighting (3)**
A course for students who are interested in the fields of advertising, marketing, Internet sales, solutions, and public relations. Many students are on a career path to become copywriters, graphic designers, art directors and creative directors, and this course is fundamental training for those vocations. However, students merely interested in how advertising works can benefit from the course, and acquire the discipline needed to write persuasive copy. Advertising & Copywriting is a course designed to increase awareness of the advertising process, and to improve the ability to work with images and words to create powerful advertising messages.

**MCP 432. Public Relations Research (3)**
A course designed to equip students to perform and supervise preliminary and detailed research and manage environmental assessment in contemporary public relations practice. The student is exposed to the purposes of public relations and the manner in which the PR department deals with problems and issues. Real-life case studies allow the student to experience actual issues. The course also provides students the knowledge to apply public relations principles to problems and opportunities which occur in a variety of work situations. Course objectives include the ability to develop a strategic public relations plan to deal with real world public relations problems and opportunities, and the ability to apply ethical decision-making in a variety of case study situations. Pre-requisite: MCM 230
MCR 230. Introduction to Radio (3)
An introduction to broadcasting systems. The course focuses on the origins, present structures, characteristics, ethics, and problems from within and outside the industry. The student is shown how "The Media" works, along with exercises designed to increase critical thinking and evaluative processes of what one sees, hears and reads in and about the media. Additionally, it is designed to assist those considering a career in electronic and broadcast media by presenting educational and vocational requirements for various industry components. Prerequisite: MCM 235

MCR 330. New Writing and Reporting (3)
An advanced writing course that allows students to learn advanced news reporting and writing techniques. Students generate story ideas and write news stories for the Vista, the campus newspaper, based upon various community and campus beats. Prerequisites: ENG 132, MCP 239

MCR 331. News Editing (3)
This course focuses on copy editing for print media; selecting, processing and displaying news and other information. Reader interest, readability, clarity, verification and style are emphasized. This is a writing-intensive course. Prerequisites: ENG 132, MCP 239

MCR 332. Digital Photography (3)
This class is an introduction to digital photography emphasizing the technical and aesthetic issues and how these qualities inform image content. The course includes the history of still photography, applications of digital cameras, aspects of the digital medium, camera and computer equipment requirements, features of the digital still camera, memory and file formats in digital still cameras, digital still camera lenses, proper exposure, light, color, and temperature, using depth of field, using shutter speed effects, proper use of digital photography, lighting for digital stills, elements of composition, how composition informs content, photographic rendering, photographic reality, outputting and publishing, portfolio preparation, and career options in digital photography.

MCR 333. Radio Announcing (3)
Provides practical, hands-on experience in on-air announcing for broadcast radio that can be applied to a range of voice-over talent needs, including effective radio announcing, news casting, and interviewing. Delivery styles and techniques, presentation methods, and scripting are the major focuses for the course. Development of the basic skills for effective radio announcing, news casting, and interviewing are provided. Prerequisites: MCM 235

MCR 334. Radio Production (3)
Provides practical hands-on experience in production methods and techniques used in broadcast radio. Mastery of various production software, equipment, and technologies comprise the major focus of this course, preparing students to produce various types of radio media. Prerequisite: MCM 230
MCR 336. Radio Practicum (3)
Provides a practical experience working at WVCD, the Voorhees College radio station. The student is involved in the station’s operation: inclusive news, sports, programming, engineering, copywriting, traffic and continuity, public affairs, educational programming, promotions, office management, underwriting, library, training, music, production, web pages and AM or FM broadcasting. Prerequisites: MCR 230, MCR 333, and MCR 334

MCR 339. Audio Production (3)
Provides students with practical, hands-on experience in recording, editing, and producing multiple audio applications including live sound, studio, and broadcast. The student gains working knowledge of capturing, applying, and manipulating audio for varying media genres such as film, television, radio, etc. Prerequisite: Junior Classification

MCR 434. Electronic News Gathering (3)
An introduction to broadcasting - utilizing lectures, discussion, professional guests, taped broadcast excerpts and field trips. This course will combine the theoretical with practical applications with emphasis on individual writing. Prerequisite: MCP 239

MGT 331. Principles of Management (3)
A study of the principles and functions of business organizations and the management and application of these principles to business enterprises. Emphasis will be given to various business structures, tools of decision making, fixing of responsibilities, and the synchronization of work done by divisions, departments and individuals. Prerequisite: Junior Standing

MGT 332. Organizational Behavior (3)
Introduction to human behavior in organizations. Emphasis on factors that contribute to the effectiveness of individuals and groups in organizations. Prerequisite: MGT 331

MGT 333. Human Resource Management (3)
A study of human resource management. Focus is on recruiting, selecting, training, evaluating, and compensating workers. Prerequisite: MGT 331

MGT 337. Production Management/ Quantitative Methods in Business (3)
A study of the process of optimizing output under varying conditions. Techniques of design control and evaluation of operations systems will be considered. Students should be able to take a product to market. Prerequisite: MATH 132

MGT 338. Management Information System (3)
Introduction to management information systems (MIS) and related information technologies. Topics include hardware, software, database, telecommunications, and the Internet. Included also are introduction to planning, development, and management of MIS in organizations. Prerequisite: CBIS 231
MGT 432. Small Business Management (3)
A course intended to equip the student with step-by-step procedures and knowledge required to establish and successfully manage a small business enterprise. Emphasis is on handling special problems confronted by small businessmen in the day-to-day operation of their enterprises. Prerequisite: MGT 331

