

# **BENEDICT COLLEGE CATALOGUE**



**2015-2017**

**Benedict College is accredited by the  
Southern Association of Colleges and  
Schools Commission on Colleges  
to award baccalaureate degrees.**

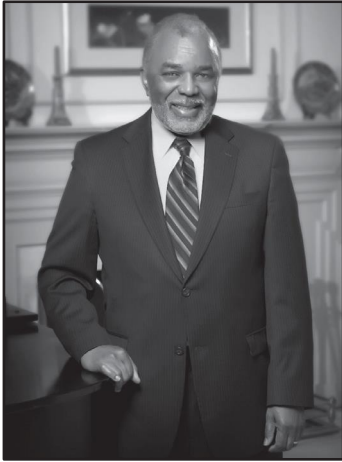
**Contact the Commission on Colleges at  
1866 Southern Lane, Decatur, Georgia, 30033-4097  
or call 404-679-4500 for questions  
about the accreditation of Benedict College.**

**Benedict College  
Columbia, South Carolina  
29204**

**803•705•4749**

**Volume 80**





**A MESSAGE  
FROM THE PRESIDENT  
DAVID H. SWINTON, Ph. D.**

*Benedict College is pleased to present this catalogue which provides the latest information regarding the College's academic programs, student services, and administrative policies. This document informs the College's constituencies about its programs and how the institution prepares men and women for leadership positions in all areas of human endeavor.*

*This catalogue is issued in the 145th year of distinguished service by the College. Over the years, Benedict College has remained true to its mission of preparing students to be "powers for good in society". While the history of Benedict College has been spectacular, its future will surpass past accomplishments and achievements.*

*Prospective students are invited to become a part of the bright future of this institution whose mission is based upon teaching, research, and public service. These components will guide and continue to be the hallmark of this great institution in the twenty-first century.*

*Please read this catalogue very carefully to find the great opportunities that await you at Benedict College.*

# VISION STATEMENT

*Benedict College will  
be the best open  
enrollment college in  
the nation.*



# MISSION STATEMENT

Benedict College will be a power for good in society.

Benedict College will be a full opportunity college with high quality programs of teaching, research, and public service.

These programs will provide our students and community with the knowledge, skills, understandings, and values required to empower them to be a power for good in society to create a better world.

We seek geographic, international, and racial diversity in our student body, while continuing to facilitate the empowerment, enhancement, and full participation of African Americans in a global society and to maintain our historic affiliation with the Baptist Church.

## **Catalogue Rights**

This catalogue is effective August 1, 2015. It is intended to provide information about the College's operating policies and procedures, academic regulations, and requirements for graduation. Benedict College reserves the right to modify, change, or alter without notice all fees, charges, tuition, expenses, and costs of any kind. In addition the College reserves the right to add, delete, or change without notice any courses, programs, policies, or procedures contained in this catalogue in order to keep such matters current or to implement the mission of the College. Such changes will be effective at the time designated by the College.

## **Statement of Non-Discrimination**

Benedict College is committed to equal opportunity, affirmative action and non-discrimination on the basis of race, creed, religion, age, sex, national origin, handicap and other legally protected status in all educational programs, activities, and conditions of employment.

## **Certification Statement**

I certify that this catalogue is true and correct in content and policy and states progress requirements for graduation.

**Janeen P. Witty, Ph.D.**

**Vice President for Academic Affairs**



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**2015-2016  
ACADEMIC CALENDAR  
FALL 2015  
♦♦♦♦ FALL SEMESTER ♦♦♦♦**

<b>♦♦♦♦ July 2015 ♦♦♦♦</b>
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11	Saturday	Tiger Prep New Student Orientation
21	Tuesday	Continuing Education Registration 5:30 - 7:30 p.m. Doctor's Circle
31	Friday	Residence Halls open for fall semester to include Community Life Staff RHAs, Freshman Institute Student Ambassadors, and band (leaders) only

<b>♦♦♦♦ August 2015 ♦♦♦♦</b>
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1	Saturday	First-Time Freshmen (not transfer and readmitted students) arrive and registration begins 8:30 a.m. - 5:00 p.m.  Welcome Center and Registration open for First-Time Freshmen  Registration for returning football players
2	Sunday	Freshman Consecration Worship Service 10:00 a.m. Antisdel Chapel  Registration and Welcome Center are open for First-Time Freshman Students 12:00 noon – 4:00 p.m.
3	Monday	Faculty Return for Fall Semester Division of Academic Affairs Faculty and Academic Staff Meeting and Faculty Development Activities Antisdel Chapel-9:00 a.m.
3-14	Monday-Friday	Faculty Development Training Sessions and preparations for the start of the semester  Faculty Development Conferences
3-5	Monday-Wednesday	Registration and Freshman Institute Orientation Sessions continue for First-Time Freshmen 8:30 a.m. -5:00 p.m.
5	Wednesday	Registration for returning band members 9:00 a.m.
7	Friday	Registration for cheerleaders 9:00 a.m. -12:00 noon
8	Saturday	Residence Halls, Welcome Center and Registration open for returning, transfer and readmitted students 8:30 a.m. – 5:00 p.m.
9	Sunday	Worship Service 11:00 a.m. Antisdel Chapel  Registration for all students continues 12:00 noon -4:00 p.m.  Academic Advising "Welcome Home Event" 5:00 p.m. Antisdel Chapel

