Voorhees University

POLICY MANUAL

VOLUME VI

Academic Policies

March 2022

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Academic Policies

6.0 Introduction

Volume VI of the *Voorhees University Policy Manual* has been written and designed to answer most of the questions that might be asked about the University's academic programs and services, as well as its academic, admission, and registration policies. It supersedes all previous academic-related policies and procedures published in prior handbooks.

The University hereby gives notice that it 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 in any volume, handbooks, or contracts pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters shall be directed to the student's faculty advisor.

6.1 General Academic Information and Academic Program Overview

6.1.1 General Academic Information

6.1.1.1 Academic Calendar

Please refer to the current *Voorhees University Catalog* as well as the University's website for the most current academic calendar.

6.1.1.2 Expected Educational Outcomes

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 an abiding faith in God. To that end, the philosophy of the General Education core requirements parallels the mission. The General Education is designed to maximize student academic and co-curricular engagement. Highly influenced by the *The Essential Learning Outcomes* developed by the American Association of Colleges and Universities, Voorhees University has adopted a philosophical framework for the General Education core requirements that impact its students beginning in the first year of university, and continues at successively higher levels across their university studies. Students will be prepared

for twenty-first- century employment opportunities, graduate and professional studies, and global challenges by gaining knowledge and exposure through six categories: (1) Analysis and Communication, (2) Quantitative Literacy, (3) Natural Sciences, (4) Health and Wellness, (5) Global and Intercultural Learning, and (6) Personal and Career Development. Indeed, the ultimate goal of the General Education core requirements is live up to the 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.

STUDENT LEARNING OUTCOMES

Analysis and Communication *(Reading, Written Communication, Oral Communication, Information Literacy)*
Student Learning Outcomes
- Students will extract and construct meaning through interaction and involvement with written language   - Students will clearly express ideas in appropriate academic language, demonstrating reasoning, an understanding of audience, context, and the mechanics of academic writing in an organized, clear, and coherent manner.   - Students will use research strategies to identify, locate, evaluate, and effectively and responsibly use and share information.   - Students will systematically analyze complex real-world topics or issues.   - Students will develop and deliver purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Quantitative Literacy *(Understanding mathematical processes and their applications)*
Student Learning Outcomes
- Students will reason and solve quantitative problems from a wide array of everyday life situations.   - Students will demonstrate the ability to interpret, analyze, and convey quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

Natural Sciences
Learning Outcomes
Students will collect scientific data, evaluate, and draw conclusions about given problems using the scientific method.

Health and Wellness
Learning Outcomes
Students will apply life-long skills to improve mental and physical wellbeing.

Global and Intercultural Learning *(Historical, Religious, Artistic and Political Learning and Languages)*
Learning Outcomes
Students will apply global and intercultural perspectives in the analysis of historical and cultural events and theoretical frameworks.

Personal and Career Development *(Collegiate Success Skills, Personal Awareness, and Career Exploration)*
Learning Outcomes
- Students will increase self-awareness and develop skills critical for collegiate success.   - Students will demonstrate knowledge of university history, values, and resources.   - Students will map career pathways and develop essential tools for professional promotion.

GENERAL EDUCATION CURRICULUM (GER) REQUIREMENTS

This General Education 44 hour curriculum is applicable to students entering the university fall 2017.

Analysis and Communication -- 9 hours		
ENG131	Ideas & Their Expressions I	3
ENG132	Ideas & Their Expressions II	3
SPCH130 OR SPCH231 (*select one*)	Introduction to Communication OR Public Speaking	3
EPE	**ENGLISH PROFICENCY**	0
Quantitative Literacy (*select one*) **-- 3 hours**		
MATH121 OR MATH 131 (*Please refer to placement test scores*)	General Math or College Algebra	3
Information Technology -- 3 hours		
CMP130	Computer Concepts	3
Natural Sciences (*select one*) **-- 4 hours**		
BIO130	General Biology & Lab	4
PHYS130	Physical Science & Lab	4
CHEM141	General Chemistry	4
Health and Wellness (*select one*) **-- 2 hours**		
PE120 or HSC231	Introduction to Physical Education **OR** Health Education	2
Global and Intercultural Learning -- 15 hours (Historical, Religion, Artistic, and Political Learning and Languages)		
HIST234 or AAS230	African American History **OR** Intro to African American Studies	3
REL231 or REL232 or REL233 (*select one*)	**REL231:** The Bible as Literature **OR** **REL 232:** Life and Teaching of Jesus **OR** **REL 233**: Comparative Religions	3
FREN131 or SPAN131 (*select one*)	Elementary French **OR** Elementary Spanish	3
Select two courses		
AAS 235	Blacks in Amer. Society*	3
ART 220	Art Appreciation	3
ECON 231	Prin. of Economics I	3
ENG 231	Introduction to Literature	3
FREN 132	Elementary French II	3
HIST 133	World History Survey I	3
HIST 134	World History Survey II	3
HIST 235	Amer./Afr. Amer. Hist. II	3
HIST 236	Survey of Civil Rights Mvt.	3
MUS 220	Music Appreciation	3
PSY 230	General Psychology*	3
REL 231	The Bible as Literature	3
REL 232	Life and Teaching of Jesus	3
REL 233	Comparative Religions	3
SPAN 132	Elementary Spanish II	3
SOC 230	Introduction to Sociology	3
Major course offerings may not be used to fulfill GEN ED requirements		

Personal and Career Development		
(Collegiate Success Skills, Personal Awareness, and Career Exploration)		
(These courses are not applicable to non-traditional majors)		
CP 101	Career Pathways - Freshman	2
CP 102	Career Pathways - Freshman	2
CP 201	Career Pathways - Sophomore	2
CP 202	Career Pathways - Sophomore	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 hours 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. The grade of "D" is not assigned in ENG131 and 132; thus, a minimum grade of "C" must be earned in each course.

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.

6.1.2   Academic Divisional Structure

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

6.1.2.1   Voorhees University 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
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 - Bachelor of Science
Environmental Engineering – Bachelor of Science
Emergency Management/Homeland Security – Bachelor of Science
Mathematics - Bachelor of Science
Public Health - Bachelor of Science
Sports Management - Bachelor of Science

6.1.2.2   Department of Business & Entrepreneurship

The Department of Business & Entrepreneurship offers the following majors:

MAJORS ARE OFFERED IN:

- Accounting
- Business Administration
    - Concentration in Finance or General Business
- 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 have a commitment of continual technological learning that will enhance the development and application of other personal competencies; and
6. Students will acquire new skills and determine how new technologies should be best incorporated into accounting practices.

BUSINESS ADMINISTRATION WITH A 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.

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

BUSINESS ADMINISTRATION MAJOR WITH A 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.

ORGANIZATIONAL MANAGEMENT MAJOR

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

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

MILITARY SCIENCE (ROTC) PROGRAM

Army Reserve Officers Training Corps (ROTC) offers instruction not only in military skills, but also practical working knowledge in human relations, management, responsibility, physical fitness, problem solving, and leadership. All contracted cadets are paid a subsistence allowance of $250, $300, and $350 per month for freshmen (ROTC Level I) through senior year (ROTC Level IV) respectively and approximately $600 for attending Advanced Camp. Students interested in the ROTC Program may call 1-888-257-1288 for further information.

OBJECTIVES
*   Students who satisfactorily complete the Senior Division Army Reserve Officers' Training Corps (ROTC) Program may be commissioned as Second Lieutenants and serve in the active or reserve component of the United States Army.

PROGRAM OFFERINGS
*   All students are encouraged to pursue Basic Course ROTC studies, as electives, for a period of two years. These courses may be taken in lieu of physical education. Basic Course ROTC studies are prerequisites for enrollment in the Advanced Course unless the student is participating in the Advanced Placement Program or the Two-Year Commissioning Program. The Advanced Course is a two-year program, which includes attendance at Advanced Camp - a six-week summer training camp at Fort Lewis, Washington.

PROGRAM REQUIREMENTS BASIC COURSE ROTC:
To participate in the basic program, students must meet the following requirements:
1. Be enrolled as students at the 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 prior to reaching thirty years of age;
9. Comply with loyalty requirements; and
10. Meet all requirements prescribed by the Department of the Army.

Prerequisites for Commissioning as a <u>Second Lieutenant:</u>

1. Obtain a baccalaureate degree.
2. Satisfactorily complete the following in Military Science (MS courses): *101, 102, *201, 202, 321, 322 {Asterisk (*) indicates that selected personnel may satisfy Basic Course requirements as stated in Two-year Commissioning Program).
3. Satisfactorily complete Advanced Camp, Ft. Lewis, WA, usually the summer between the junior and senior year. Students must be proficient in swimming prior to attendance at Advanced Camp.
4. Additionally, students must satisfactorily complete at least one undergraduate course from each of three designated fields of study: written communications, human behavior, and military history. Only under exceptional circumstances will the Region Commander grant waivers for these courses. Recommended courses are as follows:
   a. Written Communication Skills (e.g. ENG 131, ENG 132, or ENG 231)
   b. Human Behavior (e.g. any psychology or sociology course such as PSY 230 or SOC 230)
   c. Military History (HIST 134 or HIST 235)
   d. Computer Literacy (CMP 130 or CBIS 231)
5. The student must be recommended for a commission by the PMS.

GENERAL INFORMATION

Uniform and Equipment: The Military Science Department provides each ROTC student with all required training equipment, including uniforms and textbooks; the student will turn in the uniforms at the end of the semester. Failure to do so at the completion of the semester will result in a grade of "I" or "F", depending on whether the uniform is returned within the first nine weeks of the succeeding semester**.**

Two-Year Commissioning Program: students are afforded the opportunity to be commissioned as Second Lieutenants after only two years of ROTC. This program is designed for junior and community university 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

5. Advanced Course along with their peers without having to attend Basic Camp or ROTC Summer Program.

6. **Compression** is an action that requires "unusual circumstances," and approval must be by the PMS.

7. **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".

8. **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.

9. **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.

10. **Special Military Training:** During summer months, selected ROTC cadets attend Airborne, Air Assault, and Cadet Troop Leading Training. This is some of the best-taught and most challenging instruction in the world.

MILITARY SCIENCE EXTRACURRICULAR PROGRAMS

Ranger Company: This unit is designed to prepare students for Ranger, Airborne, and Air Assault Training and to ensure high placement at Advanced Camp. Training includes mastery of military skills (i.e., patrolling, land navigation, hand-to-hand combat, etc.), physical readiness (includes physical and swimming tests), and development of leadership, self-confidence, and problem-solving techniques. A military board will be established at the beginning of each semester to select students based on motivation, results of the Army's Physical Readiness Test, ROTC grades, overall GPA, and ROTC instructor's recommendation. MS "I"'s, with the exception of scholarship students, are not eligible for the Ranger Company during the fall semester.

Color Guard: Basic ROTC students are eligible to participate in the color guard. The color guard honors our country at homecoming, Founders' Day, commissioning ceremonies, commencement convocations, parades, and other commemorative ceremonies.

Pershing Rifles: This is a special organization which supports the ROTC experience. Occasionally, it enters state and national competitions and performs in such events as fancy drill and precision drill competitions. Membership is open to both males and females who have a GPA of at least 2.50, have

previous ROTC experience with a drill team and are at least sophomores in university. All ROTC scholarship winners are eligible.

National Society of Scabbard and Blade: This is a national honor society for outstanding ROTC cadets. It enhances their development toward a productive military career. Special guest speakers provide informative discussions on a variety of military subjects. Membership is limited to Advanced Course students and all ROTC scholarship winners, who have an overall GPA of 2.70 and an ROTC GPA of 3.00.

ROTC Advance Course Club: The aim of the club is to provide members with the experience of functioning in an organization similar to the one in the Active Army, wherein, through cooperative effort and fellowship, they may promote military social events as well as community activities.