MGT 434. Business Policy (3)
A Capstone course designed to permit the student to integrate and to utilize the knowledge gained in all areas of study in business and economics. Post-graduation and career plans will also be covered. Prerequisite: Senior Classification

MKT 331. Principles of Marketing (3)
A study of the types of marketing institutions and their underlying functions, policies, practices, procedures, concepts and problems. Prerequisite: Junior Standing

MKT 332. Principles of Advertising (3)
A study of advertising principles and techniques with attention given to all aspects of advertising campaigns, media, and programs. Prerequisite: MKT 331

MKT 335. Retailing (3)
A study of the activities of managing, merchandising, and promotional functions dealing with retailing operations. Prerequisite: MKT 331

MKT 336. Purchasing (3)
The nature, process, practice, theory and significance of purchasing functions in organizations are covered. Prerequisite: MKT 331

MKT 339. Market Research (3)
A study of the uses of quantitative methods of research in marketing decision-making and problem-solving. Topics covered include the research process, scientific method, data gathering and analysis, and interpretation of findings. Prerequisite: MKT 331

MKT 432. Sales Planning and Management (3)
Topics covered include selecting, training, compensating, motivating and evaluating sales personnel; and planning sales campaigns for products, services, or regions. Prerequisite: MKT 331

MS 101. Introduction to ROTC (2)
An introduction to the Army and Army Reserve. Opportunities for ROTC students and graduates. Customs and traditions of the service. Includes training in basic drill and ceremony. Leadership Laboratory training offers practical experience in customs and courtesies, weapons training, and wearing of the uniforms. Special Events include: ROTC/Youth Day, Fun Activities (MS I/II’s Ranger Challenge Team Competition, Spring Awards Ceremony, Veteran’s Day Ceremony, and Dining Out).
MS 102. Introduction to Leadership (2)
A further examination of map reading and land navigation skills as introduced in MS 101. Topics covered include terrain features, 6- and 8-digit grid coordinates, measuring straight line and road distance, intersection, and resection. Leadership skills such as oral presentations, developing fitness programs, and leadership assessment. Leadership Laboratory training offers practical experience in customs and courtesies, weapons training, and proper wear and appearance of the uniforms. Special Events such as a Spring Awards Ceremony, ROTC Organization Day, and a Black History Program will be highlighted throughout the semester.

MS 201. Soldier Team Development (2)
Focuses on learning and applying ethics-based leadership skills that develop individual abilities and contribute to building effective teams of people. Develop skills in oral presentation, writing concisely, planning of events, coordinating group efforts, advanced first aid, land navigation and basic military tactics. Learn the fundamentals of the ROTC's Leadership Assessment Program (LAP). Leadership Laboratory training offers practical experience in classroom subjects as well as customs and courtesies, weapons training and wearing of the uniforms. Special Events include: ROTC/Youth Day, Fun Activities, (MS I/II's. Ranger Challenge Team Competition, Spring Awards Ceremony, Veteran’s Day Ceremony, and Dining Out).

MS 202. Individual/Team Military Tactics (2)
A further examination of map reading and basic leadership skills. Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, plus optional participation in PT for non-scholarship cadets, but highly encouraged. Special Events include: Spring Awards Ceremony, ROTC/Youth Day, Black History Program, and the Military Ball.

MS 321. Leading Small Organizations (3)
Teaches MS III cadets the essential leadership basics of the US Army Infantry Squad. It focuses on the leader’s role in organizing, directing and coordinating the efforts of individuals and equipment within squad size units for the execution of offensive and defensive tactical missions. MS 321’s basic focus is on physical fitness, rifle marksmanship and land navigation, oral and written communication, and leadership development and assessment. Students’ leadership attributes are developed by participation in physical fitness training, Leadership Laboratory and tactical training. Immediate feedback keeps the student focused. The successful completion of these military skills is a prerequisite for continuation to MS 322 and the ROTC Advanced Camp. Cadets are required to participate in all ROTC Events/Activities.

MS 322. Leading Platoon-Level Organizations (3)
Continues the methodology of MS 321. The command and control leadership development processes enable cadets to be in charge of 35-40 personnel. The primary focus is preparation for attendance at Advance Camp, Fort Lewis, Washington. Analyze tasks, prepare written and oral guidance for platoon and squad/team members to accomplish. Delegate tasks and supervise
execution. Cadets are evaluated on how they perform in stressful situations, then counseled and mentored. Introduction to ethics and ethical decision-making. Course requirements: Weekly Leadership Laboratory, Physical Fitness program, Tactical Training Exercises, Rifle Marksmanship Training, Land Navigation, Oral Presentations and ROTC Events/Activities.

**MS 421. Leadership Challenges and Goal-setting (3)**
Student Officers plan, conduct, and evaluate activities of the Bulldog ROTC Cadet Battalion. They articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Implement the chain of command, and develop officer - NCO relationships. Emphasized throughout the course are effective oral and written communication skills. Required participation include: a three-hour class, a weekly Leadership Lab, a monthly tactical field training exercise, and three (weekly) one-hour sessions for physical fitness.

