



# 2021 – 2023 University Catalog



VOORHEES UNIVERSITY  
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## 2021 - 2023 COLLEGE CATALOG

Voorhees University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Questions about the accreditation of Voorhees University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

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### NON-DISCRIMINATORY POLICY

Voorhees University 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 University 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 based on 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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# President's Message



Greetings:

We are happy to have you at Voorhees University where our 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.*

This is a very special time at Voorhees as we achieve ***The Next Level of Excellence*** through the academic offerings we have planned for you, the higher level of customer service, a spirit of service learning, and a full collegiate life that create a well-rounded individual. You are Voorhees University and we are committed to giving you an extraordinary college experience during your matriculation.

At Voorhees, our efforts align with our core values of integrity, servanthood, tenacity, excellence, determination, and competence. Our guiding principles of teaching and learning, creativity and innovation, outreach and engagement, and resource stewardship help us to meet your needs efficiently and effectively.

Voorhees has a talented, diverse, world-class faculty who teach in distinct undergraduate degree programs. Our supportive network of alumni supports the university through service on boards and committees and through financial contributions. They have gone on to enjoy high-demand careers in numerous fields, including education, government, business, technology, medicine, engineering, and entertainment. Very soon, you will join the ranks of becoming a member of *the White and True Blue Alumni* of Voorhees University.

Beyond academics, we encourage participation in extracurricular activities, clubs and organizations, sports and community engagement efforts. There is an on-campus chapel, dining and housing facilities.

We are celebrating our 125<sup>th</sup> year of academic excellence at Voorhees. This institution is a legacy to our founder, Elizabeth Evelyn Wright, who laid the foundation for us to help you, our students, combine intellect and faith as you prepare for professional careers.

Opportunities abound and the possibilities are endless at Voorhees. We are honored that you are allowing us to help you create your foundation for global citizenship and life-long learning.

Achieving the next level of excellence,  
**Ronnie Hopkins**

# The Voorhees Mission

Voorhees University 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 abiding faith in God.

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

## 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 experiential learning reflective of student interests, and producing competent workers and leaders for a globally diverse world.

## II. FACILITATE STUDENT SUCCESS

To create and enhance a unique learning, and student-focused environment that ensures excellence, creativity, and innovation by 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 locate, acquire and increase the financial and funding resources 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 to achieve the vision, mission, and programmatic needs of the University.



This document is for students, parents, guardians, 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 University 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 University 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 University 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.

## **Memberships & Affiliations**

Voorhees University 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
- Lyrrasis
- 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)
-



## **University History & Philosophy**

Inspiration, determination, imagination, and faith, have been pillar principles in Voorhees University's century-long history, "changing minds" and "changing lives".

That history started with Elizabeth Evelyn Wright-Menafée, who at 23 was only a little older than a typical college student when she came to Bamberg County, SC. A native of Georgia, Wright-Menafée 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-Menafée 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-Menafée 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 University 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 University judges its teaching, scholarship, and service programs today. For the church, Voorhees is a ministry and investment, as well as a huge benefit to society.

In 1947, the school became Voorhees School and Junior College, awarding two-year degrees. This new beginning was validated through accreditation by the Southern Association of Colleges and Schools (SACS). Voorhees University was the first HBCU in South Carolina to receive this distinction. In 1962, Voorhees expanded its offerings, becoming a four-year institution.

Voorhees University strives to balance practical career training with a well-rounded background in the liberal arts. Dating back to Wright-Menafée's era, there has been an ongoing debate in higher education, between those who follow the philosophy of Dr. Booker T. Washington, an advocate of education focused on developing job 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 abiding faith in God. They aim to better themselves, their communities, and society.



*Scholarships lead to a festive moment at the Voorhees University 5<sup>th</sup> Annual Scholarship Gala*

## **Past Principals and Presidents of the University**

Elizabeth Evelyn Wright-Menafee, Founder & Principal	1897 – 1906
Gabrial P. Miller, Principal	1907 – 1911
Cyrus Campfield, Principal	1911 – 1912
Martin A. Menafee, Treasurer & Acting Principal	1911 – 1916
Jesse O. Thomas, Principal	1916 – 1918
E. R. Roberts, Principal	1918 – 1922
J. E. Blanton, President	1922 – 1947
Earl H. McClenney, President	1947 – 1950
Cecil B. Haliburton, President	1950 – 1953
T. H. Moore, Acting President	1953 – 1954
John F. Potts, President	1954 – 1970
Harry P. Graham, President	1970 – 1977
Lester B. Brown, Acting President	1977 – 1978
George B. Thomas, President	1978 – 1983
John F. Potts, Acting President	1983 – 1985
Leonard E. Dawson, President	1985 – 2001
Prezell R. Robinson, Interim President	Summer – 2001
Lee E. Monroe, Jr., President	2001 – 2007
Valdrie N. Walker, Acting President	2007 – 2008
Cleveland L. Sellers, Jr., President	2008 – 2016
W. Franklin Evans, President	2016 – 2021
Ronnie Hopkins	2021 – Present



The Voorhees University 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 L. Satcher, Jr.,  
MD, Ph.D. Vice Chairman – Dr. Traci  
Young-Cooper  
Treasurer – Dr. James Williams  
Secretary – Rev. Calhoun  
Walpole

## **MEMBERS AT LARGE**

Mr. Arturo Chavez  
Rev. Dr. Sam Davis  
Dr. Latonya Gillespie-  
Johnson  
Dr. Robert Dodd, Jr.  
Mr. Jerome Geathers  
Dr. Robert Hymes  
Mr. Dan Martin  
Ms. Mary Maxwell  
Dr. Vincent McNeil  
Dr. Michelle Meekins  
Mr. David Miller  
Mr. Dane Murray  
Dr. Fulton L. Porter III  
Ms. Sumiyah Rasheed  
Dr. Daraka Satcher  
Dr. Robert L. Satcher  
Ms. Leah Taylor  
Rev. Calhoun Walpole  
Rev. Dr. James H. Williams  
Dr. Traci Young-Cooper

## **STAFF TRUSTEES**

Dr. Ronnie Hopkins, President

*National Alumni President*  
Ms. Linda McCullough

*Alumni Representative*  
Ms. Karen Mack

*Faculty Representative*  
Dr. Tywana Chenault-Hemby

*Student Representative*  
Mr. Jaalen William-Butler

## **BOARD LIAISON / CLERK**

Ms. Wendy Hyland

## **TRUSTEE EMERITUS MEMBERS**

Dr. Donald Fowler  
Dr. Matthew A. Golson  
Dr. Mary Hepburn  
Dr. Prezell R. Robinson

# College Administration

The University's administration provides oversight for all faculty, staff, and students, all operations and resources. For a complete listing of Voorhees University personnel, please reference the campus directory online at [www.voorhees.edu/directory/](http://www.voorhees.edu/directory/).

## **OFFICE OF THE PRESIDENT**

Ronnie Hopkins, Ph.D., President and CEO  
Kimoni Hickman, Special Assistant to the President for Innovation and Special Initiatives  
Karen Countz, Interim Chief of Staff

## **DIVISION OF ACADEMIC AFFAIRS**

Damara Hightower Mitchell, Ed.D., Interim Provost and Vice President for Academic Affairs  
Coretta Downing, Administrative Assistant to the Provost/Vice President for Academic Affairs  
TBA, Program Manager for VC Online Learning

## **DEPARTMENT OF CAREER PATHWAYS INITIATIVE (CPI)**

Lealather Mayers, III, Coordinator of Career Planning and Resources

## **LIBERAL ARTS INNOVATION CENTER FOR HEALTHCARE ACCESS AND EQUITY (LAIC)**

Calvin Williams, Co-Executive Director  
Kendall Williams, Ph.D., Co-Executive Director  
Tiffany Grayson, LAIC Program Specialist and Office Manager

## **OFFICE OF SPONSORED RESEARCH**

Esther Brown, Director, Sponsored Research

## **SCHOOL OF BUSINESS AND ENTREPRENEURSHIP**

Katherine Whitaker, DBA, Dean, Department of Business and Entrepreneurship  
Alicia Davis, Ed.S, Assistant Professor of Accounting  
Lena Pinkston, Assistant Professor of General Business  
James Ross, Assistant Professor of Finance

## **SCHOOL OF SCIENCE, TECHNOLOGY, HEALTH, AND HUMAN SERVICES**

Zhabiz Golkar, Ph.D., Dean, 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  
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  
Kendall Williams, Ph.D., Assistant Professor of Public Health  
Anastasyia Yakunina, Ph.D., Associate Professor of Mathematics  
Jianye Zhang, Ph.D., Associate Professor of Chemistry  
Xiqiang Zheng, Ph.D., Associate Professor of Mathematics/Computer Science

## **SCHOOL OF HUMANITIES, EDUCATION AND SOCIAL SCIENCES**

Tywana Chenault-Hemby, Ph.D., Dean, Department of Humanities, Education and Social Sciences  
Adra Barrows, Assistant Professor of Comparative Literature  
Leland Barrows, Ph.D., Professor Emeritus  
Louis Howell, Assistant Professor of Criminal Justice  
Diane Hulett, Ph.D., Assistant Professor of English  
Garane, Garane, Ph.D., Assistant Professor of Foreign Languages  
Tondaleya Green-Jackson, Ed.D., Associate Professor of English  
Jonathan McCormick, Ph.D., Instructor of Psychology  
Samuel Ritchie, Ph.D., Assistant Professor of History  
Lugenia Rochelle, Assistant Professor of English  
Ronald Scott, Instructor of Communication  
Pamela Small, Assistant Professor of Child Development  
Norma Watts, Ph.D., Assistant Professor of Humanities

## **SCHOOL OF GRADUATE STUDIES, CONTINUING EDUCATION, AND INTEGRATIVE LEARNING**

Gwenda Richburg-Greene, Ph.D., Founding Dean, School of Graduate Studies, Continuing Education, and Integrative Learning  
D'metrius Dew, Coordinator of Experiential Learning/Coordinator of International Program

## **ACADEMIC CENTER OF EXCELLENCE**

Wanja Montgomery, Director, Academic Center of Excellence  
Rachel Jones, Academic Excellence Coach  
James C. Williams, Academic Excellence Coach  
Regina Rouse, Academic Excellence Coach  
Terrianna McCullough, Academic Excellence Coach

## **EIR-IMPACT**

Tondaleya Green-Jackson, Ed.D., Project Director, EIR-IMPACT

## **CENTER OF EXCELLENCE IN RURAL AND MINORITY HEALTH**

TBA

## **INSTRUCTIONAL SITE COORDINATORS**

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

## **ROTC COORDINATOR**

LTC Anthony Watson

## **WRIGHT/POTTS LIBRARY**

Herman "Skip" Mason, D.Min., Director of Library Services  
Leroy Fogle, Reference Librarian Specialist  
Gwendolyn Timms, Library Assistant

## **STUDENT SUPPORT SERVICES**

Lynda Jefferson, Director of Student Support Services  
Wendy Jones-Hyland, SSSP Coordinator of Self-Help Outreach and Disabled Services  
Ella Risi, SSSP Coordinator of Academic Support

## **CENTER OF EXCELLENCE FOR EDUCATOR PREPARATION AND INNOVATION (VC-CEEPI)**

Damara Hightower Mitchell, Ed.D., Executive Director  
Deborah Kinard, Program Coordinator, VC-CEEPI V-NET  
Alisha Truesdale-Cotton, Program Coordinator, VC-CEEPI RISE  
Michelle Copeland, Administrative Assistant to V-NET: Network for Advanced Teaching

## **DIVISION OF ENROLLMENT MANAGEMENT**

Phyllis Thompson, Vice President for The Division of Enrollment Management

## **DEPARTMENT OF ADMISSIONS AND RECRUITMENT**

Ricky Syndab, Director of Admissions and Recruitment  
Carolyn Grant, Admissions Office Manager  
Camron McClain, Admissions Counselor/Recruiter  
Kari L. Williamson, Admissions Counselor/Recruiter  
Antley Desimond, Admissions Counselor/Recruiter

## **DEPARTMENT OF FINANCIAL AID**

Augusta Kitchen, Director  
Jessica Griffith, Federal Programs Coordinator/Financial Aid Counselor

## **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

## **VETERANS RESOURCE CENTER**

Lee Odom, Director

## **DIVISION OF STUDENT AFFAIRS**

Charlene M. Johnson, Vice President for Student Affairs  
Rachel Jones, Choir Director

## **CHAPLAIN**

TBA

## **DEPARTMENT OF ATHLETICS**

Edward Glover, Head Coach of Women's Basketball  
Cabral Huff Head Coach of Men's Basketball/Booster Club Coordinator  
Jeffrey Hughes, Head Coach of Track and Field/Cross Country/Instructor of Sports Management  
Marcus Smith, Head Coach of Baseball/Athletics Academic Enhancement Coordinator

## **DEPARTMENT OF HOUSING AND RESIDENTIAL LIFE**

Allison Clark, Director, Housing and Residential Life  
Michael Gary, Senior Residence Coordinator  
Tony Barker, Residence Coordinator  
Nichelle Jamison, Residence Coordinator  
Sheila Jones, Residence Coordinator  
Kenneth Kinard, Residence Coordinator  
Kelly McCray, Residence Coordinator  
Shantel Moncrieft, Residence Coordinator  
Shaunetta Ray, Residence Coordinator  
Nicole Rivers, Residence Coordinator  
Natalie Saxton, Residence Coordinator  
Pamela Singleton, Residence Coordinator  
Mildred Smith, Residence Coordinator  
Valarie Stanford, Residence Coordinator  
James C. Williams, Residence Coordinator

## **DEPARTMENT OF STUDENT AFFAIRS**

Adrian West, Dean of Students  
Suzanne Williams, LPN, Director of Health Services  
Marion Wright, Director, Student Engagement and Leadership

## **DEPARTMENT OF CAMPUS SAFETY AND SECURITY**

Shawn Hale, Director of Campus Safety and Security

## **DIVISION OF BUSINESS AND FISCAL AFFAIRS**

Diane V. O'Berry, Vice President for The Division of Business and Fiscal Affairs  
Quincey Bellamy, Director, Title III Programs  
Sheborsheia Stewart-Smith, Administrative Assistant to the Executive Director of Title III Programs & Vice President of Business and Fiscal

## **DEPARTMENT OF ACCOUNTING**

Cheryl Knight, Accounts Payable Manager  
Queen Smith, Manager of Student Receivables  
Beverly Johnson, Cashier

## **OFFICE OF HUMAN RESOURCES**

Constance Colter-Brabham, Director  
Karen Countz, Human Resources Generalist

## **CAMPUS STORE**

Travis Fredrick, Campus Store Clerk

## **FOOD SERVICES**

Carolyn Jenkins, Director for Aladdin

## **MAILROOM**

Kelvin Isaac, Mailroom Specialist

## **DIVISION OF INSTITUTIONAL ADVANCEMENT AND DEVELOPMENT**

Prince Brown, Vice President for The Division of Institutional Advancement and Development/Chief Development Officer

Dwayne Smiling, Prospect Researcher and Government Relationship Manager

Cynthia Hoke, Senior Director of Marketing & Communications

Megan Freeman, Director of Communications

Clarence Jones, Director of Radio Communications and Radio Station

Stephanie Rivers-Kluttz, Director of Alumni Affairs and Development

Curtiss Sumner, Graphic Designer/Webmaster

Tammy Williams, Development Administrative Assistant

Xan Jennings, Director, Major and Planned Gifts

Willie Jefferson, Director, External Affairs, Operations, and Special Events

## **PHYSICAL PLANT OPERATIONS**

Alice Bryant, Inventory/General Receiving Specialist

Jeremiah Carter, Groundskeeper

Shontay Davis, Housekeeper

Stevie Davis, Housekeeper

Celestine Dyches, Lead Housekeeper

George Elmore, Lead Groundskeeper

Bennie Manuel, Carpentry/Maintenance Technician

Allen Mintz, Housekeeper

Bobby Priester, Maintenance Technician

Mark Thomas, Groundskeeper

James K. Williams, Groundskeeper

## **THE DIVISION OF STRATEGIC PLANNING, ASSESSMENT AND TECHNOLOGY**

Corey Amaker, Ph.D., Vice President for Strategic Planning, Assessment and Technology

Sherry Hopkins, Ph.D., Coordinator of Institutional Effectiveness Research

## **INFORMATION TECHNOLOGY**

John Stewart, Interim Chief Technology Director

Stayce Greene, Jenzabar Administrator

Tobias Copeland, Tier One Specialist

Tony Smalls, Jr., Wiring and Telecommunications Specialist

The Executive Cabinet is the leadership component of the University 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 University. 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 university-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 University community. The president also serves as chair of the SACSCOC Leadership Team, with the Accreditation Liaison reporting as a delegate and agent of regional accreditation.

## **The Office of The Provost and The Division Of Academic Affairs**

### **Dr. Damara Hightower-Mitchell, Interim Provost and Vice President of 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 University ensuring the achievement of the University's mission and vision.



The Office of the Provost and Vice President for Academic Affairs manages the University's regional accreditation and ensures 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 University. 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 University's resources while stimulating building on those resources in ways that expand the image and viability of the University 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 University's mission, Dr. W. Franklin Evans, the 9<sup>th</sup> President of Voorhees University has issued the charge and call to action articulated through the mantra: ***Re-Imagining Voorhees: Begin, Believe, Become.*** President Evans believes and expects that Voorhees University 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 University'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 University. The Division of Academic Affairs consists of three academic departments: Department of Business & Entrepreneurship; Department of Humanities, Education, & Social Sciences; and Department of Science, Technology, Health, and Human Services. The University 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 selection and preparation.

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 University 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 University. The Division is committed to the ethos of the liberal arts tradition, consistent with the University'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.



Since 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. To achieve *Academic Excellence and Distinction*, the Division of Academic Affairs has five (5) academic foci to include:

### **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 activities, students are systemically immersed in the culture of helping through volunteerism, community service, experiential engagement, and guided career pathways. At Voorhees University, 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 the 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 University 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 University'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 University 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 University. 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 & Wellness**

The Center investigates and combats health disparities in Bamberg County. The center's mission is to eliminate health disparities through the 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.

### **Wright/Potts Library**

Library resources and services at the Wright/Potts Library at Voorhees University are designed to provide the same high-quality service to distance education students as on-site students. The Library's primary objective is to provide the necessary resources and services to support the University's educational mission. Efforts are made by the library staff to implement the objectives of the University 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 University 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**

Database	Description
ABI/Inform Global	<p>*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.</p> <p>*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.</p>
Gale Cengage Databases and Reference Library	Allows the faculty to download library program guides aligning eBooks & Gale
	Courses with workshops and learning outcomes.
Ferguson’s Career Guidance Center	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.

Also, significant to our online Business Administration program, the Wright/Potts Library at Voorhees University 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; the eBook 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 back-files 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**

### **Phyllis Thompson, Vice President for Enrollment Management**

The Division of Enrollment Management is responsible for recruitment and admissions, student services, retention, and graduation. The Division of Enrollment Management includes the following offices: Office of Recruitment and Admissions, Office of the Registrar and Student Records, Office of Financial Aid, Retention & Scholarships, and Veterans Resource Center.

Voorhees University 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 University 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.



## **The Division of Students Affairs and Athletics**

### **Charlene Johnson, Vice President for Student Affairs and Athletics**

The Division of Student Affairs is the administrative area of the University that includes 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 University 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**

**Diane O’Berry, Vice President for 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 University. The division includes the Office of Financial Aid, Human Resources, the Physical Plant, Accounting, Transportation, the University Mail Room, and Book Store. Also, the Division of Fiscal & Administrative Affairs manages all outsourced contractual vendors.



## **The Division of Institutional Advancement and Development**

**Dr. Prince Brown, Vice President for Institutional Advancement and Development  
And Chief Development Officer**

The Division of Institutional Advancement and Development supports the overall mission of Voorhees University by spearheading efforts to increase the involvement of philanthropic organizations with the University. Moreover, while enhancing the University image, the Division of Institutional Advancement and Development strives to build long-term voluntary relationships between Voorhees University 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. The division’s departments include the Office of Communications, Major & Planned Gifts, Alumni Affairs & Development, Government Relations, and Radio Communications & the Radio Station.



## **The Division of Strategic Planning, Assessment, and Technology**

**Dr. Corey Amaker, Vice President for Strategic Planning, Assessment, and Technology**



# CAMPUS INFORMATION

## **DIRECTORY**

All telephone calls are received through the University 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.

Administration	Dr. Ronnie Hopkins, President & CEO	(803) 780-1019 <a href="mailto:president@voorhees.edu">president@voorhees.edu</a>
Academic Affairs	Dr. Damara Hightower-Mitchell Provost and Vice President for Academic Affairs	(803) 780-1029 <a href="mailto:dhmitchell@voorhees.edu">dhmitchell@voorhees.edu</a>
Admissions	Ricky Syndab, Director of Admissions	(803) 780-1030 <a href="mailto:admissions@voorhees.edu">admissions@voorhees.edu</a>
Alumni Affairs	Stephanie Rivers-Klutz, Interim Director of Alumni Affairs	(803) 780-1062 <a href="mailto:skluttz@voorhees.edu">skluttz@voorhees.edu</a>
Athletics	Charlene M. Johnson, Athletics Director	(803) 780-1039 <a href="mailto:cjohnson@voorhees.edu">cjohnson@voorhees.edu</a>
Board of Trustees	Wendy Hyland, Board Liaison / Clerk	(803) 780-1239 <a href="mailto:whyland@voorhees.edu">whyland@voorhees.edu</a>
Campus Safety & Security	Shawn Hale, Chief of Safety & Security	(803) 780-1129 <a href="mailto:shale@voorhees.edu">shale@voorhees.edu</a>
Career Pathways Initiative	Lealather Mayers III, Director	(803)780-1273 <a href="mailto:lmayers@voorhees.edu">lmayers@voorhees.edu</a>
Academic Center of Excellence	Wanja Montgomery, Director	<a href="mailto:wmontgomery@voorhees.edu">wmontgomery@voorhees.edu</a>
Department of Business and Entrepreneurship	Dr. Katherine Whitaker, Dean & Assistant Professor of Business Administration	(803) 780-1069 <a href="mailto:kwhitaker@voorhees.edu">kwhitaker@voorhees.edu</a>
Department of Humanities, Education, & Social Sciences	Dr. Tywana Chenault Hemby, Dean & Professor of Child Development	(803) 780-1079 <a href="mailto:themby@voorhees.edu">themby@voorhees.edu</a>
Department of Science, Technology, Health, and Human Services	Dr. Zhabiz Golkar, Dean & Professor of Biology	(803) 780-1060 <a href="mailto:zgolkar@voorhees.edu">zgolkar@voorhees.edu</a>

Facilities	Willie Jefferson, Director, External Affairs, Operations and Special Events	(803) 780-1049 <a href="mailto:williej@voorhees.edu">williej@voorhees.edu</a>
Financial Aid	Augusta Kitchen, Director of Financial Aid	(803) 780-1159 <a href="mailto:akitchen@voorhees.edu">akitchen@voorhees.edu</a>
Business and Fiscal Affairs	Diane O’Berry, VP of Business and Fiscal Affairs	(803) 780-1149 <a href="mailto:doberry@voorhees.edu">doberry@voorhees.edu</a>
Business and Fiscal Affairs	Eartha Hammond, Director, Financial Compliance of Grants Management	(803) 780-1379 <a href="mailto:hammond@voorhees.edu">hammond@voorhees.edu</a>
Human Resources	Constance Colter-Brabham, Director of Human Resources	(803) 780-1181 <a href="mailto:cbrabham@voorhees.edu">cbrabham@voorhees.edu</a>
Information Technology	John Stewart, Chief Technology Officer	(803) 780-1201 <a href="mailto:jstewart@voorhees.edu">jstewart@voorhees.edu</a>
Institutional Advancement	Dr. Prince Brown VP of Institutional Advancement and Development	(803) 780-1199 <a href="mailto:pbrown@voorhees.edu">pbrown@voorhees.edu</a>
Library	Herman “Skip” Mason, Library Director	(803) 780-1229 <a href="mailto:hmason@voorhees.edu">hmason@voorhees.edu</a>
Public Relations	Megan Freeman, Communications Director	(803) 780-1191 <a href="mailto:mfreeman@voorhees.edu">mfreeman@voorhees.edu</a>
Records, Transcripts	Felicia Mason-Garner, Registrar and Compliance Specialist	(803) 780-1259 <a href="mailto:fgarner@voorhees.edu">fgarner@voorhees.edu</a>
Residential Life & Housing	Allison Clark, Director of Housing & Residential Life	(803) 780-1261 <a href="mailto:aclark@voorhees.edu">aclark@voorhees.edu</a>
Sponsored Research	Esther Brown, Director	(803) 780-1158 <a href="mailto:ebrown1@voorhees.edu">ebrown1@voorhees.edu</a>
Student Affairs	Adrian West, Dean of Students	(803) 780-1269 <a href="mailto:west@voorhees.edu">west@voorhees.edu</a>
Student Support Services	Lynda Jefferson, Director of Student Support Services	(803) 780-1279 <a href="mailto:lyndaj@voorhees.edu">lyndaj@voorhees.edu</a>

**MAILING ADDRESS:**

Voorhees University  
Post Office Box 678  
Denmark, SC 29042-0678

**WEB ADDRESS:**

[www.voorhees.edu](http://www.voorhees.edu)



## VISITORS

Visitors are welcome at Voorhees University. 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, Director, External Affairs, Operations and Special Events at 803-780-1049 or [williej@voorhees.edu](mailto:williej@voorhees.edu).