6.1.2.3   Department of Humanities, Education, & Social Sciences

6.1.2.3.1   Majors and Minors

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

MAJORS ARE OFFERED IN:

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

MINORS ARE OFFERED IN:
- Sociology (*Only for Psychology majors*)

MASS COMMUNICATION MAJOR

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 purposes they serve.
4. Apply theories in the use and presentation of images and information.

Mass Communications Major Requirements A minimum of 125 hours are needed to graduate	
Analysis and Communication (9 hrs.)	
ENG 131 Ideas & Their Expressions I	
ENG 132 Ideas & Their Expressions II	
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)	
EPE English Proficiency	
Quantitative Literacy (3 hrs.)	
Math 121 **OR** Math 131 General Math **OR** College Algebra	
Information Technology (3 hrs.)	
CMP 130 Computer Concepts	
Natural Sciences (select one) (4 hrs.)	
BIO 130 General Biology & Lab	
PHYS 130 Physical Science & Lab	
CHEM 141 General Chemistry	
Health and Wellness (select one) (2 hrs.)	
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education	
GI Electives (15 hrs)	
AAS 235 Blacks in American Society	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
Personal and Career Development (8 hrs.)	
CP 120 Career Pathways I	
CP 121 Career Pathways II	
CP 201 Career Pathways I	
CP 202 Career Pathways II	
Mass Communication Core (27 hrs.)	
MCR330 News Writing and Reporting	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	

Interdisciplinary (45 hrs.)	
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	
Free Electives (9 hrs.)	
Choose any courses	

SOCIOLOGY

The goals of the Sociology major are to:

1. 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.
2. 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:

1. 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.);
2. Demonstrate a working knowledge of the nature, methods, and critical thinking skills in qualitative and quantitative research methodologies in the field;
3. Develop an understanding of diversity and issues of social justice; and
4. Recognize and be able to apply the sociological imagination to interpret contemporary social situations and/or social issues.

Sociology Major Requirements
A minimum of 123 hours is needed to graduate

Analysis and Communication (9 hrs.)

ENG 131 Ideas & Their Expressions I
ENG 132 Ideas & Their Expressions II
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
EPE English Proficiency

Quantitative Literacy (3 hrs.)

Math 121 **OR** Math 131 General Math **OR** College Algebra

Information Technology (3 hrs.)

CMP 130 Computer Concepts

Natural Sciences (select one) (4 hrs.)

BIO 130 General Biology & Lab
PHYS 130 Physical Science & Lab
CHEM 141 General Chemistry

Health and Wellness (select one) (2 hrs.)

PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education

GI Electives (15 hrs.)

AAS 235 Blacks in American Society	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

Personal and Career Development (8 hrs)

CP 120 Career Pathways I	CP 121 Career Pathways II
CP 201 Career Pathways I	CP 202 Career Pathways II

Sociology Core (34 hrs.)

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

Social Science Core (24 hrs.)

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

Restrictive Electives (15 hrs.) Select any 5 courses

CJ 331 Criminal Law	PSY 360 Social Psychology
CJ 332 The American Correctional System	PSY 420 Abnormal Psychology
EM 201 Risk and Vulnerability Assess.	PSY 434 United States Constitution
EM 280 Social Aspect of Disasters	SS 437 Social Organization
PSY 230 General Psychology	
PSY 350 Theories of Personality	

Free Electives (6 hrs.)

Choose any courses

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.

Child Development Major Requirements	
A minimum of 124 hours is needed to graduate	

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

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

Information Technology (3 hrs.)
CMP 130 Computer Concepts

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

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

GI Electives (15 hrs.)
AAS 235 Blacks in American Society	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

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

Educational Core (30 hrs.)
CD 100 Introduction to Early Childhood Education	CD 201 Health, Nutrition & Safety
EDU 230 History & Phil. of Education	CD 200 Parent Education & Guidance
EDU 232 Technology in the Classroom	EDU 341 Education Psychology
EDU 234 Child Growth & Dev./Prac. I	CD 301 Dev. Appr. Prac. For Infants & Tod/Prac. II
EDU 235 Literature for Children	
CD 302 Observation & Assessment of Young Children	

Child Development Core (32 hrs.)
CD 303 Early Literacy & Lang. Dev./Practicum III	CP 302HES Career Pathways II (Junior)
EDU 330 Art for Children	CD 402 Childcare Administration
CD 304 Child, Family & Community Relationships	EDU 342 Classroom Management
CD 305 Play & Learning for the Preschool Child/Prac. IV	CP 401HCD Career Pathways I (Senior)
EDU 329 Intro. to Exceptional Children	CP 402HCD Career Pathways II (Senior)
EDU 331 Music for Children	
CP 301HES Career Pathways I (Junior)	

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

Free Electives (6 hrs.)
Choose any courses

Criminal Justice

The goals of the Criminal Justice major are to:

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

Program Student Learning Outcomes:

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

Criminal Justice Major Requirements A minimum of 120 hours required to graduate
GI Electives (6 hrs.)
AAS 235 Blacks in American Society
ART 220 Art Appreciation
ECON 231 Principles of Economic I
ENG 231 Introduction to Literature
FREN 132 Elementary French II
HIST 133 World History Survey I
HIST 134 World History Survey II
HIST 236 Survey of Civil Rights Movement
MUS 220 Music Appreciation
PSY 230 General Psychology
REL 231 The Bible as Literature
REL 232 Life and Teaching of Jesus
REL 233 Comparative Religions
SPAN 132 Elementary Spanish II
SOC 230 Introduction to Sociology
Personal and Career Development (8 hrs.) **(Collegiate Success Skills, Personal Awareness, and Career Exploration)**
CP 120 HESS Career Pathways I (Freshman)
CP 121 HESS Career Pathways II (Freshman)
CP 201 HESS Career Pathways I (Sophomore)
CP 202 HESS Career Pathways II (Sophomore)
Social Science Core Courses (24 hrs.)
GEGO 230 World Geography
SS 231 American National Government
SS 331 Social Statistics
SS 332 Research Methods
SS 435 Social Science Internship
SS 440 Senior Capstone Seminar
CP 401 HESS Career Pathways I Major Research (Senior)
CP 402 HESS Career Pathways I Major Research (Senior)
Criminal Justice Core (37 hrs.)
SPAN 132 or FREN 132 Spanish II or French II
CJ 231 Introduction to Criminal Justice
CJ 232 Minorities in Criminal Justice
CJ 331 Criminal Law
CJ 332 American Correctional System
CJ 333 The Police System
CJ 334 Probation and Parole System
CJ 432 Court Services
SS 434 U. S. Constitution
SOCJ 333 Criminology
SOCJ 431 Juvenile Delinquency
CP HESS Career Pathways I (Junior)
CP HESS Career Pathways II (Junior)

Criminal Justice Tracks Select One		
Track I: Law Enforcement (15 hrs)	Track II: Criminology (15 hrs.)	Track III: Emergency Management (15 hrs.)
PSY 230 General Psychology CJ 431 Private Security CJ 435 Criminal Procedures SOCJ 435 Deviant Behavior EM 101 Intro. to Emerg Mang	PSY 230 General psychology SOCJ 435 Deviant Behavior SOC 432 Social Problems SOC 335 The Family SOC 337 Racial & Ethnic Rel	EM 101 Intro. to Emerg Mang EM 201 Risk and Vulnerability EM 301 Emergency Planning EM 360 Terrorism in the Mod Wr PSY XXX Environmental Psy

Psychology

Purpose:

The goals of the Psychology major are to:

1. Provide a curriculum that is consistent with the institutional mission and goals of Voorhees University.
2. Provide students with critical thinking and communication skills that will enhance their personal and professional lives.
3. Prepare program graduates for a variety of careers.

Program Student Learning Outcomes:

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

1. **Theory and Content of Psychology**
   Students will demonstrate familiarity with the major theoretical approaches, findings, and historical trends in psychology.
2. **Methodology**
   Students will demonstrate an understanding of major research methods in psychology, including design, data analysis, and interpretation.
3. **Application of Psychology**
   Students will apply psychology to personal, social, and organizational issues.
4. **Information Competence, Technology, and Computers**
   Students will acquire information competence and the ability to use computers and other technology for multiple purposes related to psychological science.
5. **Critical Thinking, Logic, and Problem-Solving**
   Students will demonstrate the use and respect of skeptical inquiry, critical thinking, and the scientific approach to understanding behavior.
6. **Cultural Awareness**
   Students will demonstrate an understanding of the complexity of cultural diversity and its influence on people's affect, behavior and cognition.
7. **Communication Skills**
   Students will express themselves effectively in written and oral communication.

8. **Personal Development**
   Students will think critically and pursue life-long patterns of educational and professional development by learning about professional organizations while preparing for graduate study in psychology and related disciplines.

Program Features and Curriculum

The Psychology B. S. program requires:

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

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

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

Psychology Major Requirements
A minimum of 123 hours required to graduate

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

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

Information Technology (3 hrs.)
CMP 130 Computer Concepts

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

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

GI Electives (15 hrs.)	
AAS 235 Blacks in American Society	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	

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

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

Social Science Core Courses (24 hrs.)
PSY 434 Psychology of Substance Abuse and Alcohol
PSY 460 Psychological Internship
SOC 432 Social Problems
SS 331 Social Statistics
SS 332 Research Methods
SS 433 OR PSY452 Ethics in Social Science or Ethical, Legal, and Professional Issues in Psychology
SS 440 Senior Capstone Seminar
CP 401 HESS Career Pathways I Major Research (Senior)
CP 402 HESS Career Pathways I Major Research (Senior)

Restricted Electives (12 hrs.) (Select any 4 courses)	
PSY430 Special Topics in Psychology	SOC 337 Racial and Ethnic Minorities
PSY 440 Sport Psychology	SOC 434 Social Gerontology or Psychology of Aging
PSY 445 Environmental Psychology	SOC 437 Social Organization
PSY 450 Human Sexuality	SOC 433 Population Problems
SOC 230 Introduction to Sociology	SOCJ 435 Deviant Behavior
SOC 335 The Family	
Free Electives (6 hrs.)	
Select any two courses of your choice	

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.

Interdisciplinary Major Requirements		
A minimum of 120 hours required to graduate		
Analysis and Communication (9 hrs.)		
ENG 131 Ideas & Their Expressions I		
ENG 132 Ideas & Their Expressions II		
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)		
EPE English Proficiency		
Quantitative Literacy (3 hrs.)		
Math 121 OR Math 131 General Math OR College Algebra		
Information Technology (3 hrs.)		
CMP 130 Computer Concepts		
Natural Sciences (select one) (4 hrs.)		
BIO 130 General Biology & Lab		
PHYS 130 Physical Science & Lab		
CHEM 141 General Chemistry		
Health and Wellness (select one) (2 hrs.)		
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education		
GI Electives (15 hrs.)		
AAS 235 Blacks in American Society	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		
Interdisciplinary Core Courses (12 hrs.)		
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		
Free Electives (72 hrs.)		
Select any courses of your choice		

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 132 hours required to graduate	
Analysis and Communication (9 hrs.)	
ENG 131 Ideas & Their Expressions I ENG 132 Ideas & Their Expressions II SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one) EPE English Proficiency	
Quantitative Literacy (3 hrs.)	
Math 121 OR Math 131 General Math OR College Algebra	
Information Technology (3 hrs.)	
CMP 130 Computer Concepts	
Natural Sciences (select one) (4 hrs.)	
BIO 130 General Biology & Lab PHYS 130 Physical Science & Lab CHEM 141 General Chemistry	
Health and Wellness (select one) (2 hrs.)	
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education	
GI Electives (15 hrs.)	
AAS 235 Blacks in American Society	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	
Theological Studies Core Courses (24 hrs.)	
THE 232 Life and Teaching of Jesus	THE 431 Principles & Procedures
THE 233 Intro to Religion and Philosophy	THE 432 Contemporary and Religious Thoughts
THE 331 African Traditional Religion	THE 433 A Survey of Old Testament
THE 332 Survey of Church History	THE 434 A Survey of the New Testament
Free Electives (72 hrs.)	
Select any courses of your choice	

6.1.2.4   Department of Science, Technology, Health & Human Services

6.1.2.4.1   **Majors and Minors**

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

MAJORS ARE OFFERED IN:
- Biology
- Computer Science & Cyber Security
- Emergency Management & Homeland Security
- Public Health
  - *General **or***
  - *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 in 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 in the reading of scientific literature;
3. Demonstrate knowledge of fundamental biological concepts, relationships, and processes in order to complete graduate studies in the life sciences; and
4. Demonstrate the use of basic vocabulary and facts in cellular, molecular, an organismal biology in order to enable them to study nursing, medicine, dentistry, allied health, veterinary medicine, conduct research or teach life sciences.