10	Monday	<b>CLASSES BEGIN FOR FRESHMAN INSTITUTE FIRST- TIME FRESHMEN ONLY</b>
10-14	Monday -Friday	Registration for all students 8:30 a.m. -5:00
15	Saturday	Registration 10:00 a.m. - 3:00 p.m.  <b>Service – Learning Leadership Development Strengthening Our Neighborhood Community Day 10:00 a.m. - 1:00 p.m.</b>
16	Sunday	<b>Worship Service</b> 11:00 a.m. Antisdel Chapel
16	Sunday	Registration for all students 12:00 noon - 4:00
17	Monday	<b>CLASSES BEGIN FOR RETURNING, TRANSFER, AND READMITTED STUDENTS</b>
17 –Oct. 8	Monday-Thursday	Class Schedule for Block I Courses
17-21	Monday-Friday	Registration continues for returning students 8:30 a.m. 5:00 p.m.
18	Tuesday	Last day for first-time freshman (Freshman Institute) students to register and add classes 8:30 a.m. - 5:00 p.m.  <b>Service-Learning Partner Orientation Service-Learning and Leadership Development 11:00 a.m.</b>
23	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
24-28	Monday-Friday	<b>Registration continues for returning, transfer and readmitted students 8:30 a.m. – 4:00 p.m.</b>
24		<b>Last day to add a Block I Class</b>  <b>LAST DAY TO DROP A BLOCK I CLASS AND RECEIVE MONETARY ADJUSTMENT; HEREAFTER STUDENTS WILL BE ASSIGNED A “WC” IN CLASSES THAT ARE DROPPED</b>
25	Tuesday	Service – Learning Lyceum for Faculty Service – Learning and Leadership Development 11:00 a.m.  <b>Academic Probation Meeting 11:00 a.m. Swinton Campus Center</b>
27	Thursday	<b>Meetings of the Academic Schools 11:00 a.m.</b>
28	Friday	<b>LAST DAY FOR RETURNING, READMITTED, AND TRANSFER STUDENTS TO REGISTER AND ADD CLASSES</b>  <b>LAST DAY TO DROP A REGULAR CLASS AND RECEIVE MONETARY ADJUSTMENT; THEREAFTER STUDENTS WILL BE ASSIGNED A “WC” IN CLASSES THAT ARE DROPPED</b>
30	Sunday	Worship Service 11:00 a.m. Antisdel Chapel

◆◆◆◆ September 2015 ◆◆◆◆

1	Tuesday	Service - Learning Faculty and Partner Engagement Day 11:00 a.m.
2-October 16	Tuesday-Friday	Service - Learning Fall Registration Gressette Center, 2nd Floor
3	<b>Thursday</b>	<b>Fall Convocation</b> <b>11:00 a.m. HRC Arena</b>
4	Friday	Governmental Sponsored Programs Forum 1517 Gregg Street 3:00 p.m. to 5:00 p.m.
5	<b>Saturday</b>	<b>Palmetto Capital City Classic</b> <b>Benedict College versus</b> <b>Livingstone College</b> <b>Charlie W. Johnson Stadium-5:00 p.m.</b>
7	<b>Monday</b>	<b>Labor Day Holiday</b>
8	<b>Tuesday</b>	<b>Classes Resume 8:00 a.m.</b>  <b>Reconciliation Reports for Prospective</b> <b>December Graduates are due to the Office of</b> <b>Academic Affairs and the Registrar's Office</b> Freshman Institute and Academic Schools Meeting with Freshmen 11:00 a.m. Locations: TBA
8	Tuesday	All College Assembly HBCU Week 11:00 a.m. HRC Arena
10	Thursday	Academic Schools' Meeting with Sophomores, Juniors and Seniors 11:00 a.m.- Locations: TBA  <b>Mandatory Meeting for All Residential Students</b> 7:00 p.m.—Females 8:00 p.m.—Males Antisdel Chapel
10-12	<b>Thursday-Saturday</b>	<b>Midterm of Block I Courses</b>
11	<b>Friday</b>	<b>Last day to file for December Graduation</b>  Last day to move out of the dorm and receive a monetary adjustment
13	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
14	<b>Monday</b>	<b>Constitution Day</b> Social Sciences Criminal Justice Department 4:00 p.m. Fine Arts/Humanities Center Little Theater
15	Tuesday	Freshman Faculty Meeting 11:00 a.m. Little Theater Freshman Institute Attendance Meeting 11:00 a.m. Antisdel Chapel
17	Thursday	Departmental Meetings 11:00 a.m.
17-18	<b>Thursday-Friday</b>	<b>Fall Meeting of the Board of Trustees</b>
20	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
22	Tuesday	Departments meet with Majors 11:00 a.m. Locations: TBA

22	Tuesday	Sophomore Showcase 11:00 a.m. Location TBA
24	Thursday	<b>Last day to drop a Block I Course</b>  Job Readiness Workshop "Diversity" 11:00 a.m.-Swinton Campus Center
25	Friday	<b>Faculty Forum and Faculty and Staff Retreat and Assessment Workshops</b> <b>9:00 a.m. – 4:00 p.m.</b> <b>Antisdel Chapel</b>  <b>Student Research and Service Day</b>  Service - Learning and Leadership Development Conference ALERT 10:00 a.m. - 3:00 p.m.  Fall ETS Proficiency Profile Exam 10:00 a.m. - 12:00 noon- Alumni Hall 210-212  KAPLAN GRE Workshop 9:30 a.m. - 11:30 a.m.
26	Saturday	<b>Reading Day/Instructional Day.</b> <b>(Make-up tests, review sessions, meetings of blended classes, internship classes, submission of on-line assignments, study sessions as scheduled by faculty for M W F classes and other reparatory activities for midterm examinations).</b>  <b>Service-Learning and Leadership Development Leadership Benedict Training</b> <b>Fort Jackson - 7:00 a.m. to 3:00 p.m.</b>
27	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
30	Wednesday	Study Night BC CARES 6:00 p.m. – 10:00 p.m.

◆◆◆◆ October 2015 ◆◆◆◆

1-31	Thursday-Saturday	National Breast Cancer Awareness Month  National Depression Screening Month Counseling and Testing Services
1-31	Thursday-Saturday	National Students Affairs Month
1	Thursday	<b>Meetings of the Academic Schools-11:00 a.m.</b>
1-8	Thursday-Thursday	<b>Midterm Examinations</b> <b>(No extracurricular activities)</b>  <b>Final Examinations for Block I Courses</b>
2	Friday	Governmental Sponsored Programs Forum 1517 Gregg Street 3:00 p.m. to 5:00 p.m.
3	Saturday	<b>Instructional Day-Midterm Examinations may be administered for selected MWF classes, School of Business and Economics Internship classes, as well as for Continuing Education Courses</b>
4	Sunday	Worship Service 11:00 a.m. -Antisdel Chapel
8	Thursday	Fall Diversity Conference (All day) Swinton Campus Center 8:30 a.m. -3:00 p.m.  <b>Departmental Meetings-11:00 a.m.</b>