**MS 422. Transition to Lieutenant (3)**
Continues the methodology from MS 421. Student officers identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Continued emphasis on effective oral and written communication/skills. Examine aspects of military tradition and law. Continued leadership development through coaching and mentoring. Final preparation for a future as a successful Army Officer. Required participation includes a three-hour class, a weekly Leadership Lab, all tactical training exercises, and three (weekly) one-hour sessions for physical fitness.

**MUS 120. Concert Choir (2)**
Offers a wide variety of choral experiences. The Concert Choir performs both on campus and in the community and occasionally tours different parts of the United States. The Concert Choir also serves as a Chapel Choir on Chapel Services days (Tuesdays). Choir membership is through audition. Attendance during rehearsals and performances is required for continued membership.

**MUS 210. Voice (Class) (1)**
Presents the fundamentals of singing for beginning and advanced students, and focuses on position and poise of the body and exercises for the development of vocal freedom. The course also presents the appropriate vocal literature adapted to each student’s needs and progress.

**MUS 423. Music of African-Americans (2)**
A survey of African-American Music from Africa around the 1600’s through the colonial period, slavery and up to the present.

**MUS 426. History of Black Church Music (2)**
Biblical and theological perspectives; hymnological, liturgical and music developments, issues and practices of Black Church Music.

**OGMT 099. Continuous Enrollment (1)**
Designed to provide advisement, completion of graduation requirements, and continuous enrollment for students who have successfully completed all module requirements, but are still taking General Education Requirements and/or free electives at the college or at other institutions. Students taking courses at other institutions must get approval by completing the
Transient Form. Enrollment in this course is required each semester the student is completing graduation requirements for the program after all modules have been successfully completed.

**OGMT 330. College Writing (3)**
Stresses how to write effective analytical and argumentative themes and how to research a topic and document primary and secondary sources. Instruction in the writing of reports, letters, and other exercises applicable to a wide range of disciplines and careers. Emphasis on clarity, conciseness, and accuracy of expression. Research techniques, information design, effective use of graphics, and preparation and presentation of oral reports are covered. Students are advised to take the English Proficiency Examination (EPE) during the semester of enrollment in OGMT 330.

**OGMT 331. Group and Organizational Dynamics (3)**
A study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks groups or individuals handle.

**OGMT 335. Adult Development and Life Assessment (3)**
This course introduces adult learners to adult development theories and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessment, the basis for understanding individuals within organizations.

**OGMT 337. Organizational Communication (3)**
This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and resolving conflict.

**OGMT 338. Business Law (3)**
A course on the history, background, sources and influences of our modern day law as it pertains to business activities of individuals, corporations and other legal entities. As a part of this module particular emphasis will be placed upon the laws governing contracts, creditors’ rights, secured transactions, bankruptcy, agency, partnerships and corporations.

**OGMT 341. Principles of Management and Supervision (3)**
Examines motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.

**OGMT 351. An Introduction to Research and Analysis Using Statistics (3)**
Presents problem analysis and evaluation techniques. Adult learners are shown methods for defining, researching, analyzing, and evaluating a problem in their work or vocational environments that they have selected as an independent study project. Specific statistical information covered in the course include identifying and measuring objectives, collecting data, working with significance levels, and analyzing variance and constructing questionnaires.
OGMT 432. Social Problems and Their Impact on the Workplace (3)
Presents an analysis of major contemporary social problems especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.

OGMT 434. Strategic Planning (3)
Introduces adult learners to various management planning models and techniques and application to business cases. It stresses the concepts of strategic planning and strategic management.

OGMT 435. A Systems Approach to Organizational Change (3)
Adult learners examine the formal and informal functions of organizations, and analyze agencies or organizations based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step method. This analysis is applied to adult learners’ work-related independent study projects.

OGMT 438. Human Resource Management (3)
Adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

OGMT 439. Personal Values and Organizational Ethics (3)
A review of several major ethical theories. Adult learners examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world.

OGMT 442. Review of Basic Accounting and Financial Concepts and Principles (0)
A seminar refresher course of general accounting principles used by businesses and non-profit organizations.

OGMT 444. Organizational Capstone Seminar (0)
A course for students to prepare for and take the Program Exit Examination for graduation.

OGMT 445. Managerial Finance (3)
Focuses on principles of economics necessary to equip managers and supervisors for effective decision-making and leadership are presented. Special consideration is given to financial markets, the investment decisions by the firm, the efficient market theory, and the financing decision. Specific economic concepts are applied to problem solving in the manager’s workplace.

OGMT 447. Managerial Marketing (3)
Includes principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences, are explored and their marketing implications considered from a manager’s perspective.
OGMT 449. Managerial Accounting (3)
Focus is on the application of cost accounting concepts to analyze cost and profit centers of organizations. Topics covered include but not limited to: cost-volume-profit analysis, budgeting, variance analysis and costs relevant to management decision making in organizations.

OGMT 450. Action Research Project Design/Library Seminar (1)
Begins the formal research design for the Action Research Project. Adult learners gain knowledge about the Action Research Model, presentation skills, appropriate APA writing style methods, and begin to understand the scope of the project. The purpose of this Saturday session is to provide adult learners with the opportunity to present to their cohort and Advisor, Chapters 1-3 of their Action Research Project.

OGMT 451. Action Research Project Interview and Presentation (1)
A continuation of OGMT 450. The Action Research Project is completed and presented to an evaluation team for its review.