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

BIOLOGY MAJOR REQUIREMENTS A minimum of 133 hours required to graduate
Analysis and Communication (9 hrs.)
ENG 131 Ideas & Their Expressions I ENG 132 Ideas & Their Expressions II SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one) EPE English Proficiency
Quantitative Literacy (3 hrs.)
Math 121 OR Math 131 General Math OR College Algebra
Information Technology (3 hrs.)
CMP 130 Computer Concepts
Natural Sciences (select one) (4 hrs.)
BIO 130 General Biology & Lab   CHEM 141 General Chemistry PHYS 130 Physical Science & Lab
Health and Wellness (select one) (2 hrs.)
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education
GI Electives (15 hrs.)
AAS 235 Blacks in American Society   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

Personal and Career Development (8 hrs.)	
(Collegiate Success Skills, Personal Awareness, and Career Exploration)	
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)

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

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

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

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

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

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

SSR Elective (Choose One Course) (3 hrs.)	
SS231 American National Government	PSY230 General Psychology
SS331 Social Statistics	PSY252 Cross/Multicultural Psychology
SS433 Ethics in Social Science	PSY331 Human Growth & Development
SS434 United States Constitution	PSY360 Social Psychology
SOC230 Introduction to Sociology	PSY420 Abnormal Psychology/Psychopathology

Computer Science & Cyber Security

The goals of the Computer Science & Cyber Security major are to:

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

Computer Science Major Requirements
A minimum of 128 hours required to graduate

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

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

Information Technology (3 hrs.)
CMP 130 Computer Concepts

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

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

GI Electives (15 hrs.)	
AAS 235 Blacks in American Society	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	

Personal and Career Development (8 hrs.)	
(Collegiate Success Skills, Personal Awareness, and Career Exploration)	
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)

Computer Science Core Requirements (49 hrs.)	
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)
CMP 341 Database System	

Restricted Electives (6 hrs.) (Select any 2 courses)	
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	

Restricted Mathematics (21 hrs.)	
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	

Required Physics Courses (8 hrs.)
Select any two courses of your choice

Emergency Management & Homeland Security

The goals of the Emergency Management major are to:
1. Prepare graduates to meet the demands of the 21st century in the field of Emergency Management, by making sure students are prepared for numerous careers in emergency management, hazardous material management and other related fields, as well as, graduate work in these and other disciplines (mitigation, preparedness, response, and recovery) through quality instruction by continuing to strengthen teaching and student learning in the major.
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 non-profit sectors -- emergency management or hazardous material management/safety;
4. Serve the state of South Carolina and abroad by providing graduates with knowledge, skills, and abilities to improve resilience and disaster outcomes for the diverse human, societal, economic and environmental aspects of a community.

The following is a list of potential jobs with Emergency Management Homeland Security:
- Business Continuity Planner
- Firefighter
- Emergency Management Director
- Police Officer
- State Trooper
- Highway Patrol Officer
- Transit and Railroad Police
- Sheriffs and Deputy Sheriffs
- Detectives and Criminal Investigators
- Fish and Game Wardens
- Federal Law Enforcement
- FBI Agents
- US Drug Enforcement Administration Agents
- US Secret Service
- Federal Air Marshals
- US Border Patrol Agents
- Central Intelligence Agency Officer

Emergency Management A minimum of 120 hours required to graduate
Analysis and Communication (9 hrs.)
ENG 131 Ideas & Their Expressions I
ENG 132 Ideas & Their Expressions II
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
EPE English Proficiency
Quantitative Literacy (3 hrs.)
Math 121 OR Math 131 General Math OR College Algebra
Information Technology (3 hrs.)
CMP 130 Computer Concepts
Natural Sciences (select one) (4 hrs.)
BIO 130 General Biology & Lab   CHEM 141 General Chemistry PHYS 130 Physical Science & Lab
Health and Wellness (select one) (2 hrs.)
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education
GI Electives (15 hrs.)
AAS 235 Blacks in American Society   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
Personal and Career Development (8 hrs.) **(Collegiate Success Skills, Personal Awareness, and Career Exploration)**
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)
Emergency Management Core Requirements (37 hrs.)
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 Mgmt 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)
Social Science Core Requirements (21 hrs.)
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
Restricted Electives (15 hrs.)
EM 345 Public Preparedness & Response   EM415 Intelligence Community & Intelligence Process EM335 Hazardous Waste Management   EM425 Special Topics in Emergency Management EM365 Critical Infrastructure Protection
Free Electives (3 hrs.)
Any courses of your choice

Sports Management

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

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

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

Sports Management	
A minimum of 124 hours required to graduate	

Analysis and Communication (9 hrs.)

ENG 131 Ideas & Their Expressions I
ENG 132 Ideas & Their Expressions II
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)
EPE English Proficiency

Quantitative Literacy (3 hrs.)

Math 121 OR Math 131 General Math OR College Algebra

Information Technology (3 hrs.)

CMP 130 Computer Concepts

Natural Sciences (select one) (4 hrs.)

BIO 130 General Biology & Lab	CHEM 141 General Chemistry
PHYS 130 Physical Science & Lab	

Health and Wellness (select one) (2 hrs.)

PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education

GI Electives (15 hrs.)

AAS 235 Blacks in American Society	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	

Personal and Career Development (8 hrs.)
(Collegiate Success Skills, Personal Awareness, and Career Exploration)

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)

Sports Management Core Requirements (39 hrs.)

SM231 Introduction to Sports Management	SM333 Facility Management and Design
SM232 Role of Sports in Society	SM332 Sports Management Practicum
SM234 Sports Event Planning	SM431 Legal Issues in Sports Settings
SM331 Sports Marketing and Promotion	SM433 Ethics and Sports Management
SM334 Finance and Economics in Sports	SM440 Internship in Sports Management

Business Administration Courses (12 hrs.)

BA338 Business Law	MGT332 Organizational Behavior
MGT331 Principles of Management	MGT333 Human Resource Management

Required Supportive Courses (20 hrs.)

PSY230 General Psychology	CP301ST Career Pathways I (Junior)
REC222 Team Sports	CP302ST Career Pathways II (Junior)
SS331 Social Statistics	CP401ST Career Pathways I Major Research (Senior)
REC321 Recreational Games	CP402ST Career Pathways II Major Research (Senior)
SS332 Research Methods	

Free Electives (9 hrs.)

Any courses of your choice

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

General Public Health - General A minimum of 122 hours required to graduate	
Analysis and Communication (9 hrs.)	
ENG 131 Ideas & Their Expressions I	
ENG 132 Ideas & Their Expressions II	
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)	
EPE English Proficiency	
Quantitative Literacy (3 hrs.)	
Math 121 OR Math 131 General Math OR College Algebra	
Information Technology (3 hrs.)	
CMP 130 Computer Concepts	
Natural Sciences (select one) (4 hrs.)	
BIO 130 General Biology & Lab	CHEM 141 General Chemistry
PHYS 130 Physical Science & Lab	
Health and Wellness (select one) (2 hrs.)	
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education	
GI Electives (15 hrs.)	
AAS 235 Blacks in American Society	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	
Personal and Career Development (8 hrs.) **(Collegiate Success Skills, Personal Awareness, and Career Exploration)**	
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)
Public Health General Core Requirements (51 hrs.)	
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	CP401ST Career Pathways I Major Research(Sr)
HSC231 Intro to Health Education	CP402ST Career Pathways II Major Research(Sr)
HSC232 Community Health	MATH231 PRECALCULUS I
HSC431 Chronic and Communicable	MATH232 PRECALCULUS II
HSC432 Health Services Administration	
MATH331 CALCULUS I	
Restrictive Electives (6 hrs.)	
CMP150 Introduction to Computer Science	ENVS231 Environmental Science
Psychology Electives (3 hrs.)	
PSY 230 General Psychology	
Sociology Electives (3 hrs.)	
SOC230 Introduction to Sociology	
Free Electives (15 hrs.)	
Any courses of your choice	

Public Health Professional Major A minimum of 128 hours required to graduate	
Analysis and Communication (9 hrs.)	
ENG 131 Ideas & Their Expressions I	
ENG 132 Ideas & Their Expressions II	
SPH 130 OR SPH 231 Introduction to Communication OR Public Speaking (select one)	
EPE English Proficiency	
Quantitative Literacy (3 hrs.)	
Math 121 OR Math 131 General Math OR College Algebra	
Information Technology (3 hrs.)	
CMP 130 Computer Concepts	
Natural Sciences (select one) (4 hrs.)	
BIO 130 General Biology & Lab	CHEM 141 General Chemistry
PHYS 130 Physical Science & Lab	
Health and Wellness (select one) (2 hrs.)	
PE 120 or HSC 231 Introduction to Physical Education **OR** Health Education	
GI Electives (15 hrs.)	
AAS 235 Blacks in American Society	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	
Personal and Career Development (8 hrs.) **(Collegiate Success Skills, Personal Awareness, and Career Exploration)**	
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)
Public Health General Core Requirements (70 hrs.)	
BIO142 Botany & Lab	PHYS 242 Physics II
BIO241 Zoology & Lab	HSC101 Intro to Public Health
BIO245 Human Anatomy & Lab	HSC431 Chronic and Communicable Diseases
BIO440 Epidemiology	CP301ST Career Pathways I (Junior)
BIO450 Physiology and Lab	CP302ST Career Pathways II (Junior)
CHEM141 General Chemistry I	CP401ST Career Pathways I Major Research(Sr)
CHEM142 General Chemistry II	CP402ST Career Pathways II Major Research(Sr)
CHEM241 Organic Chemistry I and Lab	MATH231 PRECALCULUS I
CHEM242 Organic Chemistry II and Lab	MATH232 PRECALCULUS II
CHEM440 Biochemistry	MATH331 CALCULUS **I**
PHYS 241 Physics I	
Biology Electives (Choose two) (8 hrs.)	
BIO280 Biomedical Sciences	
BIO443 Immunology	
BIO444 Research Training & Lab	
Psychology Restrictive Elective (3 hrs.)	
PSY230 General Psychology	
Sociology Restrictive Elective0 (3 hrs.)	
Any courses of your choice	

6.1.3   Professional Certificates

At Voorhees University

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.

6.1.3.1   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)

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 measurable 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.

REQUIRED COURSES (15 credit hours)	ELECTIVE COURSE OPTIONS (select one)
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. Demonstrate 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 effecting the government, organizations and individuals — a Cyber Security certificate could be the key to opportunities that allow participants to contribute to helping keep data and information safe from hackers. The certification program at Voorhees University expects to create specialist within several facets of computer security and protection, for example, networking, operating systems, network and systems security, and data and communication security. The need for skilled experts in the wide field of Cybersecurity has increased significantly over the past few years. Forbes Magazine reports: "Some estimate that between $9 and $21 trillion of global economic value creation could be at risk if companies and governments are unable to successfully combat cyber threats" (https://www.forbes.com/sites/anthonykosner/2012/10/27/cyber-security-fails-as-3-6-million-social-security-numbers-breached-in-south-carolina/#759208134e9e). 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.