9	Friday	<p>Midterm grades are due by 5:00 p.m.</p> <p>Final grades for Block I courses are due by 5:00 p.m.</p> <p>Coronation of Mr. and Miss Benedict College/Fall Ball 8:00 p.m. HRC Arena</p> <p>Block II Classes Begin</p>
9 –Dec. 11	Friday-Friday	Block II Class Schedule
11-17	Monday-Sunday	Homecoming Week Activities
11	Sunday	<p>Worship Service 11:00 a.m. - Antisdel Chapel</p>
12	Monday	<p>Graduate and Professional School Day 10:00 a.m. - 1:00 p.m. HRC Arena</p> <p>Fellowship of Christian Athletes All College Assembly 11:00 a.m. Antisdel Chapel</p>
15	Thursday	<p>Faculty Forum 11:00 a.m. Little Theatre</p> <p>Athletics Hall of Fame Induction 6:00 p.m. TBA</p> <p>Financial Aid Exit Loan Counseling for December Graduates 3:00 p.m. - 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)</p>
16	Friday	<p>Alumni Career Day 2015 11:00 a.m. B.C. CAREC</p> <p>Last day to submit Service – Learning registration forms</p> <p>Freshman Institute Family and Friends Weekend</p> <p>Last day to add a Block II Class</p> <p>LAST DAY TO DROP A BLOCK II CLASS AND RECEIVE MONETARY ADJUSTMENT; HEREAFTER STUDENTS WILL BE ASSIGNED A “WC” IN BLOCK II CLASSES THAT ARE DROPPED</p>
17	Saturday	<p>HOMECOMING FOOTBALL GAME Benedict College versus Clark Atlanta University 2:00 p.m. - Charlie W. Johnson Center</p> <p>Concert Choir Reunion Charlie W. Johnson Center</p>
18	Sunday	<p>Homecoming Worship Service 11:00 a.m. - Antisdel Chapel</p>
19-20	Monday-Tuesday	Classes will be held as scheduled
20	Tuesday	<p>Service–Learning Lyceum Series for Faculty Service-Learning and Leadership Development 11:00 a.m.</p>
21-23	Wednesday-Friday	Fall Break
26	Monday	Classes resume
27	Tuesday	<p>Job Readiness Workshop Resume “Writing Workshop” 11:00 a.m. –Swinton Campus Center</p>
29	Thursday	<p>Meetings of the Academic Schools 11:00 a.m.</p> <p>Financial Aid Exit Loan Counseling for</p>



		<b>December Graduates</b> <b>3:00 p.m. - 4:00 p.m.</b> <b>Financial Aid Computer Lab (Bacoats Hall)</b>
30	Friday	Governmental Sponsored Programs Forum 1517 Gregg Street 3:00 p.m. to 5:00 p.m.
30-Dec.11	<b>Friday-Friday</b>	<b>Early Registration for Spring Semester</b>
2016 1-30	<b>Sunday-Monday</b>	<b>National Diabetes Awareness Month</b> Health Center Athletics Read and Feed Month

♦♦♦♦ November 2015 ♦♦♦♦

1	Sunday	Worship Services 11:00 a.m. Antisdel Chapel
2-6	<b>Monday-Friday</b>	<b>Business Week</b>
3	Tuesday	All College Assembly Business Week 11:00 a.m. Antisdel Chapel  Academic Probation Meeting 12:00 noon Little Theater
5	Thursday	<b>Faculty/Staff Meeting</b> <b>11:00 a.m. Antisdel Chapel</b>  <b>Faculty Forum</b> <b>12:00 noon—Antisdel Chapel</b>  “Job Search Techniques” Seminar 11:00 a.m. Swinton Campus Center  Financial Aid Exit Loan Counseling for December <b>Graduates</b> <b>3:00 p.m. - 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)</b> <b>Fall Open House and High School Visitation Day 10:00 a.m.</b>
7	Saturday	
8	Sunday	<b>Worship Service</b> <b>11:00 a.m.-Antisdel Chapel</b>
10	Tuesday	<b>SLO Assessment Workshops and Meetings</b> 11:00 a.m. Fine Arts Humanities Center Little Theater
12	Thursday	<b>Departmental Meetings -11:00 a.m.</b>  Job Readiness Workshop on “Interviewing Skills” 11:00am –Swinton Campus Center  Academic Management Probation Meeting with Students-11:00 a.m. Little Theater
12	Thursday	Great American Smoke Out (GASO) Day Activity Counseling Center/Health Center  <b>Financial Aid Exit Loan Counseling for December Graduates</b> <b>3:00 p.m. - 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)</b>  <b>Mandatory Meeting for All Residential Students</b> 7:00 p.m.—Females 8:00 p.m.—Males Antisdel Chapel

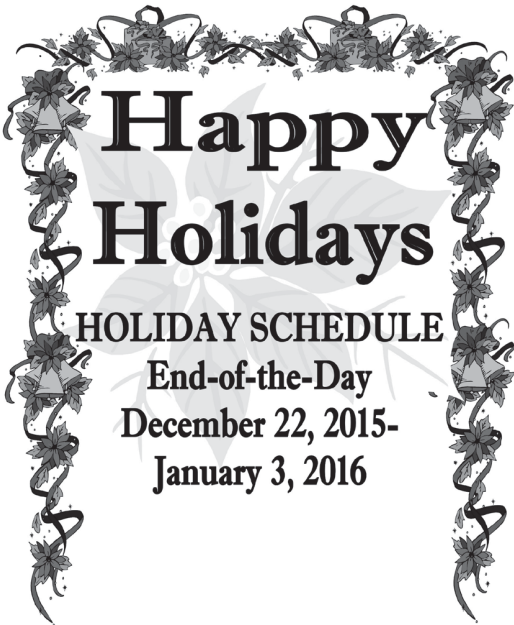
15	Sunday	Worship Services 11:00 a.m. Antisdel Chapel
16-20	<b>Monday-Friday</b>	<b>American Education Week</b>
17	Tuesday	All College Assembly American Education Week 11:00 a.m. Antisdel Chapel
19	Thursday	<b>Meetings of the Academic Schools-11:00 a.m.</b>  Evening with Advisors (open to all students) BC CARES (open area) 5:30 p.m.  <b>Financial Aid Exit Loan Counseling for December Graduates 3:00 p.m. - 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)</b>
20	Friday	<b>Last day for students to submit Service - Learning Attendance Logs, Gressette Center 2nd Floor</b>
21	Saturday	<b>Reading Day/Instructional Day for students and faculty.</b> (Make-up tests, review sessions, meetings of blended classes, internship classes, submission of on-line assignments, study sessions as scheduled by faculty for M W F classes and other preparatory activities for to prepare students for final examinations).
22	Sunday	<b>Worship Service 11:00 a.m. Antisdel Chapel</b>
24	Tuesday	All College Assembly Thanksgiving Services 11:00 a.m. Antisdel Chapel  <b>Last day to drop a class in the regular session</b> <b>Last day to drop a Block II class</b> <b>Last day to officially withdraw from the Colleg</b>
25 - 27	Wednesday-Friday	<b>Thanksgiving Holiday</b>
30	Monday	<b>Classes resume-8:00 a.m.</b>
Nov. 30-4	Monday-Friday	No extracurricular activities