OGMT 452. Action Research Project (4)
A major research effort designed to enhance knowledge in an area related to one’s work or community and provide research skills to assist in effective decision-making. The adult learner completes a research project related to his/her employment environment. Statistical analysis concepts and methods assist the adult learner in identifying a topic, collecting data, and measuring results. A college faculty member monitors the progress of the independent study, and an on-site contact makes certain that the adult learner devotes at least 200 clock hours to the project. Each adult learner gives an oral report of project findings during the semester.

PE 120. Introduction to Physical Education (2)
A General Education Requirement designed to insure a fit and healthier student at Voorhees College. This course examines the latest trends in health, fitness and nutrition, paying careful attention to health aspects relating to the College campus. Fitness testing and outdoor conditioning also comprise an important part of this course.

PHYS 130 & Lab. Fundamentals of Physical Science (3)
A General Education Requirement that provides basic principles of astronomy, chemistry, earth science, physics and physical science. The course provides basic principles of physical science. The course aims at providing students with a basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of intellectual ideas and principles.

PHYS 241 & Lab. Introduction to Physics I (4)
Covers the fundamentals of mechanics, heat and thermodynamics. Prerequisite: MATH 131

PHYS 242 & Lab. Introduction to Physics II (4)
Covers the fundamentals of waves, electricity, magnetism, and optics. Prerequisite: PHYS 241

PSY 101. History and Systems of Psychology (3)
This course is designed to provide psychology students an opportunity to reflect upon the field as a whole -- to review the subject areas that currently define the discipline, those areas that were once a part of the field but which are no longer current, and those areas that may be
important in the future. Students will examine major philosophical ideas that have informed the questions and methods of psychology, including the classical systems and schools of psychology, and they will review some of the major empirical findings and theories that have influenced the direction of research.

**PSY 230. General Psychology (3)**
This is an introductory survey of psychology with emphasis on a natural science perspective. Areas of study include the biology of human behavior, approaches to research, learning, sensation and perception, memory, and consciousness with additional in-depth study of selected topics, such as language, intelligence and cognition, development, motivation and emotion, health psychology, social psychology, personality and the causes and treatment of mental disorders.

**PSY 252. Cross/Multicultural Psychology (3)**
Examines the impact of culture on human behavior. Theory and research from developmental, social, cognitive, personality, and clinical psychology form the basis of the course. The course is also a comparative analysis of psychological research conducted among non-Western and European peoples. Influence of cultural variables on emotional and cognitive development, perception, socialization, and group behavior across cultures, with the aim of raising awareness and understanding of human commonality and diversity. Prerequisite: PSY 230, PSY 350

**PSY 331. Human Growth and Development (3)**
Examines human development, theories, heredity and environmental effects, prenatal development and birth. It evaluates physical, cognitive, and psychosocial development through the life span, aging, death and dying. The course also focuses on the implications of the principles for psychological growth, social policy formation, educational practice and self-understanding. Prerequisites: PSY 230 or PSY 332

**PSY 332. Educational Psychology (3)**
Examines the constructivist approaches of Jean Piaget and Lev Vygotsky in the development of knowledge, including empirical and logico-mathematical forms of knowledge, thought and action, thought and language. The learning theories of major theorists such as William James, Benjamin Bloom, David Hunt, Charles Galloway, Ned Flanders, Nathaniel Gage and many others are reviewed with specific classroom applications. Students demonstrate knowledge, understanding, and application of theories and principles of development, models of teaching, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Prerequisite: PSY 230

**PSY 350. Theories of Personality (3)**
An overview of the major theoretical approaches to the study of personality and includes theorists of historical note as well as contemporary theorists. It is also a survey of major names, avenues or analyses, and concepts in the field of personality. This course further examines socialization factors and their influence on personality development in childhood and adolescence with regard to moral, sex-role, self-control, emotional, and social cognitive
development. Major theories reviewed include psychoanalytic, cognitive, learning, psychosocial, sociocultural, dispositional, humanistic, and behavioral models. Prerequisite: PSY 230

**PSY 352. Psychology of Religion and Religious Experience (3)**
An in-depth study of classical theories and current research in the psychology of religion. This course deals with the approaches of traditional psychological theories toward phenomena of religious experience, mysticism, and prayer. The psychological process of creating and naming “gods” is considered as well as comparisons among altered states of consciousness including some forms of prayer. Prerequisite: PSY 230

**PSY 360. Social Psychology (3)**
A survey of theory and research in social psychology, emphasizing experimental investigations of attitudes and social cognition, and interpersonal relations and group processes. It is a general introduction to social psychology for majors and non-majors in psychology. Emphasis is given to the psychological components of common social behaviors including the psychological aspects of contemporary social problems. The course further reviews social influence, conformity, social perception, attitude changes, small groups, social behavior, and social influences on behavior, theories and research on attitude change and persuasion, stereotypes and prejudice, conformity and obedience to authority, altruism, conflict, attraction, love, and collective behavior. Prerequisites: PSY 230 and PSY 252

**PSY 362. Psychology of African-American Experience (3)**
This course examines the psychology of the African American experience. The course contains an overview of Black/African American psychology as an evolving field of study and considers the Black/African American Psychology paradigm as one of the key conceptual frameworks for understanding the psychological experiences of African Americans. Part of the course, explores a range of topics that pertain to the psychological experiences of African Americans such as racism and discrimination, achievement and schooling, kinship and family, racial identity, religion and spirituality, and African American mental health. A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans.