REQUIRED COURSES (12 credit hours)	ELECTIVE COURSE OPTIONS (select one)
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 computer and information science, huge amounts of data are produced every day in many areas. There are 2.5 quintillion bytes of data created each day at our current pace, but that pace is only accelerating with the growth of the Internet of Things (source: https://www.forbes.com/sites/bernardmarr/2018/05/21/how-much-data-do-we-create-every-day-the-mind-blowing-stats-everyone-should-read/).

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

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

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.

REQUIRED COURSES (12 credit hours)	ELECTIVE COURSE OPTIONS (select one)
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 university and career ready.

ESB Certificate Learning Outcomes: Student Learning Outcomes are clearly delineated by course. Candidates for ESB certification will be expected to have key conceptual knowledge of entrepreneurial and small business principles, although it is not required for participants to have had real-world experience as a small business manager in order to take and pass the exam and projects facilitated in BA 435 – Entrepreneurship Capstone. Each course is designed to exponentially prepare participants for successful completion of the ESE certification and the experience will validate skills and knowledge for those participants interested in working in a middle-skill trade profession as their own boss and those with entrepreneurship and small business career aspirations.

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

REQUIRED COURSES (15 credit hours)	ELECTIVE COURSE OPTIONS (select one)
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 university and career ready.

OM Certificate Learning Outcomes: Student Learning Outcomes are clearly delineated by course. Candidates for OM certification will be expected to have key conceptual knowledge of organizational management and desire to achieve mastery. Each course is designed to exponentially prepare participants for successful completion of the OM certification and the experience will validate skills and knowledge for those participants interested in working in the public or private sector.

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

REQUIRED COURSES (15 credit hours)	ELECTIVE COURSE OPTIONS (select one)
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:

1. Understand human behavior in a variety of organizations through communication, motivation, group dynamics, leadership, power, performance management, technology, and organizational design and development.
2. Build a foundation in interpersonal effectiveness, organizational conflict resolution, talent recruitment, training, labor relations, and legal issues.
3. Acquire knowledge in focused topic areas, such as change management, self-and-team management, and leadership communication.

Top jobs available in Organizational Management:

- Administrative Services Managers
- Benefits Administrator
- Branch Manager
- Budget Analyst
- Contract Administrator
- Credit Manager/Loan Office
- Customer Service Manager
- Sales
- Human Resources
- Entrepreneurship
- Retail
- General Management
- Management and Leadership Rotational Career Programs

6.1.4   Voorhees University Online Degree 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 the Bachelor's degree in Business Administration with either a General Business or Finance concentration.

Established to address a growing need to provide ease of access to education for mature and adult learners and others who are unable to gain university 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 university 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 university 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 successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by Voorhees 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 regionally or approved nationally accredited colleges/universities 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 successfully complete a Career Pathway Seminar (CP120/121, CP201/202, CP301,302, CP401,402) as one of their first courses. Students with zero (0) traditional university-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework. Unsuccessful completion of the Career Pathway Seminar or Orientation will result in the rescheduling of the course and revision of future course sequence. A minimum grade of C is required to successfully complete the course. The Career Pathway Seminar cannot be replaced or waived by credit in transfer, unless a student provides proof of one of the following:

- 90 credits of lower-division transfer credits that are applicable to the student's chosen degree program prior to initial program enrollment;
- A previously earned Bachelor's degree at Voorhees 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.

<p style="text-align:center"><u>General Education Curriculum (GER) Requirements</u>
STUDENT LEARNING OUTCOMES</p>

Analysis and Communication (Reading, Written Communication, Oral Communication, Information Literacy)
Student Learning Outcomes
- Students will extract and construct meaning through interaction and involvement with written language.   - Students will clearly express ideas in appropriate academic language, demonstrating reasoning, an understanding of audience, context, and the mechanics of academic writing in an organized, clear, and coherent manner.   - Students will use research strategies to identify, locate, evaluate, and effectively and responsibly use and share information.   - Students will systematically analyze complex real-world topics or issues.   - Students will develop and deliver purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
Quantitative Literacy (Understanding mathematical processes and their applications)
Student Learning Outcomes
- Students will reason and solve quantitative problems from a wide array of everyday life situations   - Students will demonstrate the ability to interpret, analyze, and convey quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc.).
Natural Sciences
Student Learning Outcomes
Students will collect scientific data, evaluate, and draw conclusions about given problems using the scientific method.
Health and Wellness
Student Learning Outcomes
Students will apply life-long skills to improve mental and physical wellbeing.
Global and Intercultural Learning (Historical, Religious, Artistic and Political Learning and Languages)
Student Learning Outcomes
Students will apply global and intercultural perspectives in the analysis of historical and cultural events and theoretical frameworks.
Personal and Career Development (Collegiate Success Skills, Personal Awareness, and Career Exploration)
Student Learning Outcomes
- Students will increase self-awareness and develop skills critical for collegiate success.   - Students will demonstrate knowledge of university history, values, and resources.   - Students will map career pathways and develop essential tools for professional promotion.

GENERAL EDUCATION CURRICULUM (GER) REQUIREMENTS
This General Education 44-hour curriculum is applicable to students entering the online degree program.

SPECIAL NOTATIONS
- Students are encouraged to earn the grade of "C" or better in each course of the General Education Curriculum. However, a minimum grade of "C" must be earned in ENG 131 and ENG 132.
- 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.
- As recommended by the Department Chair, the Registrar and Provost/Vice President of Academic Affairs will give the final approval or disapproval of a first-semester freshman's request to enroll in 200-level courses.

Curriculum for Business Administration with a Concentration in

General Business or Finance

The goals of the Business Administration major are to:
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.

Business Administrative Core Core (58 hrs.)	
ACT 231 Principles of Accounting I	CP 401BE Career Pathways I (Senior)
ACT 232 Principles of Accounting II	CP 402BE Career Pathways II (Senior)
BA 230 Business Ethics	CBIS 231 Business Computer Applications
BA 330 Math for Business	ECON 231 Principles of Economics I
BA 332 Business Statistics	ECON 232 Principles of Economics II
BA 338 Business Law	FIN 331 Business Finance
BA 431 International Business	MGT 331 Principles of Management
BA 432 Business Internship	MGT 332 Organizational Behavior
CP 301BE Career Pathways I (Junior)	MGT 337 Prod/Quan. Methods in Business
CP 302BE Career Pathways II (Junior)	MGT 434 Business Policy
MKT 331 Prin. Of Marketing	
General Business Requirements (18 hrs)	
FIN 332 Corporate Finance	
FIN 333 Investment	
FIN 336 Financial Options and Futures **OR** FIN 430 Financial Markets and Institutions	
MGT 333 Human Resource Management	
MGT 432 Small Business Management **OR** MKT 335 Retailing	
MKT 332 Principles of Advertising	
Free Electives (6 hrs.)	
Courses of your choice	

6.1.5   Special Programs

Voorhees University attracts students with varying interests and different levels of academic performance. The University has established special programs to meet the distinct needs and interests of such students.

6.1.5.1   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 3.25 or above.

All other enrolled students who have completed at least 15 credit hours with a cumulative grade point average of at least 3.25(on a 4.0) scale may also apply. For additional information, interested students should contact the Coordinator of, the W. Franklin Evans Honors College Mrs. Adra Barrows.

Membership obligations

- Maintain a cumulative GPA of 3.25. If the GPA falls below 3.25, the student will be placed on probation for one semester.
- Engage actively in the programs and activities of the W. Franklin Evans Honors College
- Demonstrate a commitment and capacity for scholarly pursuits.
- Show evidence of application to graduate or professional school during the senior year.

Probationary Criteria

If an honors scholar's grade point average grade falls below the 3.25 requirement, he or she must achieve the minimum 3.25 GPA, over the course of the following semester. He or she will then resume membership in good standing. If not, membership in the W. Franklin Evans Honors College will be terminated. The student may submit to the W. Franklin Evans Honors College Coordinator a letter of appeal regarding the termination if he or she wishes.

HONORS COLLEGE COURSES
Honors courses are writing intensified, technologically enhanced, and internationally focuses. Honors courses are open to any Voorhees University with the permission of the Instructor, Academic Advisor or Department Chairperson. Students may earn additional honors course credit via Honors Contracts. Student interested in more information should confer with the Coordinator of the W. Franklin Evans Honors College of the Department Chair.

*HON 121- Honors Scholars Seminar I (2 semester credit hours)
*HON 122- Honors Scholars Seminar II (2 semester credit hours)
*HON 210-Special Topics (3 semester credit hours)
*HON 330-Honors Independent Study (3 semester credit hours)
*HON 331-Honors Research I (3 semester credit hours)
*HON 332-Honors Research II (3 semester credit hours)

Core Course for Academic Competitions
A series of honors courses will be developed to provide students an opportunity to earn honors course credit for participating in academic competitions. NOTE: Students will be able to take the course up to eight semesters at one credit hour per course.

*HON 110-Academic Tournament 1 semester credit hour (A,B,C,D,E,F,G,F)
*HON 111-Argument and Debate 1 semester credit hour (A,B,C,D,E,F,G,F)
*HON 112-Model and African Union 1 semester credit hour (A,B,C,D,E,F,G,F)

THE LOUIS STOKES CAROLINA ALLIANCE FOR MINORITY PARTICIPATION (LS-SCAMP)

The Louis Stokes Carolina Alliance for Minority Participation is the oldest program in the state of South Carolina that develops minority and underrepresented undergraduate students in the areas of science, technology, engineering and mathematics. A major goal of the program is to increase the numbers of students pursuing a doctorate degree in the STEM fields. LS-SCAMP is funded by the National Science Foundation and provides financial and other support to minority students majoring in STEM.

The activities include STEM tutoring, mentoring, lectures, conferences, graduate school application preparation workshops, research internship preparation workshops and GRE preparation workshops.

6.1.5.2	Career Pathways Initiative

The Carolina Cluster Pathway Program, Benedict College, Claflin University and Voorhees University, has received part of a $35.4 million grant under the UNCF® Career Pathways Initiative (CPI), funded by Lilly Endowment Inc. The grant will help the institutions design and implement programs to improve employment outcomes for graduates. The announcement came after a year-long process which included a multi-phased grant process that initially targeted 87 eligible public and private HBCUs and PBIs.

The Carolina Cluster Pathway Program (C2P2) will prepare students for high-paying private and public sector occupations in the Carolinas and elsewhere. It seeks to do this by guided pathways, curricular enhancements, and integrated co-curricular engagement. In its initiative, the C2P2 will also include the formation of corporate and public advisory boards.

Purpose: Dedicated to transforming the student experience to enhance educational and employment outcomes for 21st century success.

The Grant Award: Three South Carolina Colleges received a $6 million grant from the United Negro College Fund Career Pathways Initiative.

The Carolina Cluster Structure:

- Carolina Cluster State office: $1.8 million
- Benedict College: $1.5 million
- Claflin University: $1.5 million
- **Voorhees 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 university'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 universities should expand opportunities for experiential learning. **Voorhees's** intentional co-curricular engagement will require embedding opportunities for meaningful work-based learning experiences into the curriculum without extending students' time to graduate.

Guided Career Pathway

In order to better prepare our students for a successful transition to their careers, **Voorhees 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 clearly map out academic programs to create educationally coherent pathways, each with clearly defined learning outcomes that build across the curriculum and are aligned with requirements for further education and career advancement in the given field.

CP 120: Career Pathways I – Freshman Experience I

Course Description

The primary goal of Freshman Seminary is simple – we want you to be successful here at Voorhees 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 lecture – be prepared to be actively involved with your instructor and fellow 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 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 University 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 workface 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 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 continued insight into the job search process and exploration of the importance of developing and using soft skills in a business setting. Students will further explore the connection between potential careers and academic programs as well as Identify and articulate skills relevant to the global workforce acquired through coursework.

Student Learning Outcomes:

1. Students will develop plans for future internships, scholarships, coursework, and academic and extracurricular practices which will enhance ability to secure meaningful employment in desired fields upon graduation.