◆◆◆◆ December 2015 ◆◆◆◆

1	Tuesday	<b>Last day for removing incompletes and changing grades, posting of transfer credits to students' transcripts for students not graduating in December 2015</b>  <b>Meeting of the Academic Schools 11:00 a.m.</b>
1-2	Tuesday-Wednesday	Study Nights BC CARES 6:00 p.m. – 10:00 p.m.
1-3	Tuesday-Thursday	<b>Final Examinations for Prospective Fall 2015 Graduates (ONLY)</b>
2	Wednesday	<b>Last day of regular classes</b>
3	Thursday	<b>Reading and Instructional Day to include review sessions and other preparatory activities for the final Examinations</b>  Departmental Meetings (if necessary) – TBA

4-5; 7	Thursday-Saturday	<b>Common Final Examinations</b>
4	Friday	<b>Final grades for graduating seniors are due by 5:00 p.m.</b> Service-Learning Fall Report to Faculty Governmental Sponsored Programs Forum 1517 Gregg Street 3:00 p.m. to 5:00 p.m. "World AIDS Day" Counseling and Testing Services
6	Sunday	<b>Baccalaureate Services and Mid-Year Capstone Ceremony</b> <b>10:00 a.m. Antisdel Chapel</b> Concert Choir Christmas Concert 6:00 p.m. Antisdel Chapel
8-11	Tuesday-Friday	<b>Final Examinations for regularly scheduled classes and Block II courses</b> <b>Final grades due 48 hours after each examination</b>
12	Saturday	<b>Mid -Year Commencement Convocation</b> <b>9:00 a.m. HRC Arena</b>
12	Saturday	Last day in Dormitories for Non-Graduates 6:00 p.m.
13	Sunday	Last day in Dormitories for Graduates 12:00 noon
14	Monday	<b>Final grades are due by 5:00 p.m. Faculty Clearance</b> <b>Faculty and Staff Holiday Program 12:00 noon Antisdel</b>
15	Tuesday	<b>Registration for Continuing Education Students</b>

Holiday period begins at the end-of-day on December 22, 2015 and ends January 3, 2016.



## ♦♦♦♦ SPRING SEMESTER 2016 ♦♦♦♦

## ♦♦♦♦ JANUARY 2016 ♦♦♦♦

1	Friday	6:00 p.m.-8:00 p.m. Doctor's Circle New Year's Day Holiday
2-3	Saturday-Sunday	College is closed
4	Monday	College opens for the Spring 2016 semester Faculty Development and SLO Assessment Day 9:00 a.m.-TBA Registration Preparation and Faculty Development Activities Residence Halls open for RHAs, Freshman Institute Student Ambassadors
5	Tuesday	Residence Halls and Welcome Center open for new students, first-time freshmen, readmitted, transfer, and second-semester returning freshman students. Registration 8:30 a.m. - 5:00 p.m.
6	Wednesday	Residence Halls and Welcome Center open for Returning students Registration for all students: returning, new, readmit- ted, transfer, and second-semester returning freshman students
7-8	Thursday - Friday	Registration Continues 8:30 a.m. - 5:00 p.m.
8-Feb. 19	Friday-Thursday	Service - Learning Spring Registration Gressette Building , 2nd Floor
9	Saturday	Registration for all students (continuing, new fresh- man, readmitted and transfer students continues) 10:00 a.m. – 3:00 p.m.
10	Sunday	Worship Service 10:00 a.m. Antisdell Chapel
10	Sunday	Welcome Center and Registration are open 12:00 noon - 4:00 p.m.
11-March 4	Friday-Friday	Schedule for Block I Classes
11	Monday	CLASSES BEGIN FOR ALL STUDENTS
11-15	Monday-Friday	Registration continues 8:30 a.m. - 5:00 p.m.
12	Tuesday	Freshman Faculty Meeting 11:00 a.m.
1	Friday	New Year's Day Holiday
2-3	Saturday-Sunday	College is closed
4	Monday	College opens for the Spring 2016 semester Faculty Development and SLO Assessment Day 9:00 a.m.-TBA Registration Preparation and Faculty Development Activities Residence Halls open for RHAs, Freshman Institute Student Ambassadors
5	Tuesday	Residence Halls and Welcome Center open for new students, first-time freshmen, readmitted, transfer, and second-semester returning freshman students.

		<b>Registration 8:30 a.m. –5:00 p.m.</b>
6	<b>Wednesday</b>	<b>Residence Halls and Welcome Center open for Returning students</b> <b>Registration for all students: returning, new, readmitted, transfer, and second-semester returning freshman students</b>
7-8	Thursday - Friday	Registration Continues 8:30 a.m. - 5:00 p.m.
8-Feb. 19	Friday-Thursday	Service - Learning Spring Registration Gressette Building , 2nd Floor
9	<b>Saturday</b>	<b>Registration for all students (continuing, new freshman, readmitted and transfer students continues) 10:00 a.m. – 3:00 p.m.</b>
10	<b>Sunday</b>	<b>Worship Service</b> <b>10:00 a.m. Antisdel Chapel</b>
10	<b>Sunday</b>	<b>Welcome Center and Registration are open 12:00 noon - 4:00 p.m.</b>
11-March 4	<b>Friday-Friday</b>	<b>Schedule for Block I Classes</b>
11	<b>Monday</b>	<b>CLASSES BEGIN FOR ALL STUDENTS</b>
11-15	<b>Monday-Friday</b>	Registration continues 8:30 a.m. - 5:00 p.m.
12	Tuesday	Freshman Faculty Meeting 11:00 a.m. Little Theatre  Service - Learning Lyceum Services for Faculty Service - Learning 11:00 a.m.
18	<b>Monday</b>	<b>Dr. Martin Luther King, Jr. Birthday Holiday</b> (February 18) Service-Learning and Leadership Development Spring Day of Service
19	<b>Tuesday</b>	<b>Classes resume- 8:00 a.m.</b> <b>All College Assembly</b> Dr. Martin Luther King, Jr. Commemorative Program 11:00 a.m. Antisdel Chapel  <b>Last day for Freshman Institute students to register and add classes</b> <b>Last day to add a Block I class</b> <b>LAST DAY TO DROP A BLOCK I CLASS AND RECEIVE MONETARY ADJUSTMENT; HEREAFTER STUDENTS WILL BE ASSIGNED A “WC” IN BLOCK I CLASSES THAT ARE DROPPED</b>  Academic Probation Meeting 11:00 a.m. Swinton Campus Center
19-22	<b>Tuesday-Friday</b>	<b>Registration continues for returning, readmitted, and transfer students</b> <b>8:30 a.m. – 5:00 p.m.</b>
21	<b>Thursday</b>	<b>Meetings of the Academic Schools</b> <b>11:00 a.m.</b>