## THE CAMPUS

Voorhees University, 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.

## UNIVERSITY 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 Entrepreneurship.
- **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 of 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** were 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 University.
- **Matthew A. Golson Humanities** was constructed in 1993. It houses faculty offices and classrooms for the Department of Humanities, Education and Social Sciences, music/art studio, an Early Childhood laboratory, IT servers, and the IT 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 foot facility houses approximately 110,000 print volumes, 10,000 microfiche volumes, a significant representation of current periodical and newspaper subscriptions, and the University'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 ultramodern, suite-style complex. This recreational, residential facility includes a two-lane bowling alley, a small movie theater, an ultra-fast Internet café, and a gaming arena.

Voorhees University 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 University 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 exam 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:

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);

1. 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 a foreign language, literature, social studies, or science
2. Submit an admissions application with a non-refundable application fee;
3. Submit a Voorhees University self-reported medical form with the applicant's signature verifying the accuracy of medical information; and
4. Meet program admission requirements, as specified in the current catalog and applicable program handbooks.

Note: The medical form is not required for an admission decision but must be submitted to complete the admissions file. Voorhees University is committed to ensuring applicants can benefit from the education received.

Select affiliates associated with Voorhees University require that students engaged in co-curricular and experiential placement experiences (such as service-learning, clinical, and internships) first clear a criminal background check before 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 complete a program. Also, 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 University is not a guarantee a field experience component will permit the student to participate, or that any state will accept the individual as a candidate for registration, permit, or licensure.

### **Conditional Admissions**

Voorhees University administration and staff are sensitive to the needs of applicants who may benefit from Voorhees's academic and social experiences. Admissions are based upon official documentation of an applicant's ability to benefit from being enrolled at Voorhees University. 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 offices and staff for special support services including further course work of 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 University, 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 University 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 University 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 University Acceptance Form will be mailed to all students accepted for enrollment at Voorhees University.

### **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 University 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 University 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 University of primary enrollment indicating the list of courses approved for transient study.

### **Special Students**

A student who wishes to enroll at Voorhees University 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 University degree or may be transferred to another college or university. Course transfer policies vary from institution to institution. Therefore, Voorhees University 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 University should contact the appropriate high school official, and complete a Voorhees University admissions application.

### **Homeschooled Students**

Voorhees University welcomes applications from home-schooled students. In addition to the application procedures outlined in Subsection 6.2.1, Voorhees University 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 University 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 are 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 University.

1. **Enrollment Certification:** Students must complete VA Form 22-1990 or VA Form 22-5490 for Chapter 35 benefits or visit [www.ebenefits.va.gov](http://www.ebenefits.va.gov) to submit the VONAPP application before receiving VA benefits. The Certificate of Eligibility (COE) 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 University and complete the registration process before receiving VA educational benefits.
3. **Consent for Certification:** Veterans Affairs students must provide consent to be certified for each term including the summer in order to be certified with the Department of Veterans Affairs. An electronic consent form should be filled out and submitted. The form can be found in the following link: <https://www.voorhees.edu/admissions/registrar/request-for-veterans-affairs-benefits>
4. **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 VRC Director. 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.
5. **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 for your field of study will not be funded. The VA does not pay for a course more than twice. After receiving payment 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.
6. **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 Affairs Coordinator) and submit it to the Veterans Administration. A copy of the form must also be filed with the Veterans Affairs Coordinator at Voorhees University. If the student has already made the change in chapter benefits, the student must notify the Veterans Resource Center at the University of the change with proper documentation.

## Veterans Resource Center

The first Veterans Resource Center (VRC) at Voorhees University opened on March 14, 2019. The VRC is specifically designed and tailored by the school to manage and maintain G.I. 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 University. Additionally, the VRC is responsible for the training of School Certifying Officials,

certifying G.I. Bill® educational benefit recipients, monitoring VA payments to students and the University, manages VA students tutoring and work-study programs.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

**Note:** Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.



*Official Opening of the Voorhees University Veterans Resource Center*

# Tuition

An expense can be an investment, especially when it leads to future opportunities. Education is a worthy investment, and the Division of Business and Fiscal Affairs is available to assist, from the first semester through graduation. The schedule of basic fees 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 can be made in cash, by certified or cashier check, draft or money order, made payable to Voorhees University. The University also accepts Visa, American Express, Discover, and/or Master Card.

Please Note: **Cash should *\*not\* be mailed*** to the University!! When mailing payments, address these to The Division of Business and Fiscal Affairs  
Attn: Vice President for Business and Fiscal Affairs  
Voorhees University  
Post Office Box 678  
Denmark, SC 29042-0678

The University 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)

	Resident/Boarding	Non-resident/No Board
Tuition	<b>\$11,630</b>	<b>\$11,630</b>
Technology Fee	<b>\$550</b>	<b>\$550</b>
Student Activity Fee	<b>\$450</b>	<b>\$450</b>
Board	<b>\$3,670</b>	<b>\$0</b>
Room- Guerry Finely, Halmi, Blanton, Battle	<b>\$3676</b>	<b>\$0</b>
Room Menafee	<b>\$4,276</b>	<b>\$0</b>
Room- Living and Learning Center	<b>\$4,876</b>	<b>\$0</b>
One-Year Total	<b>\$19,976</b>	<b>\$12,630</b>

### **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 over 18 hours.*





## **Other Fees and Assessments Payable in Advance**

Textbooks and Supplies (estimated per semester)	\$750
Graduation Application Fee	\$25
Graduation Application Late Fee	\$40
Graduation	\$250
Late Registration	\$75
Room Deposit (Non-Refundable)	\$75
Room Deposit Menafee	\$150
Room Deposit Living Learning Center	\$200
Key Replacement – Mail Room	\$50
Key Replacement - Dormitory	\$25
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 University requires each student to pay a minimum payment of \$350 on tuition and fees each semester. The payment is due before 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 at or before 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 University 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 University. 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 University.

**Tuition, Room, And Board Charges** may be paid in four installments: 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 FIRST SEMESTER**

<b>DATE DUE</b>	<b>BOARDING STUDENTS</b>	<b>DAY STUDENTS</b>
Due on Entrance (12-18 hrs.)	\$3,329.00	\$2,105.00
October 1	\$2,220.00	\$1,404.00
November 1	\$2,220.00	\$1,403.00
December 1	\$2,219.00	\$1,403.00
<b>TOTAL</b>	<b>\$9,988.00</b>	<b>\$6,315.00</b>

### **SECOND SEMESTER**

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

## SUMMER SCHOOL

TUITION AND	BOARDING STUDENTS	DAY STUDENTS
(1 – 5 Hrs.)	\$484.00/credit hour	\$484.00/credit hour
(6– 9 Hrs.)	\$2,904.0	\$2,904.00
Over 9 hrs.	\$2,904.00 + 484.000 (each additional hour in excess of 9)	\$2,904.00 + 484.00 (each additional hour in excess of 9)
Room	\$492	
Board	\$600	

### 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 University will automatically refund the credit balance UNLESS the student has specific instructions on file with the Business Office.

#### **Voorhees University Refund Policy**

If a student withdraws from or leaves the University 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 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 University 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 before deciding 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 the 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 University via form, email, or phone call. If a student withdraws from the University 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 University 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 University 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.*

Voorhees University uses the Return of Title IV calculations from the Return of Title IV tool provided by FAA Access online.

- The institution determines the withdrawal date from the date the student makes official contact with the records office their withdrawing from the university. This can be done by completing the withdrawal form, email, or phone call. The university 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:
  1. Federal Direct Unsubsidized Loans
  2. Federal Direct Subsidized Loans
  3. Federal Direct PLUS Loans
  4. Federal Pell Grants for which a return of funds is required
  5. Federal Supplemental Opportunity Grants for which a return of funds is required
  6. Iraq and Afghanistan Service Grant for which a return of funds is required

\*Not all Federal Title IV fund types are listed here but those listed are the most likely to be administered by Voorhees University.

### **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 University has the right under 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 University 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 University. If Voorhees University 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 University 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 University.

## **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 University.

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](http://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 University 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 needs – 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 needs, 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.

### **Federal Stafford Direct Loans**

#### **General Information**

Voorhees University 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**

- It starts 6 months after the 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 PLUS Master Promissory Note (MPN) must be signed online by the parent who applied for the PLUS Loan using their FSA User ID and password. The Parent MPN needs to be completed only once if the same parent borrows loan funding every year unless the loan was cosigned by an endorser.

## Maximum Loan Amounts

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

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

- Dependent Undergraduate
- Independent Undergraduate

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

- Dependent Undergraduate
- Independent Undergraduate

## Aggregate Loan Limits

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

	<b>Aggregate Loan Amounts</b>
<b>Dependent Undergraduate</b>	\$31,000 (no more than \$23,000 may be subsidized)
<b>Independent Undergraduate</b>	\$57,500 (no more than \$23,000 may be subsidized)

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**

Direct Subsidized Loans	Undergraduate	5.05%
Direct Unsubsidized Loans	Undergraduate	5.05%
Direct Unsubsidized Loans	Graduate or Professional	6.6%
Direct PLUS Loans	Parents and Graduate or Professional Students	7.6%

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 a 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 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 University's Veterans Affairs Office.

### **Institutional Scholarships and Awards**

#### **Voorhees University 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 noncitizens 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.

# SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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: 3.49; 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. The 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 University Athletics Grant-In-Aid**

The Athletic Grant-in-Aid is awarded to selected students based on 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 several industries, corporations, professional organizations, civic clubs, and individuals. Recipients are selected by the University'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 (Unconf) Scholarships**

The Office of Student Financial Aid recommends Voorhees University students for these scholarships. Eligibility requirements include financial needs 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.unconf.org/forstudents/scholarship.asp>)

## **Tuition And Fee Waivers**

Voorhees University 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 University. 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 the Voorhees University Office of Human Resources for the tuition waiver criteria.

## **FOR FINANCIAL AID ELIGIBILITY**

The United States Department of Education Federal Financial Aid regulations requires 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 University, each student is expected to demonstrate consistent progress towards meeting degree requirements. Qualitative and quantitative measurements are used to monitor academic progress at the University. 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 University'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.**

<b>Cumulative Hours Earned:</b>	<b>Minimum Cumulative GPA:</b>
<b>1-29 hours</b>	<b>1.55</b>
<b>30-59 hours</b>	<b>1.75</b>
<b>60-89 hours</b>	<b>1.95</b>
<b>90 hours and above</b>	<b>2.00</b>

### **COMPONENT 2: Quantitative Measurement**

\*Each student must successfully pass a minimum of 67% of their cumulative credit hours attempted in their program of study toward a degree at the University (rounded to the next highest number). Drops, Withdrawals, Incompletes, Failures, Repeated, non-credit remedial coursework and transfer credit hours accepted by Voorhees University 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 University 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 University, 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 ( $120 \times 150\% = 180$ ).

**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 university. 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 University.

### **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 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 University 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 the 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 for 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 University 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 University 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 University's academic regulations describe the petition process. Voorhees University Office of Student Financial Aid has no authority to alter the academic record.

## **SCHOLARSHIP, AWARD AND ENROLLMENT REQUIREMENTS**

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

## **ACADEMIC POLICIES**

Voorhees University 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 University will give appropriate notice as reasonably practicable under the circumstances.

Students enrolled at Voorhees University are responsible for adhering to all regulations, schedules, and deadlines outlined in the *Voorhees University Catalog* and any volume, handbooks, or contracts pertinent to their program. Students have further responsibility for 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 University; however, students are ultimately responsible for their 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 University's Advising Coordinator with the approval of the student's Department Chair.



**The Academic Center For 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 University 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 University 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 University 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 University 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.

## **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, 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 University at the beginning of either semester or session but freshmen should enter at the beginning of the fall semester. The dates for registration are listed on the academic calendar. The 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 University'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 University 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. 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. The student will 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" (Withdrew when Failing) or "WP" (Withdrew when Passing) will be recorded for the course.

## **Withdrawal From The University**

Students may withdraw from the institution at any time. A student may withdraw from the University by completing an Official Withdrawal Form, calling or emailing the Office of the Registrar, and Student Records. If a student withdraws from the University 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" (Withdrew 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" (Withdrew when Passing) or "WF" (Withdrew 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 University, 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 University 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 withdraw 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 leave during a semester follow the appropriate course withdrawal deadlines and procedures.

After the leave of absence period ends, the advisor must notify the Registrar 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 University 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**

1. **Full-time students are expected to carry an academic load of 12 to 18 credit hours each semester.** However, 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.
2. 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.
3. Students enrolled less than 12 hours will be considered part-time students.
4. 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 University only. A student is allowed only one "D" in the declared major. Any 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 the pocket expense.

## **Limitation Of Courses Offered**

The University reserves the right to cancel a course even though it is listed in the class schedule and the University's *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 canceled class will be sent to students at their Voorhees University 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 are permitted at the discretion of the instructor. A fee per credit hour is charged. The status of the Auditor cannot be changed after the course has begun. The University reserves the right to cancel an audit registration if the class size exceeds the 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 University requirement in a major and cannot be a course specially 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 for 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 before 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 the 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 the 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 University 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. If 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 University. 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. Also, 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 University 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 University. 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 University’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 University 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 before 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 and 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 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 is 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 University issues an official leave of absence to students who represent the University in 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 a 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

The University's Class Attendance Policy in each class and to maintain accurate records of students' absences. Faculty are required to notify all students of the University'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. The 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 University 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 officially excused absence for each student on the list. Students who obtain legitimate excuses for representing the University 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 meet, 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 makeup 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 University.
- d. Legally required court appearance.

#### **2. Documentation Required:**

- a. Excuses based upon illness require a statement by a physician or the University 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 verification of 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 University, 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 university 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 Honesty

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

## **Cheating:**

1. 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 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 the law and may incur civil or criminal penalties;
- b. Allowing another person to copy one's 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 academic work, or permitting someone else to complete academic work for oneself;
- g. Fraudulent procurement, use, or distribution of examinations;
- h. Signing another's name to examinations, reports, or papers.

## **Plagiarism:**

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

## **Fabrication:**

3. 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 academic work prepared totally or in part by another.

## **Lying:**

4. Lying is defined as any attempt to deceive, falsify, defraud, or misrepresent the truth in any matter involving University business. University 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 University 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 university building, facility, office, or other property, or accessing any computer file or other university record or storage to obtain 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 unadministered 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 violations of this policy may lead to suspension.

Upon approval of the Provost/Vice President of 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 University has adequate procedures to address all written and verbal student complaints. The University ensures integrity in all operations involving students. Students must use specific policies and procedures outlined in the University *Catalog*, Volumes II, V, and VI of the *Voorhees University 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 University purchases or contracts;
2. Claims against a Voorhees University employee on matters that are unrelated to the employee's job or role at the University;
3. Student disciplinary decisions, since there is a separate procedure for them; or
4. Where another Voorhees University 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 University, or who are participating in a University-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 requests an extension within the 45 business day 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 University 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 University for advisement and policy clarification.
4. After an interview with the student, a written response is provided to the student based on University policies and procedures within 10 business days. The student complaint and written response are forwarded to the President of the University.

A student may appeal the University's response, by writing, to the President of the University within ten (10) business days of receiving the response. The President will review the complaint, the response, and consult appropriate University 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 documentation 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](http://www.gnpec.ga.gov).



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 University. 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 University 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 University 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 University; 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 University 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 University 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 schools, art institutes, bible schools, and business schools.

The amount of credit awarded depends on the depth of knowledge, the support documentation, and the 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. Students transferring from other schools and seeking credit for work done at that institution must first be accepted as a transfer student at Voorhees University.
6. 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.
7. Students will be informed of the amount of credit that can be transferred before registration, if feasible.
8. 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 circumstances, prior to pre-registration the next semester, the evaluation will have been completed and transfer students informed of the transfer credits accepted by the University towards the degree program.
9. The student, the academic advisor, the department chair, and the Registrar must sign the “Transfer Credit Evaluation Form”.

10. 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 University. 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 University's website.
  - c. Each course is passed with a grade of "C" or above.
11. Students must earn a minimum of 30 semester hours in residence and spend the senior year in residence at Voorhees University to graduate from the University.

### **Credit For Off-Campus Summer Study**

Credit for summer school work completed at other institutions by Voorhees University 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 University must be repeated at Voorhees University only.

# GRADING SYSTEM

GRADE	INTERPRETATION	%SCALE	QUALITY PTS.
A.....	Excellent .....	90-100 .....	4.0
B.....	Good .....	80-89.....	3.0
C.....	Satisfactory .....	70-79 .....	2.0
D* .....	Passing .....	60-69 .....	1.0
F .....	Failure .....	59 and Below.....	0
I.....	Incomplete .....	N/A	

W.....	Withdrew without Credit
WP .....	Withdrew when Passing
WF .....	Withdrew when Failing
AD.....	Administratively withdrew without Credit
AP .....	Administratively withdrew Passing
AF .....	Administratively withdrew Failing
P .....	Passing

\* 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 withdrawal 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 March 4; 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 coursework.
2. The instructor must complete the “Change of Grade Form” and make appropriate adjustments in the 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 the 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. If a second D is earned in a major course, one of the courses must be repeated and a C or better must be earned in order to satisfy 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 ensures that Mid-term and Final Grade Reports are made available via the Tiger Portal. Students who have holds on their accounts 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:

<b>COURSE</b>	<b>GRADE</b>	<b>HRS. CARRIED</b>	<b>PTS. EARNED</b>	<b>How to Compute Pts.</b>	<b>Grade Points Earned</b>
English 131	A	3	3	4 x 3	12
Mathematics 131	B	3	3	3 x 3	9
Biology 131	C	3	3	2 x 3	6
Speech 131	C	3	3	2 x 3	6
Health 223	F	3	0	0 x 3	0
Physical Education III	B	1	1	3 x 1	3
<b>Totals</b>		<b>16</b>	13	36	<b>36</b>

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 University'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 University 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 University obligate themselves to be 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 online or at the University Cashier's office.
2. Complete a minimum of 120 hours of which a minimum of 35 must be in residence at Voorhees University;
3. Have a minimum grade point average of 2.00;
4. Complete 120 Experiential Learning (formerly Service Learning);
5. Pay all required fees, (i.e. graduation application, diploma fee, cap and gown fee);
6. Clear all indebtedness to the University;
7. Complete Career Planning Workshops;
8. Take a graduate/professional school admission test;
9. Satisfactorily complete Senior Thesis (as applicable);
10. 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.

POLICY FOR COMPLIANCE WITH FEDERAL EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (*THE BUCKLEY AMENDMENT*)

## **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: *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 University, 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 the 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 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 University, 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 University and the community organizations with whom our students serve. As a catalyst for *Re-Imagining Voorhees University*, indeed, Service Learning at Voorhees University 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 the 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 University amend a record should write the official responsible for the record, clearly identify the details of what the student wants to be changed, and specify the reason for the change. If Voorhees University decides not to amend the record, the University 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 University 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 University, 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 University 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 University 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 University 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

Student Affairs is the component of the University, 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 the 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 University 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 well-prepared graduates will have greater choices for 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 University 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 varieties 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 from 9 a.m. to 6 p.m., Monday through Friday.

### **Mailing Address:**

Student Engagement and Leadership  
Voorhees University  
P.O. Box 678  
Denmark, SC 29042

### **Campus Address:**

Living Learning Center  
Denmark, SC 29042

**Phone:** (803) 780-1267

**Email:** [mwright@voorhees.edu](mailto: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 University 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 University 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 University if:

1. The student is found by the University 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 University strives to maintain a community that promotes and values the academic experience, institutional and personal integrity, justice, equality, and diversity. The University, 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 promotes the University'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 in responding to allegations of student misconduct, as well as detailing what actions the University shall take in dealing with policy violations.

A student attending Voorhees University agrees to be governed by the *Student Code of Conduct*, as well as other University policies. The *Student Code of Conduct* applies to each student who is enrolled, whether on campus or off, during sessions, or between semesters. The University, 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 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 University have access to the *Student Code of Conduct*. This document appears in its entirety on the Student Affairs link on the Voorhees University 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 University 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 University publications.

Voorhees University 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 University or disregard for the rights of other students, faculty or other members of the University community. All students, while associated with or representing the University, are expected to conduct themselves and community life in a manner that will reflect favorably upon the University. When students enter Voorhees University, 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 University and that they have accepted them as a way of life during their stay at the University. 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 University, 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 University's Alcohol and Drug Policy (see Volume II, Subsection 2.2.2 of the Policy and Procedures Manual), Voorhees University students are prohibited from using, possessing, manufacturing, dispensing, distributing, or being under the influence of alcohol, controlled substances or illegal drugs on University-owned property, at University-sponsored activities, or while attending off-campus events as an official representative of the University.

In accordance with its Healthy Campus Initiative, Voorhees University is dedicated to providing a healthy, comfortable, and productive work and study environment for all faculty, staff, and students. Voorhees University 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 States Surgeon General's 1986 report, *The Health Consequences of Involuntary Smoking*, concluded the following: involuntary smoking is a cause of disease, including lung cancer, in healthy nonsmokers.

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 university 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 University 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, university-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 University. Voorhees University will not accept any contributions or gifts, money, or materials from the tobacco industry. The University 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**

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 a 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 University 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 University Campus Crime Report can be obtained by contacting the Office of Campus Security or the University Security link on the Voorhees University website at <http://www.voorhees.edu>. Please refer to the University'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 University 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 University.*

Voorhees University encourages students concerned with health/wellness issues (e.g., asthma, diabetes, hypertension, depression, pregnancy, STDs, etc.) to seek assistance from Health Services.

The University reserves the right to require a student to move from the Residence Halls, if he/she has a contagious disease, disrupts the University 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

University 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 the student's 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 University 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 University.
5. To plan, design, implement and evaluate activities for our constituency that will be informational, entertaining, and educational.

## Religious Life

Voorhees University 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 University 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 University, 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 University Worship, and spiritual awareness sessions. Students are invited to become involved in these programs and events.

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

## Chapel Services

Religious activities at Voorhees University emphasize moral and spiritual values, which are necessary for one's total development. These activities provide opportunities and experiences 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 University tradition is regular attendance at chapel services. All students are strongly encouraged to attend and participate in chapel services. In the chapel, students and faculty have the privilege of hearing guest speakers and ministers from the local community, minister members of the University, 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 University 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 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 University 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 the broader community a constructive tradition. This tradition has included academic support, bonding in extended families, community service, and the promotion of ideas and values that have aided personal and group development.

At Voorhees University, this proud tradition has also included involvement at all levels with activities and programs of service to the University 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 University. 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 University 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 University.

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 a 2.0-grade point average.