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 work place 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 the job search approaches. Students will apply their knowledge of career opportunities, discipline-specific career competencies, and networking strategies. A variety of topics will be explored: leadership, critical and creative thinking, personal ethics, strategic planning, and professional decorum. Guest speakers will enhance the class environment, allowing students to learn from leaders in the community and the 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 growth 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 growth their career and mentorship networks.
5. Students will follow-up on graduate and professional school opportunities.

6.1.5.3 Educational Support 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 **A**cademic **A**ffairs **(AA)** and **S**tudent **A**ffairs **(SA)** Divisions:
- Academic Peer-Tutoring **(AA)**
- The Academic Center for Excellence **(AA)**
- Early Alert Referral System **(SA)**

- First Eight Weeks **(SA)**
- Freshman Seminar Course **(AA)**
- Orientation Programs for New and Transfer Students (Tiger Connect/Fall and Spring) **(SA)**
- Placement Testing **(AA)**
- Student Retention Program/The Center of Retention (COR) **(SA)**
- TRiO Student Support Services Program/Disabled Student Assessment Services **(AA)**

These services are free and provided to students enrolled at Voorhees as part of the 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.

6.1.5.4   Academic Peer Tutoring

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 a desired level of success in their classes.

The Peer-Tutors are available to meet one-on-one or as a group, drop-in setting; in a residential hall or in a classroom tutoring session to provide learning assistance. All of these tutorial formats are used as a supplement to the academic instruction.

All Peer-Tutors undergo a rigorous departmental application and screening process followed by a training program to help them assess the best way to work with their students.

6.1.5.5   The Academic Center for Excellence (ACE)

The Academic Center for Excellence (ACE) is a comprehensive supplemental instruction program designed to provide 21st Century engagement for students based on direct supplemental instruction and interaction with faculty in identified courses. Supplemental Instruction (SI) is an academic support model that utilizes peer-assisted study sessions and faculty-led study sessions that parallel specific courses.

ACE provides regularly scheduled review sessions on course materials outside the classroom that directly reflect and are related to the courses students have enrolled in. Meeting the needs of Millennial, Generation Y, and Generation Z students, the ACE, SI study sessions are informal seminars in which students compare notes, discuss readings, predict test items and develop tools for effective organization in a student-centered and inviting setting. The ACE SI program targets traditionally difficult courses, including, but not limited to all 100-level and 200-level English and mathematics courses as they are deemed the gateway courses to student success.

The ACE services are offered to all students in a targeted course; however, students can also request general tutoring and assistance on graduate applications and essay. ACE targets high-risk courses rather than high-risk students.

Features of the ACE include:

- Operational hours that optimize student engagement beyond traditional 8 a.m. to 5 p.m. when most Millennial, Generation Y, and Generation Z students are prone to study.
- Supplemental Instruction (SI) delivered by peer tutors, faculty facilitators, and online support programs.
- Academic Success Series, a series of academic support strategies through face-to-face sessions, short webinars, and individual and small group meetings (e.g. *How to Study for College Courses; How to Maximize Notetaking; Effective College Reading,* and others)
- Living and Learning Tutorials based on Supplemental Instruction and Academic Success Series established in each residence hall
- Off-Campus Instructional Site support to include: Academic Success Series, face-to-face sessions, short webinars, and individual and small group meetings.

6.1.5.6   University Success Coaches

University Success Coaches are facilitated through the Student Retention Center. This is a collaborative effort between the SRC (Student Retention Center) and the SSSP (Student Support Services Program). Qualified faculty and staff members from various departments on campus provide care and support for all of our students and engage in participatory leadership to help students reach high academic expectations.

All students are assigned to a counselor and are encouraged to meet with their counselors on a walk-in basis or by appointment. Counselors are available to assist with academic, personal and career issues and will make referrals as deemed necessary. Students are required to meet with their Retention Counselors at least twice a semester or more if necessary. Retention Counselors also meet with students who have earned a "D" or "F" in any class during the mid-term period to help students determine the best strategies for their success.

This program is expected to enhance academic excellence, to help create greater success for the students, and to increase course completion and graduation rates. It takes each of us working 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.

6.1.5.7   Disabled Services

Disabled Student Assessment Services are offered through the TRiO Student Support Services Program. This component coordinates support services for Voorhees' students with disabilities who are members of the TRiO SSS Program. The goals of these services are:
- to enable students with disabilities to participate in and benefit from Voorhees' programs and activities by providing services accommodations, and consultation for receiving assistive technology;
- to ensure the Voorhees' environment is free of both physical barriers and barriers of attitude;
- to encourage students with disabilities to become as independent and self-reliant as possible and to inform students that it is their responsibility to secure services and accommodations;
- to provide information and consultation about specific disabilities to the entire Voorhees' community; and

- to make sure that students have access to a copy of "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities."

6.1.5.7.1	ADA AND SECTION 504

The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973 were developed to help individuals with disabilities avoid discrimination based on their disability status. These laws provide guidelines for public and private agencies to provide access to individuals with disabilities. The ADA upholds and extends the standards covered in Section 504, and is thus more comprehensive and broader in scope. It offers civil rights protections to individuals with disabilities and provides a definition of what constitutes a disability and what a reasonable accommodation is in terms of providing equal access.

Do I have to inform the 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. In order 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 provide the University appropriate medical documentation through their designated administrator. The documentation must be in written form from a licensed health care professional who is qualified to diagnose the disability and recommend specific accommodations. An Individualized Education Plan (IEP) or Section 504 Plan can be submitted to help determine services that were effective for you.

Services

Students can be provided with classroom adjustments, communication with professors and academic support such as copying of notes, loaning of tape recorders, making available a computer or typewriter, advising for registration and tutoring. Further assistance will be given on advising students, parents, faculty and staff regarding needs of the disabled students.

Confidentiality

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

6.1.5.8 Early Warning Referral System (EARS)

Early Alert Referral System (EARS) helps provide support to students who are experiencing academic and social problems. It is designed to intervene in the face of student issues through the assistance of counseling, tutorial referrals, and/or agency referrals and the Student Affairs' "*Student Retention Intervention Team*" is available to provide that support.

Faculty, staff and students are encouraged to utilize this electronic referral procedure to make students aware of the 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.

First Eight Weeks allow students to become more engaged and accountable to their academic progress early in the semester. In an effort to increase the currently enrolled freshman and sophomore students' grade point averages, the program collaborates with both the Financial Aid and the Records and Registration Offices to obtain the names of students who are at the baseline of facing academic probation. The Student Retention Program is responsible for assessing the needs of students and to determine those who are in need of additional academic or other assistance to assist them in becoming proactive in their education. Appropriate referrals are made so that students can receive services before mid-term week.

Freshman Seminar Course (FS 120) is the extension of the Orientation Week Program and all entering freshmen enroll into this course their first semester. The course is designed to assist students in making the transition from high school to university, 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 university by providing them with the academic, personal, and life management tools needed to function effectively and complete their course of study.

6.1.5.9   New Student Orientation Week Programs

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 university 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 Programs* provides students the opportunity to be introduced to key campus personnel and services; have dialogues with and ask questions of representatives from such offices as Financial Aid, Housing, Student Affairs, Academic Affairs, Campus Safety, Counseling, Retention Program, TRiO Student Support Services Program, other educational support resources, placement testing, library, academic divisions, student organizations, Admissions, and Enrollment Management. An extension of the New Student Orientation Week Programs is continued through the "Freshman Seminar" Course (FS 120) where all new students are required to enroll into this course their first semester.

6.1.5.10   Placement Testing

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 in the university catalog.)

6.1.5.11   Student Retention Center (SRC)

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*.

6.1.5.12   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 university students.

The mission is to improve students' adjustment to the rigors and demands of university life; increase the University retention and graduation rates; and improve the academic success of its participants. The program provides many opportunities that increase the chances of university success for students who qualify for membership. Services are available free of charge to its members (Review TRiO SSSP Brochure for additional information on each service):

- Academic Counseling and Advising
- Basic Skills Tutorials
- University Success Coaches
- Computer Use
- Disabled Student Assessment Services *(see additional information on ADA, Section 504 below)*
- Educational and Cultural Enrichment Activities
- Individual Educational Plans
- Financial Literacy/Financial Aid Counseling
- Graduate and Professional School Counseling
- Grant-In-Aid Funds
- **M**otivation**4C**ollege**S**uccess/Learn How to Succeed/In Search of Character Seminars

- Personal Development/Motivational Counseling
- SSSP Peer Helpers
- SSSP Self-Help Outreach Center

6.1.5.13   SummerStart Orientation Program

The Summer "Tiger Connect" Orientation Program provides a wonderful one-day "jumpstart" activity that offers early placement testing, an opportunity to visit and learn more about the 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**.**

6.1.5.14   Writing Center

The **Writing Center** assists students in improving their writing skills and develop in them a love for writing via increasing their vocabulary and mastery of grammar fundamentals.

The major resource in The Writing Center is the Criterion Program. The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students plan, write, and revise their essays guided by instant diagnostic feedback and a Criterion score.

Once students submit their essays, criterion instantly provides holistic scores and annotated diagnostic feedback by automatically evaluating the quality of essays against a set of criteria. It also allows follow-up writing activities, such as online peer editing, one-to-one writing conferences, and the submission of multiple revisions. (http://www.ets.org/criterion/about/) Through this program, students can improve their writing skills.

6.2 Admissions Policies

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.

6.2.1   Admissions Requirements and Procedures

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

The applicant must:

1. Present evidence of graduation with a transcript and diploma from an accredited or approved high school, earning an overall grade point average of 2.00 or higher on a 4.0 scale, or present a General Education Development Examination Certificate (GED);

2. Complete a high school curriculum including 24 required units:

   - 4 units of English language arts
   - 4 units of mathematics
   - 3 units of science
   - 1 unit of U.S. history
   - 0.5 unit of economics
   - 0.5 unit of government
   - 1 unit of social studies elective
   - 1 unit of physical education
   - 1 unit of computer science
   - 1 unite of foreign language
   - 7 other academic units that may be earned in foreign language, literature, social studies or science

3. Submit an admissions application with a non-refundable application fee;
4. Submit a Voorhees University medical form with applicant's signature verifying accuracy of medical information; and
5. Meet program admission requirements, as specified in the current catalog and applicable program handbooks.

Note:

The medical form is not required for an admissions decision; but must be submitted to complete the admissions file. Voorhees University is committed to ensuring applicants have the ability to 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, clinicals, and internships) first clear a criminal background check prior to placement.

A student whose background check reveals a criminal history may be prevented access to the co-curricular and experiential learning experience. As a result, the student would not have sufficient clinical experience to successfully complete a program. In addition, licensing boards for select professions may deny a student the opportunity to sit for an examination if a student has a criminal history. For this reason, the applicant with a criminal background is requested to notify the Admissions Office at the time of application. Please note that a decision to accept an applicant with a criminal background for enrollment to Voorhees University is not a guarantee that 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.

6.2.1.1   Conditional Admissions

Voorhees University's administration and staff are sensitive to the needs of applicants that may benefit from Voorhees' academic and social experiences. Admissions are based upon official documentation of an applicant's ability to benefit from being enrolled at Voorhees 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 University offices and staff for special support services including further course work of studies, or documentation that is required to eliminate the deficiency.

6.2.1.2   High School Advance Enrollment

High school juniors and seniors may enroll in courses for university 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 university 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.

6.2.1.3   Home Schooled 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.

6.2.2   International Students

Voorhees University is authorized by federal law to enroll non-immigrant students. International students seeking admission to Voorhees University must meet all admissions and immunization requirements. In addition to the general requirements, applicants from international countries are required to demonstrate proficiency in oral and written expression as evidenced by satisfactory achievement on the **Test of English as a Foreign Language** (TOEFL). Information and forms for TOEFL may be obtained by writing to: TOEFL, Box 899, Princeton, NJ, 08540, USA.