		<b>Mandatory Meeting for All Residential Students</b> 7:00 p.m.—Females 8:00 p.m.—Males Antisdel Chapel
22	Friday	<b>Last day for returning, readmitted and transfer students to register and add classes</b> <b>Last day to apply for May graduation</b> KAPLAN GRE Workshop 9:30 a.m. Starks Hall (See Feb. 10). <b>Reconciliation Reports for Prospective May Graduates are due in the Office of Academic Affairs and the Registrar's Office</b>
24	Sunday	<b>Worship Service</b> <b>11:00 a.m, Antisdel Chapel</b>
25	Monday	Summer Internships/Jobs Fair 11:00 a.m.
26	Tuesday	<b>Freshman Institute and Academic Schools' Meeting with Freshmen</b> <b>11:00 a.m. —Locations TBA</b> Service—Learning Lyceum Series for Faculty Service-Learning and Leadership Development 11:00 a.m.
27	Wednesday	<b>Classes will be held as usual for Student Research Presentation Day</b> <b>10:00 a.m. -4:00 p.m.</b>
28	Thursday	<b>Academic Schools' Meeting with Sophomores, Juniors and Seniors</b> <b>11:00 a.m. —Locations TBA</b>
29	Friday	Governmental Sponsored Programs Forum 1517 Gregg Street 3:00 p.m. to 5:00 p.m.
31	Sunday	<b>Worship Service</b> <b>11:00 a.m. Antisdel Chapel</b>

♦♦♦♦ FEBRUARY 2016 ♦♦♦♦

1-29	Monday-Monday	<b>Black History Month</b> Sexual Responsibilities Awareness Month Activities Counseling & Testing Services
2	Tuesday	<b>All College Assembly</b> <b>Black History and Culture Commemoration Program</b> <b>11:00 a.m. Antisdel Chapel</b>
4	Thursday	Departmental Meetings 11:00 a.m. <b>FAFSA Workshop</b> <b>Complete your 2015-16 FAFSA today</b> <b>9:00 a.m.-12:00 noon and 1:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats</b> Institutional Academic Scholarships Meeting 11:00 a.m. Antisdel Chapel Summer Internships/Job Fair 11:00 a.m. On-line

5	Friday	<b>Last day to move out of the dorm and receive a monetary adjustment</b> Governmental Sponsored Programs Forum 1517 Gregg Street --3:00 p.m. to 5:00 p.m.
4-6	Thursday-Saturday	Mid-Term for Block I Courses
7	Sunday	Worship Service Black History Month 11:00 a.m. Antisdel Chapel
9	Tuesday	<b>All College Assembly</b> <b>Black History and Culture Commemoration Program</b> <b>11:00 a.m. Antisdel Chapel</b>  <b>Black History Teleconference Reception and Dinner</b> <b>6:30 p.m. - Embassy Suites Hotel</b>
10	Wednesday	<b>Black History Teleconference</b> <b>8:00 a.m. - 3:30 p.m.</b>
11-12	Thursday-Friday	<b>Mid-Winter Meeting of the Board of Trustees</b>
11	Thursday	Freshman Faculty School Meeting (Business and Economic) 11:00 a.m. Duckett Hall 104  Freshman Faculty School Meeting (STEM) 12:00 noon Duckett Hall 104  <b>FAFSA Workshop</b> <b>Complete your 2016-2017 FAFSA today</b> <b>9:00 a.m.-12:00 noon and 1:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats)</b>
12	Friday	Benedict College Annual Career and Education Fair 10:00 a.m. –Swinton Campus Center
13	Saturday	<b>Third Annual Jubilee Choir Workshop and Concert Antisdel Chapel-3:00 p.m.</b>
14	Sunday	Worship Service Black History Month 11:00 a.m. Antisdel Chapel
16	Tuesday	<b>All College Assembly</b> <b>Black History and Culture Commemoration Program</b> <b>11:00 a.m. Antisdel Chapel</b>  Job Readiness "Dress for Success" 12:00 noon –TBA
16	Tuesday	Academic Advising Center Evening with Advisors (Faculty Advisors are Invited) 5:30 p.m. –Swinton Campus Center
18	Thursday	<b>Faculty Forum</b> <b>11:00 a.m. Little Theater</b>  Job Readiness Workshop on "Resume Writing" 11:00 a.m. Starks Hall
19	Friday	<b>Last day to drop a Block I class</b> <b>Last Day to Submit Service-Learning Registration Forms</b>  National RHA Appreciation Day
20	Saturday	Reading Day! Read African American History and Culture!  <b>Reading Day/Instructional Day (Make-up tests, review sessions, blended classes, study sessions, and on-line</b>

		<b>submission of assignments, as scheduled by faculty for M W F and Continuing Education classes and other preparatory activities for midterm</b>
22-26	Monday-Friday	School of Honors Week
21	<b>Sunday</b>	<b>Worship Service</b> <b>11:00 Antisdel</b>
22	Monday	School of Honors Induction Rehearsal 3:00 p.m. – 4:00 p.m. Antisdel Chapel
23	<b>Tuesday</b>	<b>All College Assembly</b> <b>Black History and Culture Commemoration Program</b> <b>School of Honors Induction Ceremony</b> <b>11:00 a.m. Antisdel Chapel</b>
24	Wednesday	Study Nights BC CARES 6:00 p.m. – 10:00 p.m
25	Thursday	Meetings of the Academic Schools 11:00 a.m.
25	Thursday	<b>FAFSA Workshop</b> <b>Complete your 2016-17 FAFSA today</b> <b>9:00 a.m.-12:00 noon and 1:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats)</b>
25-March 3	<b>Thursday-Thursday</b>	<b>Midterm Examinations</b> <b>(No extra curricula activities)</b> <b>Final Examinations for Block I Courses</b>
29 – May 6	<b>Monday-Friday</b>	<b>Pre-registration for Fall Semester 2016</b>
27	<b>Saturday</b>	<b>Twenty-Seventh Annual H A R A M B E E Festival 9:30 a.m. - 5:30 p.m. -- HRC Arena</b>
28	<b>Sunday</b>	<b>Worship Service</b> <b>11:00 a.m. Antisdel Chapel</b>  <b>7th Annual H A R A M B E E Festival Community Choir Concert</b> <b>4:00 p.m. – HRC Arena</b>