**PSY 365. Learning and Memory (3)**
Students will be able to explore important phenomena of human learning and memory, theories that attempt to make sense of these phenomena and some practical applications in the fields of education and psychological treatment. Topics covered include: history and context of research in this field, behaviorist principles for respondent and operant conditioning, cognitive theories, concept learning and problem solving, contemporary models of memory, experimental analysis of memory processes, and social learning phenomena and theories.

**PSY 370. Cognitive Psychology (3)**
The purpose of this course is to introduce students to human cognition: our ways of coming to know about the world and about one another. This course will concentrate on the classic topics in adult cognition: memory, attention, categorization, problem solving, reasoning, and
decision making. Special attention will be paid to the relationship between logic and the psychology of reasoning, and to the relationship between linguistics and the psychology of language.

**PSY 380. Testing and Measurement (3)**
This course is designed to introduce students to foundational concepts necessary for an understanding of psychological testing. It focuses on general knowledge of psychological testing including a discussion on ethics of using psychological tests. The course emphasizes psychometric principles including a detailed discussion of reliability and validity of tests and gives students skills in developing and piloting surveys and psychological tests.

**PSY 390. Sensation and Perception (3)**
This course examines how humans (and in some cases, other animals) sense and perceive the world around us. It considers the philosophical questions that humans have long posed about perception, and addresses the methods and techniques scientists use to try to answer them. Sensory pathways, fundamental perceptual processing, and higher-level meaning-making will be explored. This course will examine the orienting senses, skin senses, chemical senses (smell and taste), audition, vision, and the perception of time. Students will consider sensation and perception from several perspectives: physiological, psychophysical, ecological, motivational, and computational.

**PSY 420. Abnormal Psychology/Psychopathology (3)**
An introductory course in the field of abnormal psychology with emphasis upon the application of psychological theories to the treatment of socially inappropriate behaviors such as substance abuse and on psychological research in abnormal behaviors. The course surveys various categories of abnormal or deviant behavior such as personality, mood, and psychophysiological disorders, schizophrenia, anxiety, somatoform and dissociative disorders. Clinical methods including assessment, diagnosis, interventions and treatment outcomes are also considered. Prerequisites; PSY 230 and PSY 252

**PSY 430. Special Topics in Psychology (3)**
A course on special topics in psychology. It is a discussion course in which major concepts and issues in psychology are considered involving directed reading, guest lecturers, field trips, and/or oral reports by students. The course enables students to apply the basic skills they have acquired in other psychology courses in analyzing, synthesizing, evaluating, and producing their own original views on selected psychological issues. This course is open to students from other departments enrolled in senior seminar courses. Prerequisites; PSY 230 and PSY 350

**PSY 434. Substance Abuse/Alcoholism and other Drugs (3)**
An intensive study of theories and research regarding alcoholism, and other drugs of abuse, with emphasis on application of psychological theories to the treatment of alcoholism and on psychological research regarding alcoholism and other drugs. The course examines basic pharmacological and neurobiological, history, mechanisms of action, short-term and long-term effects, use and abuse of various psychoactive drugs. Prerequisite: PSY 230, PSY 350, PSY 352
PSY 435. Psychology of Aging/Gerontology (3)
This course reviews the psychology of aging and adult life not usually covered in Child and Adolescent psychology courses. It involves research and theory in adult physical, emotional, social, and cognitive development. Nature and causes of age-associated changes and differences in the physical, social, emotional, and cognitive areas of adult development. Prerequisite: PSY 350 and 352 or Instructor’s consent

PSY 440. Sport Psychology (3)
This course is designed to provide students with an understanding of the theoretical structure that underlies psychology as it has been applied to sport. There will be a particular emphasis on the psychological concerns that confront coaches, physical educators, organizations, athletes, and teams. Topics include motivation, team development, leadership, psychological skills training, and goal setting.

PSY 445. Environmental Psychology (3)
This course will explore the nature and nuances of interrelationships between people and their surroundings by examining an array of critical issues in environmental psychology. Here, the environment is broadly defined to include not only our physical surroundings (both natural and built) but also the larger, socio-cultural and political milieu in which we live. Starting with foundational theories on place attachment and place identity, the course will cover classic issues that help inform urban ecological design, such as relationships to nature, landscape preferences, personal space, territoriality, and crowding. As well, the course will address the emerging importance of the politics of place, as manifest through the appearance, meanings and uses of urban public space.

PSY 452. Ethical, Legal, and Professional Issues in Psychology (3)
This course covers ethical principles, laws and professional practices of psychologists. Topics include relevant court decisions, involuntary hospitalization, assessment, American Psychological Association (APA) standards, suicide etc. The course also involves an examination of the major legal and ethical issues involved in mental health practice including insanity, involuntary commitment, confidentiality and the duty to warn and the Ethical Principles of the Psychologist as they apply to the conduct of clinical practice as well as scientific research. Prerequisite: PSY 350 or consent of the Instructor

PSY 450. Human Sexuality (3)
Human Sexuality provides a comprehensive introduction to the biological, psychological, behavioral, and cultural aspects of sexuality. Topics include social and biological foundations of human sexuality, human reproduction, contraception, cross-cultural perspectives on sexual behavior and contemporary society, gender roles and stereotyping, current and controversial issues in sex education, and the effects of economics, class, public policy, and the political climate on expression of human sexuality. Contemporary research addressing such issues as communication, love, relationships, sexual problems, therapies, pregnancy, and childbirth are discussed.
**PSY 460. Psychological Internship (3)**
This course will allow students to accumulate professional experience through supervised activity in a setting that offers some form of human service. The student will be required to work 25 hours for each credit hour earned. The students work will be collaboratively elevated by the internship site supervisor and the course instructor. This course contains a field-based service learning component. Prerequisite: Junior standing

**REC 222. Team Sports (2)**
This course is designed for several types of people: physical educators, student teachers, recreational leaders, sports enthusiasts, and any other group of people interested in sports activities and physical fitness. This course studies team sports and the ability to teach team sports to several age groups.