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

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

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

6.2.3 Special Student Admissions

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.

6.2.4 Transfer Student Admissions

Transfer students are required to submit additional documents to the Department of Admissions:

1. An official transcript from each accredited post-secondary school previously attended;
2. A completed Confidential Report for each post-secondary school attended;
3. "Good" academic standing at previous institution(s);
4. Transfer students with less than 30 semester hours of university 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.

6.2.5 Transient Student Admissions

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 college of primary enrollment indicating the list of courses approved for transient study.

6.2.6   Veterans and Dependents of Veterans

Voorhees University is approved to provide training for veterans and eligible persons under the G.I. Bill of Rights. Admission to the University under the G.I. Bill of Rights requires a Certificate of Eligibility and an Affidavit from the Veterans Administration. The Veterans Affairs Coordinator is located in the Office of Records and Registration and provides services and counseling for students who wish to receive educational benefits from the Veterans Administration.

6.2.6.1   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:** Voorhees University requires certification for eligible students who wish to receive VA educational assistance. Students must complete VA Form 22-1990 or VA Form 22-5490 for Chapter 35 benefits or visit www.ebenefits.ga.gov to submit the VONAPP application prior to receiving VA benefits. Documentation of approved eligibility from the VA administration must be provided to the Veterans Affairs Coordinator as stated above.

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

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

5. **Change of Chapter:** VA students with a change in chapter benefits must complete for VA purposes, VA Form 22-1995 or VA Form 22 -5490 (which may be obtained from the Veterans Affair Coordinator) and submit it to the Veterans Administration. A copy of the form must also be filed with the Veterans Affairs Coordinator at Voorhees University. If the student has already made the change in chapter benefits, the student must notify the VA Coordinator 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 GI Bill educational benefits for Veterans and dependents. The VRC oversees all matters related to dependent education, benefits process, payments, records audits, and serves as the point of contact for all Veterans Affairs inspections at the university. Additionally, the VRC is responsible for the training of School Certifying Officials, certifying GI Bill educational benefit recipients, monitoring VA payments to students and the university, manages VA students tutoring and work-study programs.

6.2.7   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.

6.2.8   Pre-Entrance Immunizations

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

6.2.8.1   Required Vaccinations

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

6.2.8.2   Recommended Vaccinations

1. Meningococcal vaccine - one dose.
2. Influenza vaccine (one dose given annually). This vaccine is particularly recommended for those students with chronic illnesses such as diabetes, a heart problem or asthma or with conditions that affect the immune system.
3. Skin test for tuberculosis. It is highly recommended for those in high-risk categories:

    a. Those who might have been exposed to someone with tuberculosis.
    b. International students from high-incidence areas including Sub-Saharan Africa, Southeast Asia and Central and South America, regardless of previous BCG vaccination.
    c. Students with weakened immune systems from disease or medications.
    d. Students who are HIV positive.
    e. Students who are intravenous drug users.

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

6.2.9   Readmission 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 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.

6.2.10   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.

6.3   Office of Records and Registration Policies

6.3.1   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 written on their registration cards as their classification in the course. Auditors do not receive grades or credits. Participation in class discussion and written work is permitted at the discretion of the instructor. A fee per credit hour is charged. The status of Auditor cannot be changed after the course has begun. The University reserves the right to cancel an audit registration if class size exceeds space available.

6.3.2   Change of Name/Address

Students are responsible for keeping the University informed of their current name, address and phone numbers. Changes in either name or address should be reported to the Office of Records and Registration by utilizing the Student Change of Information Form.

Name Change: A photo ID and documentation such as a driver's license, marriage certificate, social security card, etc., that supports the name change should be brought to the Office of Records and Registration and the Student Change of Information Form completed.

Address Change: A photo ID and documentation such as a driver's license or bill that supports the change must be brought to the Office of Records and Registration and the Student Change of Information Form completed. Changes will be made after the documentation has been deemed to support the changes.

6.3.3   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 (see paragraph 6.3.7.2 below).

Leave of absence status is ordinarily granted for no more than two semesters. To be official, a Leave of Absence Form must be signed by the student's advisor, who will explain the consequences of failing to return or withdrawal from courses, and the Department Chair. The form must include starting and ending dates and the reason for the leave of absence. There must be a reasonable expectation that the student will return from the leave of absence. Leaves of

absence will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action. Leaves during the academic semester will take effect as of the date signed by the student's Department Chair. The form will then be submitted to the Office of Records and Registration. Grades for students taking a leave during a semester follows the appropriate course withdrawal deadlines and procedures.

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

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

6.3.4   Limitation of Courses Offered

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

6.3.5   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 it is preferable that freshmen enter at the beginning of the fall semester. The dates for registration are listed on the academic calendar. First time freshman, readmits, and transfer students first go to the check-in station at registration, receive academic advisement, and will be issued a permit to register. Students will then be registered via the Office of Records and Registration. 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.

6.3.5.1   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.

6.3.5.2   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.

6.3.6   Transcript and Certification Requests

6.3.6.1   Transcript Requests

Students can request transcripts online, or by mail. The fees for official and unofficial transcripts are published annually and are available in the Office of Records and Registration. No transcript will be issued for a student who is under any financial obligation to the University. Please refer to the University's Release of Academic Transcripts (see paragraph 6.3.6.1.1 below) for additional information

Online: Fill out the request form and pay for the transcript online. Please allow either five (5) to seven (7) business days, or 24 hours for your request to be completed depending on the option chosen for the receipt of the transcript.

By Mail: Download the Transcript Request form, and mail it to the address below with the fee payment enclosed. Voorhees **does not** accept personal checks. Please allow five (5) to seven (7) business days for the request to be completed.

> Voorhees University
> Attn: Office of Records and Registration
> P.O. Box 678
> Denmark, SC 29042

6.3.6.1.1   Release of Academic Transcripts

Transcripts and/or grades will be released only when a student's account is cleared. Academic transcripts will not be released for current or former students who are delinquent or have defaulted on an education loan received at Voorhees University.

6.3.6.1.2	Transcript Discrepancies

Graduating seniors have 30 days from degree conferral to report any discrepancies discovered on the final academic transcript. To request corrections, please fill out the Senior Inquiry Form online or forward a written request for review of your academic records, specifically outlining any discrepancy and including a valid email address, telephone number, and mailing address.

Mail or fax written requests to:

Voorhees University
ATTN: Records Department/Senior Inquiry
PO Box 678
Denmark, SC 29042
Fax: (803) 780-1550

Please allow four (4) weeks for processing. Notification will be forwarded by email, unless otherwise specified.

6.3.6.2　Degree Certification and Enrollment Verification Requests

Current students needing certification or verification of their enrollment status for purposes such as insurance, educational loans or other applications must submit an Enrollment Verification Form to Office of Records and Registration 24 hours in advance. The Enrollment Verification Form can also be submitted electronically by accessing the Voorhees University Website: The Registrar's page.

Requests for certifications or verifications are only for the terms that the student attended Voorhees University. Requests for the current semester can be processed only after the student has registered.

A graduate wishing degree certification should make the request in writing, with signature, and submit any required forms to the Office of Records and Registration.

6.3.6.3　Degree Replacement Requests

If your Voorhees University diploma has been destroyed or misplaced, you may request a replacement diploma from the Office of Records and Registration. There is a replacement fee associated with the issuance of the replacement diploma. The name on the replacement diploma will appear as the name that was registered with the University at the time of graduation.

The original diploma format, if different from the format currently being used by the University, cannot be duplicated. The replacement diploma you will receive will be similar to that awarded to the current year's graduating class. The University will use the signatures of the officials currently holding office rather than the signatures of the officials who signed the original diploma.

6.3.7   Withdrawal Policies

6.3.7.1   Withdrawal from a Course

Students who withdraw from a course on or before the designated period will receive a "W" 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" or "WF" 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.

6.3.7.1.1   No Show(s), Administrative Drops and Withdrawal

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 Records and Registration. If a No Show form is submitted on a student's record, such changes will not be recorded on the student's permanent record and therefore will not enter into the computation of hours attempted. Similarly, if a student exceeds the number of absences permitted in a course the instructor will submit an administrative Withdrawal Form to the Office of Records and Registration that the student is to be withdrawn from the course and given a grade of "AD." If a student exceeds the number of absences allowed in a course after midterm, the instructor will withdraw him or her from the course and a grade of "WF" or "WP" will be recorded for the course.

6.3.7.2   Withdrawal from the University

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 Form must be completed and on file with the Office of Records and Registration to be official. 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 in the current Catalog 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" 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" 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.

6.4   Academic Policies

6.4.1   Classification of Students

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

- Freshman....................................0-29 hours
- Sophomore ....30-59 hours
- Junior ....60-89 hours
- Senior .... 90 – above hours

6.4.2   Course Load

Full-time students are expected to carry an academic load of 12 to 18 credit hours each 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 the overload. Students must obtain a Class Load Form from the Office of Records and Registration to begin the process. An overload beyond 18 credit hours must be paid through the Business Office.

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

Students enrolled less than 12 hours will be considered part-time students. Students on academic probation are advised to enroll in less than 15 credit hours for the semester.

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.

6.4.3   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

6.4.4   Course Substitutions and Waivers

Students are expected to satisfy all Voorhees University degree requirements that were in effect when they were admitted (or re-enrolled) as a degree candidate. Only under unavoidable and exceptional circumstances will the University permit a student to deviate from an academic program's requirements via a course substitution or waiver. When it becomes necessary to request a deviation from the prescribed course of study, students shall consult their academic advisor and submit a Course Substitution and Waiver Form. In preparing the petition, students should be mindful of the following:

1. The course to be substituted must be in the same area as the required course or in a closely related area.
2. Substitution of a course for a previously failed required course is seldom granted.
3. A required course that is not scheduled during a given semester is not acceptable for a course substitution.

The petition must be submitted to and approved in writing by the student's advisor, Department Chair, and Provost/Vice President for Academic Affairs prior to enrollment in the course being proposed for substitution.

6.4.5   Changes in Degree Requirements

Degree requirements in effect when a student is accepted normally remain in effect until completion of the degree. When changes in degree requirements are made, they will be applied only after advance notice to the student(s) and will not be retroactive with respect to work already completed. Final determination is made by the Provost/Vice President for Academic Affairs in consultation with the Academic Council.

6.4.6   Credit System

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.

6.4.6.1   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.

6.4.6.1.1　　　　Advanced Placement (AP)

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

6.4.6.1.2　　　　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 Records and Registration.

6.4.6.1.3　　　　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.

6.4.6.1.4　　　　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 school, art institutes, bible schools, and business schools.

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

| 6.4.6.1.5 | **Internships** |

An internship is an academic, curriculum-based practical work experience in a particular field of study that enhances student learning. Students wishing to register for course credit for an internship experience need prior approval from the academic advisor and the Division Chair of the student's academic program prior to registration.

The proposed internship must embody significant academic purpose and content, equal in quality to a regular course, yet be of such a nature that it cannot be obtained within the existing course structure. Students may be denied enrollment in an internship if their record would, in the judgment of the advisor or Division Chair, diminish the likelihood of a successful internship experience. Students who have been denied can appeal to the Provost/Vice President for Academic Affairs.

6.4.6.1.5.1 Internship Guidelines

1. Typically, internships are intended for third- and fourth-year students. Availability may be limited.
2. The student must have a minimum cumulative GPA of 2.00 and a 2.25 GPA in their major area (individual divisions may require a higher GPA).
3. The placement of students, the assignment of supervisors and monitoring and evaluation are the responsibility of the academic division.
4. The maximum hours of internship credit that may be counted toward the degree is determined by the student's degree program. Individual divisions determine whether internships count toward the major and minor. Credit level is determined by each participating division.
5. Internships are graded according to the student's major degree program.
6. The student must sign an agreement describing the activity, providing an assessment of the academic benefit of the internship and indicating what the specific learning goals will be. The student, advisor, and work supervisor must sign the agreement. The work supervisor must provide a written evaluation of the student's work. Agreements must be completed and signed during the registration period of the semester in which the internship credit is taken.
7. The student must write a final report by the end of the semester, which will be part of the grade assigned by the instructor. Any other projects or other academic work completed during the internship, as well as the assessment from the internship setting, will be considered in assigning the final grade.
8. Internship work must be done during the same semester in which the student is enrolled for internship credit, except by prior written agreement.
9. Students may not receive internship credit for an internship begun prior to the semester in which the student elects to pursue an internship contract.