◆◆◆◆ MARCH 2016 ◆◆◆◆

1-31	<b>Tuesday-Thursday</b>	<b>Women’s History Month</b> Women's History Month Observance Display <i>Learning Resources Center Month</i>
1-31	<i>Tuesday-Thursday</i>	<i>National Nutrition Month</i>
1-31	<i>Tuesday-Thursday</i>	<i>Professional Social Work Month</i>
1-31	<i>Tuesday-Thursday</i>	<i>All College Assembly</i> <i>Women’s History Month</i> <i>11:00 a.m. Antisdel Chapel</i> <i>Freshman Faculty School Meeting (HASS) and (EHHS)</i> <i>12:00 noon FAHC 204</i>
3	<b>Thursday</b>	<b>Departmental Meetings</b> <b>FAFSA Workshop (Complete your 2016-17 FAFSA)</b>
3	<b>Thursday</b>	<b>9:00 a.m.-12:00 noon and 1:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats)</b>
4	<b>Friday</b>	<b>Midterm grades are due by 5:00 p.m.</b> <b>Final Grades are due for Block I courses by 5:00 p.m.</b>
4-6	Friday-Sunday	Service-Learning and Leadership Development Alternative Spring Break Project
7-11	<b>Monday-Friday</b>	<b>Spring Break</b>



14	Monday	<b>Classes Resume-8:00 a.m.</b>
14-May 6	Monday-Friday	<b>Block II Class Schedule</b>
14-18	Monday-Friday	Sister Pride Week Service - Learning and Leadership Development Program
15	Tuesday	<b>Faculty Forum</b> <b>11:00 a.m. Little Theater</b> Financial Aid and Scholarship <b>(FAFSA 2016-2017 Priority Funding Deadline</b> <b>Academic Probation Meeting</b> <b>11:00 a.m.-Little Theater</b>
16	Wednesday	<b>Job Readiness Workshop on "Dress for Success"</b> 11:00 a.m. Swinton Campus Center
17	Thursday	<b>Founder's Day</b> <b>Convocation 11:00 a.m.</b> <b>FAFSA Workshop</b> Complete your 2016-17 FAFSA today 9:00 a.m. – 12:00 noon and 1:00 p.m.-4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)
19	Saturday	<b>Founder's Day Rally</b> <b>11:00 a.m. - Antisdel Chapel</b>
20	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
21	Monday	<b>Last day to add a Block II class</b> <b>LAST DAY TO DROP A BLOCK I CLASS AND</b> <b>RECEIVE MONETARY ADJUSTMENT; HEREAFTER</b> <b>STUDENTS WILL BE ASSIGNED A "WC" IN BLOCK I</b> <b>CLASSES THAT ARE DROPPED</b> 6th Annual Transportation Summit Doctor's Circle 9:00 a.m. to 5:00 p.m.
21-24	Monday-Thursday	<b>Dimensions in Meaning Week</b>
22	Tuesday	<b>All College Assembly</b> <b>Dimensions in Meaning</b> <b>11:00 a.m. Antisdel</b>
23	Wednesday	<b>FAFSA Workshop</b> Complete your 2016-17 FAFSA today 9:00 a.m.-12:00 noon and 1:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)
24	Thursday	<b>All College Assembly</b> <b>Dimensions in Meaning</b> <b>11:00 a.m. Antisdel</b> Financial Aid Exit Loan Counseling for Spring Graduates 3:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall) QSI Meeting with Sophomores 12:00 Noon - B C CARES
25-28	Friday-Monday	<b>Easter Holiday</b>
29	Tuesday	<b>CLASSES RESUME</b>
31	Thursday	<b>Meetings of Academic Schools</b>
31-April 3	Thursday-Sunday	<b>Alumni Spring Meeting</b> <b>Greenville, South</b> <b>Carolina</b>

◆◆◆◆ APRIL 2016 ◆◆◆◆

1-30	Friday-Saturday	"Alcohol Awareness Month" Activities Counseling and Testing Services Stress Awareness Month
1-30	Friday-Saturday	National Community Service Month
1-30	Friday-Saturday	Student Affairs Month
1	Friday	Financial Aid Exit Loan Counseling for Spring Graduates 3:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)
2	Saturday	Service - Learning and Leadership Development Leadership Benedict 7:00 a.m. - 3:00 p.m. Fort Jackson
3	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
4-8	Monday-Friday	<b>Science and Technology Week</b>
5	<b>Tuesday</b>	<b>All College Assembly</b> Science and Technology 11:00 a.m. Antisdel Chapel
6-8	<b>Wednesday-Friday</b>	<b>Mid-Term for Block II Courses</b>
7	<b>Thursday</b>	Faculty/Staff Meeting 11:00 a.m. Antisdel Chapel  Faculty Forum (if necessary) 12:00 noon Antisdel Chapel Financial Aid Exit Counseling for Spring Graduates 3:00 p.m. – 4:00 p.m. Financial Aid Computer Lab (Bacoats Hall)
7	Thursday	Governmental Sponsored Programs Forum 1517 Gregg Street 3:00 p.m. to 5:00 p.m.  Job Readiness Workshop on "Interviewing Skills" 11:00 a.m. Swinton Campus Center
9	<b>Saturday</b>	<b>Spring Open House and High School Visitation Day 10:00 a.m.</b>  <b>Spring Football Game</b> <b>2:00 p.m. Charlie W. Johnson Stadium</b>
10	Sunday	Worship Service 11:00 a.m. Antisdel Chapel
11-16	Sunday-Saturday	National Association for the Education of Young Children's Week
11-15	<b>Monday-Friday</b>	<b>Tiger Fest</b>
12	Tuesday	Academic Probation Management Meeting 11:00 a.m. Little Theatre  Freshman Institute Attendance Meeting 12:00 noon –Swinton Campus Center
13	<b>Wednesday</b>	Job Readiness Workshop on "Job Search Techniques" 11:00 a.m. Swinton Campus Center  <b>Charter Day Awards Dinner</b> <b>6:30 p.m. Columbia Metropolitan Convention Center</b>
14-15	<b>Thursday-Friday</b>	<b>Annual Meeting of the Board of Trustees</b>