**REC 231. Introduction to Recreation (3)**
This course is designed to provide an overview of the foundations, historical development and philosophical foundations of leisure, recreation and sports activities.

**REC 232. Recreation Leadership (3)**
This course is designed to present methods of developing individual and group leadership skills in the area of recreation.

**REC 321. Recreational Games (2)**
This course is designed to provide fundamental knowledge about a broad spectrum of physical activities to help increase the quality of life for individuals. It prepares future educators in the field of recreational activities.

**REC 331. Recreation Activities for Special Populations (3)**
This course is designed to provide a study of the concepts in program planning, leadership and adaptation of recreation activities for special populations: the physically and mentally handicapped, the aged, and disadvantaged groups.

**REC 332. Community Recreation (3)**
This course is designed to provide an overview of recreation programs in various settings; rural, urban, medical, industrial, etc.

**REC 432. Managing Recreation Programs (3)**
This course is designed to provide a study of the concepts, principles, and techniques of the planning of leisure and recreational activities.

**REC 449. Senior Seminar I (1)**
A course for students to identify current issues in the area of health and recreation and make that his/her thesis topic. Students are required to begin researching, collecting data and preliminary investigation of the approved topic. In addition, students are required to take the Graduate Record Exam (GRE), review literature related to the Major Field Exam, and develop a Senior Portfolio.
REC 450. Senior Seminar II (2)
Designed to focus on the broader current issues of health and recreation. Requirements for the course include a senior thesis on an approved topic by the instructor and an oral presentation defending the thesis. In addition, students are required to take the Graduate Record Exam (GRE), review literature related to the Major Field Exam, and take the Major Field Exam. Prerequisite: REC 449

REL 231. The Bible as Literature (3)
A study of the Bible as a body of great literature, exposing the students to the various literary genres, such as myth, legend, parable, and apocalypse, the understanding of which will open up new ways of appreciating “familiar truths.” Texts from the Old Testament, and the Apocrypha will be examined by employing the methods of modern textual, literary and form criticism. May be taken as a free elective.

REL 232. Life and Teaching of Jesus (3)
Examines the New Testament presentation of the words and deeds of Jesus of Nazareth. The study focuses on the social and religious milieu of early Christianity and its Jewish/Middle Eastern context. The historical background and setting of the Synoptic will explain the theological and literary differences among the Gospels. In order to gain the fullest appreciation of New Testament diversity, students will become acquainted with the most recent methodologies in New Testament research and criticism, e.g. redaction criticism and structural analysis. May be taken as a free elective.

REL 233. Introduction to Religion and Philosophy (3)
Introduces students to the basic historical, sociological, psychological, and ethical concepts of religious experience and practices. Using the Judeo Christian tradition as a starting point, the course covers major world religions, their traditions, sacred writing, and contributions. Students will be encouraged to develop and use analytical thinking skills in exploring the myth, symbol, rite, and morality. Prerequisite: Classification as a sophomore and above.

REL 331. African Traditional Religions (3)
Examines the role African traditional religions played in shaping African culture and history, their theological bases, their spiritual contributions, and their continued influence after their encounters with the missionary religions of Islam and Christianity. May be taken as a free elective.

REL 332. Survey of Church History (3)
Exposes students to some of the major issues of the emerging church including the arrival and expansion of Christianity in Africa. Medieval conflicts and issues are presented in the context of Western expansionism and mission efforts. The course then concentrates on the Reformation, ecumenism, and the role of the church in recent history with emphasis on the church’s involvement in the perpetuation and abolition of slavery, as well as focus on Christian churches in Africa and Black America. Prerequisite: REL 331.

REL 431. Principles and Problems in Religious Ethics (3)
Reflecting on traditional ethical issues as good and evil, value, duty, and purpose, students discover the theme of responsibility which is explored in three living religious traditions: Judaism,
Christianity, and Buddhism, as well as in relation to two significant movements in contemporary ethics: feminism and ecology. The course raises the question of the nature of ethical reflection itself, its origin, and its impact on contemporary discourse. Prerequisite: REL 332.

**REL 432. Contemporary Religious Thought (3)**
Assesses the current religious situation as expressed in Christian and Jewish thought with emphasis on possible implications for the future of Western religion. Students are exposed to current trends, e.g. theologies of the death of God, deconstructionism, theological responses to the “holocaust,” liberation and feminist theology, process theology, and religious pluralism. Prerequisite: REL 431.

**SM 231. Introduction to Sports Management (3)**
Designed to give students an overview of the evolution of sports management as a field of study. Major emphasis is given to future trends and career opportunities in the sports industry.

**SM 232. Role of Sports in Society (3)**
Examines the impact of sports on changing the socio-cultural relationship in the United States and the international community. Students will scrutinize the extent to which sports have influenced gender and race relations, and social change.