This policy identifies minimum university-wide requirements. Academic divisions may choose to supplement this with additional requirements.

6.4.6.1.6	**Military Credit**

Veterans who have successfully completed courses in a military service-training program may submit a record of the courses to Voorhees University for review. At the discretion of the Office of the Provost/Vice President for Academic Affairs, credit may be granted for military service school courses and skills if the American Council on Education recommends the awarding of credit. Please refer to the American Council on Education's "*Guide to the Evaluation of Educational Experiences in the Armed Forces*" for additional information. Please note that Voorhees University does not award credit for technical or vocational training. Moreover, no grade or quality points are assigned for awarded credit.

To be considered for such credit, the following information must be obtained and provided to the Office of Records and Registration:

- Full and correct title of course.
- Location of training.
- A passing grade.
- Length of course in weeks.
- Exact dates of attendance.
- Branch of Service that gave the course.

  The information listed above may be obtained by one of the following methods: Army:

Students entering the army on or after January 1984 must submit an AARTS (Army/ACE Registry Transcript System).

Marines, Navy and Coast Guard: Credit may be given in accordance with ACE Guide recommendations. Students who are active duty or Reserve Sailors/Marines must submit Sailor/Marine American Council on Education Registry Transcript (SMART).

Community College of the Air Force: Air Force personnel, both active and veteran, must submit a CCAF (Community College of the Air Force) transcript.

Veterans: Veterans who do not have access to official ACE Registry transcripts must submit an official record and initiate the request for evaluation. Veterans and reserve personnel must submit a certified copy of the DD214.

6.4.6.1.7	**Summer School Courses**

Voorhees University operates a summer school of six weeks. Students may earn a maximum of 12 semester hours of credit in summer school. Information regarding admission procedures and fees may be secured from the Office of Records and Registration.

6.4.6.1.7.1   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.

Credit for other courses is accepted only under the following conditions:

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

6.4.6.1.8	Transfer Credit

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

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

12. Students must earn a minimum of 30 semester hours in residence and spend the senior year in residence at Voorhees University in order to graduate from the University.

6.4.6.1.9	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 especially designed for a student to pursue a research topic merely of special interest. Furthermore, an independent study course will not serve to satisfy any General Education requirements. A student may apply for independent study during the fall and spring semesters but not during the summer session.

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.
- If the advisor agrees, the student should proceed to confer with the professor identified to teach the course and then complete the application process.
- For enrollment in a course for independent study, the application must be submitted and approved prior to the end of the Add/Drop period of the fall or spring semester.
- Upon completion of the application process and approval, the student may enroll in the course for independent study.

Policy Requirements for Independent Study

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

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

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

Student Eligibility and Limitations—Students must be a senior and must have a cumulative grade point average of 2.50. The student, who needs only one course to complete the requirements for graduation, will be eligible for enrollment in independent study provided that all other requirements for graduation have been met.

Faculty Member—The professor of the independent study must be employed at the University within the academic department/division that offers the course. The professor is responsible for providing the instruction and facilitating complementary learning resources and activities; supervising any research that may be a component of the course; monitoring the student's performance and class attendance; and submitting the student's mid-semester and final grades. In the event that the original faculty member has to discontinue instruction for the course, the

division chair will recommend to the Provost/Vice President for Academic Affairs another full-time faculty member within the division 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. In addition, the professor may not structure the content of the independent study to focus primarily on the content of a pre-requisite or other course a student may have taken previously.

Syllabus—The professor of the independent study will prepare a syllabus and make it available to the student. The general format and content should be consistent with that of the Voorhees 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 and by engaging in at least 6-8 hours of study per week. The professor is required to provide instruction 7-8 times during the semester (fall or spring).

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 Records and Registration 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.

6.4.7   Declaration of a Major

Students pursuing a baccalaureate degree are required to declare a major as incoming freshmen. The requirements for each major are published in the catalog. However, students are expected to discuss the requirements with the Advisor or Division Chair. If further assistance is needed you may contact the Academic Advising Module Manager at the student's convenience.

6.4.7.1   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 Records. Students who desire to change majors should do so at least four (4) semesters prior to their graduation, as failure to do so may delay their graduation plans.

6.4.8   Declaration of Minors

Students may elect to have a minor even though one is not required for graduation. A minimum of 18 semester hours is required for a minor area of concentration. Minors are recorded on the student's transcript.

Majors That Have Minors

- Psychology minor in Sociology
- Business Administration
  - o Concentration in General Business
  - o Concentration in Finance
- Biology minor in Chemistry

6.4.9   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.

6.4.10   Grading Policies

6.4.10.1   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	0.0
I	Incomplete	N/A	

W	Withdrew without Credit	
WP	Withdrew when Passing	
WF	Withdrew when Failing	

AD..................Administratively withdrawn without Credit
AP ....Administratively withdrawn Passing
AF ....Administratively withdrawn Failing
P ....Passing
* The grade of D in developmental (100) level courses and ENG 131, 132, and 231 are not considered passing grades.

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. I is given to students who, because of illness or other valid reasons, are compelled to leave the class within the last three weeks of a semester and are in good standing. A record of incomplete incurred in the first semester must be completed on or before April 1; if incurred in the second semester or summer term, it must be completed on or before October 15. If a course is not completed within the specified time, the record of incomplete is changed to failure (F). To change a grade of I the following procedures must be followed.

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

Courses with a grade of A, B, C or D are counted toward degree completion. Only one D in the student's major courses is accepted toward satisfying degree requirements.

Students must earn a grade of C or better in English courses in order to satisfy the General University 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.

6.4.10.2   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:

COURSE	GRADE	HRS. CARRIED	PTS. EARNED	How to Compute Pts.	Grade Points Earned
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
Totals		16	13	36	36

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.

6.4.10.3   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).

6.4.10.4   Grade Reports

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

6.4.11   Graduation Requirements

6.4.11.1   Degree Requirements

Candidates for a degree must have completed all of the academic requirements of the University, including the requirements of their individual academic program, as defined in the *Voorhees University Catalog* for the year and term of their first enrollment. Students should be aware that some programs are governed by requirements of external agencies and, thus, these programs must remain current with state, regional, or national regulations in order to make

recommendations for graduation, licensure, accreditation, etc. Students should check with their advisor for content requirements.

6.4.11.2   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 Records and Registration by the due date for each semester; Applicants must also pay the required $25.00 graduation application fee via 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. Pass the English Proficiency Examination (EPE);
5. Complete 120 Service Learning hours;
6. Pay all required fees, (i.e. graduation application, diploma fee, cap and gown fee);
7. Clear all indebtedness to the University;
8. Complete Career Planning Workshops;
9. Take a graduate/professional school admission test;
10. Satisfactorily complete Senior Thesis (as applicable);
11. Receive approval for graduation by the faculty and Board of Trustees.

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

Graduation Honors

Students who maintain the following academic averages shall graduate with the following honors, if all hours are earned at Voorhees University:

- 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 THE FEDERAL EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (*THE BUCKLEY AMENDMENT*)

6.4.11.2.1   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 course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student- centered, hands-on and directly applicable to the curriculum.

The critical difference and distinguishing characteristic of service learning is its reciprocal and balanced emphasis on both students learning and addressing real needs in local, national, and international communities. Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients.   Course materials such as lectures, readings, discussions, and reflection activities supplement the student service.   In turn, the service experience is brought back to the classroom to enhance the academic dialogue and student comprehension.   Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development. As an assurance for maintaining and enhancing the strong Voorhees tradition of student engagement in spiritual and cultural enrichment programming, the evaluation of students will include mandatory planning and participation in campus programming that will be evaluated through the identified Service Learning courses.

At Voorhees 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 College,* indeed, Service Learning at Voorhees University truly represents the mantra, *Changing Minds. Changing Lives.*

6.4.11.3   Commencement

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

6.4.12   Repetition of Courses

A student may repeat any course offered by Voorhees University in order to improve a grade, gain additional knowledge, or other benefit. The highest grade is calculated in the GPA.

Students receiving federal Title IV finds should note that repeated courses count toward the quantitative progress requirement of Satisfactory Academic Progress. Repeated courses will also count towards the maximum period for eligibility. Please refer to the University's Satisfactory Academic Progress policy for additional information.

6.4.13   Satisfactory Academic Progress (SAP)

The following are standards of Satisfactory Academic Progress (SAP) that apply to recipients of Title IV Student Financial Assistance. These standards may be amended to comply with applicable federal regulations, institutions, and program requirements. Students receiving financial assistance through Pell (formerly BEOG) Grants, Supplemental Educational Opportunity Grants (SEOG), Guaranteed Student Loans (GSL), National Direct Student Loans (NDSL), and/or University Work-Study (CSW) programs must be making satisfactory progress towards a degree. The standards by which Satisfactory Academic Progress is measured are as follows:

1. Recipients must complete, with passing grades, a minimum of 24 credit hours that they carry during the academic year.
2. Recipients must adhere to the "Minimum Scholastic Requirements" of Voorhees University which are:

HOURS COMPLETED	CUMULATIVE GRADE POINT AVERAGE (GPA)
0-31	1.55
31-60	1.75
61-90	1.95
91 - or more	2.00

3. Full-time undergraduate students are eligible to receive Financial Aid for 10 regular semesters. Summer terms will count as one-half a semester if the student receives aid. Eligibility for part-time students is computed proportionally.
4. Recipients who do not complete a minimum of 24 hours that they carried during the year are allowed one semester probation period to meet these standards, and may continue to receive financial aid during that semester. If satisfactory progress is not met at the end of the probationary period, no further financial aid will be awarded until they have met the minimum standards. Students will be notified by letter, at the address on file in the Financial Aid Office that their aid has been terminated due to failure to maintain satisfactory progress. Recipients may correct satisfactory progress deficiencies during summer terms or regular semesters at their own expenses. Financial Aid will be reinstated only when satisfactory progress has been re-established.

5. As a special note to upper classmen - it normally takes 120 - 132 credit hours to graduate with a bachelor's degree. To graduate in four (4) years a student would need to complete 15 - 16 credit hours per semester. Completing fewer hours could extend normal graduation time and cause a problem in program limitations (part-time students would have proportionately more time for completion).

6. Entering freshmen and transfer students, who are otherwise eligible, will be considered as maintaining satisfactory academic progress.

7. Excessive withdrawals may hinder a student's successful completion of the satisfactory progress requirements. An incomplete (I) indicates that the student is doing satisfactory work required for a grade. After 90 days, an (I) Incomplete grade will automatically change to a letter grade of F. Repeated courses will only be counted once toward cumulative hours earned.

6.4.14   Statement on Academic Dishonesty

6.4.14.1   Definitions

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

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

2. **Plagiarism:** that is, failing to acknowledge adequately the source of words or ideas that are not one's own. When a student submits academic work that includes another's words, ideas, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and, if verbatim statements are included, with quotation marks as well. Simply put, students should document quotes of others through quotation marks and footnotes or other citation methods. By submitting work as one's own, a student certifies the originality of all material not otherwise acknowledged. Plagiarism includes, but is not limited to:
    a. The quotation or other use of another person's words, ideas, opinions, thoughts, or theories (even if paraphrased into one's own words) without acknowledgment of the source; or
    b. The quotation or other use of facts, statistics, or other data or materials that are not clearly common knowledge without acknowledgment of the source.