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

# Academic Programs

## Voorhees University Expected Educational Results

(Expected outcomes for all graduates)

### The Philosophy Of The General Education Requirements

As articulated through the University's mission statement, Voorhees University seeks to produce highly qualified graduates who coalesce intellect and faith in pursuit of life-long learning, healthy living, the betterment of society, and abiding faith in God. To that end, the philosophy of the General Education core requirements parallels the mission. General Education is designed to maximize student academic and co-curricular engagement. Highly influenced by *The Essential Learning Outcomes* developed by the American Association of Colleges and Universities, Voorhees University 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 to live up to the University'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.

## **General Education Curriculum (GE) Requirements**

**This General Education 50-hour curriculum applies to students entering the college prior to Fall 2017**

<b>COURSE CODE AND #</b>	<b>COURSE TITLE</b>	<b>CR HOURS</b>
<b>College Dynamics and Physical Fitness</b>		<b>3 hours</b>
CDCE 110	College Dynamics	1
PE 120	Introduction to Physical Education	2
<b>English and Speech</b>		<b>12 hours</b>
ENG 121 or ENG 131	Ideas, Expression, and Structure I <u>or</u> Ideas, and Their Expression I	3 or 3
ENG 122 or ENG 132	Ideas, Expression and Structure II <u>or</u> Ideas and Their Expression II	3 or 3
ENG 231	Introduction to Literature	3
SPCH 130	Fundamentals of Speech	3
	<b>NOTE:</b> 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.	
<b>Humanities</b>		<b>5 hours</b>
HUM 220	Humanities	2
REL 233	Introduction to Religion and Philosophy	3
<b>Foreign Language</b>		<b>3 hours</b>
SPAN 131 or FREN 131 or	Elementary Spanish I or II Elementary French I or II	3 3
<b>Math, Science &amp; Technology</b>		<b>15 hours</b>

MATH 121 or MATH 131 MATH 122 or MATH 132 BIO 130 PHYS 130 or ENVS 231 CMP 130	Concepts of Basic Mathematics I <u>or</u> Fundamentals of Math I Concepts of Basic Mathematics II <u>or</u> Fundamentals of Math II Fundamentals of Biology & Lab Fundamentals of Physical Science & Labor Introduction to Environmental Science Computer Concepts <b>NOTE:</b> Students should enroll in either MATH 121 or MATH 131 based upon the levels of their math proficiency demonstrated on the Accuplacer (freshman placement test) in Math.	3 or 3 3 or 3 3 or 3 3
<b>Economics and History</b>		<b>12 hours</b>
ECON 231 HIST 133 or HIST 234 HIST 235	Principles of Economics I World History Survey I or II American & Afro-American History I American & Afro-American History II	3 3 3 3

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

## General Education Curriculum (GE) Requirements

General Education 44-hour curriculum applies to students entering the college fall 2017

### Student Learning Outcomes

<b>Analysis and Communication</b> <i>(Reading, Written Communication, Oral Communication, Information Literacy)</i>
<b>Student Learning Outcomes</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will extract and construct meaning through interaction and involvement with written language.</li> <li><input type="checkbox"/> Students will clearly express ideas in appropriate academic language, demonstrating reasoning, an understanding of the audience, context, and the mechanics of academic writing in an organized, clear, and coherent manner.</li> <li><input type="checkbox"/> Students will use research strategies to identify, locate, evaluate, and effectively and responsibly use and share information.</li> <li><input type="checkbox"/> Students will systematically analyze complex real-world topics or issues.</li> <li><input type="checkbox"/> 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.</li> </ul>
<b>Quantitative Literacy</b> <i>(Understanding mathematical processes and their applications)</i>
<b>Student Learning Outcomes</b>

<input type="checkbox"/> Students will reason and solve quantitative problems from a wide array of everyday life situations <input type="checkbox"/> Students will demonstrate the ability to interpret, analyze, and convey quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc.).
<b>Natural Sciences</b>
<b>Learning Outcomes</b>
<input type="checkbox"/> Students will collect scientific data, evaluate, and draw conclusions about given problems using the scientific method.
<b>Health and Wellness</b>
<b>Learning Outcomes</b>
<input type="checkbox"/> Students will apply life-long skills to improve mental and physical wellbeing.
<b>Global and Intercultural Learning</b> <i>(Historical, Religious, Artistic and Political Learning and Languages)</i>
<b>Learning Outcomes</b>
<input type="checkbox"/> Students will apply global and intercultural perspectives in the analysis of historical and cultural events and theoretical frameworks.
<b>Personal and Career Development</b> <i>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</i>
<b>Learning Outcomes</b>
<input type="checkbox"/> Students will increase self-awareness and develop skills critical for collegiate success. <input type="checkbox"/> Students will demonstrate knowledge of college history, values, and resources. <input type="checkbox"/> 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 college fall 2017.*

<b>Analysis and Communication -- 9 hours</b>		
<b>ENG131</b>	Ideas & Their Expressions I	3
<b>ENG132</b>	Ideas & Their Expressions II	3
<b>SPCH130 OR SPCH231</b> <i>(select one)</i> <b>BA232(Business Majors Only)</b>	Introduction to Communication OR Public Speaking Business Communications (Business Majors Only)	3
<b>Quantitative Literacy</b> <i>(select one)</i> -- 3 hours		
<b>MATH121 OR MATH 131</b> <b>BA134 (Business Majors only)</b> <i>(Please refer to placement test scores)</i>	General Math or College Algebra Business Math (Business Majors Only)	3
<b>Information Technology -- 3 hours</b>		
<b>CMP130</b>	Computer Concepts	3

<b>Natural Sciences (<i>select one</i>) -- 4 hours</b>		
<b>BIO130</b>	General Biology & Lab	4
<b>PHYS130</b>	Physical Science & Lab	4
<b>CHEM141</b>	General Chemistry	4
<b>Health and Wellness (<i>select one</i>) -- 2 hours</b>		
<b>PE120 or HSC231</b>	Introduction to Physical Education <b>OR</b> Health Education	2
<b>Global and Intercultural Learning -- 15 hours</b> (Historical, Religion, Artistic, and Political Learning and Languages)		
<b>HIST234 or AAS230</b>	African American History <b>OR</b> Intro to African American Studies	3
<b>REL231 or REL232 or REL233 (<i>select one</i>)</b>	REL231: The Bible as Literature <b>OR</b> REL 232: Life and Teaching of Jesus <b>OR</b> REL 233: Comparative Religions	3
<b>FREN131 or SPAN131 (<i>select one</i>)</b>	Elementary French <b>OR</b> Elementary Spanish	3
<b>Select two courses</b>		
<b>AAS 235</b>	Blacks in Amer. Society*	3
<b>ART 220</b>	Art Appreciation	3
<b>ECON 231</b>	Prin. of Economics I	3
<b>ENG 231</b>	Introduction to Literature	3
<b>FREN 132</b>	Elementary French II	3
<b>HIST 133</b>	World History Survey I	3
<b>HIST 134</b>	World History Survey II	3
<b>HIST 235</b>	Amer./Afr. Amer. Hist. II	3
<b>HIST 236</b>	Survey of Civil Rights Mvmt.	3
<b>MUS 220</b>	Music Appreciation	3
<b>PSY 230</b>	General Psychology*	3
<b>REL 231</b>	The Bible as Literature	3
<b>REL 232</b>	Life and Teaching of Jesus	3
<b>REL 233</b>	Comparative Religions	3
<b>SPAN 132</b>	Elementary Spanish II	3
<b>SOC 230</b>	Introduction to Sociology	3
<i>Major course offerings may not be used to fulfill GEN ED requirements</i> <i>Business Majors are required to take ECO231 as one of their choices</i>		
<b>Personal and Career Development</b> (Collegiate Success Skills, Personal Awareness, and Career Exploration) ( <i>These courses are not applicable to non-traditional majors</i> )		
<b>CP 120</b>	Career Pathways I	2
<b>CP 121</b>	Career Pathways II	2
<b>CP 201 (Sophomore)</b>	Career Pathways I	2
<b>CP 202 (Sophomore)</b>	Career Pathways II	2

## 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 University’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 University’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 a 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.



## 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 or professional school. The academic program at Voorhees University 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 of 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 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 University**

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 UNIVERSITY ONLINE DEGREE PROGRAMS**

All programs are offered online

## The Department of Business & Entrepreneurship offers the following majors:

- Accounting
- Business Administration with concentrations in Finance, General Business, and Entrepreneurship
- Organizational Management

### 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 commit to 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.

<b>Accounting Major Requirements</b> <b>A minimum of 121 HOURS needed to graduate</b> <b>School of Business and Entrepreneurship</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I ENG 132 Ideas & Their Expressions II	BA232 Business Communication
<b>Quantitative Literacy (3 hrs.)</b>	
BA134 Business Math	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab PHYS 130 Physical Science & Lab	CHEM 141 General Chemistry
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society ART 220 Art Appreciation ECON 231 Principles of Economic I required for Business majors 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	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
<b>Personal and Career Development (8 hrs.)</b> <b>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
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)
<b>Business Administrative Core (50 hrs.)</b>	
ACT 231 Principles of Accounting I BA 230 Business Ethics BA 332 Business Statistics BA 333 Business Research Methods BA 338 Business Law BA 431 International Business BA 432 Business Internship CP 301BE Career Pathways I (Junior) CP 302 BE Career Pathways II (Junior)	CP 401BE Career Pathways I (Senior) CP 402BE Career Pathways II (Senior) CBIS 231 Business Computer Applications ECON 232 Principles of Economics II FIN 331 Business Finance MGT 331 Principles of Management MGT 434 Business Policy MKT 331 Principles of Marketing BA 342 Enactus BA 346 Strategic Management
<b>Accounting Requirements (24 hrs.)</b>	
ACT 331 Intermediate Accounting I	
ACT 332 Intermediate Accounting II	
ACT 333 Tax I	
ACT 337 Cost Accounting	
ACT 431 Auditing	
ACT 433 Accounting Software & Applications	
ACT 434 Governmental and Non-Profit Accounting	
ACT 439 Intro to Forensic Accounting	
<b>Free Electives (3 hrs.)</b>	
<b>Courses of your choice</b>	

**Suggested sequence of courses**  
**Accounting**  
**School of Business and Entrepreneurship**

**Freshman Year**

<b>1<sup>st</sup> Semester</b>		<b>CR.</b>	<b>2<sup>nd</sup> Semester</b>		<b>CR.</b>
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
BA134	Business Math	3	SPAN 131 or FREN 131	Elementary Spanish I or Elementary French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	BA130	Introduction to Business	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	HIST 133 (GI ELECTIVE)	World History Survey I	3
CMP 130	Computer Concepts	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
CP 120	Career Pathways I	2	CP 121	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>

**Sophomore Year**

<b>3<sup>rd</sup> Semester</b>		<b>CR.</b>	<b>4<sup>th</sup> Semester</b>		<b>CR.</b>
CBIS 231	Business Computer Applications	3	HIST 234 or AAS 230	American or African American History I or Intro to African American Studies	3
BA 232	Business Communication	3	ACT 331	Intermediate Acct I	3
ECON 231	Principles of Economics I	3	ECON 232	Principles of Economics II	3
BA 230	Business Ethics	3	Free Elective	Free Elective	3
ACT 231	Principles of Accounting	3	BA 342	Enactus	1
CP 201	Career Pathways I	2	CP 202	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>15</b>

**Junior Year**

<b>5<sup>th</sup> Semester</b>		<b>CR.</b>	<b>6<sup>th</sup> Semester</b>		<b>CR.</b>
FIN 331	Business Finance	3	BA 333	Business Research Methods	3
ACT 333	Tax I	3	BA 332	Business Statistics	3
MGT 331	Principles of Management	3	BA 338	Business Law	3
MGT 337	Prod/Quant Meth in Bus	3	ACT 332	Intermediate Acct II	3
CP 301	Career Pathways I	2	CP 302	Career Pathways II	2
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>14</b>

**Senior Year**

<b>7<sup>th</sup> Semester</b>		<b>CR.</b>	<b>8<sup>th</sup> Semester</b>		<b>CR.</b>
ACT 337	Cost Accounting	3	BA 432	Business Internship	3
ACT 431	Auditing	3	ACT 433	Accounting Software & Applications	3
BA 346	Strategic Management	3	MGT 434	Business Policy	3
BA 431	Auditing	3	ACT 439	Intro to Forensic Accounting	3
CP 401	Career Pathways I	1	CP 402	Career Pathways II	2
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>

**Career Information:**

Accountants have stable and rewarding careers. Accountants play a crucial role in the success of large corporations, small businesses, and government agencies around the world, which translates into consistently high demand and competitive salaries. If you're considering an accounting career, you will need a strong aptitude for mathematics and analysis, as well as a good business sense and the ability to focus on details. An accounting degree opens the door to many attractive positions, and it can also serve as an important prerequisite for a Certified Public Accountant (CPA) certification and other advanced degrees and certifications.

**Accounting ranks high on U.S. News & World Report's "Best Jobs" list.**

- Best Business Jobs: #7
- Best STEM Jobs: #8
- The 100 Best Jobs: #36

**Positions in the field**

- Corporate Accountant
- Forensic Accountant
- Corporate Controller
- Corporate Auditor
- Corporate Tax Manager
- Corporate Compliance Analyst
- Corporate Financial or Budget Analyst
- Financial Reporting Analyst
- Public Tax Accountant
- Public Auditor

## **Business Administration with Concentration in Finance**

**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
2. Equip the graduate with the appropriate knowledge, skills, and background to pursue meaningful careers in the public or private sector.

**Program Student Learning Outcomes:**

1. Students will have knowledge of basic functions and theories of Accounting, Finance, Management, Marketing, and other areas of Business Administration in our economy;
2. Analyze and solve business problems;
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.

<b>Business Administration with a Concentration in Finance minimum</b> <b>With requirement of 124 HOURS needed to graduate</b> <b>School of Business and Entrepreneurship</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I BA232 Business Communication	ENG 132 Ideas & Their Expressions II
<b>Quantitative Literacy (3 hrs.)</b>	
BA134 Business Math	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab CHEM 141 General Chemistry	PHYS 130 Physical Science & Lab
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society ART 220 Art Appreciation ECON 231 Principles of Economic I Required for Business majors 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	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 I SOC 230 Introduction to Sociology
<b>Personal and Career Development (8 hrs.)</b> <b>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
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)	
<b>Business Administrative Core (59 hrs.)</b>	
ACT 231 Principles of Accounting I ACT 232 Principles of Accounting II BA 130 Intro to Business BA 230 Business Ethics CBIS 231 Bus Comp App 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) BA 346 Strategic Management	MKT 331 Prin. Of Marketing CP 401BE Career Pathways I (Senior) 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 MGT 331 Principles of Management MGT 332 Organizational Behavior MGT 337 Prod/Quan. Methods in Business MGT 434 Business Policy BA 333 Business Research Methods
<b>Finance Requirements (15 hrs)</b>	
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
<b>Finance Electives (3 hrs.)</b>	
FIN 339 Money and Banking FIN 431 International Finance FIN 432 Personal Finance	FIN 436 Risk and Insurance FIN 438 Advanced Finance

<b>Free Electives (6 hrs.)</b>
Courses of your choice

Suggested sequence of courses Business Administration with Concentration in Finance School of Business and Entrepreneurship					
Freshman Year					
1 <sup>st</sup> Semester		CR.	2 <sup>nd</sup> Semester		CR.
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
BA134	Business Math	3	SPAN 131 or FREN 131	Elementary Spanish I or Elementary French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	BA232	Business Communication	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	HIST 133 (GI ELECTIVE)	World History Survey I	3
CMP 130	Computer Concepts	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
CP 120	Career Pathways I	2	CP 121	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
3 <sup>rd</sup> Semester		CR.	4 <sup>th</sup> Semester		CR.
CBIS 231	Business Computer Applications	3	FIN 331	Business Finance	3
HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3	BA 342	Enactus	1
ECON231	Principles of Economics I	3	ECON 232	Principles of Economics II	3
ACT 231	Principles of Accounting	3	BA 130	Introduction to Business	3
CP 201	Career Pathways I	2	BA 230	Business Ethics	3
			CP 202	Career Pathways II	2
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
5 <sup>th</sup> Semester		CR.	6 <sup>th</sup> Semester		CR.
BA 332	Business Statistics	3	BA 333	Business Research Methods	3
FIN 332	Corporate Finance	3	FIN 333	Investments	3
MGT 331	Principles of Management	3	FIN 336	Fin Options & Futures	3
MGT 337	Prod/Quant Meth in Bus	3	MGT 332	Organizational Behavior	3
MKT 331	Principles of Marketing	3	FIN 332	Corporate Finance	3
CP 301	Career Pathways I	2	CP 302	Career Pathways II	2

		<b>TOTAL</b>	<b>17</b>			<b>TOTAL</b>	<b>17</b>
<b>Senior Year</b>							
<b>7<sup>th</sup> Semester</b>		<b>CR.</b>	<b>8<sup>th</sup> Semester</b>		<b>CR.</b>		
FIN 338	Invest Analysis & Portfolio Management	3	BA 338	Business Law	3		
BA 431	Int'l Business	3	BA 432	Business Internship	3		
BA 346	Strategic Management	3	MGT 434	Business Policy	3		
BA 338	Business Law	3	Free Elective	Free Elective	3		
CP 401	Career Pathways I	1	CP 402	Career Pathways II	2		
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>		

## Career Information

In the field of finance, there are three main categories of the industry: public, corporate, and personal. From financial planning to investment banking to insurance, people who pursue careers in finance power the world.

Careers in finance are often a popular choice in that they can offer a high-paying position shortly after completing your degree. The different opportunities for working within the finance field are vast, with a multitude of specialties to choose from.

### Positions in the field:

- Commercial Banking
- Investment Banking
- Financial Planner
- Insurance Agent
- Public Accounting
- Hedge Fund Manager
- Venture Capitalist
- Real Estate Agent
- Chief Financial Officer
- Salaries for Finance Jobs

### Professional Organizations:

- American Bankruptcy Institute (ABI)
- American Finance Association (AFA)
- American Association of Bank Directors (AABD)
- Association of Finance Professionals (AFP)
- Chartered Alternative Investment Analyst (CAIA)
- CMT Association
- Financial Planning Association (FPA)
- Healthcare Financial Management Association (HFMA)
- Institute of Financial Operations (IFO)
- National Association of Personal Financial Advisors (NAPFA)
- Professional Risk Managers' International Association (PRMIA)
- Security Traders Association (STA)
- Society of Financial Service Professionals (FSP)



## **Business Administration with Concentration in General Business**

### **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
2. Equip the graduate with the appropriate knowledge, skills, and background to pursue meaningful careers in the public or private sector.

### **Program Student Learning Outcomes:**

1. Students will have knowledge of basic functions and theories of Accounting, Finance, Management, Marketing, and other areas of Business Administration in our economy;
2. Analyze and solve business problems;
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.

<b>Business Administration with Concentration in General Business</b> <b>A minimum of 124 HOURS needed to graduate</b> <b>School of Business and Entrepreneurship</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I BA232 Business Communication	ENG 132 Ideas & Their Expressions II
<b>Quantitative Literacy (3 hrs.)</b>	
BA134 Business Math	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab CHEM 141 General Chemistry	PHYS 130 Physical Science & Lab
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society ART 220 Art Appreciation ECON 231 Principles of Economic I Required for Business Majors 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	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
<b>Personal and Career Development (8 hrs.)</b> <b>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
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)
<b>Business Administrative Core Core (59 hrs.)</b>	
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) BA 342 Enactus	MKT 331 Prin. Of Marketing CP 401BE Career Pathways I (Senior) 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 MGT 331 Principles of Management MGT 332 Organizational Behavior MGT 337 Prod/Quan. Methods in Business MGT 434 Business Policy BA 346 Strategic Management BA 333 Research Methods
<b>General Business Requirements (18 hrs)</b>	
ACT 337 Cost Accounting MGT 333 Human Resource Management MGT 432 Small Business Management <b>OR</b> MKT 335 Retailing	MGT 330 Managing Diversity MGT 334 Project Management
<b>Free Electives (3 hrs.)</b>	
<b>Courses of your choice</b>	

Suggested Sequence of courses Business Administration with Concentration in General Business School of Business and Entrepreneurship					
Freshman Year					
1 <sup>st</sup> Semester		CR.	2 <sup>nd</sup> Semester		CR.
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
BA134	Business Math	3	SPAN 131 or FREN 131	Elementary Spanish I or Elementary French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	BA232	Business Communication	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	HIST 133 (GI ELECTIVE)	World History Survey I	3
CMP 130	Computer Concepts	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
CP 120	Career Pathways I	2	CP 121	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
3 <sup>rd</sup> Semester		CR.	4 <sup>th</sup> Semester		CR.
CBIS 231	Business Computer Applications	3	BA 230	Business Ethics	3
HIST 234 or AAS 230	American and African American History I or Intro to African Amer. Studies	3	BA 342	Enactus	1
ECON231	Principles of Economics I	3	ECON 232	Principles of Economics II	3
ACT 231	Principles of Accounting	3	MGT 334	Project Management	3
BA 130	Introduction to Business	3	FIN 331	Business Finance	3
CP 201	Career Pathways I	2	CP 202	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
5 <sup>th</sup> Semester		CR.	6 <sup>th</sup> Semester		CR.
BA 332	Business Statistics	3	BA 333	Business Research Methods	3
ACT 337	Cost Accounting	3	BA 330	Managing Diversity	3
MGT 331	Principles of Management	3	BA 338	Business Law	3
MGT 337	Prod/Quant Meth in Bus	3	MGT 332	Organizational Behavior	3
MKT 331	Principles of Marketing	3	CP 302	Career Pathways II	2
CP 301	Career Pathways I	2			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>14</b>
Senior Year					
7 <sup>th</sup> Semester		CR.	8 <sup>th</sup> Semester		CR.
MGT 338	Management Information System	3	BA 432	Business Internship	3
BA 431	Int'l Business	3	MGT 432 or MKT 335	Small Bus Mgt or Retailing	3
BA 446	Strategic Management	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
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>

### Career Information:

A Bachelor of Science in Business Administration (BSBA) degree is designed to provide students with a strong academic foundation in core business functions including general business administration, accounting, finance, project management, information technology, human resources, marketing, international business, logistics, and organizational behavior.

#### Possible Career Paths with a Business Administration Degree

- Sales Managers
- Management of Companies and Enterprises
- Car Dealers
- Wholesale Electronic Markets
- Computer Systems Design
- Department Stores
- Financial Managers
- Depository Credit Intermediation
- Management of Companies
- Accounting, Tax Prep, Bookkeeping and Payroll Services
- Insurance Companies
- Local Government
- HR Management
- Management of Companies
- Local Government
- Hospitals
- Employment Services
- Computer Systems Design
- Marketing Management
- Management of Companies
- Computer Systems Design
- Management, Scientific and Technical Consulting
- Insurance Companies
- Advertising and Public Relations

# Business Administration with Concentration in Small Business and Entrepreneurship

## Program Student Learning Outcomes:

1. Demonstrate the ability to communicate effectively both orally and in writing.
2. Demonstrate knowledge of the legal and ethical environment impacting business organizations and exhibit an understanding and appreciation of the ethical implications of decisions.
3. Create presentations and business plans that articulate and apply financial, operational, organizational, market, and sales knowledge to identify paths to value creation through company formation, for-profit, nonprofit, and government agencies.
4. Demonstrate an understanding of and appreciation for the importance of the impact of globalization and diversity in modern organizations.
5. Demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems.
6. Evaluate real-world problems and projects by utilizing skills needed for customer development, customer validation, and competitive analysis.