**SM 234. Sports Event Planning (3)**
Includes an overview of all the elements involved in the sports event planning process. Key components of the course include solicitation of sponsorships, organizing and marketing sports events, and managing facilities.

**SM 331. Sports Marketing and Promotion (3)**
Explores basic marketing and promotional concepts that are applicable to sports and recreation. A major focus on students’ understanding of the importance of public relations, sports consumer behavior, strategic market planning and marketing communication.

**SM 332. Sports Management Practicum (3)**
Provides students a unique opportunity for a practicum experience in a sports management career option. Each student is required to complete 140 hours under the supervision of a sports manager.

**SM 333. Facility Management and Design (3)**
Investigates the functions of management in terms of operating, designing, financing, and maintaining sports and recreational facilities. Students will have the opportunity to study the most up-dated designs for sports and recreational facilities; and how the “going green” philosophy is being implemented in the construction of new facilities.

**SM 334. Finance and Economics in Sports (3)**
Designed to expose students to the basic theories in finance that apply to managing sports organizations. Special attention will be given to understanding how to develop financial strategies, plan fundraisers, generate strategic plans and analyze feasibility and economic impact studies.
SM 440. Internship in Sports Management (12)
Intended to give students a practical work experience at an approved sports management site. Under the guidance of the academic advisor and the site manager, students are required to complete 450 clock hours over a period of 12 weeks. Senior Year Only.

SM 431. Legal Issues in Sports Settings (3)
Designed to provide students a basic introduction to the legal concepts, including those related to contracts, human rights, and property and tort laws that impact the field of sports management. Case-studies of laws that apply to the sports industry are analyzed to determine case precedents and present regulations.

SM 433. Ethics and Sports Management (3)
Affords students the chance to analyze the moral and ethical issues that are involved in sports management. Emphasis is placed on the conflicts sports managers face as they attempt to operate various sports enterprises without compromising the inherent values that may be gained from sport participation.

SOAN 330. General Anthropology (3)
A study of the development of human culture from the earliest times to the rise of urban civilization.

SOC 230. Introduction to Sociology (3)
A survey of the basic concepts in sociology, the nature of major social institutions, and the long-term trends affecting modern society. The course is designed to provide students with a basic competence in the skills of analysis, synthesis, and evaluation essential to understanding both minority and majority cultures in American society.

SOC 334. Sociological Theory (3)
An introduction to major theoretical perspectives in sociology including functional theory, conflict theory, exchange theory, interactionist theory, and structural theory. Prerequisites: SOC 230 and six additional hours in sociology.

SOC 335. The Family (3)
The theory and study of the family as a social system and the development of contemporary family roles. The course is designed to provide students with a basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of the family in diverse cultures. Prerequisites: SOC 230 and SOCI 333.

SOC 337. Racial and Ethnic Minorities (3)
Analysis of the characteristics of major American minorities: European-Americans, African-Americans, Latino-Americans, Native Americans, and Asian-Americans. The course is designed to provide students with a basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of both minority and majority cultures in American society. Prerequisite: SOC 230.

SOC 432. Social Problems (3)
A course based on a sociological analysis of social problems and how social service agencies and social workers address them. The principal text examines social welfare within a political context,
considering various ideological perspectives. The second text contains readings about current social problems that create dependency and a need for social services. The old method of social work and the implementation of the new “welfare reform” policies are compared and contrasted. Prerequisite: SOC 230

**SOC 433. Population Problems (3)**
Presented the theories and methodologies of demography. Major population trends and their impact upon societies are studied. Global population questions, issues, problems, situations, policies and programs are examined within the context of the theories and methodologies of demography. Prerequisite: SOC 230.

**SOC 434. Social Gerontology (3)**
Designed to acquaint students with the truth behind the common myths about old age; social implications of the old age population; social psychological adjustments of the process of aging; and societal reactions to and provisions for persons in later life. Prerequisite: SOC 230.

**SOC 333. Criminology (3)**
A course on the nature of crime, factors in criminal behavior, evaluation of methods of apprehending criminals and combating crime. Requirement for Criminology and Sociology majors.

**SOCJ 431. Juvenile Delinquency (3)**
Reviews the historical reasons for the establishment of juvenile courts in the United States; examines the juvenile justice process; introduces the functions of the various components of the system; and explores sociological concepts and theories of adolescent subculture. Prerequisites: SOC 230 and SOCJ 333.

**SOCJ 435. Deviant Behavior (3)**
A course on the analysis of certain behavior with regard to deviations from norms. Included also is the application of sociological and psychological concepts and theory to deviant behavior, and the critical evaluation of non-sociological research and theories. Prerequisites: SOC 230 and SOCJ 333.

**SOWK 434. Substance Abuse (3)**
Familiarizes the students with commonly abused substances, their impact on the systems involved, and the resources available for rehabilitation.

**SPAN 131. Elementary Spanish (3)**
This beginning half of standard elementary Spanish introduces students to the fundamentals of pronunciation, grammar, structure, and conversation. Exercises in composition, diction, and conversation are required. Language and culture are taught together.

**SPAN 132. Elementary Spanish II (3)**
This second half of standard elementary Spanish strengthens the listening, speaking, reading, and writing skills acquired in Spanish 131 but with increased emphasis on reading and writing. Language and culture are taught together. Prerequisite: Spanish 131.