14	Thursday	Deadline for Financial Aid Exit Loan Counseling for Spring Graduates 3:00 p.m. - 4:00 p.m. Financial aid Computer Lab (Bacoats Hall) Departmental Meetings-11:00 a.m. Service - Lyceum Series for Faculty Service – Learning Leadership Development 11:00 a. m.
15	Friday	Book Orders are due in the Bookstore for the Fall and Summer Sessions
16	Saturday	<b>Reading Day/Instructional Day</b> for MWF, /or TR classes. (review sessions, study sessions, make-up tests as scheduled by faculty, meeting of blended classes, and submission of assignments on-line). <b>21st Annual Service Learning PLUS Day</b> Preparation for Leadership and Unity through Service (A Benedict College Day of Service) 7:00 a.m. - 2:00 p.m.
17	Sunday	Worship Service 11:00 a.m.- Antisdel Chapel
18-22	Monday-Friday	Pre-Examination Week No extra-curricula activities
18-22	Monday-Friday	<b>Community Life Week</b>
20	Wednesday	Concert Band Annual Spring Concert 5:00 p.m.-Little Theater
21	Thursday	Mandatory Meeting for All Residential Students 7:00 p.m.—Females 8:00 p.m.—Males Antisdel Chapel
22	Friday	<b>Last day to drop a class in the regular session Last day to drop a Block II course</b> <b>Last day to officially withdraw from the College</b> <b>Honors Contract Completion Forms due for graduating Seniors – 5:00 p.m.</b>
22; 25-26	Friday; Mon.-Tuesday	<b>Senior Examinations</b>
24	Sunday	Community Life Week Worship Service 11:00 a.m.- Antisdel Chapel
25	Monday	<b>Athletics</b> <b>Banquet 6:00 p.m. TBA</b>
26	Tuesday	Last day for students to submit Service-Learning Attendance Logs
27	Wednesday	<b>Last day of regular classes</b> <b>Last day for removing incompletes and changing grades, posting of transfer credits to students' transcripts for students not graduating in May 2016</b> Study Night- BC CARES 6:00 p.m. – 10:00 p.m.
28	Thursday	<b>Reading and Instructional Day</b> Study Night- BC CARES 6:00 p.m. – 10:00 p.m. <b>Grades are due for graduating Seniors – 5:00 p.m.</b>
29-30; May 2	Fri.-Sat.; Mon	<b>Common Final Examinations for all students</b> <b>8:00 a.m. – 6:00 p.m.</b>

◆◆◆◆ MAY 2016 ◆◆◆◆

1-31	Sunday-Tuesday	National Mental Health Month National Physical Fitness Month
1	Sunday	<b>Baccalaureate Service</b> <b>10:00 a.m. Antisdel Chapel</b>
3-6	Tuesday-Friday	<b>Final Examinations</b>
3	Tuesday	<b>Service - Learning Spring Report to the Faculty</b>
6	Friday	<b>Commencement Rehearsal (All Graduates)</b> <b>11:00 a.m. – Charlie W. Johnson Stadium</b> Twenty-seventh Annual School of Honors Capstone Ceremony 4:00 p.m. Swinton Campus Center
7	Saturday	<b>Spring Commencement Convocation</b> <b>9:00 a.m. - Charlie W. Johnson Stadium</b>
7	Saturday	Last Day in Dormitories for Non-Graduates 6:00 p.m.
8	Sunday	Last Day in Dormitories for Graduates 12:00 noon
9	Monday	Final deadline for all grades to be submitted 5:00 p.m.
10-11	Tuesday-Wednesday	End-of-the-Year Institute
12	Thursday	<b>Faculty and Staff Honors Program</b> <b>12:00 noon – Antisdel Chapel</b> Faculty Clearance

◆◆◆◆ SUMMER SCHOOL SCHEDULE ◆◆◆◆

SUMMER SESSION I - 2016  
MAY 2016

23	Monday	Residence Halls and Welcome Center open for Summer Session I <b>Registration for Summer Session I</b> <b>9:00 a.m. - 4:00 p.m. – B C CARES</b>
24	Tuesday	<b>Classes Begin</b> <b>Classes meet Monday-Thursday</b> <b>Blended classes and review sessions are scheduled for Friday as needed</b>
30	Monday	<b>Memorial Day Holiday</b> <b>No classes scheduled</b>
31	Tuesday	<b>Classes Resume</b> <b>Last day to register for Summer Session I</b> <b>Last day to add a course</b> <b>Last day to drop a course and receive a refund; hereafter students will receive a “WC” in all classes that are dropped.</b>

◆◆◆◆ JUNE 2016 ◆◆◆◆

10	Friday	Instructional Day (Make-up tests, study sessions, submission of assignments on-line, meeting of blended classes as needed; etc. Faculty will schedule classes as appropriate).
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12-15 (Revised)	Sunday-Wednesday	Board of Trustees Annual Retreat
16	Thursday	Last day to drop a class
18	Saturday	Tiger Prep Recruitment and Orientation 8:30 a.m. Swinton Campus Center Last day to officially withdraw from the College
20	Monday	Last day of classes
21	Tuesday	Final Examinations
22	Wednesday	Final grades due by 12:00 noon Faculty Clearance 12:00 noon - 5:00 p.m.