<b>Business Administration with Concentration in Small Business and Entrepreneurship</b> <b>A minimum of 124 HOURS needed to graduate</b> <b>School of Business and Entrepreneurship</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I ENG 132 Ideas & Their Expressions II BA232 Business Communication	
<b>Quantitative Literacy (3 hrs.)</b>	
BA134 Business Math	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab PHYS 130 Physical Science & Lab CHEM 141 General Chemistry	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society ART 220 Art Appreciation ECON 231 Principles of Economic I Required for Business Majors 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	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 <b>ECON 231 Principles of Economics I (MUST)</b>
<b>Personal and Career Development (8 hrs.)</b> <b>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	

CP 120 BE Career Pathways I (Freshman)	CP 201 BE Career Pathways I (Sophomore)
CP 121 BE Career Pathways II (Freshman)	CP 202 BE Career Pathways II (Sophomore)
<b>Business Administrative Core Core (59 hrs.)</b>	
ACT 231 Principles of Accounting I	MKT 331 Prin. Of Marketing
BA 130 Intro to Business	CP 401BE Career Pathways I (Senior)
BA 230 Business Ethics	CP 402BE Career Pathways II (Senior)
BA 332 Business Statistics	CBIS 231 Business Computer Applications
BA 338 Business Law	ECON 232 Principles of Economics II
BA 431 International Business	FIN 331 Business Finance
BA 432 Business Internship	MGT 331 Principles of Management
CP 301BE Career Pathways I (Junior)	MGT 332 Organizational Behavior
CP 302BE Career Pathways II (Junior)	MGT 337 Prod/Quan. Methods in Business
BA 342 Enactus	MGT 434 Business Policy
BA 346 Strategic Management	BA 333 Research Methods
<b>Entrepreneurship (18 hrs)</b>	
BA 231 Entrepreneurship	
MGT 335 Product Development	
BA 340 Franchising	
BA 341 Innovation & Entrepreneurship	
BA 400 Technology for Entrepreneurs	
FIN 435 Entrepreneurs Finance	
<b>Free Electives (3 hrs.)</b>	
<b>Courses of your choice</b>	

Suggested sequence of courses Small Business and Entrepreneurship School of Business and Entrepreneurship					
Freshman Year					
I <sup>st</sup> Semester		CR.	2 <sup>nd</sup> Semester		CR.
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
BA134	Business Math	3	SPAN 131 or FREN 131	Elementary Spanish I or Elementary French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	BA130	Introduction to Business	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	HIST 133 (GI ELECTIVE)	World History Survey I	3
CMP 130	Computer Concepts	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
CP 120	Career Pathways I	2	CP 121	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
Sophomore Year					
3 <sup>rd</sup> Semester		CR.	4 <sup>th</sup> Semester		CR.
CBIS 231	Business Computer Applications	3	HIST 234 or AAS 230	American or African American History I or Intro to African American Studies	3
BA 232	Business Communication	3	BA 231	Entrepreneurship	3

ECON 231	Principles of Economics I	3	ECON 232	Principles of Economics II	3
BA 230	Business Ethics	3	Free Elective	Free Elective	3
ACT 231	Principles of Accounting	3	CP 202	Career Pathways II	2
CP 201	Career Pathways I	2			
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>14</b>
<b>Junior Year</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR.</b>	<b>6<sup>th</sup> Semester</b>		<b>CR.</b>
FIN 331	Business Finance	3	BA 332	Business Statistics	3
MKT 335	Retailing	3	BA 338	Business Law	3
MGT 331	Principles of Management	3	BA 340	Franchising	3
MGT 337	Prod/Quant Meth in Bus	3	MGT 335	Product Development	3
BA 342	Enactus	1	BA 341	Innovation & Entrepreneurship	3
CP 301	Career Pathways I	2	CP 302	Career Pathways II	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>17</b>
<b>Senior Year</b>					
<b>7<sup>th</sup> Semester</b>		<b>CR.</b>	<b>8<sup>th</sup> Semester</b>		<b>CR.</b>
BA 400	Technology for Entrepreneurs	3	BA 432	Business Internship	3
BA 431	International Business	3	MGT 432	Small Business Management	3
BA 346	Strategic Management	3	MGT 434	Business Policy	3
CP 401	Career Pathways	1	FIN 435	Entrepreneurial Finance	3
			CP 402	Career Pathways II	2
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>

### Career Information

Students who pursue a degree in Business Administration and select the entrepreneurship concentration have several career options available to them. This concentration prepares students with the necessary tools to start their own business as an entrepreneur in a wide variety of fields. Students may wish to begin their careers in finance, sales, marketing, or public relations, to name a few options. Some possible choices are listed below:

- Business Owner/Founder
- Investment Banker
- Marketing Manager or Executive
- Product Development Manager
- Venture Capitalist

# Organizational Management

**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. Use appropriate integrative frameworks to identify company-wide problems and discern between their causes and symptoms;
2. Enact strategy, including management of contingencies, emergent strategies, and other modifications to existing plans.
3. Effectively plan, prepare and execute negotiations; use various processes and tools for bargaining, negotiating and resolving disputes; know the principles of effective negotiation and have practiced negotiation skills in several in-class and personal settings.
4. Identify, plan, budget, and initiate projects and monitor project performance.
5. Create a shared vision and mobilize energy toward goal achievement; manage organizational change and communication; overcome resistance to change.

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.

<b>Organizational Management</b>	
<b>A minimum of 124 hours needed to graduate</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I	ENG 132 Ideas & Their Expressions II
SPCH 130 or SPC 231 or BA232 Intro to Communication/Public Speaking/Business Communication	
<b>Quantitative Literacy (select one) (3 hrs.)</b>	
MATH 121 General Math	MATH 131 College Algebra
BA134 Business Math	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab	PHYS 130 Physical Science & Lab
CHEM 141 General Chemistry	



<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society	HIST 236 Survey of Civil Rights Movement
ART 220 Art Appreciation	MUS 220 Music Appreciation
ECON 231 Principles of Economic I Required for Business Majors	PSY 230 General Psychology
ENG 231 Introduction to Literature	REL 231 The Bible as Literature
FREN 132 Elementary French II	REL 232 Life and Teaching of Jesus
HIST 133 World History Survey I	REL 233 Comparative Religions
HIST 134 World History Survey II	SPAN 132 Elementary Spanish II
HIST 236 Survey of Civil Rights Movement	SOC 230 Introduction to Sociology
	ECON 231 Principles of Economics I
<b>Personal and Career Development (8 hrs.) (Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
CP 120 BE Career Pathways I (Freshman)	CP 201 BE Career Pathways I (Sophomore)
CP 121 BE Career Pathways II (Freshman)	CP 202 BE Career Pathways II (Sophomore)
<b>Organizational Management Core (51 hrs.)</b>	
OGMT 335 Adult Development & Life Assess.	OGMT 434 Strategic Planning
OGMT 337 Organizational Communication	OGMT 432 Social Problems & Their Impact on the Workplace
OGMT 331 Group and Organizational Behavior	OGMT 439 Personal Values & Org Ethics
OGMT 341 Prin/Management & Supervision	OGMT 445 Managerial Finance
OGMT 351 Intro to Research & Analysis Using Stat	OGMT 339 Action Research I
OGMT 340 Managing Diversity	OGMT 449 Managerial Accounting
OGMT 333 Business Research Methods	OGMT 452 Action Research Project
OGMT 338 Business Law	OGMT 444 Organizational Capstone Seminar
OGMT 438 Human Resource Management	OGMT 447 Managerial Marketing
<b>Electives (33hrs Required) (Choose from the following)</b>	
ACT 231 Principles of Accounting	MGT 432 Small Bus Mgt
ECON 232 Principles of Economics II	MKT 335 Retailing
FIN 331 Business Finance	FIN 333 Investments
ACT 337 Cost Accounting	FIN 336 Fin Options & Futures
BA 431 Int'l Business	BA 334. Real Estate Fundamentals
ACT 431 Auditing	BA 435. Entrepreneurship
ACT 433 Accounting Software & Applications	BA 340 - Franchising
MGT 434 Business Policy	FIN 435 Entrepreneurial Finance
ACT 439 Intro to Forensic Accounting	BA 338 Business Law
MKT 332 Principle of Advertisement	

## Career Information:

### Career Options with a Bachelors Degree in Organizational Management

- Training and Development Managers
- Social and Community Service Managers
- Marketing/Sales Managers
- Human Resources Managers
- Emergency Management Directors
- Compensation and Benefits Managers
- Administrative Services Managers

### Career Titles

- Human Resources Manager
- Marketing/Sales Manager
- Training and Development Manager

## 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.

<b>Sports Management</b> A minimum of 124 hours required to graduate School of Business and Entrepreneurship	
<b>Analysis and Communication (9 hrs.)</b>	
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)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab	CHEM 141 General Chemistry
PHYS 130 Physical Science & Lab	
<b>Health and Wellness (select one) (2 hrs.)</b>	

PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs.)</b>	
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 HIST236 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
<b>Personal and Career Development (8 hrs.) (Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
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)
<b>Sports Management Core Requirements (39 hrs.)</b>	
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	SM 333 Facility Management and Design SM 332 Sports Management Practicum SM431 Legal Issues in Sports Settings SM433 Ethics and Sports Management SM440 Internship in Sports Management
<b>Business Administration Courses (12 hrs.)</b>	
BA338 Business Law MGT331 Principles of Management	MGT332 Organizational Behavior MGT333 Human Resource Management
<b>Required Supportive Courses (20 hrs.)</b>	
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 (Sr) CP402ST Career Pathways II Major Research (Sr)
<b>Free Electives (9 hrs.)</b>	

**Suggested sequence of courses for Sports Management  
School of Business and Entrepreneurship**

FRESHMAN YEAR					
1 <sup>st</sup> Semester		CR	2 <sup>nd</sup> Semester		CR
ENG 131	Ideas & Their Expr I	3	ENG 132	Ideas & Their Expression II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	SPAN 131 or FREN 131	Spanish I OR Elem French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	SPCH 130 OR SPCH 231	Intro to Communication or Public Speaking	3
BIO 130 <b>OR</b> PHYS 130 <b>OR</b> CHEM 141	General Biology & Lab <b>OR</b> Physical Science & Lab <b>OR</b> General Chemistry	4	GI ELECTIVE (see chart)	Global and Intercultural Elective	3
CP 120ST	Career Pathways	2	CP 121ST	Career Pathways	2
CMP 130	Computer Concepts	3			
<b>TOTAL</b>		<b>17</b>	<b>TOTAL</b>		<b>14</b>
SOPHOMORE YEAR					
3 <sup>rd</sup> Semester		CR	4 <sup>th</sup> Semester		CR

HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3	SM234	Sports Event Planning	3
REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion Elem	3	SM232	Role of Sports in Society	3
SM231	Introduction to Sports Management	3	EM220	Policy & Politics in Emergency Management	3
PSY230	General Psychology	3	Free Elective	Free Elective	3
GI Elective (see chart)	Global and Intercultural Elective	3	REC222	Team Sports	2
CP 201ST	Career Pathways I	2	CP 202ST	Career Pathways II	2
<b>TOTAL</b>		<b>17</b>	<b>TOTAL</b>		<b>16</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR</b>	<b>6<sup>th</sup> Semester</b>		<b>CR</b>
SM331	Sports Marketing and Promotion	3	MGT332	Organizational Behavior	3
SM333	Facility Management and Design	3	BA338	Business Law	3
MGT333	Human Resource Management	3	SM332	Sports Management Practicum	3
REC321	Recreational Games	2	SM334	Finance and Economics in Sports	3
EM340	Emergency Response & Incident Management	3	CP 302ST	Career Pathways II	2
CP 301 ST	Career Pathways I	2	SS332	Research Methods	3
<b>TOTAL</b>		<b>16</b>	<b>TOTAL</b>		<b>17</b>
<b>SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>			<b>8<sup>th</sup> Semester</b>		
SM431	Legal Issues in Sports Settings	3	SM 440	Internship in Sports Management	12
SM433	Ethics and Sports Management	3	CP 402ST	Career Pathways (Sr.)	2
Free Elective	Free Elective	3			
Free Elective	Free Elective	3			
CP 401ST	Career Pathways I (Sr.)	1			
<b>TOTAL</b>		<b>13</b>	<b>TOTAL</b>		<b>14</b>

# DEPARTMENT OF HUMANITIES, EDUCATION, AND SOCIAL SCIENCES

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

- Mass Communications
- English
- Sociology
- Child Development
- Criminal Justice
- Psychology
- Interdisciplinary Studies
- Theological Studies

MINORS ARE OFFERED IN:

Sociology (*Only for Psychology majors*)

## Mass Communication

The goals of the Mass Communications major are to:

1. Aid and assist students to fully comprehend the nature and scope of mass media and its impact on a changing society;
2. Prepare graduates who are independent professional communicators capable of growing and changing to meet the demands of a global society.
3. Serve the University 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 the purposes they serve.
4. Apply theories in the use and presentation of images and information.

<b>Mass Communications Major Requirements</b> A minimum of 120 hours are needed to graduate School of Humanities, Education, and Social Sciences
<b>Analysis and Communication (9 hrs.)</b>
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)
<b>Quantitative Literacy (3 hrs.)</b>
Math 121 OR Math 131 General Math OR College Algebra
<b>Information Technology (3 hrs.)</b>
CMP 130 Computer Concepts
<b>Natural Sciences (select one) (4 hrs.)</b>

BIO 130 General Biology & Lab	
PHYS 130 Physical Science & Lab	
CHEM 141 General Chemistry	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society	HIST 236 Survey of Civil Rights Movement
ART 220 Art Appreciation	MUS 220 Music Appreciation
ECON 231 Principles of Economic I	PSY 230 General Psychology
ENG 231 Introduction to Literature	REL 231 The Bible as Literature
FREN 132 Elementary French II	REL 232 Life and Teaching of Jesus
HIST 133 World History Survey I	REL 233 Comparative Religions
HIST 134 World History Survey II	SPAN 132 Elementary Spanish II
HIST 236 Survey of Civil Rights Movement	SOC 230 Introduction to Sociology
<b>Personal and Career Development (8 hrs.)</b>	
CP 120 Career Pathways I	
CP 121 Career Pathways II	
CP 201 Career Pathways I	
CP 202 Career Pathways II	
<b>Mass Communication Core (28 hrs.)</b>	
MCR330 News Writing and Reporting	MCM432 Senior Seminar II
MCP239 Writing for Mass Media	MCM462 Internship
MCM339 Media Law	MCJ337 Media Ethics
MCM430 Media Research and Theory	MCM230 Intro to Public Relation
MCM431 Senior Seminar I	
<b>Interdisciplinary (42 hrs.)</b>	
MCJ 334 Investigative Reporting	MCR339 Audio Production
MCJ336 Interviewing	MCP332 Advertising/Copywriting
MCJ435 Feature Article Writing	MCP432 Public Relation Research
MCJ437 Critical Editorial Writing	MCR430 Marketing and Sales
MCM232 History Of Broadcasting	MKT331 Principles of Marketing
MCR230 Introduction to Radio	MGT331 Principles of Management
MCR331 News Editing	MCR434 Electronic News Gathering
MCR332 Digital Photography	MCP231 Mass Communications and Society
MCR333 Radio Announcing	MKT332 Principles of Advertising
MCR334 Radio Production	SPCH231 Advanced Speech
MCR336 Radio Practicum	
<b>Free Electives (6 hrs.)</b>	
<b>Choose any courses</b>	

**Suggested sequence of courses for Mass Communications**  
**School of Humanities, Education, and Social Sciences**

<b>Freshman Year</b>					
<b>1<sup>st</sup> Semester</b>		<b>CR.</b>	<b>2<sup>nd</sup> Semester</b>		<b>CR.</b>
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	SPAN 131 or FREN 131	Elementary Spanish I or Elementary French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	SPCH130 OR SPCH231	Intro to Communication or Public Speaking	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	HIST 133 (GI ELECTIVE)	World History Survey I	3
CMP 130	Computer Concepts	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
CP 120	Career Pathways	2	CP 121	Career Pathways	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
<b>Sophomore Year</b>					
<b>3<sup>rd</sup> Semester</b>		<b>CR.</b>	<b>4<sup>th</sup> Semester</b>		<b>CR.</b>
MCM 235	Intro to Mass Comm	3	GI ELECTIVE (select from chart)	Global and Intercultural	3
HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3	MCP 239	Writing for Mass Media	3
FREE ELECTIVE	Free Elective	3	MCM 230	Intro to Public Relations	3
IDE ELECTIVE 1	Interdisciplinary Elective	3	IDE ELECTIVE 3	Interdisciplinary Elective	3
IDE ELECTIVE 2	Interdisciplinary Elective	3	IDE ELECTIVE 4	Interdisciplinary Elective	3
CP 201	Career Pathways I	2	CP 202	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
<b>Junior Year</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR.</b>	<b>6<sup>th</sup> Semester</b>		<b>CR.</b>
IDE ELECTIVE 5	Interdisciplinary Elective	3	MCP 339	Media Law & Ethics	3
MCJ 337	Media Ethics	3	IDE ELECTIVE 7	Interdisciplinary Elective	3
IDE ELECTIVE 6	Interdisciplinary Elective	3	IDE ELECTIVE 8	Interdisciplinary Elective	3
MCR 330	News Writg & Reprtng	3	IDE ELECTIVE 9	Interdisciplinary Elective	3
IDE ELECTIVE	Interdisciplinary Elective	3	FREE ELECTIVE	Free Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>Senior Year</b>					
<b>7<sup>th</sup> Semester</b>		<b>CR.</b>	<b>8<sup>th</sup> Semester</b>		<b>CR.</b>
IDE ELECTIVE 10	Interdisciplinary Elective	3	MCM 432	Senior Seminar II	2
IDE ELECTIVE 11	Interdisciplinary Elective	3	MCM 462	Internship	3
MCM 431	Senior Seminar I	1	IDE ELECTIVE 13	Interdisciplinary Elective	3
MCM 430	Media Res & Theory	3	IDE ELECTIVE 14	Interdisciplinary Elective	3
IDE ELECTIVE 12	Interdisciplinary Elective	3			3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14</b>

## English

### The goals of the English major are to:

4. Introduce students to the study of literature that can enrich their understanding of the world;
5. Improve students' perception of the richness and diversity of the social and ethical values in literature and our response to them.
6. Enhance students' interpretive skills by introducing them to a variety of critical methods and by providing courses on critical topics to help students investigate our world through literary lenses.
7. Serve the University and community by providing knowledge and expertise in the area.

### Program Student Outcomes:

- Interpret a range of texts in American, British, and world literature, providing those texts with appropriate historical and cultural contexts.
- Demonstrate advanced analytical reading skills.
- Understand a variety of critical theories, approaches, and methodologies and apply them to the interpretation of texts.
- Demonstrate substantial communication skills, including the ability to write lucid prose for specific rhetorical situations.
- Conduct and use academic research, from locating and evaluating print and electronic sources to integrating research materials into substantial critical essays.

<b>English Major Requirements</b> A minimum of 121 hours are needed to graduate School of Humanities, Education, and Social Sciences
<b>Analysis and Communication (9 hrs.)</b>
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)
<b>Quantitative Literacy (3 hrs.)</b>
Math 121 OR Math 131 General Math OR College Algebra
<b>Information Technology (3 hrs.)</b>
CMP 130 Computer Concepts
<b>Natural Sciences (select one) (4 hrs.)</b>
BIO 130 General Biology & Lab PHYS 130 Physical Science & Lab CHEM 141 General Chemistry
<b>Health and Wellness (select one) (2 hrs.)</b>
PE 120 or HSC 231 Introduction to Physical Education OR Health Education
<b>GI Electives (15 hrs)</b>



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	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
<b>Personal and Career Development (8 hrs.)</b>	
CP 120 Career Pathways I CP 121 Career Pathways II	CP 201 Career Pathways I CP 202 Career Pathways II
<b>English Core (38 hrs.)</b>	
ENG 215 Literary History, Criticism and Methods ENG 232 World Literature and Cultures I ENG 233 World Literature and Cultures II CP 301 Career Pathways I (Jr) CP 302 Career Pathways II (Jr) ENG 310 History of the English Language	ENG 401 American Literature Seminar I ENG 421 African American Experience & Lit I ENG 422 African American Experience & Lit II ENG 439 Shakespeare ENG 449 Senior Seminar SPAN 132 or FREN 132
<b>English Literature (24 hrs.)</b>	
ENG 250 Business Writing ENG 330 Advanced Academic Writing and Research ENG 403 Contemporary Literature ENG 411 Poetry	ENG 425 Adolescent Literature ENG 427 Southern Literature ENG 435 The Novel ENG 437 Gender and Literature
English Restricted Electives	
CJ 331 Criminal Law ENG 263 Literature and Sacred Texts ENG 333 Advanced Composition ENG 341 British Romantic Literature ENG 343 British Victorian Literature ENG 335 Literature for Children	ENG 379 Special Topics in Literature ENG 387 Introduction to Rhetorical Analysis ENG 407 Seminar: The Jazz Age-Harlem Renaissance ENG 444 Milton MCP 239 Writing for Mass Media SOC 432 Social Problems
<b>Free Electives (9 hrs.)</b>	
<b>Choose any courses</b>	

<b>Suggested Sequence of Courses for English</b>					
<b>School of Humanities, Education, and Social Sciences</b>					
<b>Freshman Year</b>					
<b>1st Semester</b>		<b>CR.</b>	<b>2nd Semester</b>		<b>CR.</b>
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	GI ELECTIVE (see chart below major)	Global and Intercultural Elective	3
FS 120	Freshman Seminar I	2	FS 121	Freshman Seminar II	2
<b>TOTAL</b>		<b>14</b>	<b>TOTAL</b>		<b>14</b>

Sophomore Year					
3rd Semester		CR.	4th Semester		CR.
FRE 131 or SPAN 131	Elementary French or Elementary Spanish I	3	GI ELECTIVE (see chart below major)	Global and Intercultural Elective	3
ENG 215	Literary History, Criticism and Methods	3	FREN 132 or SPAN 132	Elementary French II or Elementary Spanish II	3
CMP130	Computer Concepts	3	English Restricted 1	English Restricted Elective	3
SPCH130	Introduction to Communication or Public Speaking	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	ENG310	History of the English Language	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
Junior Year					
5th Semester		CR.	6th Semester		CR.
ENG 232	World Lit and Cultures I	3	ENG 233	World Lit and Cultures II	3
ENG 250	Business Writing	3	FREE ELECTIVE	Free Elective	3
ENG 330	Advanced Academic Writing and Research	3	ENG 401	American Literature Seminar I	3
ENG 403	Contemporary Literature	3	ENG 421	African Ame. Experience & Literature I	3
ENG 411	Poetry	3	English Restrictive 2	English Restricted Elective	3
FREE ELECTIVE	Free Elective	3			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>15</b>
Freshman Year					
7th Semester		CR.	8th Semester		CR.
ENG 422	African Ame. Experience & Literature I	3	ENG 435	The Novel	3
ENG 425	Adolescent Literature	3	ENG 437	Gender & Literature	3
ENG 427	Southern Literature	3	ENG 449	Senior Seminar	3
ENG 439	Shakespeare	3	English Restrictive Elective 4	English Restricted Elective	3
English Restrictive Elective 3	English Restricted Elective	3	English Restrictive Elective 5	English Restricted Elective	3
<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>

## Sociology

### 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 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.

<b>Sociology Major Requirements</b>	
A minimum of 123 hours are needed to graduate	
School of Humanities, Education and Social Sciences	
<b>Analysis and Communication (9 hrs.)</b>	
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)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 <b>OR</b> Math 131 General Math <b>OR</b> College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab	PHYS 130 Physical Science & Lab
CHEM 141 General Chemistry	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	

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	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
<b>Personal and Career Development (8 hrs.)</b>	
CP 120HESS Career Pathways I CP 121HESS Career Pathways II	CP 201HESS Career Pathways I CP 202HESS Career Pathways II
<b>Sociology Core (34 hrs.)</b>	
SOC 230 Introduction to Sociology SOCJ 333 Criminology SOC 334 Sociological Theory SOC 335 The Family SOC 337 Racial and Ethnic Minorities SOCJ 431 Juvenile Delinquency	SOCJ 432 Social Problems SOCJ 435 Deviant Behavior SOC 434 Social Gerontology SPAN 132 or FREN 132 CP 301HESS Career Pathways I (Jr) CP 302HESS Career Pathways II (Jr)
<b>Social Science Major (24 hrs.)</b>	
GEOG 230 World Geography SS 231 American National Gov. SS 331 Social Statistics SS 332 Research Methods SS 440 Senior Capstone	SS 435 Social Science Internship SS433 Ethics in Social Science CP401HESS Career Pathways I Major Research (Sr.) CP 402HESS Career Pathways II Major Research (Sr.)
<b>Restricted Electives (15 hrs.) (Select 5 courses)</b>	
CJ 331 Criminal Law CJ 332 The American Correctional System EM 201 Risk and Vulnerability Assessment EM 280 Social Aspects of Disasters PSY 230 General Psychology PSY 350 Theories of Personality	PSY 360 Social Psychology PSY 420 Abnormal Psychology PSY 434 Substance Abuse SOC 433 Population Problems SS 434 United States Constitution SS 437 Social Organization
<b>Free Electives (6 hrs.)</b>	
<b>Choose any courses</b>	

Suggested Sequence of Courses for Sociology					
FRESHMAN YEAR					
1 <sup>st</sup> Semester		CR.	2 <sup>nd</sup> Semester		CR.
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	Amer and African Amer History I or Intro to African Amer Studies	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chem I & Lab	4	GI ELECTIVE (see chart)	Global and Intercultural Elective	3
CP 120HESS	Career Pathways I	2	CP 121HESS	Career Pathways II	2

CMP 130	Computer Concepts	3	SPAN 131 or FREN 131	Elementary French OR Elementary Spanish I	3
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
<b>SOPHOMORE YEAR</b>					
<b>3<sup>rd</sup> Semester</b>			<b>CR.</b>	<b>4<sup>th</sup> Semester</b>	
					<b>CR.</b>
SOC 230	Intro to Sociology	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	SS 231	American National Government	3
GI Elective	Global and Intercultural Elective	3	SPAN 132 or FREN 132	Elem. Spanish II or Elem. French II	3
GEOG 230	World Geography	3	Restricted Elective	Restricted Elective 2	3
Restricted Elective	Restricted Elective 1	3	SPCH 130 or SPCH 231	Introduction to Communication or Public Speaking	3
CP 201HESS	Career Pathways I (sophomore)	2	CP 202HESS	Career Pathways II (sophomore)	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>			<b>CR.</b>	<b>6<sup>th</sup> Semester</b>	
					<b>CR.</b>
SS 331	Social Statistics	3	SOC 334	Sociological Theory	3
SS 332	Research Methods	3	SOC 335	The Family	3
SOCJ 333	Criminology	3	SOC 337	Racial and Ethnic Minorities	3
Restricted Elective 3	Restricted Elective 3	3	SOCJ 435	Deviant Behavior	3
CP 301 HESS	Career Pathways I (junior)	2	CP 302HESS	Career Pathways II (junior)	2
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>14</b>
<b>SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>			<b>CR.</b>	<b>8<sup>th</sup> Semester</b>	
					<b>CR.</b>
Restricted Elective	Restricted Elective 4	3	SS 433	Ethics in Social Science	3
SOC 434	Social Gerontology	3	SS 435	Social Science Internship	3
SOC 431	Juvenile Delinquency	3	SS 440	Senior Capstone Seminar	3
SOC 432	Social Problems	3	Restricted Elective	Restricted Elective 5	3
CP 401HESS	Career Pathways I Major Research (Senior)		CP 402HESS	Career Pathways II Major Research (Senior)	2
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>

# **Child Development**

## **Purpose:**

The goals of the Child Development major are to:

1. 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).
2. Prepare graduates for positions of responsibility and leadership in Head Start programs, childcare facilities, private preschools, and family childcare.
3. 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:**

1. 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;
2. Value the importance of diversity and different cultures by building strong relationships with families and community;
3. Observe, document, and assess the development of infants and young children, applying results to daily routine schedules and curriculum;
4. Use developmentally appropriate practices for making and selecting materials, arranging the furniture in the learning environment, and teaching the content, including the arts;
5. Demonstrate proficiency in providing a safe and healthy environment for infants and young children; and
6. Demonstrate ethical and professional behaviors as advocates for sound educational practices and policies for young children.