**SPAN 231 & Lab. Intermediate Spanish I (3)**
This first half of intermediate Spanish attempts to increase the student’s ability to use the Spanish language by exposing him or her to the more complicated aspects of Spanish grammar. The course emphasizes oral comprehension, intensive and extensive reading, diction, and composition. Laboratory practice required. Language and culture are taught together. Prerequisite: Spanish 132

**SPAN 232 & Lab. Intermediate Spanish II (3)**
This second half of intermediate Spanish continues but at a higher level than the skills acquired in Spanish 231. Therefore, the course emphasizes oral comprehension, diction, intensive and extensive reading and study of modern prose. Laboratory practice required. Language and culture are taught together. Prerequisite: Spanish 231.

**SPCH 130. Fundamentals of Speech (3)**
A course designed to assure competence in oral communication skills. It introduces theory and practice of basic speech communication applicable to interpersonal communication and extemporaneous public speaking.

**SPCH 231. Advanced Speech (3)**
In this course, students learn to analyze and effectively respond to mass media messages in various contexts. Students are introduced to communication models, theories, and concepts used to prepare and deliver speeches centered on trending topics within the Mass Communication discipline.

**SPCH 232. Oral Interpretation of Literature (3)**
Emphasizes selecting, analyzing and interpreting materials from fiction, drama, and poetry. The course also stresses voice as the major instrument of interpretation. Students make a final oral presentation.

**SPCH 330. Argumentation and Debate (3)**
Emphasizes the principles, structures and techniques of debate. Topics for debate practice include national issues.

**SS 231. American National Government (3)**
A study of the origin, structure, power, and functions of the United States Federal system of government. The course also focuses on the relations of the citizens to the government and the rights, duties and obligations of United States citizens.

**SS 331. Social Statistics (3)**
An introduction to the basic methods and applications of quantitative research methods in the social sciences. Students are expected to become familiar with the common procedures of statistical analysis. Prerequisite: SOC 230.

**SS 431. Social Science Internship (3)**
Allows students to undertake an in-depth exploration of procedures and administrative techniques of public and private employers.
SS 433. Ethics in Social Science (3)
Explores a variety of ethical and social issues in science and technology. Students critically evaluate the role of the scientist in society to become aware of the complex ethical issues facing scientists in different professions. Topics explored are research integrity and scientific misconduct; conflicts of interest and of effort; the Manhattan Project; the human genome project; genetic engineering; the Tuskegee experiment; chemical and biological weapons, and, eugenics. Case studies are used extensively throughout the course. Emphasis is on critical debate and written assignments. The goal of the course is to enable each student to develop an understanding of conflicting opinions regarding science and technology, and to define and refine their own ethical code of conduct based on evaluation of the arguments from differing viewpoints. Prerequisite: SOC 230.

SS 434. United States Constitution (3)
A topical and developmental survey of the principles of the U.S. Constitution. Covers the framing and growth of the constitution, the powers and limitations imposed on branches of the national government, and the relationship between the nation and the states. Particular attention is given to First Amendment freedoms; due process rights, and equal protection of the laws, press, religion, privacy, and criminal procedures.

SS 437. Social Organization (3)
An introduction to the dynamics of social life in large-scale organizations. Topics include organizational social psychology, organizational structure and process, and organization-community relations. Prerequisite: SOC 230.

SS 438. Senior Research Seminar I (1)
The third course in a four-semester sequence (Social Statistics - offered in the fall semester; Research Method - offered in the spring semester; Senior Research Seminar I - offered in the fall semester; Senior Research Seminar II - offered in the spring semester) is designed for students majoring in Sociology or Criminal justice. Students in Sociology and Criminal Justice develop their research problem and appropriate methodologies and research instruments (quantitative and a quantitative survey), form their data collection strategy, identify primary and secondary sources, disseminate the research instrument to the identified population and begin data analysis. The course operates as a seminar, with students completing textbook chapter assignments, leading discussions and critiquing their peers. Prerequisites: SS 331 and SS 332.

SS 439. Senior Research Seminar II (2)
The Senior Research Seminar II is the fourth course in a four-semester sequence (Social Statistics - offered in the fall semester; Research Method - offered in the spring semester; Senior Research Seminar I - offered in the fall semester; Senior Research Seminar II - offered in the spring semester) designed for students majoring in Sociology or Criminal justice. Students in sociology and criminal justice focus on writing and rewriting their thesis. Students unify its component parts into a coherent whole and defend the thesis before a committee (administration, faculty, staff, students, and community stakeholders). The course operates as a seminar, with students
completing the second half of their textbook chapter assignments, leading discussions and critiquing their peers. Prerequisites: SS 331, SS 332, and SS 448.

SS 440. Senior Capstone Seminar (3)
Designed for senior Sociology/Criminal Justice majors. In order to demonstrate their competence as budding social scientists they must successfully demonstrate the ability to apply the methods, data sets, and theories they have learned about to a Major Field Test preliminary examination. Prerequisites: SS 331 and SS 438 (SS 438 and SS 450 must be taken at the same time, fall semester).

SS 449. Senior Seminar I (1)
Designed to integrate social science knowledge, concepts, theories, and trends in a way that enables students to frame a research problem in their major (Criminal Justice or Sociology), research the problem, analyze the findings, and write a senior thesis.

SS 450. Senior Capstone Seminar II (2)
A continuation of Senior Seminar I (SS 449): Students get experience in collecting and presenting sociological ideas and then develop the researched material into a senior thesis. Prerequisites: SS 449