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

3. **Fabrication:** Fabrication is the use of invented information or the falsification of research or other findings. Fabrication includes, but is not limited to:
    a. The false citation or acknowledgment of a direct or secondary source, including the deliberately incorrect documentation of a source;
    b. The citation, in a bibliography or other list of references, of sources that were not used to prepare the academic work;
    c. The inclusion in an academic work of falsified, invented, or fictitious data or information, or the deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information; or
    d. The unauthorized submission of an academic work prepared totally or in part by another.
4. **Lying:** Lying is defined as any attempt to deceive, falsify, defraud, or misrepresent the truth in any matter involving 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 for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade; or

4. Bribing another person to obtain an academic exercise, including answers to questions of an un-administered academic exercise.

   5. Using the same or substantially the same written work, research paper, or essay to satisfy the requirements of more than one course, without the permission of the instructors involved.
   6. Destruction of or deliberate inhibition of progress of another student's work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person's laboratory experiments.

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

Disciplinary Procedures and Sanctions:

   1. Instructors who suspect students of engaging in academic dishonesty in their classes are expected to advise/counsel them and allow them an opportunity to explain/defend their works. (Appropriate software, which documents plagiarism, may be used to further investigate the matter.)
   2. If the instructor persists in citing an accusation of academic dishonesty, the department chair will appoint a neutral committee of three (3) faculty members where the accusation resides, to judge the evidence and hear the responses of both the accused student and the accusing instructor.
   3. The findings of the neutral committee will be reported to the Department Chair for review and recommendations to the Provost/Vice President for Academic Affairs. Such recommendations might include:
      a. Written reprimand by the instructor with a letter grade of F for the assignment.
      b. The assignment of a letter grade of F for the course, if the document where the breach of academic dishonesty was a major requirement for the completion of the course.
      c. Major violation of this policy may lead to University suspension.

Upon approval of the Provost/Vice President Academic Affairs, the appropriate action will be taken. This decision will become final unless appealed to the Office of the President who will decide to hear or deny such a request.

6.4.15   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).

6.5   Academic Support Services

6.5.1   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 individual academic progress. Every aspect of the registration process must be facilitated through the academic advisor. Students are not allowed to register for any course without the consent of the assigned academic advisor. Faculty members are available for advising during posted office hours.

6.5.1.1   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.

6.6   Academic Awards and Honors

6.6.1   Dean's and President's Lists

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

6.6.2   Honor Societies

Honor societies are those whose memberships are determined on the basis of merit and scholastic achievement.

6.6.2.1   Alpha Kappa Mu

Alpha Kappa Mu Honor Society is a general scholarship honor society open to junior and senior men and women in all academic areas and who meet the requirements of the society. The purpose is to promote high scholarship to encourage sincere and zealous endeavor in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarship and scholarly endeavor in others.

6.6.2.2 Alpha Psi Omega

Alpha Psi Omega is a fraternity for students with a developing interest in the field of dramatics. Students are honored for their involvement in areas of dramatic production, both on and off stage.

6.6.2.3 Alpha Sigma Lambda

Alpha Sigma Lambda's aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. By so doing, this Society encourages many students to earn associate and baccalaureate degrees. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements. To the newcomer in higher education, Alpha Sigma Lambda stands as an inspiration to scholastic growth and an invitation to associate with similarly motivated students.

6.6.2.4 Delta Mu Delta

Delta Mu Delta (DMD) is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its individual members and the business community through lifetime membership.

6.6.2.5 Phi Beta Lambda

Phi Beta Lambda is an education association of students preparing for careers in business and business-related fields. The mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

6.7 Classroom Management Policies

6.7.1 Academic Freedom Policy for Students

Academic freedom is the right of reasonable exercise of civil liberties and responsibilities in an academic setting.

It is the policy of Voorhees University to give its students the freedom, within the bounds of collegial behavior, to pursue what seems to them productive avenues of inquiry, to learn unhindered by external or non-academic constraints, and to engage in full and unrestricted consideration of any opinion. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding, and preserving this freedom.

In order to preserve the rights and freedoms of the students, the University has a formal process for adjudication of academic-related student grievances and cases of academic dishonesty.

6.7.2 Admission to Class

Instructors are required to admit to class only those students with appropriate documentation as directed by the Registrar.

6.7.3   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.

Absence for more than the number of times the class is scheduled per week, whether excused or unexcused as judged by the instructor, is excessive, and the student will receive a grade of AD, AP or AF. Absences shall not be recorded against a student until such time as the student is officially registered in the class. The individual instructor may choose to modify the policy as described above. Each instructor's attendance policy will be published at the beginning of each semester as a part of the course syllabus. It is of particular importance that a student be aware of scheduled university 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 University-sponsored activities that make it necessary for them to be absent from class. Sponsors of such activities must have prior administrative approval for each anticipated absence of students. The leave of absence does not permit a student to miss more classes than are allowed by the attendance policies of the institution. It merely allows him or her to make up the work missed. When an instructor deems an absence to be excused, the student must, within three days of his/her return to class, make arrangements with the instructor to make up the work missed.

If a student thinks that the faculty member's attendance record is in error or if there are extenuating circumstances that warrant reconsideration of the instructor's decision, then an appeal may be made. The student shall first discuss the matter with the instructor in question. If the issue is not resolved, the next level of appeal is the division 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.

6.7.3.1   Tardiness/Early Departure

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

6.7.3.2   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 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. 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.

6.7.3.3   Implementation Procedures

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

6.7.3.4   Presenting Excuses

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

6.7.3.4.1   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 as verification a news account, funeral program, or statement from the funeral director involved. A written statement from a parent, mailed to the Provost/Vice President for Academic Affairs, may be used as proof of a family illness.
   c. Excuses, based upon authorized representation of the 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 Records and Registration 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.

6.7.4   Classroom Behavior

The instructor has the ultimate control over classroom behavior and can dismiss any student from the classroom who is engaging in disruptive conduct.

In the event such an action is necessary, the instructor should immediately report the incident to the Department Chair or the Provost/Vice President for Academic Affairs. Except for the risk to the physical and emotional well-being of the student, the other students, faculty member, or the University, the status of the accused student will not change pending disciplinary action on the reported incident.

6.7.5   Class Cancellations

On rare occasions, it may be necessary to cancel a scheduled class due to inclement weather or an instructor's inability to meet a class.

6.7.5.1   Inclement Weather Cancellations

Students may obtain broadcast information regarding the University's status through the VC Mobile App and local media. Every attempt will be made to notify the local media of all closings or delays as soon as possible. Students can also call Campus Safety and Security or check the University's webpage regarding the status of closings.

6.7.5.2   Faculty Member Decision to Cancel Class

When a faculty member is unable to meet a class because of illness and unable to arrange for a substitute, the faculty member shall notify the Department Chair and the Office of the Provost/Vice President for Academic Affairs with the following information:

1. Course number and title;
2. Time and location; and
3. Instructions or assignments for the students.

An official notice with this information will then be posted outside the assigned classroom.

6.7.6   Classroom Courtesy

Professional responsibility requires prompt and regular attendance of instructors at their classes and other assigned duties. Classes are to begin and end promptly.

6.7.7   Course Syllabi Policy

Department Chairs are charged with the responsibility of seeing that all faculty members prepare a syllabus for each course. The syllabus shall clearly specify all course requirements and include course goals and objectives, as well as required readings and reports, evaluation criterion, a student ADA statement, a statement regarding the University's policy on Academic Dishonesty, and other course expectations. Copies of these syllabi/outlines are to be distributed to students at the first class of the semester.

6.7.8   Disruptive Students in the Classroom

Voorhees University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government.

All University community members - faculty, staff, students - have the right and obligation to report violations of civil or University regulations to the Provost/Vice President for Academic Affairs.

Should a University community member encounter a disruptive student, the student shall be asked politely, but firmly, to leave the classroom (or wherever the locus of the disruption). A University community member has the authority to do this if the student is acting in a disruptive manner. If the student refuses, Campus Safety and Security shall be notified.

6.8 Changes in Curricula/Programs

Changes in curriculum include, but are not limited to, the addition or elimination of academic programs; modifications of programs, including required courses and required credit hours; and course credit and course number changes. All new degree programs at the University must be based on at least 120 semester hours.

Individuals seeking to propose changes in the curriculum shall present the proposal to the applicable Department Chair. The Department Chair in turn shall review the proposed changes and offer written recommendations to the Provost/Vice President for Academic Affairs. Upon approval of the Provost/Vice President for Academic Affairs the proposed change will be forwarded to the Academic Council for comment and approval. If accepted, the changes will be presented to the Faculty Senate for comment. Such comments shall then be sent back to Provost/Vice President for Academic Affairs and President. If the President approves the proposed changes, the Provost/Vice President for Academic Affairs shall present the proposed changes to the to the Academic Affairs Committee of Board of Trustees and then the President shall present the proposed changes to the Board of Trustees for ratification.

6.9 Academic Grievance Policy

The following Academic Grievance Policy was designed by Voorhees University to afford students an opportunity to formally grieve academic-related complaints. A student who wishes to file a grievance of a non-academic nature shall follow the Non-Academic Student Grievance Policy outlined in Volume V, Subsection 5.10.2.

6.9.1 Grievance Process

These procedures should be used to appeal or resolve disputes concerning an academic grade,[1] unexcused absence, or other academic decision considered by a student to be arbitrary or contrary to University policy. These procedures should also be used to grieve perceived violations of any of the student academic freedom rights. For the purposes of these procedures, a student is someone holding "active" registration status as the time of the alleged violation.

Appeals pertaining to academic dishonesty and satisfactory academic progress follow separate procedures as outlined in the University's Statement on Academic Dishonesty and Satisfactory Academic Progress Policy, respectively.

It is the responsibility of the student to initiate the appeals procedure at each step. If the appeal is pursued, it is expected that, unless there are unusual circumstances, the request be submitted within 90 days from the last day of the term in which the alleged violation arose. If the student fails to pursue the matter in the manner provided by this policy, the original academic decision will be final. The student should bring to the various conferences or hearing all evidence on which he/she intends to rely.

The following procedures outline the steps of the academic grievance process:

Instructor: The student should first arrange a conference to discuss the appeal or grievance with the faculty member(s) whose action is addressed in the student's appeal or grievance. It is expected that all of the parties involved at each step of the appeals/grievance process will make a good faith effort to resolve the issues.

Department Chair: In the event that a student feels he/she has not received adequate satisfaction from his discussion with the faculty member, the student may arrange a conference to discuss the appeal or grievance with the Department Chair. The conference must take place no later than 5 business days after meeting with the faculty member.

Provost/Vice President for Academic Affairs. In the event a student still feels aggrieved after consultation with the appropriate Department Chair, he/she may ask, within 5 business days of the receiving the Department Chair's decision, for a review by the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs has the discretion to either decide the matter, or at the Provost/Vice President for Academic Affairs discretion, refer the matter to an ad hoc committee comprised of two faculty members and a student from a program outside of the parties involved.

The ad hoc committee or Provost/Vice President for Academic Affairs review must be commenced and completed within 15 days from the receipt of the request for the review. The committee or Provost/Vice President for Academic Affairs will determine whether to dismiss or sustain the appeal and will so advise the student.

President: In the event a student still feels aggrieved after consultation with the Provost/Vice President for Academic Affairs or the ad hoc committee, he/she may ask, within 5 business days of the receiving the decision, for a review by the President. The review by the President constitutes the final process in this appeal/grievance procedure. The President will issue a decision within five (5) business days from the receipt of the request for the review.[1]

FOOTNOTES

[1] Evaluation of student performance in most college and university courses is the prerogative and responsibility of the course instructor. Students should be aware that, in questions relating to the quality of that performance, the professional judgment of the faculty member is commonly accepted as authoritative. An appeal is most likely to result in a change of grade for a course if it includes evidence that there was an error in computing the grade, or that the grade was determined by standards improperly different from those applied to other students in the course.