<b>Child Development Major Requirements</b> <b>A minimum of 124 hours are needed to graduate</b> <b>School of Humanities, Education, and Social Sciences</b>	
<b>Analysis and Communication (9 hrs.)</b>	
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)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 <b>OR</b> Math 131 General Math <b>OR</b> College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab 130 Physical Science & Lab	CHEM 141 General Chemistry PHYS 130 Physical Science & Lab
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society Movement 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	HIST 236 Survey of Civil Rights 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
<b>Personal and Career Development (8 hrs)</b>	
CP 120(HESS) Career Pathways I 121(HESS) Career Pathways II	CP 201(HESS) Career Pathways I CP CP 202(HESS) Career Pathways II
<b>Educational Core (30 hrs.)</b>	
CD 100 Introduction to Early Childhood Ed 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 201 Health, Nutrition & Safety CD 200 Parent Education & Guidance EDU 341 Education Psychology CD 301 Dev. Appr. Prac. For Infants & Tod/Prac. II CD 302 Observation & Assess of Young Children
<b>Child Development Core (32 hrs.)</b>	
CD 303 Early Literacy & Lang. Dev./Prac III EDU 330 Art for Children CD 304 Child, Family & Comm Relationships CD 305 Play & Learn Preschool Child/Prac. IV EDU 329 Intro. to Exceptional Children EDU 331 Music for Children	CP 302HES Career Pathways II (Junior) CD 402 Childcare Administration EDU 342 Classroom Management CP 401HCD Career Pathways I (Senior) CP 402HCD Career Pathways II (Senior) CP 301HES Career Pathways I (Junior)
<b>Non-Restrictive Electives (12 hrs.) Select any 4 courses</b>	
HSC322 First Aid and Safety PSY101 History & Systems of Psychology PSY 230 General Psychology PSY252 Cross Cultural Psychology PSY 350 Theories of Personality Organization	PSY 360 Social Psychology PSY 420 Abnormal Psychology PSY 434 Substance Abuse SOC230 Introduction to Soc SOC 433 Population Problems SS437 Social
<b>Free Electives (6 hrs.)</b>	
Choose any courses	

<b>Suggested Sequence of Courses For Child Development Major</b>					
<b>School of Humanities, Education, and Social Sciences</b>					
<b>FRESHMAN YEAR</b>					
<b>1<sup>st</sup> Semester</b>		<b>CR.</b>	<b>2<sup>nd</sup> Semester</b>		<b>CR.</b>
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	Amer and African Amer History I or Intro to African Amer Studies	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chem I & Lab	4	GI ELECTIVE (see chart)	Global and Intercultural Elective	3
CP 120	Career Pathways I	2	CP 121	Career Pathways II	2
CMP 130	Computer Concepts	3	CD100	Intro to Early Childhood Educ	3
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
<b>SOPHOMORE YEAR</b>					
<b>3<sup>rd</sup> Semester</b>		<b>CR.</b>	<b>4<sup>th</sup> Semester</b>		<b>CR.</b>
EDU234	Techn in the Class	3	EDU 235	Literature for Child	3
EDU 230	Hist & Phil of Educ	3	SPCH 130 or SPCH 231	Intro to Comm. or Public Speaking	3
CD 200	Parent Educ & Guid	3	CD 201	Hlth, Nutr & Sfty/Yg Ch	3
SPAN or FREN 131	Elem Span I or Fren I	3			
EDU 232	Child Grow & Dev/Prac. I	3	Non-Restricted	Non-Restrictive Elective	3
CP 201	Career Pathways I	2	CP 202	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>14</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR.</b>	<b>6<sup>th</sup> Semester</b>		<b>CR.</b>
EDU 341	Educ Psychology	3	CD 304	Ch, Fam, & Comm Rel	3
CD 301	Dev App Prac for Inf & Tod/Prac II	3	CD 305	Play & Lrng for the Presch Child/Prac IV	3
CD 302	Obs & Assmt of Yg Child	3	EDU 329	Intro to Exceptnl Children	3
CD 303	Erly Lit & Lang Dev/Prac III	3	EDU 331	Music for Children	2
EDU 330	Art for Children	2			
CP 301	Career Pathways I	2	CP 302	Career Pathways II	2
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>13</b>
<b>SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>		<b>CR.</b>	<b>8<sup>th</sup> Semester</b>		<b>CR.</b>
			Non-Restricted	<b>Restrictive Elective</b>	3
CD 402	Childcare Admin	3	FREE ELECTIVE	Free Elective	3
Non- Restricted 3	Restrictive Elective	3	Non-Restricted 4	Restrictive Elective	3
EDU 342	Classroom Mgmt	3	CP 402	Career Pathways II	3
GI ELECTIVE	Global and Intercultural Elective	3	FREE ELECTIVE	Free Elective	3
CP 401	Career Pathways I	3			
		<b>15</b>			<b>15</b>





AAS 235 Blacks in American Society	HIST 236 Survey of Civil Rights Movement
ART 220 Art Appreciation	MUS 220 Music Appreciation
ECON 231 Principles of Economic I	PSY 230 General Psychology
ENG 231 Introduction to Literature	REL 231 The Bible as Literature
FREN 131 Elementary French I	REL 232 Life and Teaching of Jesus
HIST 133 World History Survey I	REL 233 Comparative Religions
HIST 134 World History Survey II	SPAN 131 Elementary Spanish III
HIST 236 Survey of Civil Rights Movement	SOC 230 Introduction to Sociology
<b>Personal and Career Development (8 hrs)</b>	
CP 120(HESS) Career Pathways I	CP 201(HESS) Career Pathways I CP
CP121(HESS) Career Pathways II	CP 202(HESS) Career Pathways II
<b>Criminal Justice Core (37 hrs.)</b>	
SPAN 132 or FREN 132 Spanish II or French II	CJ 432 Court Services
CJ 231 Intro to Criminal Justice	SS 434 U. S. Constitution
CJ 232 Minorities in Criminal Justice	SOCJ 333 Criminology
CJ 331 Criminal Law	SOCJ 431 Juvenile Delinquency
CJ 332 Am Correctional Law Sys.	CP301(HESS) Career Pathways I (Junior)
CJ 333 The Police Sys.	CP302(HESS) Career Pathways II (Junior)
CJ 334 Probation & Parole Sys.	
<b>Social Science Core (24 hrs.)</b>	
GEOG 230 World Geography	CP 401(HESS) Career Pathways I (Sr.)
SS 231 Ameer. National Gov.	CP402(HESS) Career Pathways II (Sr.)
SS 331 Social Statistics	SS 440 Senior Capstone Seminar
SS 332 Research Methods	
SS 435 Social Science Internship	
SS 433 Ethics in Social Science	
<b>Restricted Electives (9 hrs.) Select any 3 courses</b>	
CJ 431 Private Security	PSY 230 General Psychology
CJ 435 Criminal Procedures	EM 101 Intro to Emergency Management
SOC 230 Introduction to Sociology	EM 201 Risk and Vulnerability Assessment
SOC 335 The Family	EM 301 Emergency Planning & Mitigating
SOC 337 Racial & Ethnic Rel.	EM 360 Terrorism in the Modern World
SOC 432 Social Problems	
SOC 434 Social Gerontology	
SOCJ 435 Deviant Behavior	
<b>Free Electives (6 hrs.)</b>	
<b>Choose any courses</b>	

Suggested Sequence of Courses for Criminal Justice School of Humanities, Education, and Social Sciences					
FRESHMAN YEAR					
1 <sup>st</sup> Semester		CR.	2 <sup>nd</sup> Semester		CR.
ENG 131	Ideas, & Their Expr I	3	ENG 132	Ideas & Their Expr II	3
MATH 121 or MATH 131	General Math or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	Amer and African Amer History I or Intro to African Amer Studies	3

<b>BIO 130 or PHYS 130 or CHEM 141</b>	General Bio & Lab Physical Science General Chem I & Lab	4	<b>GI ELECTIVE (see chart)</b>	Global and Intercultural Elective	3
<b>CP 120HESS</b>	Career Pathways I	2	<b>CP 121HESS</b>	Career Pathways II	2
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>14</b>
<b>SOPHOMORE YEAR</b>					
<b>3<sup>rd</sup> Semester</b>		<b>CR.</b>	<b>4<sup>th</sup> Semester</b>		<b>CR.</b>
<b>SPAN 131 or FREN 131</b>	Elem Span I or Elem French I	3	<b>Restricted Elective</b>	Restricted Elective	3
<b>GI Elective</b>	GI Elective Elective	3			
<b>CMP 130</b>	Computer Concepts	3	<b>GEOG 230</b>	World Geography	3
<b>SS 231</b>	American National Government	3	<b>SPCH 130 or 231</b>	Intro to Comm or Public Speaking	3
<b>CJ 231</b>	Introduction to Criminal Justice	3	<b>SPAN 132 or FREN 132</b>	Elem Spanish II or French II	3
<b>CP 201HESS</b>	Career Pathways I (sophomore)	2	<b>CP 202HESS</b>	Career Pathways II (sophomore)	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>14</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR.</b>	<b>6<sup>th</sup> Semester</b>		<b>CR.</b>
<b>SS 331</b>	Social Statistics	3	<b>Restricted Elective</b>	Restricted Elective	3
<b>CJ 232</b>	Minorities in Criminal Justice	3			
<b>CJ 333</b>	The Police System	3	<b>CJ 334</b>	Probat. & Parole Sys.	3
<b>SOCJ 333</b>	Criminology	3	<b>CJ 332</b>	American Correct. Sys	3
<b>CJ 331</b>	Criminal Law	3	<b>GI Elective</b>	Global and Intercultural Elective	3
<b>Free Elective</b>	Free Elective	3	<b>SS 332</b>	Research Methods	3
<b>CP 301 HESS</b>	Career Pathways I (junior)	2	<b>CP 302HESS</b>	Career Pathways II (junior)	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
<b>SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>		<b>CR.</b>	<b>8<sup>th</sup> Semester</b>		<b>CR.</b>
Free Elective	Free Elective	3	<b>CJ 432</b>	Court System	3
			<b>Restricted Elective</b>	<b>Restricted Elective</b>	3
<b>SS 440</b>	Senior Capstone Seminar	3	<b>SS 435</b>	Social Sciences Internship	2
<b>SOCJ 431</b>	Juvenile Delinquency	3	<b>SS 434</b>	U.S. Constitution	3
<b>SS433</b>	Ethics in Social Science	3			
<b>CP 401HESS</b>	Career Pathways I Major Research (Senior)	1	<b>CP 402HESS</b>	Career Pathways II Major Research II (Senior)	2
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>13</b>

## Criminal Justice Tracks (Select One)

### Track I: Law Enforcement (15 hrs)

PSY 230 General  
Psychology CJ 431 Private  
Security  
CJ 435 Criminal  
Procedures SOCJ 435  
Deviant Behavior  
EM 101 Intro. to Emergency Management

### Track II: Criminology (15

hrs.) PSY 230 General  
Psychology SOCJ 435 Deviant  
Behavior  
SOC 432 Social  
Problems SOC 335 The  
Family  
SOC 337 Racial & Ethnic Rel

### Track III: Emergency Management (15 hrs.)

EM 101 Intro. to Emergency  
Management EM 201 Risk and  
Vulnerability  
EM 301 Emergency Planning  
EM 360 Terrorism in the Modern World  
PSY 445 Environmental Psychology

## Psychology

### Purpose:

The program aims to provide a curriculum that is consistent with the institutional mission and goals of Voorhees University 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 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

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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.

<b>Psychology Major Requirements</b> A minimum of 123 hours are needed to graduate School of Humanities, Education, and Social Sciences	
<b>Analysis and Communication (9 hrs.)</b>	
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)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab	CHEM 141 General Chemistry
PHYS 130 Physical Science & Lab	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education OR Health Education	
<b>GI Electives (15 hrs)</b>	
AAS 235 Blacks in American Society	HIST 236 Survey of Civil Rights Movement
ART 220 Art Appreciation	MUS 220 Music Appreciation
ECON 231 Principles of Economic	PSY 230 General Psychology
ENG 231 Introduction to Literature	REL 231 The Bible as Literature
FREN 132 Elementary French II	REL 232 Life and Teaching of Jesus
HIST 133 World History Survey I	REL 233 Comparative Religions
HIST 134 World History Survey II	SPAN 132 Elementary Spanish II HIST
236 Survey of Civil Rights Movement	SOC 230 Introduction to Sociology
<b>Personal and Career Development (8 hrs)</b>	
CP 120(HESS) Career Pathways I	CP 201(HESS) Career Pathways I
CP 121(HESS) Career Pathways II	CP 202(HESS) Career Pathways II
<b>Psychology Core (37 hrs.)</b>	
PSY 101 History and Systems of Psychology	PSY 360 Social Psychological
PSY 230 General Psychology	PSY 365 Learning and Memory
PSY 252 Cross-cultural Psychology	PSY 370 Cognitive Psychology
PSY 331 or EDU 234 Human Growth and Development or Child Growth Development	PSY 380 Test and Measurements

PSY 350 Theories of Personality	PSY 390 Sensation and Perception PSY 462 Psychology of the African Amer. Exp. CP301HESS Career Pathways I (Jr) CP 302HESS Career Pathways II (Jr)
<b>Social Sciences Core (24 hrs.)</b>	
PSY 434 Psychology of Substance Abuse & Alcohol PSY 460 Psychological Internship SOC 432 Social Problems SS 331 Social Statistics SS 332 Research Methods SS 433 or PSY 452 Ethics in Social Science or Ethical, Legal, and Professional Issues in Psychology	CP 401HESS Career Pathways I Major Res. (Sr) CP 402HESS Career Pathways II Major Research (Sr) SS 440 Senior Capstone Seminar
<b>Restricted Electives (12 hrs.) Select any 4 courses</b>	
PSY 430 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 434 Social Gerontology or Psychology of Aging SOC 437 Social Organization SOC 433 Population Problems SOCJ 435 Deviant Behavior
<b>Free Electives (6 hrs.)</b>	
<b>Choose any courses</b>	

## Job Market Forecast

The **psychologist job outlook** is expected to be stronger than the average over the next decade, which is perhaps why psychology has become one of the most popular majors at universities throughout the United States, ranking in the top five degrees awarded at many schools. The U.S. Department of Labor predicts that the demand for psychologists will grow at a rate of 14 percent over the next decade, which is faster than the average for all careers. Between 2016 and 2026, an estimated 23,000 psychologist jobs will be added to the U.S. economy.

## Work environment

Career options utilize communication, interpersonal, and human behavior knowledge that psychology majors acquire during their undergraduate studies.

**Professional/College student Organizations** American Psychology Association  
Association of Educational Therapists  
Psi Chi  
National Association of African-American Psychologist

## Career information

Career options utilize communication, interpersonal, and human behavior knowledge that psychology majors acquire during their undergraduate studies.

Psychologist (Educational, Industrial Organizational, Sport, Forensic, Experimental)

Psychometrist/Clinician

Substance Abuse Counselor Sales Representatives Advertising Agents Psychiatric Technicians

Counselors

## Interdisciplinary Studies

### Program Student Learning Outcomes:

#### The goals of Interdisciplinary Studies major are to:

1. Improve the skills of analysis and critical thinking as well as enhance effective communication, research and writing capacity.
2. Engage students and help them to develop self-confidence, self-efficacy, and a passion for learning.
3. Provide an opportunity for in-depth study, explore the connections among different disciplines and areas of study, and, effectively communicate the strengths, connections, and applications discovered during the student's course of study for the degree.

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

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

<b>Interdisciplinary Major Requirements</b> A minimum of 120 hours required to graduate School of Humanities, Education, and Social Sciences	
<b>Analysis and Communication (9 hrs.)</b>	
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	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab PHYS 130 Physical Science & Lab CHEM 141 General Chemistry	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs.)</b>	
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

<b>Interdisciplinary Core Courses (12 hrs.)</b>
INDS 400 Introduction to Interdisciplinary Studies INDS 401 Career Pathways and Applied Concepts of Interdisciplinary Studies INDS 402 Research in Interdisciplinary Studies INDS 403 Capstone Experiences
<b>Free Electives (72 hrs.)</b>
Select any courses of your choice



**Suggested sequence of courses for Interdisciplinary Studies:  
School of Humanities, Education, and Social Sciences**

**FRESHMAN YEAR**

<b>1<sup>st</sup> Semester</b>		<b>CR</b>	<b>2<sup>nd</sup> Semester</b>		<b>CR</b>
ENG 131	Ideas & Their Expr I	3	ENG 132	Ideas & Their Expression II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3
BIO 130 or PHYS 130 or CHEM 141	Gen Bio & Lab Phys Science Gen Chem I & Lab	4	GI ELECTIVE (see chart below major)	Global and Intercultural Elective	3
Free Elective	Free Elective	3	SPCH130 or SPCH231	Intro to Commun or Public Speaking	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>

**SOPHOMORE YEAR**

<b>3<sup>rd</sup> Semester</b>		<b>CR</b>	<b>4<sup>th</sup> Semester</b>		<b>CR</b>
CMP130	Computer Concepts	3	GI Elective	Global and Intercultural Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
GI Elective	Global and Intercultural Elective	3	Free Elective	Free Elective	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>

**JUNIOR YEAR**

<b>5<sup>th</sup> Semester</b>		<b>CR</b>	<b>6<sup>th</sup> Semester</b>		<b>CR</b>
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3
<b>TOTAL</b>		<b>15</b>	<b>TOTAL</b>		<b>15</b>

**SENIOR YEAR**

<b>7<sup>th</sup> Semester</b>			<b>8<sup>th</sup> Semester</b>		
Free Elective	Free Elective	3	Free Elective	Free Elective	3
Free Elective	Free Elective	3	Free Elective	Free Elective	3

Free Elective	Free Elective	3	Free Elective	Free Elective	3
INDS 400	Intro to Interdisciplinary Studies	3	INDS402	Research in Interdisciplinary Studies	3
INDS401	Career Pathways and Applied Concepts of Interdisciplinary Studies	3	INDS403	Capstone Experiences	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>

## **Theological Studies**

### **Purpose:**

#### **The goals of Theological Studies majors are to:**

1. Provide educational opportunities not readily available through the traditional departmental degree programs.
2. Provide adult nontraditional students the maximum flexibility to create a course of study in multiple disciplines and elective courses by choosing from among the three Departments.
3. Allow adult nontraditional students the opportunity 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 University 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.

Students will be able to:

1. Demonstrate an understanding of the Christian theological mindset with literacy in scripture, theology, and spiritual ethics using doctrines, scholarly journals, and biblical interpretation and criticism.
2. Pursue theological inquiry in a systematic fashion by collecting data, proposing theological interpretations, and analyzing assumptions and implications.
3. Articulate verbally and written in theological topics using language and concepts from research in Theology and Religious Studies.

**Theological Studies Major Requirements**  
**A minimum of 120 hours required to graduate**  
**School of Humanities, Education, and Social**  
**Sciences**

<b>Analysis and Communication (9 hrs.)</b>	
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	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab PHYS 130 Physical Science & Lab CHEM 141 General Chemistry	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs.)</b>	
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 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 HIST
<b>Theological Studies Core Courses (24 hrs.)</b>	
THE 232 Life and Teaching of Jesus THE 233 Intro to Religion and Philosophy THE 331 African Traditional Religion THE 332 Survey of Church History	THE 431 Principles & Procedures THE 432 Contemporary and Religious Thoughts THE 433 A Survey of Old Testament THE 434 A Survey of the New Testament
<b>Free Electives (60 hrs.)</b>	
Select any courses of your choice	

**Suggested Curriculum for Theological Studies: 120 Hours**  
**DEPARTMENT OF HUMANITIES, EDUCATION & SOCIAL SCIENCES**

**FRESHMAN YEAR**

<b>1<sup>st</sup> Semester</b>		<b>CR</b>	<b>2<sup>nd</sup> Semester</b>		<b>CR</b>
ENG 131	Ideas & Their Expr I	3	ENG 132	Ideas & Their Expression II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3

PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3
BIO 130 or PHYS 130 or CHEM 141	General Bio & Lab Physical Science General Chemistry I & Lab	4	GI ELECTIVE (see chart below major)	Global and Intercultural Elective	3
FREE ELECTIVE	Free Elective	3	SPCH130 or SPCH231	Intro to Communication or Public Speaking	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>SOPHOMORE YEAR</b>					
<b>3<sup>rd</sup> Semester</b>		<b>CR</b>	<b>4<sup>th</sup> Semester</b>		<b>CR</b>
CMP130	Computer Concepts	3	GI ELECTIVE	Global and Intercultural Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
GI Elective	Global and Intercultural Elective	3	FREE ELECTIVE	Free Elective	3
THE 232	Life and Teaching of Jesus	3	THE233	Intro to Religion and Philosophy	3
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR</b>	<b>6<sup>th</sup> Semester</b>		<b>CR</b>
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
THE331	African Traditional Religion	3	THE332	Survey of Church History	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
<b>SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>			<b>8<sup>th</sup> Semester</b>		
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
THE 431	Principles & Procedures	3	THE 433	A Survey of Old Testament	3
THE 432	Contemporary and Religious Thoughts	3	THE434	A Survey of the New Testament	3
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>12</b>

# School of Science, Technology, Health, and Human Services

The Department of Science, Technology, Health & Human Services offers the following majors:

## MAJORS ARE OFFERED IN:

- Biology
- Computer Science & Cyber Security
- Emergency Management & Homeland Security
- Health & Recreation
- Public Health o *General* **or** o *Professional*
- Sports Management

## MINORS ARE OFFERED IN;

- Chemistry

## Biology

### The goals of the Biology Major are to:

1. Equip the graduate with the appropriate knowledge, skills, and background to pursue graduate studies in Biology or professional schools of nursing, medicine, dentistry, pharmacy, veterinary medicine, allied health, or other related areas;
2. 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 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, and organismal biology in order to enable them to study nursing, medicine, dentistry, allied health, veterinary medicine, conduct research, or teach life sciences.

### Track I: Pre-Pharmacy (56 Hours)

- BIO 150 Biological Science I & Lab
- PHYS 241 Physics I
- BIO 151 Biological Science II & Lab
- CHEM 141 General Chemistry I
- CHEM 142 General Chemistry II
- PHYS 242 Physics II
- MATH 331 Calculus I

- CHEM 241 Organic Chemistry I and Lab
- CHEM 242 Organic Chemistry II & Lab
- PSY 230 General Psychology
- SOC 230 Introduction to Sociology
- BIO 462 Biostatistics
- CHEM 440 Biochemistry & Lab
- BIO 245 Human Anatomy and Lab
- BIO 450 Physiology and Lab

### Track II: Pre-Medical (48 Hours)

- BIO 150 Biological Science I & Lab
- PHYS 241 Physics I

- BIO 151 Biological Science II & Lab
  - CHEM 141 General Chemistry I
  - PHYS 242 Physics II
  - MATH 331 Calculus I
  - CHEM 241 Organic Chemistry I and Lab
  - CHEM 242 Organic Chemistry II & Lab
  - PSY 230 General Psychology
  - SOC 230 Introduction to Sociology
  - BIO 462 Biostatistics
  - CHEM 440 Biochemistry & Lab
- CHEM 142 General Chemistry II
- Biology Tracks (Select one)

\*Substitute for Developmental Psychology for Physical Therapy

Program Map  
Biology Degree Requirements  
Bachelor of Science (BS)

Program Specific Requirements	Biology Pre-Medical Track (Required Courses)
<ul style="list-style-type: none"> <li>• A minimum grade of “C” is required in all Biology courses.</li> <li>• A minimum grade of “C” or better must be earned in ENG 131 and ENG 132, MATH 121 OR MATH 131</li> </ul>	<ul style="list-style-type: none"> <li>• BIO 150 Biological Science I &amp; Lab</li> <li>• PHYS 241 Physics I</li> <li>• BIO 151 Biological Science II &amp; Lab</li> <li>• CHEM 141 General Chemistry I</li> <li>• CHEM 142 General Chemistry II</li> <li>• PHYS 242 Physics II</li> <li>• MATH 331 Calculus I</li> <li>• CHEM 241 Organic Chemistry I and Lab</li> <li>• CHEM 242 Organic Chemistry II &amp; Lab</li> <li>• PSY 230 General Psychology</li> <li>• SOC 230 Introduction to Sociology</li> <li>• BIO 462 Biostatistics</li> <li>• CHEM 440 Biochemistry &amp; Lab</li> </ul>

The Association of American Medical Colleges (AAMC) administers the required Medical College Admission Test® (MCAT®). The MCAT is a standardized, multiple-choice examination created to help medical school admissions offices assess your problem solving, critical thinking, and knowledge of natural, behavioral, and social science concepts and principles prerequisite to the study of medicine.

**SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS**

1 <sup>st</sup> Semester	CR.	Notes
ENG 131 Ideas, & Their Expr I	3	
MATH 121 or MATH 131 General Math, College Algebra	3	
PE 120 or HSC 231 Intro to Physical Ed. or Health Education	2	
BIO 150 Biological Sciences I	4	
FS 120 Freshman Seminar I	2	
CHEM 141 General Chemistry	4	
<b>Total</b>	<b>18</b>	
2 <sup>nd</sup> Semester	CR	Notes
ENG 132 Ideas & Their Expr II	3	
REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3	
PSY 230 General Psychology	3	
CHEM 142 General Chemistry II & Lab	3	*Pre-req CHEM 141
BIO 151 Biological Sciences II	4	*Pre-req BIO 150
FS 121 Freshman Seminar II	2	
<b>Total</b>	<b>17</b>	
3 <sup>rd</sup> Semester	CR.	Notes
MATH 231 Pre-Calculus I	3	
CHEM 241 Organic Chemistry I & Lab	4	*Pre-req CHEM 141, CHEM 142
SPAN 131 or FREN 131 Elementary Spanish I or Elementary French I	3	
BIO 245 Human Anat & Lab	4	*Pre-req BIO 150, BIO 151
CP 201 Career Pathways	2	<b>*Apply to pre-med summer program (SHDPEP or SC AHEC)</b>
<b>Total</b>	<b>16</b>	
4 <sup>th</sup> Semester	CR.	Notes
SPCH130 OR SPCH231 Intro to Communication or Public Speaking	3	
MATH 232 Pre-Calculus II	3	*Pre-req MATH 231

SOC 230 Introduction to Sociology	3	
CP 202 Career Pathways	2	
CHEM 242 Organic Chemistry II & Lab	4	*Pre-req CHEM 141, CHEM 142, CHEM 241
HIST 234 or AAS 230 American and African American History I or Intro to African American Studies	3	
<b>Total</b>	<b>18</b>	
<b>5<sup>th</sup> Semester</b>		<b>CR</b>
MATH 331 Calculus I	3	*Pre-req MATH 231, MATH 232
PHYS 241 Intro to Physics I & Lab	4	*Pre-MATH 231, MATH 232
BIO 341 Genetics & Lab	4	*Pre-req BIO 150, BIO 151
CMP130 Computer Concepts	3	
CP 301 Career Pathways	2	*Apply for UNC Med Program and apply for AMCAS fee waiver( for medical school only);
<b>Total</b>	<b>16</b>	
<b>6<sup>th</sup> Semester</b>		<b>CR</b>
CHEM 242 Organic Chemistry II & Lab	4	*Pre-req CHEM 141, CHEM 142, CHEM 241
BIO 442 Microbiology & Lab	4	*Pre-req BIO 150, BIO 151
BIO 342 Ecology & Lab	4	*Pre-req BIO 150, BIO 151
PHYS 242 Intro to Physics II & Lab	4	*Pre-req PHYS 241
CP 302 Career Pathways	2	*Take the MCAT
<b>Total</b>	<b>18</b>	
<b>7<sup>th</sup> Semester</b>		<b>CR</b>
BIO 441 Cell Biology & Lab	4	*Pre-req BIO 150, BIO 151, CHEM 241, CHEM 242
CP 401 Career Pathways	2	
BIO 462 Biostatistics	3	*Pre-req MATH 231, MATH 232, MATH 331
CMP 150 Intro to Computer Science	3	
	3	*Apply to medical school
<b>Total</b>	<b>15</b>	
<b>8<sup>th</sup> Semester</b>		<b>CR</b>
CHEM 440 Biochemistry & Lab	4	*Pre-req CHEM 141, CHEM 142, CHEM 241, BIO 150, BIO 151
BIO 450 Physiology & Lab	4	*Pre-req BIO 150, BIO 151, BIO 245, CHEM 241, CHEM 242, BIO 441, BIO 341
*BIO 470 Undergraduate Research	2	<b>*Required for Honors College</b>
CP 402 Career Pathways	2	<b>*Retake MCAT</b>
BIO 441 Molecular Biology and Lab	4	*Pre-req CHEM 141, CHEM 142, BIO 150, BIO 151
<b>Total</b>	<b>16</b>	
<b>Total Hours 133</b>		



## Nace Career Readiness Competencies – Key

The National Association of Colleges and Employers (NACE) has defined career readiness as the “attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.” This definition was comprised by experts in both the fields of higher education and corporate workplaces. The following will list the descriptions of each number that will correspond to the competencies you will be able to focus on in career center programming and internships.

### Competency Description

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use of empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of nonverbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural:** Fluency Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences

### Essential Information

Required Education	Medical doctor degree; residency program
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<b>Other Requirements</b>	State licensure; specialty certification
<b>Job Outlook (2014-2024)</b>	14% for all physicians and surgeons
<b>Average Annual Salary (2015)</b>	Varies by field; \$192,120 for family and general practice doctors; \$258,100 for anesthesiologists*

Source: \* the U.S. Bureau of Labor Statistics

Medical doctors examine, diagnose and treat patients. They can specialize in a number of medical areas, such as pediatrics, anesthesiology, or cardiology, or they can work as general practice physicians. Becoming a medical doctor requires earning a doctoral degree in medicine and participating in clinical rotations. It's also common for medical school graduates to enroll in a residency program to study a specialty. Medical doctors need state licensure, and certification may also be required for some specialists.

### **Job Description**

Medical doctors (M.D.s) diagnose patient conditions using examinations and tests. Based on their findings, they prescribe treatment and medications to attempt to heal any illnesses or injuries. General practitioners and pediatricians have a wide range of medical knowledge, and they are often the first types of doctors who patients visit. Most doctors routinely work in teams, with nurses and aides assisting them in well-lit work locations.

### **Workplace**

Doctors may work long and unpredictable hours dictated by the needs of their patients. Additionally, doctors may need to travel to various locations, such as offices, hospitals, and clinics, in order to provide patient care. Doctors who practice in healthcare organizations or groups have less work independence but may obtain more time off as a result of patient coverage.

### **Job Options**

M.D.s are sometimes referred to as allopathic physicians. As needed, medical doctors might refer patients to specialists who focus on specific medical areas, such as anesthesiology, cardiology, psychology, and internal medicine. Specialists are experts in their field and complete additional residency training and become board certified in their specialty.

### **Career Information**

From 2014 to 2024, the U.S. Bureau of Labor Statistics (BLS) expected job opportunities for physicians and surgeons to increase by 14%, much faster than that of most other occupations, as existing doctors retire and a growing population demands more medical services. Low-income and rural areas were projected to have an especially high demand for doctors. Cardiologists and radiologists might find particularly strong career opportunities due to a rising elderly population and an increase in the risk of cancer and heart disease.

### **Salary Information**

Income for medical doctors varies significantly based on their amount of experience and area of specialty. For example, the BLS reported, as of May 2015, family and general practice doctors earned an average annual salary of \$192,120; meanwhile, anesthesiologists averaged \$258,100 per year.

A medical doctor treats and cares for a patient's health. The job requires a medical degree and a state license to practice medicine.

### **Career and labor market research tools**

See Quick Reference Guide at <https://app.purplebriefcase.com/pb/account/login?s=Voorhees>

Bureau of Labor Statistics: <http://www.bls.gov/ooh/>, O\*NET: <https://www.onetonline.org/>

**Career Resources:** VC’s career services website provides information on career exploration and employment at <https://app.purplebriefcase.com/pb/account/login?s=Voorhees>

. Students are encouraged to consult with their area of study advisor for additional career assistance. The above information is provided as a guide and reference tool for occupations related to this program. This is not a guarantee of job placement in any of these occupations after successful completion of a VC program. The common job titles listed are representative titles and are provided for career research. These are not the only occupations possible in this area of study.

Career Services Link: <https://app.purplebriefcase.com/pb/account/login?s=Voorhees>

Career Services Email: [vccareerscpi@voorhees.edu](mailto:vccareerscpi@voorhees.edu) Career Services Email: (803) 780-1074

## **Computer Science & Cyber Security**

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

1. To prepare the graduate with the appropriate knowledge, skills and background to pursue graduate studies in Computer Science, Cyber Security or related areas; and
2. 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.

<b>Computer Science Major Requirements</b>	
<b>A minimum of 128 hours required to graduate</b>	
<b>School of Science, Technology, Health, and Human Services</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I Expressions II	ENG 132 Ideas & Their
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab 130 Physical Science & Lab	CHEM 141 General Chemistry PHYS
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs.)</b>	

AAS 235 Blacks in American Society	MUS 220 Music Appreciation
ART 220 Art Appreciation	PSY 230 General Psychology
ECON 231 Principles of Economic I	REL 231 The Bible as Literature
ENG 231 Introduction to Literature	REL 232 Life and Teaching of Jesus
FREN 132 Elementary French II	REL 233 Comparative Religions
HIST 133 World History Survey I	SPAN 132 Elementary Spanish II
HIST 134 World History Survey II	SOC 230 Introduction to Sociology HIST
236 Survey of Civil Rights Movement	
<b>Personal and Career Development (8 hrs.)</b>	
<b>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
CP 120 ST Career Pathways I (Freshman)	CP 201 ST Career Pathways I (Sophomore)
CP 121 ST Career Pathways II (Freshman)	CP 202 ST Career Pathways II (Sophomore)
<b>Computer Science Core Requirements (49 hrs.)</b>	
CMP 150 Introduction to Computer Science	CMP 382 Computer Network
CMP 224 Computer Programming I	CMP 411 Design and Analysis for Algorithms
CMP 225 Computer Programming II	CMP 420 Operating Systems
CMP 234 Web Design	CMP 442 Software Engineering
CMP 311 Data Structures	CP 301 ST Career Pathways I (Junior)
CMP 320 System Level Programming	CP 302 ST Career Pathways II (Junior)
CMP 333 Computer Organization/Assembly Language	CP 401 ST Career Pathways I/Major Research (Senior)
CMP 334 Computer Architecture	CP 402 ST Career Pathways II/Major Research (Senior)
<b>CMP 341 Database System</b>	
<b>Restricted Electives (6 hrs.) (Select any 2 courses)</b>	
CMP 430 Programming Languages	CMP 434 Mobile App Development
CMP 431 Fundamentals of Cyber Security	CMP 435 Artificial Intelligence
CMP 432 Advanced Cyber Security	CMP 436 Geographic Information Systems
CMP 433 Web Programming	
<b>Restricted Mathematics (21 hrs.)</b>	
MATH 231 Pre-Calculus I	MATH 341 Mathematics Statistics I
MATH 232 Pre-Calculus II	MATH 343 Discrete Mathematics
MATH 331 Calculus and Analytical Geometry I	MATH 434 Linear Algebra MATH
332 Calculus and Analytical Geometry II	
<b>Required Physics Courses (8 hrs.)</b>	
Select any two courses of your choice	

Computer Science Degree Requirements  
School of Science, Technology, Health, and Human Services

**SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENT**

1 <sup>st</sup> Semester	CR.	Notes
ENG 131 Ideas, & Their Expr I	3	
MATH 121 or MATH 131 General Mathematics or College Algebra	3	
PE 120 or HSC 231 Intro to Physical Ed. or Health Education	2	
CHEM 141 General Chemistry and Lab	4	
FS 120 Freshman Seminar I	2	
CMP130 Computer Concepts	3	
<b>Total</b>	<b>17</b>	
2 <sup>nd</sup> Semester	CR	Notes
ENG 132 Ideas & Their Expr II	3	
HIST 234 or AAS 230 American and African American History I or Intro to African American Studies	3	
SOC 230 Intro to Sociology	3	
FS 121 Freshman Seminar II	2	
CMP150 Introduction to Computer Science	3	
<b>Total</b>	<b>14</b>	
3 <sup>rd</sup> Semester	CR.	Notes
MATH 231 Pre-Calculus I	3	
SPAN 131 Spanish I	3	
CMP 224 Computer Program I	3	
REL 231 or REL 232 or REL 233 The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3	
CP 201 Career Pathways	2	
SPCH 130 or SPCH 231 Intro to Communication or Public Speaking	3	
<b>Total</b>	<b>17</b>	
4 <sup>th</sup> Semester	CR.	Notes
SPAN 132 Spanish II	3	
MATH 232 Pre-Calculus II	3	*Pre-req MATH 231
CMP 234 Web Design	3	*Pre-req CMP 224
CMP 225 Computer Programming II	3	*Pre-req CMP 224
CP 202 Career Pathways	2	
<b>Total</b>	<b>14</b>	
5 <sup>th</sup> Semester	CR	Notes
CMP 311 Data Structures	3	*Pre-req CMP 224, CMP 225
CMP 333 Computer Architecture and Organization Assembly Language	3	*Pre-req CMP 224, CMP 225
CMP341 Database Systems	3	*Pre-req CMP 224, CMP 225
PHYS 241 Intro. to Physics I	4	*Pre-req MATH 231, MATH 232
MATH 331 Calculus & Analy. Geometry I	3	*Pre-req MATH 231, MATH 232
CP 301 Career Pathways	2	
<b>Total</b>	<b>18</b>	
6 <sup>th</sup> Semester	CR	Notes
CMP 320 System Lev Programming	3	*Pre-req CMP 224
PHYS 242 Intro. Physics II	4	*Pre-req MATH 231, MATH 232, PHYS 241
CMP 382 Computer Networks	3	*Pre-req CMP 224

MATH 332 Calculus & Analy. Geometry II	3	*Pre-req MATH 231, MATH 232, MATH 331
MATH 341 Math Statistics I	3	*Pre-req MATH 231
CP 302 Career Pathways	2	
<b>Total</b>	<b>18</b>	
<b>7<sup>th</sup> Semester</b>		<b>CR</b>
<b>Notes</b>		
CMP 411 Design & Analysis of Algorithms	3	*Pre-req CMP 224, CMP 225, CMP 311
CMP 420 Operating Systems	3	*Pre-req CMP 224, CMP 225, CMP 333
CMP 431 Fundamentals of Cyber Security	3	
MATH 343 Discrete Math	3	*Pre-req MATH 231, MATH 232, MATH 331
CP 401 Career Pathways	2	
<b>Total</b>	<b>14</b>	
<b>8<sup>th</sup> Semester</b>		<b>CR</b>
<b>Notes</b>		
CMP 432 Advanced Cyber Security	3	Pre-req CMP 431
Free elective	3	
CMP 442 Software Engineering	3	*Pre-req CMP 224, CMP 225
MATH 434 Linear Algebra	3	*Pre-req MATH 231, MATH 232, MATH 331
CP 402 Career Pathways	2	
<b>Total</b>	<b>14</b>	

## **Emergency Management & Homeland Security**

### **The goals of the Emergency Management major are to:**

1. Prepare graduates to meet the demands of the 21<sup>st</sup> 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.
2. 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 nonprofit 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

<b>Emergency Management</b> <b>A minimum of 120 hours required to graduate</b> <b>School of Science, Technology, Health, and</b> <b>Human Services</b>	
<b>Analysis and Communication (9 hrs.)</b>	
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)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab Chemistry	PHYS 130 Physical Science & Lab CHEM 141 General
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education <b>OR</b> Health Education	
<b>GI Electives (15 hrs.)</b>	
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 Sociology	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
<b>Personal and Career Development (8 hrs.) (Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
CP 120 ST Career Pathways I (Freshman) (Sophomore) CP 121 ST Career Pathways II (Freshman) Pathways II (Sophomore)	CP 201 ST Career Pathways I CP 202 ST Career
<b>Emergency Management Core Requirements (37 hrs.)</b>	

EM 101 Introduction to Emergency Management	EM360 Terrorism in the Modern World
EM201 Risk and Vulnerability Assessment	EM370 Effective E. M. Communication & Leadership
EM220 Policy & Politics in Emergency Management	EM380 Tools for Decision Making in Emergency
Mngmt EM251 Hazardous Materials Management & Response	CP301ST Career Pathways I (Junior)
EM280 Social Aspects of Disasters	CP302ST Career Pathways II (Junior)
EM301 Emergency Planning & Mitigation	CP401ST Career Pathways I Major Research
(Senior) EM340 Emergency Response & Incident Management	CP402ST Career Pathways II Major Research
(Senior)	
<b>Social Science Core Requirements (21 hrs.)</b>	
CMP 430 Programming Languages	CMP 434 Mobile App Development
CMP 431 Fundamentals of Cyber Security	CMP 435 Artificial Intelligence
CMP 432 Advanced Cyber Security	CMP 436 Geographic Information Systems
CMP 433 Web Programming	
<b>Restricted Electives (15 hrs.)</b>	
EM 345 Public Preparedness & Response	EM415 Intelligence Community & Intelligence Process
EM335 Hazardous Waste Management	EM425 Special Topics in Emergency
Management EM365 Critical Infrastructure Protection	
<b>Free Electives (3 hrs.)</b>	
Any courses of your choice	

Suggested Curriculum for Emergency Management: 120 Hours School of Science, Technology, Health, and Human Services					
FRESHMAN YEAR					
1 <sup>st</sup> Semester		CR	2 <sup>nd</sup> Semester		CR
ENG 131	Ideas & Their Expr I	3	ENG 132	Ideas & Their Expression II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	HIST 234 or AAS 230	American and African American History I or Intro to African American Studies	3
BIO 130 <b>OR</b> PHYS 130 <b>OR</b> CHEM 141	General Biology & Lab <b>OR</b> Physical Science & Lab <b>OR</b> General Chemistry	4	GI ELECTIVE (see chart)	Global and Intercultural Elective	3
CP 120ST	Career Pathways	2	CP 121ST	Career Pathways	2
CMP 130	Computer Concepts	3	SPCH 130 OR SPCH 231	Intro to Communication or Public Speaking	3
<b>TOTAL</b>		<b>17</b>	<b>TOTAL</b>		<b>17</b>
SOPHOMORE YEAR					
3 <sup>rd</sup> Semester		CR	4 <sup>th</sup> Semester		CR
SS 231	American National Govt	3	FREE ELECTIVE	Free Elective	3
SPAN 131 or FREN 131	Elem Spanish I OR Elem French I	3	EM 201	Risk and Vulnerability Assessment	3
SOC 230	Intro to Sociology	3	EM220	Policy & Politics in Emergency Management	3
EM 101	Intro to Emergency Management	3	<b>EM 251</b>	Hazardous Materials Management & Response	3



GI Elective (see chart)	Global and Intercultural Elective	3			
CP 201ST	Career Pathways I	2	CP 202ST	Career Pathways II	2
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>14</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR</b>	<b>6<sup>th</sup> Semester</b>		<b>CR</b>
			EM360	Terrorism in the Modern World	3
EM280	Social Aspects of Disasters	3			
SS331	Social Statistics	3	EM 335	Restricted Elective	3
EM301	Emergency Planning & Mitigation	3	EM 332	Research Methods	3
EM340	Emergency Response & Incident Management	3	CP 302ST	Career Pathways II	2
CP 301 ST	Career Pathways I	2	EM370	Effective E. M. Communication & Leadership	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>14</b>
<b>.SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>			<b>8<sup>th</sup> Semester</b>		
EM 390	Internship	3	EM 490	Senior Capstone Seminar	3
<b>EM380</b>	Tools for Decision Making in Emergency Management	3	CJ 434	U.S. Constitution	3
EM 345	Restricted Elective	3	EM 415	Restricted Elective	3
EM 365	Restricted Elective	3	EM 425	Restricted Elective	3
CP 401ST	Career Pathways I (Sr.)	1	CP 402ST	Career Pathways (Sr.)	2
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>

## General Public Health

### The goals of the General Public Health major are to:

1. Provide students with the dynamics of issues related to infectious diseases, chronic disorders, environmental hazards, injury, abuse, violence and access to health care;
2. Engage students in developing an understanding of the public health professionalism.

### Program Student Learning Outcomes:

1. Apply the public health and community health education interventions to real life situations
2. Plan and implement health education strategies, interventions, and programs to be able to identify the problem, justify the predicted outcome, analyze the data, and synthesize the conclusion
3. Assess individual and community needs for health education

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

<b>General Public Health</b> <b>A minimum of 122 hours required to graduate</b> <b>School of Science, Technology, Health, and</b> <b>Human Services</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I Expressions II	ENG 132 Ideas & Their Expressions II
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 130 General Biology & Lab Chemistry	CHEM 141 General Physics
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education OR Health Education	
<b>GI Electives (15 hrs.)</b>	
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 Sociology	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
<b>Personal and Career Development (8 hrs.)</b> <b>(Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
CP 120 ST Career Pathways I (Freshman) (Sophomore) CP 121 ST Career Pathways II (Freshman) Pathways II (Sophomore)	CP 201 ST Career Pathways I CP 202 ST Career Pathways II
<b>Public Health General Core Requirements (51 hrs.)</b>	

SPAN132 Elementary Spanish II	HSC443 Public Health Informatics
BIO462 Biostatistics	HSC446 Environmental Health
BIO440 Epidemiology	CP301ST Career Pathways I (Junior)
HSC100 Nutrition for Public Health	CP302ST Career Pathways II (Junior)
HSC101 Intro to Public Health (Senior)	CP401ST Career Pathways I/Major Research
HSC231 Intro to Health Education (Senior)	CP402ST Career Pathways II/Major Research
HSC232 Community Health	MATH231 PRECALCULUS I
HSC431 Chronic and Communicable	MATH232 PRECALCULUS II
HSC432 Health Services Administration	
MATH331 CALCULUS I	
<b>Restrictive Electives (6 hrs.)</b>	
CMP150 Introduction to Computer Science	ENVS231 Environmental Science
<b>Psychology Electives (3 hrs.)</b>	
PSY 230 General Psychology	
<b>Sociology Electives (3 hrs.)</b>	
SOC230 Introduction to Sociology	
<b>Free Electives (15 hrs.)</b>	
Any courses of your choice	

Suggested Curriculum for General Public Health: 122 Hours School of Science, Technology, Health, and Human Services					
FRESHMAN YEAR					
1 <sup>st</sup> Semester		CR	2 <sup>nd</sup> Semester		CR
ENG 131	Ideas & Their Expr I	3	ENG 132	Ideas & Their Expression II	3
MATH 121 or MATH 131	General Mathematics or College Algebra	3	SPAN 131 or FREN 131	Spanish I OR Elem French I	3
PE 120 or HSC 231	Intro to Physical Ed. or Health Education	2	SPCH 130 OR SPCH 231	Intro to Communication or Public Speaking	3
BIO 130 <b>OR</b> PHYS 130 <b>OR</b> CHEM 141	General Biology & Lab <b>OR</b> Physical Science & Lab <b>OR</b> General Chemistry	4	GI ELECTIVE (see chart)	Global and Intercultural Elective	3
CP 120ST	Career Pathways	2	CP 121ST	Career Pathways	2
CMP 130	Computer Concepts	3	HSC100	Nutrition for Public Health	3
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>17</b>
SOPHOMORE YEAR					
3 <sup>rd</sup> Semester		CR	4 <sup>th</sup> Semester		CR
HIST 234 <b>OR</b> AAS 230	Amer and Afri Amer Hist I <b>OR</b> Intro to Afri Amer Stud	3	GI Elective (see chart)	Global and Intercultural Elective	3
REL 231 or REL 232 or REL 233	The Bible as Literature or Life and Teachings of Jesus or Comparative Religion Elem	3	SPAN132	Elementary Spanish II	3
HSC101	Intro to Public Health	3	MATH232	PRECALCULUS II	3
CMP150	Introduction to Computer Science	3			
MATH231	PRECALCULUS I	3	HSC231	Intro to Health Education	2
CP 201ST	Career Pathways I	2	CP 202ST	Career Pathways II	2

	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>13</b>
<b>JUNIOR YEAR</b>					
<b>5<sup>th</sup> Semester</b>		<b>CR</b>	<b>6<sup>th</sup> Semester</b>		<b>CR</b>
HSC232	Community Health	3	BIO462	Biostatistics	3
MATH331	CALCULUS I	3	HSC431	Chronic and Communicable	3
BIO440	Epidemiology	4	PSY230	General Psychology	3
SOC230	Introduction to Sociology	3	FREE ELECTIVE	Free Elective	3
ENVS231	Environmental Sciences	3	CP 302ST	Career Pathways II	2
CP 301 ST	Career Pathways I	2			
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>14</b>
<b>SENIOR YEAR</b>					
<b>7<sup>th</sup> Semester</b>			<b>8<sup>th</sup> Semester</b>		
HSC446	Environmental Health	4	FREE ELECTIVE	Free Elective	3
HSC432	Health Services Administration	3	CP 402ST	Career Pathways (Sr.)	2
FREE ELECTIVE	Free Elective	3	HSC443	Public Health Informatics	4
FREE ELECTIVE	Free Elective	3	FREE ELECTIVE	Free Elective	3
CP 401ST	Career Pathways I (Sr.)	1			
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>12</b>

<b>Public Health Professional Major A minimum of 128 hours required to graduate School of Science, Technology, Health, and Human Services</b>	
<b>Analysis and Communication (9 hrs.)</b>	
ENG 131 Ideas & Their Expressions I	ENG 132 Ideas & Their Expressions II EPE
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)	
<b>Quantitative Literacy (3 hrs.)</b>	
Math 121 OR Math 131 General Math OR College Algebra	
<b>Information Technology (3 hrs.)</b>	
CMP 130 Computer Concepts	
<b>Natural Sciences (select one) (4 hrs.)</b>	
BIO 150 General Biology & Lab	CHEM 141 General Chemistry
PHYS 130 Physical Science & Lab	
<b>Health and Wellness (select one) (2 hrs.)</b>	
PE 120 or HSC 231 Introduction to Physical Education OR Health Education	
<b>GI Electives (15 hrs.)</b>	

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

<b>Personal and Career Development (8 hrs.) (Collegiate Success Skills, Personal Awareness, and Career Exploration)</b>	
CP 120 ST Career Pathways I (Freshman)	CP 201 ST Career Pathways I (Sophomore)
CP 121 ST Career Pathways II (Freshman)	CP 202 ST Career Pathways II (Sophomore)
<b>Public Health General Core Requirements (70 hrs.)</b>	
BIO151 Biological Science Lab II	PHYS 242 Physics II
BIO245 Human Anatomy & Lab	HSC101 Intro to Public Health
BIO440 Epidemiology	HSC431 Chronic and Communicable Diseases
BIO450 Physiology and Lab	CP301ST Career Pathways I (Junior)
CHEM141 General Chemistry I	CP302ST Career Pathways II/(Junior)
CHEM142 General Chemistry II	CP401ST Career Pathways I/ Major Research(Senior)
CHEM241 Organic Chemistry I and Lab	CP402ST Career Pathways II/Major Research(Senior)
CHEM242 Organic Chemistry II and Lab	MATH231 Precalculus I
CHEM440 Biochemistry	MATH232 Precalculus II
<b>PHYS 241 Physics I</b>	MATH331 Calculus I
<b>Biology Electives (Choose two) (8 hrs.)</b>	
BIO280 Biomedical Sciences	
BIO443 Immunology	
BIO444 Research Training & Lab	
<b>Psychology Restrictive Elective (3 hrs.)</b>	
PSY230 General Psychology	
<b>Sociology Restrictive Elective0 (3 hrs.)</b>	
Any courses of your choice	

# PROFESSIONAL CERTIFICATES

Certificate program offerings at Voorhees University is truly representative of the University’s tagline and mantra: **Voorhees University: Begin. Believe. Become.**

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 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

Develop programs to enhance critical and creative thinking skills of students by:

1. Creating additional online courses and online degrees;
2. Incorporating critical thinking skills into course instruction;
3. Conducting program reviews through innovative classroom and coursework deliverables

### **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>.

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 philosophy, 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.

**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.



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

**After the successful completion, students will be able to:**

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

**Additionally, students will:**

1. Understand how to address diverse needs of students
2. Display positive dispositions with respect to attitude, cultural awareness, enthusiasm, personal appearance, professionalism, rapport, reliability, and sensitivity.
3. Support positive learner self-efficacy

**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.

## **Certificate In Cybersecurity (CCS)**

**Rationale:** With a rise in cybercrime affecting the government, organizations, and individuals — a Cyber Security certificate could be the key to opportunities that allow participants to contribute to help keep data and information safe from hackers. The certification program at Voorhees University expects to create specialists 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-millionsocial-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 University 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.

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

**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:**

- Information Security Analyst.
- Security Engineer.
- Security Architect.
- Security Administrator.
- Security Software Developer.
- Cryptographer.
- Cryptanalyst.
- Security Consultant.

## **Certificate In Data Analytics (CDA)**

**Rationale:** With the development of computers 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-daythe-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.

**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.

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

**After the successful study, students will be able to:**

1. Analyze and interpret data using an ethically responsible approach.
2. Use appropriate models of analysis to assess the quality of input and derive insight from results and investigate potential issues.
3. Apply computing theory, languages, and algorithms, as well as mathematical and statistical models to appropriately formulate and use data analyses.
4. Interpret data findings effectively to any audience, orally, visually, and in written formats. **Top jobs available in Data Analytics:**

- Data Scientist
- Business Intelligence Analyst
- Database Developer
- Database Administrator □ Data Engineer
- Data Analytics Manager

## **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 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.

<b>REQUIRED COURSES (15 credit hours)</b>	<b>ELECTIVE COURSE OPTIONS (select one)</b>
ACT 231 - Principles of Accounting	BA 420 –Franchising
MGT 331 - Principles of Management	MGT 341- Product Development
MKT 331 - Marketing	BA 338- Business Law
FIN 437 - Entrepreneurial Finance	BA 450- Innovation & Entrepreneurship
BA 435 - Entrepreneurship- Capstone	BA 460- Technology for Entrepreneurs

**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:**

- Mid-level management
- Business consultant
- Sales
- Research and development
- Not-for-profit fundraiser
- Teacher
- Recruiter
- Business reporter

**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 delineated by course. Candidates for OM certification will be expected to have key conceptual knowledge of organizational management and a 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 weeks or accelerated 5-week formats. Participants are required to earn a grade of "C" or higher in all certificate courses.

<b>REQUIRED COURSES (15 credit hours)</b>	<b>ELECTIVE COURSE OPTIONS (select one)</b>
OGMT 331 Group and Organizational Dynamics	OGMT 337 Organizational Communication
OGMT Principles of Management & Supervision	OGMT Strategic Planning

OGMT Human Resource Management	OGMT Managerial Finance
OGMT Personal Values and Organizational Ethics	OGMT Managerial Marketing
	OGMT Managerial Accounting

**Upon successful completion of the Organizational Management certificate, completers will:**

- Understand human behavior in a variety of organizations through communication, motivation, group dynamics, leadership, power, performance management, technology, and organizational design and development.
- Build a foundation in interpersonal effectiveness, organizational conflict resolution, talent recruitment, training, labor relations, and legal issues.
- 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 University offers online undergraduate programs which are administered by the Department of Business and Entrepreneurship at the University. These programs serve adult and distance learners seeking Bachelor of Science and/or Bachelor of Arts degrees.

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 University 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 University:

- Has earned a minimum of 20 transferable credits as defined by Voorhees University 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 University.
- Qualified applicants will self-certify as to their high school education on the application for admission. Voorhees University 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 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 University transfer credit policies, may be admitted.
- Is seeking readmission to Voorhees University after withdrawal from a degree program Is a current degree-seeking student at Voorhees University requesting to change majors; or Is a former Voorhees University 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:
- Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
- Received a GED that was taken in English;
- Earned a minimum of 30 transferable credits from a regionally or approved nationally accredited college/university in the United States or equivalent in which the primary language of instruction was English; or
- 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.

### **Online Degree Program Course Sequencing**

All Bachelor's program students are required to 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 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 sequences. A minimum grade of C is required to 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 apply to the student's chosen degree program before initial program enrollment;
- A previously earned Bachelor's degree at Voorhees University, 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 University as equivalent to a Bachelor's degree in the United States; or
- Students who have not previously completed the coursework applicable to the Voorhees University 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 University 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

<p>Analysis and Communication (Reading, Written Communication, Oral Communication, Information Literacy)</p>
<p>Student Learning Outcomes</p>
<ul style="list-style-type: none"> <li>• Students will extract and construct meaning through interaction and involvement with written language.</li> <li>• 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.</li> <li>• Students will use research strategies to identify, locate, evaluate, and effectively and responsibly use and share information.</li> <li>• Students will systematically analyze complex real-world topics or issues.</li> <li>• Students will develop and deliver purposeful presentations designed to increase knowledge, to foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors.</li> </ul>
<p>Quantitative Literacy (Understanding mathematical processes and their applications)</p>
<p>Student Learning Outcomes</p>
<ul style="list-style-type: none"> <li>• Students will reason and solve quantitative problems from a wide array of everyday life situations</li> <li>• Students will demonstrate the ability to interpret, analyze, and convey quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc.).</li> </ul>
<p>Natural Sciences</p>
<p>Student Learning Outcomes</p>
<ul style="list-style-type: none"> <li>☐ Students will collect scientific data, evaluate, and draw conclusions about given problems using the scientific method.</li> </ul>
<p>Health and Wellness</p>
<p>Student Learning Outcomes</p>
<ul style="list-style-type: none"> <li>• Students will apply life-long skills to improve mental and physical wellbeing.</li> </ul>
<p>Global and Intercultural Learning (Historical, Religious, Artistic and Political Learning and Languages)</p>
<p>Student Learning Outcomes</p>
<ul style="list-style-type: none"> <li>☐ Students will apply global and intercultural perspectives in the analysis of historical and cultural events and theoretical frameworks.</li> </ul>
<p>Personal and Career Development (Collegiate Success Skills, Personal Awareness, and Career Exploration)</p>
<p>Student Learning Outcomes</p>
<ul style="list-style-type: none"> <li>• Students will increase self-awareness and develop skills critical for collegiate success.</li> <li>• Students will demonstrate knowledge of college history, values, and resources.</li> <li>• Students will map career pathways and develop essential tools for professional promotion.</li> </ul>

## **Graduation Requirements for Bachelor's Degrees**

To be eligible for a Bachelor's degree, a student must successfully accomplish the following:

1. Completion of a minimum of 120 total credits; including:
2. A minimum of 35 credits completed at the University as a matriculated student (residency requirement); and
3. A minimum of 18 credits of upper-division
4. Completion of the General Education competency requirements, including core competencies;
5. Completion of all required major, minor, and specialization course requirements;
6. Minimum cumulative grade point average of 2.00 in all coursework attempted at the University.
7. 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.
8. 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, the 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 University.

## **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 two years. These courses may be taken in place 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 University 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 before 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 before 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 courses 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 after 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 allowed 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 the summer months, selected ROTC cadets to 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, except for 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 that supports the ROTC experience. Occasionally, it enters the 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 Advanced Course Club:** The club aims 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 University accepts students with various interests and different levels of academic performance. Because the University 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 Services (AA)

These services are free and provided to students enrolled at Voorhees as part of the University'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 University. 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 the 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 a classroom tutoring session to provide learning assistance. All of these tutorial formats are used as a supplement to 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)

ACE is a comprehensive supplemental instruction program designed to provide 21<sup>st</sup> 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 an 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 essays. ACE targets high-risk courses rather than high-risk students.

## **Features of the ACE:**

- Operational hours 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)**

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 University'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 University.

**The First Eight Weeks** allow students to become more engaged and accountable for 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 Office and the Office of the Registrar and Student Records 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 determining those who need 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 the 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 student 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 Program

The program provides students the opportunity to be introduced to key campus personnel and services; have dialogues with and ask questions of representatives from such offices like 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 are continued through the “Freshman Seminar” Course (FS 120) where all new students are required to enroll in this course their first semester.

## The Summer “Tiger Connect” Orientation Program

This program provides a wonderful one-day “jumpstart” activity that offers early placement testing, an opportunity to visit and learn more about the University, 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 University 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 University’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 University 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)

The TRIO Student Support Services Program (SSSP) is an educational opportunity program funded by the U.S. Department of Education hosted by Voorhees University. 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 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. The services below are available free of charge to its members.

Academic Advising, Planning, and Tutoring	Career, Graduate/ Professional Schools Information, and Visitations	College Success Coaches
Computer Lab Access	Disabled Student Services Support	Early Warning Referral
Educational/Cultural Enrichment Activities	FAFSA Assistance	Financial/Economic Literacy Information
Grant-In-Aid Funds	Monthly Meetings	New Member TRIO-SSS Survival Packet
Peer Tutors/Peer Mentors	Personal Development/ Motivational Counseling	Returning Member TRIO-SSS Survival Packet
Self-Help Outreach Center	Student Success Workshop Series: In Search of Character – Learn How to Succeed – Mindfulness – Motivation4College Success	S.P.A. Appointments (Success Plan of Action)

## Disabled Student Services

Disabled Student 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

[Voorhees University, 2021-2023 University Catalog](#)

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 defines what constitutes a disability and what a reasonable accommodation is in terms of providing equal access.

### **Do I have to inform the University that I have a disability?**

Although you do not have to report your disability, the University wants you to receive all of the necessary services that you deserve to assist you in your success. To provide you with an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the University 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 University with 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 the needs of the disabled students.

### **Confidentiality**

Access to disabled students' files is limited. Specific information on a student's disability can only be shared with the student's written permission and/or on a need-to-know basis. This information does not become part of a student's transcript or permanent record.

## **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 University.

### **Eligibility**

Voorhees University 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 University 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 3.20 or above.

All other enrolled students who have completed at least 15 credit hours with a cumulative grade point average of at least 3.20 (on a 4.0) scale may also apply. For additional information, interested students should contact the Coordinator of the W. Franklin Evans Honors College.

### **Membership obligations**

- Maintain a cumulative GPA of 3.20. If the GPA falls below 3.20, 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 3.20 requirement, he or she must achieve the minimum 3.20 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 focused. Honors courses are open to any Voorhees University student with the permission of the Instructor, Academic Advisor or Department Chairperson. Students may earn additional honors course credit via Honors Contracts. Students interested in more information should confer with the Coordinator of the W. Franklin Evans Honors College or 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 for 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 number of students pursuing a doctorate 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.

### **Career Pathways Initiative**

The Carolina Cluster Pathway Program, Benedict College, Claflin University, and Voorhees University have 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 that 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 21<sup>st</sup>-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 University:** 1.2 million

The State Coordinating Office will direct, support, and monitor all of the activities of the awarded institutions. Voorhees University will focus on three areas.

- Curriculum Alignment
- Intentional Co-Curricular Engagement
- Guided Career Pathway

## **Curriculum Alignment:**

The **Voorhees University** 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**

To better prepare our students for a successful transition to their careers, **Voorhees University** 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 University** 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 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 University. 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 University community. The skills you develop from this course are essential for your achievement at the University. 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's lecture – be prepared to be actively involved with your instructor and classmates during the class!

## **STUDENT LEARNING OUTCOMES**

Students will:

1. Explore and articulate selected academic majors as career options.
2. Learn about career and internship opportunities.

3. Develop listening and Note-Taking Skills.
4. Analyze reliability, validity, and credibility of sources.
5. Improve and build upon test-preparation and test-taking skills.
6. Design effective time management strategies.
7. Know the rights and responsibilities of students in the University community.
8. Understand how to manage conflict.
9. 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 University successful. We will focus on developing your 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:**

1. Demonstrate skills and strategies related to academic success, including writing proficiency, critical thinking, study skills, academic integrity, and analysis and application of academic content.
2. Develop a holistic understanding of the University, including navigation of the academic
3. structure and requirements, utilization of appropriate campus resources, and participation in comprehensive co-curricular engagement activities.
4. Reflect upon how campus engagement helps them reach goals and/or overcome personal challenges.
5. Examine the effectiveness of their communication and interactions with members of the university community.
6. Demonstrate understanding of core workforce competencies
7. Participate in major field studies designed to expose students to real-world information regarding specific majors and careers.
8. Research a pioneer/trailblazer in a selected major.
9. Discuss and understand the meaning of experiential learning and the impact it can have on one's career.
10. Research and identify opportunities for internships.
11. Select and apply for at least 3-5 summer internship opportunities.
12. Complete 10 hours of Service Learning.

### **CP 201: Career Pathways I – Sophomore Experience I Course Description**

This course is designed to provide continuous 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:**

1. Students will develop plans for future internships, scholarships, coursework, and academic and extracurricular practices which will enhance their ability to secure meaningful employment in desired fields upon graduation.
2. 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.
3. Students will explore the eight most critical Workforce Competencies valued by employers and learn how to develop those competencies.
4. Students will discuss ways to research their career paths and learn targeted search strategies to achieve meaningful professional goals.
5. Research and develop a plan to secure internships
6. Complete service learning projects throughout the semester and finalize capstone project, to be presented to the University 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 University.

#### **Student Learning Outcomes:**

1. Apply job search techniques and write for a variety of purposes and audiences.
2. Create necessary job search documents and demonstrate appropriate interview skills
3. Demonstrate ability to work in teams
4. 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.
5. Identify and demonstrate effective resolution techniques for workplace conflicts.
6. Complete service learning projects throughout the semester and begin work on a capstone project, which will be presented to the University 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 University.

#### **Student Learning Outcomes:**

1. Students will successfully execute career placement plans, which will aid in the attainment of



experiential learning relative to respective fields of study.

2. Students will apply soft skills and job-related competencies related to career success.
3. Students will participate in peer-reviewed employment case studies to increase career self-efficacy.
4. 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 University.

#### **Student Learning Outcomes:**

1. Students will successfully execute career placement plans, which will aid in the attainment of experiential learning relative to respective fields of study.
2. Students will apply soft skills and job-related competencies related to career success.
3. Students will participate in peer-reviewed employment case studies to increase career self-efficacy.
4. Students will research effective job search plans.
5. Students will create a networking and career mentorship portfolio.
6. 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 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 University.

#### **Student Learning Outcomes**

1. Students will execute their career placement plans.
2. Students will complete their career portfolios.
3. Students will explore alternative career options.
4. Students will expand and grow their career and mentorship networks.
5. 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 University.

#### **Student Learning Outcomes:**

1. Students will execute their career placement plans.
2. Students will complete their career portfolios.
3. Students will explore alternative career options.
4. Students will expand and grow their career and mentorship networks.
5. Students will follow up on graduate and professional school opportunities.

## The VC Media Network

The VC Media Network is the source for campus media produced by students-in-training apprenticing with seasoned professionals through the Office of Communications. The network is comprised of the Voorhees University YouTube Channel, VC Tiger Sports YouTube Channel, campus informational displays, and campus social media outlets. Students, as well as faculty and staff, are trained in media production, videography, photography, editing, streaming, and more as they create both live and pre-produced content for the University. Mass Communication majors are encouraged to join the VC Media Network but the training and hands-on experience are open to anyone on campus with the interests and commitment to participate.

Cynthia Hoke  
Senior Director of Marketing and Communications  
P.O. Box 678 Denmark, SC 29042  
**Phone:** (803) 780-1195  
**Fax:** (803) 780-1015  
**Email:** [choke@voorhees.edu](mailto:choke@voorhees.edu)

### WVCD 96.5 FM/790 A.M. RADIO

The radio broadcasting voice of Voorhees University can be found at WVCD 96.5FM/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 University 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 an urban adult contemporary, offering such programming as classic R & B, Jazz, the oldies, and gospel. WVCD caters to a diverse audience.

WVCD's purpose is to serve as a training laboratory for Mass Communications students and inform the Denmark community and surrounding areas. The station operates 24 hours a day and is fully automated, providing students valuable hands-on experience. Mass Communications students have priority in training and working at WVCD. Yet, all students have the opportunity to tour and learn at the station. 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 96.5 FM/790 AM Monday through Friday, 8 a.m. to 5 p.m.**

**Mailing Address:**

WVCD 790 AM  
Voorhees University P.O. Box 678  
Denmark, SC 29042

**Radio Station Campus Address: The Dawson Center**

5573 Voorhees Road Denmark, SC 29042

**Phone:** (803) 780-1790

**Fax:** (803) 780-1795

**Email:** [wvcd@voorhees.edu](mailto:wvcd@voorhees.edu)

# COLLEGE FACULTY

## VOORHEES UNIVERSITY FULL-TIME FACULTY

(Listed Alphabetically After the President and Chief Academic Officer)

Ronnie Hopkins, President and CEO; 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

Tywana C. Branch, Chairperson of the Department of Business and Entrepreneurship; Honda Campus All-Star Challenge Coach; Assistant Professor of Psychology, B.A. Voorhees University, 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 University, 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 University, 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 University, 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 University, 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.

## **AAS230. Intro to African American Studies (3)**

This course offers an interdisciplinary introduction to important historical, political, cultural, and artistic issues concerning people of African descent in the United States. Students will examine the historical and cultural experiences of African Americans from the beginning of the Transatlantic Slave Trade to the emerging Black Lives Matters Movement. Emphasis will be placed on developing an understanding of the role of protest and resistance in African American history.

## **AAS235. Blacks in American Society (3)**

An elective course that examines the history and culture of Africa and the African American experience in an interdisciplinary format, including an analysis of the unique historical, cultural, and social developments from the Middle Passage to the present day. The course will address the literary and artistic contributions of African- Americans to American culture. Critical thinking, reading, writing, and oral presentation skills are emphasized.

## **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. Prerequisite: BA134

## **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 231

## **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 231

## **ACT 334. Tax II (3)**

This course is a continuation of ACT 333. Emphasis is on a detailed study of the concepts, principles, and presentation of the theory and practice applicable to the preparation of federal income tax returns for corporations, partnerships, estates, and trusts. Prerequisite: ACT 333

**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 231

**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 331

**ACT432 Accounting Software & Applications (3)**

Students will receive instruction that pertain to accounting and overall business issues. Students will be required to work collaboratively while using technology and accounting software to solve various problems. The benefit of this instruction model is that students will be exposed to team building techniques, learning to work effectively as a team member, and learning to be effective communicators while applying the accounting concepts from previous accounting courses.

**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 231

**ACT 437. CPA Review (3)**

The analysis, interpretation, and solution of complex accounting problems of the type appearing in official CPA examinations. Prerequisite: ACT 331

**ACT 438. Accounting Theory (3)**

A study of the development of accounting thought with emphasis on alternative accounting models including methods used in other countries. Prerequisite: ACT 331

**ACT 439 Intro to Forensic Accounting (3)**

This course explores the forensic accountant's role in today's economy. Topics covered include fraud detection and fraud investigation techniques, valuation of closely-held businesses, lost profits analyses, and various types of litigation support services. Fundamental legal concepts governing expert witness testimony are also examined, and students are required to quantify economic damages in cases. By the end of the course, students can understand both the pervasiveness and the causes of fraud and white-collar crime in our society, examine the types of fraud and fraud schemes that affect business enterprises, explore methods of fraud detection and prevention, and increase their ability to recognize potential fraudulent situations.

**ART220. Art Appreciation (3)**

An introductory art appreciation course that focuses on the visual arts and emphasizes the relationship of art to society from prehistoric to contemporary times. Students learn how to respond to works of art and are required to visit an art gallery. The course aims at providing students with a competence in the skills of analysis, synthesis, and evaluation. The course also provides students with understanding and intellectual concepts essential to develop an appreciation of Western and Non-Western arts.

**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 134 Business Mathematic**



This course applies students' interpretation of basic mathematical concepts to common business usage covering such topics as percentages, interest, trade, bank and cash discounts, payroll, time value of money, and business loans.

### **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 231. Entrepreneurship(3)**

An in-depth look at the importance of the entrepreneur in the creation of new ventures. An important part of this course includes presentations by successful entrepreneurs and working with small Disadvantaged Business Enterprises. Additional topics may include: identifying opportunities; creating value; developing business concepts and plans; attracting resources; building an organization; managing risk and growth; coping with failure, the latest entrepreneurial research and integration of concepts and materials from all business functions.

### **BA232. Business Communication (3)**

This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience, and purpose; understand the effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

### **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

### **BA333 Business Research Methods (3)**

This course is designed to introduce students to the nature, scope, and significance of research and research methodologies. Additionally, students will study primary and secondary research methods with applications to specific problems, using qualitative and quantitative designs for proper investigation for current business problems. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics that will be covered include problem framing, data collection, data analysis, and data presentation. Students will complete an individual research proposal based on a business topic of interest using the APA format.

### **BA 334. Real Estate Fundamentals (3)**

A study of the real estate field, local real estate practices, procedures, techniques, valuation and similar issues. The process of buying, selling and investing in real estate is also covered. Prerequisite: Junior Standing

### **BA 336. Organizational Communication (3)**

A comprehensive treatment of the major principles of communications designed to assist the student in attaining a high proficiency in written and oral communication in preparing effective business letters and messages. Diverse problems of communication will be addressed. This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered (non-verbal communication, constructive feedback, dealing with anger, and resolving conflict). Prerequisite: MGT 331

### **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 340. Franchising (3)**

This course emphasizes the important aspects of starting and managing a franchise business. Focus is placed on the characteristics of the franchisor and the franchisee; evaluation of franchising opportunities; legal concerns of franchising; the development of appropriate strategies and the successful planning, implementation and launching of a new business.

### **BA 341. Innovation & Entrepreneurship (3)**

This course examines successful strategies, business models, frameworks, funding, barriers and risks for introducing breakthrough products and services. Topics include business model innovation, strategic leadership, human-centered and design-driven innovation, knowledge and change management.

### **BA342. ENACTUS (1)-**

Entrepreneurship in Action is designed to foster an entrepreneurial approach to solving social and environmental problems that encourage creativity and resourcefulness. Students will receive instruction on issues related to entrepreneurship and specifically social entrepreneurship; business as a source for good in society. Students will also be taught about important issues such as project scoping, risk assessment, goal setting, creating annual reports, etc. Moreover, they will be taught how the individual courses they take in marketing, finance; accounting, communications, economics, etc. come together in a cohesive way to run a project.

### **BA343. Financial Literacy (3)**

This course is designed to introduce the student to basic financial literacy skills to help them make responsible financial decisions. Concepts covered include financial planning, bank accounts, credit and loans, wages and taxes, investments, and insurance. Students will gain the information and skills to implement a life-long plan for financial success.

### **BA346. Strategic Management (3)**

This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition

### **BA 400 Technology for Entrepreneurs (3)**

This course examines the evolution of digital technologies, the underlying technologies that are driving the current digital revolution, and the innovative application of existing technologies, resources, and services. It includes an understanding of the role of innovation and design thinking play in new technology.

### **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)**

This course allows students to accumulate professional experience that will enhance the student's academic program and career objectives through experiential education engaging the student in a unique multilateral partnership between an approved business partner, the University, and the student. The learning experience will be guided by a contract outlining specific work-related experiences and academic components designed to enhance the student's knowledge. Students are required to engage in a series of regularly scheduled reflection and learning sessions conducted by faculty with the support of business leaders. Students may earn up to 6 hours for Business Internship.

### **BA 435. Entrepreneurship (3)**

An in-depth look at the importance of the entrepreneur in the creation of new ventures. An important part of this course includes presentations by successful entrepreneurs and working with small Disadvantaged Business Enterprises. Additional topics may include: identifying opportunities; creating value; developing business concepts and plans; attracting resources; building an organization; managing risk and growth; coping with failure, the latest entrepreneurial research and integration of concepts and materials from all business functions. Prerequisite: MGT 331.

### **BA 436. Special Topics in Business Administration (3)**

Special topics related to Business Administration will be taught under this course heading. Prerequisite: MGT 331

### **BIO 130. General Biology & Lab (4)**

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) health 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 team 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 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)**

The focus of this course is on business productivity software applications and professional behavior in computing, including spreadsheets, databases, presentation graphics, and business-oriented utilization of

the Internet. 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.

**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 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.

### **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 an 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 include Unix 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

### **CP 120: Career Pathways I – Freshman Experience I (2)**

The primary goal of Freshman Seminary is simple – we want you to be successful here at Voorhees University. 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 University community. The skills you develop from this course are essential for your achievement at the University.

### **CP 121: Career Pathways II – Freshman Experience II (2)**

In this class, we will work together to make your transition to Voorhees's University 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 University.

**CP 202: Career Pathways II- Sophomore Experience II (2)**

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.

**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 University.

**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 University.

**CP 401 BE. Career Pathways I Senior Major Research (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

**CP 402 BE. Career Pathways II Senior Major Research (2)**

This course is a continuation of CP 401. The student is required to complete the research project developed in CP 401. The process will include data collection and preparation, data analysis and interpretation, and research reporting. Prerequisite: CP 401

**CP 401 HESS. Career Pathways I Senior Major Research (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 II Senior Major Research (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

### **CPHCD401 Career Pathways I Senior Major Research (Child Development Majors) (3)**

This course is Part I of a two part course series designed to give students practical site-based in a setting serving children and families. It requires 30 days of supervised experience as well as a weekly seminars on and off campus. Students must apply for 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.

### **CPHCD402 Career Pathways II Senior Major Research (Child Development Majors) (3)**

This course is Part II of a two part course series designed to give students practical site-based in a setting serving children and families. It requires 30 days of supervised experience as well as a weekly seminars on and off campus. Students must apply for 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.

### **CP 401ST. Career Pathways I Senior Major Research (1)**

This course provides students theoretical techniques and skills to identify biological research problems, analyze the complex issues and relationships, and discuss scientific data in written communication. The student is involved in intensive library study and a proposed research under the direction of a faculty member. Upon completion of this course, students should be able to think critically about data and apply standard statistical procedures to draw conclusions from such analyses. Research proposals including experimental design will be developed and approved. Prerequisite: Senior Standing.

### **CP 402ST. Career Pathways II Major Research (2)**

This course is a continuation of CP 401. The student is required to complete the research project developed in CP401. Sampling and data gathering in systematic manners are incorporated into research methodologies. The process will include data collection and preparation, data analysis and interpretation, and research reporting followed by an oral presentation to the faculty. Prerequisite: CP 401.

### **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 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 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.

### **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

**EM 251. Hazardous Materials (Hazmat) Management and Response (3)**

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

**EM 355. Hazardous Materials (HAZMAT) Response, Planning, and Prevention (3)**

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 antiterrorism 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 nonprofit 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 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. 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 20<sup>th</sup> and 21<sup>st</sup> centuries. Close reading skills and cultural awareness are central to the course. Prerequisite ENG 232

### **ENG330. 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

**ENG 460. Internship (3)**

An English major requirement. A practical experience required of English majors in the second semester of the senior year. It is designed to give students hands-on experience at an approved work site.

**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.

**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 435 Entrepreneurial Finance (3)**

This course introduces students to identifying, accessing, and evaluating sources of financing for start-ups and expanding technology companies. The approach uses case studies, group interaction, and presentations from experts in the field. Focus on financial theory, risk assessment, valuation options, term sheets, due diligence techniques, and the setting up of financial reports for monitoring progress toward meeting milestones.

**FIN 436. Risk and Insurance (3)**

Includes principles and practices of insuring individuals and personal property. Prerequisite:

**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 University 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 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 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

### **HIST236 Survey of Civil Rights Movement (3)**

A survey of the unique set of events, circumstances and struggles that shaped the United States in the 1950's and 60's collectively known as the Civil Rights Movement. This course offers an analytical examination of the freedom movement that continues to this day by looking at the African American struggle for freedom, justice, and equality. This course also examines the movement's overlap with feminist, Chicano, Native American, and gay liberation movements.

### **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 University'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 University'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 University's Model United Nations and Model African Union program and competition. This is a regular class that rotates throughout the schedule and students should reenroll 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 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 culminating 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)** (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.

**HSC100 Nutrition for Public Health (3)**

Human nutritional requirements change over the course of the lifespan. This course examines the fundamentals of nutrition and the variation of nutritional needs at different life stages, including pregnancy, lactation, infancy, childhood, adolescence, adulthood, and old age. Students discuss issues such as obesity and eating disorders as well as the link between diet and disease. Students conduct a personal dietary assessment and analyze the relationship between food choices and health status in their own lives.

**HSC101 Intro to Public Health (3)**

Introduces students to global public health through an exploration of health challenges from the local population to global society perspectives. The course explores population health, health equity, sustainability and climate change, and, of course, the public health enterprise. Critical thinking is an integral part of the exploration and is discussed and applied in lectures, class activities, and student evaluation.

**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.

**HSC 443 Public Health Informatic (3)**

This course addresses the challenges of collecting and analyzing data and introduces how this data could be used to inform public health initiatives and improve health outcomes. It looks at the ethical concerns that arise when dealing with sensitive information and explores the implications of our reliance on our own methods and other health organizations for access to useful health data.

**HSC 446 Environmental Health (4)**

This course is designed to provide students with an introduction to the field of environmental health in an ecosystems context. Additionally, recognition, evaluation, and control of hazards including toxic chemicals, fibers and dust, ionizing radiation, and infectious agents will be emphasized.

**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.

**INDS 400. Introduction to Interdisciplinary Studies (3)**

This course serves as a foundation for students pursuing a major in interdisciplinary studies. It is designed to provide the student with a broad general introduction to the field. Attention is given to the philosophy,

research, practices, processes, and theories that undergird the field of interdisciplinary studies. In addition, some of the major characteristics of an inter-disciplinarian are reviewed and discussed.

### **INDS 401. Career Pathway and Applied Concepts of Interdisciplinary Studies (3)**

This course is designed to enhance student readiness in the attainment and demonstration of the importance of requisite competencies that broadly prepare college students for a successful transition into the workplace. 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. Students will have the opportunity to research career options, including internships, personal career statements, resume writing and research, interacting in teams, and learning how to empower oneself and others. This course is an integral component of Voorhees University's Guided Career Pathways, and as such focuses on the interests, assessments and career goals of each student by synthesizing broad perspectives, knowledge, skills, and interconnections in a career preparatory, interdisciplinary setting. Individualized plans include co-curricular activities designed to prepare students for immediate employment and/or graduate or professional school and job advancement opportunities.

### **INDS 402. Introduction to Research in Interdisciplinary Studies (3)**

This course serves as an introduction to basic research methods in interdisciplinary studies including research tools, topic selection, data collection, data analysis, technology usage and software application. In addition, some of the major characteristics of interdisciplinary studies are reviewed and discussed. It is a preparatory course for the INDS 403 course. Students will learn how to conduct literature reviews, as well as define and generate research problem statements.

### **INDS 403. Senior Capstone (3)**

This course is designed to develop the student's abilities to do independent research using the concepts and tools of effective writing. The principle assignment of the course is to undertake a research project and to produce a Senior Thesis. The expectation is that the papers will be well written and organized, supported by appropriate data and evidence, and reveal a command of excellent writing tools and concepts acquired in the course of this class. Related assignments will help students develop their Thesis and write their paper.

### **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.

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. College Algebra (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 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.

### **MATH132 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.

### **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 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 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, 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 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 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/Copywriting (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 339. Media Law & Ethics (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

**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 University 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)**

This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered. Prerequisite: MGT 331

### **MGT 335 Product Development (3)**

This course will focus on the techniques and tools associated with analyzing market opportunities, designing, testing, and introducing new products and services. Both quantitative and qualitative approaches are covered. The course covers the new product development process, strategic opportunity identification, how to generate new product concepts and ideas, mapping customer perceptions, segmentation, product positioning, forecasting market demand, product design, market entry strategies, and testing. It emphasizes how to lead the organization in the process, incorporate consumers, customers and competitors into all of these aspects of new product development.

### **MGT 337. Production Management/ Quantitative Methods in Business (3)**

This course covers quantitative techniques for solving business problems and making management decisions. Techniques include production or output planning, capital investment and project analysis, linear and non-linear programming, probability theory, inventory control, scheduling, and waiting line models, as well as mathematical decision techniques.

### **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)**

Students will learn about formulating, implementing and evaluating organizational strategy and policy in a complex business environment. Topics include objectives and strategic management of the business portfolio; analysis and diagnosis of the organization's external opportunities and threats and the internal competitive advantages or weaknesses related to its marketing, production, personnel and financial areas; strategy alternatives and choice (including acquisitions, mergers and diversification); and implications of strategy for organizational structure and change. Prerequisite: Senior Classification.

### **MKT 331. Principles of Marketing (3)**

This course introduces the principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision-making

### **MKT 332. Principles of Advertising (3)**

This course is a comprehensive survey of basic principles and practices of advertising that emphasizes creative/media strategy decision processes and historical, social, and economic influences. This course will provide a foundation for advanced advertising courses.

### **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.

### **MUS220. Music Appreciation (3)**

This course is designed to broaden and deepen the student's understanding and appreciation of the major movements and forms of Western music and Non-Western Music. Students are encouraged to develop the technique of listening with a sensitive ear. The course studies the masterpiece of recorded music. The course aims at providing students with a basis competence in the skills of analysis, synthesis, and evaluation. The course also provides students with understandings and intellectual concepts essential to develop and appreciation of music as a fine art.

### **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 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.

### **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.

**OGMT333 Business Research Methods (3)** Begins the formal research design for the Action Research Project. In this first course, Adult Learners will be introduced to the principles of research, including research terminology, methodology, development of a research question, assessing research articles, and learning the basics of APA format. The ethics of conducting good research will be examined, and students

will complete and submit their “Institutional Review Board (IRB)” packets for approval.

**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.

**OGMT339 Action Research I (2)** This course is a continuation of Business Research Methods and Research and Analysis Using Statistics, which further introduces aspects of business research and demonstrates the fundamental role and importance it plays in making appropriate business decisions. The Adult Learner will refine and choose an appropriate research question/focus to guide their action research project. The action research requires not only that students review and synthesize related literature from the peer review journals but also gather and analyze new data in support of a particular hypothesis. Such analysis typically requires extensive use of statistical techniques. Students will develop an introduction, literature review, and cited work sources using the APA format.

**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 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 University. This course examines the latest trends in health, fitness and nutrition, paying careful attention to health aspects relating to the University campus. Fitness testing and outdoor conditioning also comprise an important part of this course.

#### **PHYS 130 & Lab. Fundamentals of Physical Science (4)**

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 the 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 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 the 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 the 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: PSY350 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, in the course, we 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 the 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 evaluated 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.

### **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. Comparative Religion (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.

### **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 the feasibility and economic impact studies.

### **SM 440. Internship in Sports Management (12)**

Intended to give students 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 sports participation.

### **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 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 basic competence in the skills of analysis, synthesis, and evaluation essential to the understanding of the family in diverse cultures. Prerequisites: SOC 230 and SOCJ 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 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)**

Presents 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.

### **SOCJ 333. Criminology (3)**

A course on the nature of the crime, factors in criminal behavior, evaluation of methods of apprehending criminals, and combating crime. A 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.

**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. Introduction to Communication (3)**

A course designed to assure competence in oral communication skills. It introduces the theory and practice of basic speech communication applicable to interpersonal communication and extemporaneous public speaking.

**SPCH231 Public Speaking (3)**

This course provides instruction and experience in the preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in a group discussion with appropriate audiovisual support.

**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 233. 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 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.

**SS332. Research Methods (3)**

Introduction to the logic and the methods of sociological research. Topics include the connections 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.

**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 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 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 440. Senior Capstone Seminar (3)**

Designed for senior Sociology/Criminal Justice majors. 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 CP401

**THE 433. A Survey of Old Testament (3)**

The course will cover the books of the Old Testament. The course is intended to give the student an appreciation and to acquaint them with the history, background, presupposition (facts), convictions and personal application of each book. Also, the student will be encouraged to study the unity of all the books in the progress of revelation (revealing or disclosure) and redemption (redeeming or being redeemed). It further seeks to enable the student to learn not only the content of the Old Testament, but also information about the Middle Eastern world.

**THE 434. A Survey of New Testament (3)**

The course seeks to guide the student toward understanding why Jesus of Nazareth is regarded as the central figure of the movement that produced and is reflected in the New Testament literature. It further seeks to lead the student to an examination of personalities and convictions found in this literature, with an eye toward application relevant to the present.

**THE 232. Life and Teaching of Jesus (3)**

The Life and Teaching of Jesus is a religion course that gives the students a complete overview of Jesus Christ, from the period of his birth until his death and resurrection, as recorded in the gospel narratives. The course gives students a background on the coming of Christ and the circumstances surrounding his birth, life, ministry and teachings. The course also challenges students to learn of the untainted character of Jesus Christ and the impact he made on the world, his followers and those who believe in him.

**THE 233. Intro to Religion and Philosophy (3)**

This course introduces the Western philosophical tradition of reasoned, systematic, and critical reflection on various matters about monotheistic religious belief. The student will examine the relationship between faith and reason; the question of religious miracles; the relationships among science, religion, and evolution; and the nature and validity of religious experience. The course aims to provide both general philosophical method for analyzing religious belief and to develop the student's capacity for logical, analytical, and critical thinking about such matters in particular.

**THE 331. African Traditional Religion (3)**

This course explores the religious heritage and history of Africa through specific case studies in African traditional religion. Special attention is given to continuities and changes in the indigenous religions of Africa through studies in religious beliefs, ritual practices, ways of knowing, techniques of healing and the social formations of the household, polity and religious specialists.

**THE 332. Survey of Church History (3)**

Survey of Church History surveys the history of the Christian Church from the Apostolic age to the present. The student will learn about key persons, issues, and events of each age of the church; discover the impact these persons and events had on each other; and identify their impact on the church of today, in addition, the student will examine the influence of the Holy Spirit in the history of the Christian Church.

**THE431. Principles & Procedures in Religious Ethics (3)**

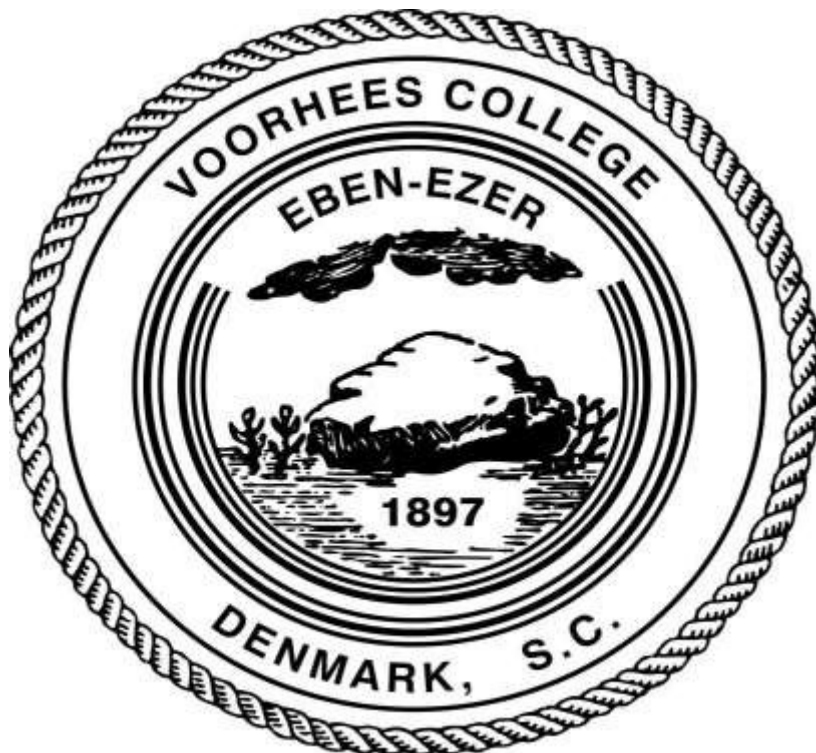
Reflecting on traditional ethical issues as good and evil, value, duty, and purpose, students will discover the theme of responsibility which will be explored in three living religious traditions: Judaism, Christianity, and Buddhism, as well as in relation to two significant movements in contemporary ethics: Feminism and ecology. The course will raise the question of the nature of ethical reflection itself, its origin, and impact on contemporary discourse.

**THE 432. Contemporary and Religious Thoughts (3)**

New developments in Western religious thought, with emphasis on critical examination of representative religious thinkers and movements of the present century. Topics include rethinking the concept of God; the rise of ethical relativism, pluralism, and secularism; and new forms of theology, such as process, black theology, feminist, and metaphorical theologies.

**THE434. A Survey of the New Testament (3)**

This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.



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