<p align="center"><b>SUMMER SESSION II - 2016</b> <b>JUNE 2016</b></p>
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22	Wednesday	Residence Halls open for Second Session of Summer School 8:30 a.m. - 4:00 p.m. – B C CARES <b>Registration for Summer Session II</b> 9:00 a.m. - 4:00 p.m.
23	Thursday	<b>Classes Begin</b> <b>Classes meet Monday-Thursday</b> <b>Blended classes and review sessions are scheduled for Friday as needed</b>
25	Saturday	Tiger Prep Recruitment and Orientation 8:30 a.m. Swinton Campus Center
30	Thursday	Annual Giving Campaign
Ends June 27-30	Monday-Thursday	Registration Continues
30	Thursday	Last day to register and add a class  Last day to drop a class and receive a refund; hereafter students will receive a "WC" in all classes that are dropped.  FAFSA completion Deadline for Tuition Remission Employee and Dependent Only  FAFSA completion Deadline for South Carolina Tuition (SC residents Only) Grant

<p align="center">◆◆◆◆ JULY 2016 ◆◆◆◆</p>
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1-4	Friday-Monday	<b>Independence Day Holiday Observed</b> No classes held
5	Tuesday	<b>Classes Resume</b>
8	Friday	Instructional Day (Make-up tests, study sessions, etc.)
16	Saturday	Tiger Prep Recruitment and Orientation 8:30 a.m.
18	Monday	Last day to drop a class Last day to officially withdraw from the College
20	Wednesday	Last Day of Classes
21	Thursday	Final Examinations
22	Friday	Final grades due by 12:00 noon Faculty Clearance 12:00 noon - 5:00 p.m. Last day for students in the dormitories-- 6:00 p.m.

## INTRODUCTION

### A BRIEF HISTORY OF BENEDICT COLLEGE

**BENEDICT COLLEGE**, originally Benedict Institute, was founded in 1870 under the auspices of the American Baptist Home Mission Society. Mrs. Bathsheba A. Benedict of Pawtucket, Rhode Island, provided financial support for the establishment of Benedict. Adding to a small bequest from her husband, Mrs. Benedict provided \$13,000 towards the purchase of an eighty-acre plantation near Columbia, South Carolina, as the site for a new school for the recently emancipated people of African descent. Benedict Institute set out from humble beginnings in a dilapidated former slave master's mansion to prepare men and women to be "powers for good in society."

During the first quarter century of its existence, Benedict Institute's educational programs addressed the severely limited economic and social conditions of the black population in the South. The Institute's original objective was to train teachers and preachers, and its first curriculum included, of necessity, reading, writing, spelling, arithmetic, and religion. Later, the curriculum was expanded to include the traditional college disciplines and an industrial department offering carpentry, shoemaking, printing, and painting.

On November 2, 1894, the institution was chartered as a liberal arts college by the South Carolina Legislature and the name "Benedict Institute" was changed to "Benedict College".

From its founding to 1930, Benedict College was led by a succession of northern white Baptist ministers and educators. The year 1930 signaled the succession of African-American presidents at the College.

Through the scope and depth of its varied programs and services, the College maintains a liberal arts tradition while meeting complex societal demands. The College currently offers bachelor degree programs in thirty-three major areas of study. Benedict College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Benedict College. The College's Social Work Program is accredited by the Council on Social Work Education; the School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) [www.ncate.org](http://www.ncate.org); this accreditation covers initial teacher preparation programs at Benedict College. The Environmental Health Science Program is accredited by the National Environmental Health Science and Protection Accreditation Council; the Recreation and Leisure Services Program is accredited by the National Recreation and Park Association (in association with the American Association for Leisure and Recreation); the School of Business and Economics is accredited by the Association of Collegiate Business Schools and Programs; and the Child Development Center is accredited by the National Association for the Education of Young Children. The School of Continuing Education was initiated spring 2006.

Benedict College is engaged in a strategic planning process which is guiding us in the twenty-first century. The enrollment goal of "2000 by the Year 2000" set in 1994 was met four years in advance, with a fall semester 1996 enrollment of 2,138 students. The fall 2011 enrollment reached a record high of 3,223.

The College has experienced an extensive campus improvement plan which included land acquisition and the construction of a comprehensive athletics complex. Campus facilities improvements over the past twenty years have included installation of air-conditioning, fire sprinkler systems, and security systems in residence halls; completion of an activities field and a community park; renovation of Bacoats Hall, Alumni Hall and historic Antisdel Chapel and restoration of historic Morgan, Pratt, and Starks Halls. During this period, new construction has included three residence halls, a parking garage, a campus center/dining hall, which has recently been enlarged and renovated, an Administration Building, a Business Development Center, a football stadium, a College Bookstore, and perimeter fencing. Facilities were acquired and renovated to house the Child Development Center, a fitness center, the Community Development/Government Sponsored

Programs, a Visitors Center, the Environmental Health Science and Environmental Engineering programs, and the School of Continuing Education. Three apartment complexes have been purchased for student housing. As a part of the College's community development thrust, more than 50 dilapidated properties in the adjacent community have been renovated.

During the past 15 years, Benedict College through, its not for profit Benedict-Allen Community Development Corporation, has built or renovated 22 homes at a cost of more than \$3.5M. The CDC and college have completed construction of a community recreational park at a cost of more than \$1.1 million and constructed a \$2.7 million, 25,000 sq. ft. Business Development Center. The CDC has acquired 30 substandard or vacant houses and lots for redevelopment, they have also offered housing, credit counseling, financial literacy services, job training and placement services to more than 2,500 low-income individuals during this period. The CDC provides small business loans to area businesses in a 7-county area through the revolving loan fund to promote economic development. The college and the CDC partnered to develop a 3,800 sq. ft. community learning center, which provides public access computing for students and community residents.

Finally, Benedict College, through its partnership with the CDC, recently renovated a 1,800 sq. ft. house located in the community for use as a campus police station, and they have implemented a community policing program that serves the campus and area residents promoting safety and security throughout the Waverly-Read Street community that surrounds the college's campus. To accomplish these tasks, the Benedict-Allen CDC staff has worked with the college to attract approximately \$12 million in public and private financing to fund the college's community development projects over the past decade.

The College is celebrating 145 years of providing quality education to its students and meritorious service to this community. Over the years, the graduates of this institution have succeeded in all areas of human endeavor. The successful graduates are the most important part of the success story of this institution.

Benedict College is a place where "Learning To Be the Best: A Power For Good in the Twenty-First Century" characterizes its commitment to quality and continuous improvement in its role as one of the nation's premier historically Black Colleges.





**PRESIDENTS OF BENEDICT COLLEGE**

Timothy L. Dodge, D.D.	1871-1876
Lewis Colby, D.D.	1876-1879
E. J. Goodspeed, D.D.	1879-1882
Charles E. Becker, D.D.	1882-1895
Abraham C. Osborn, D.D., L.L.D.	1895-1911
Byron W. Valentine, A. M.	1911-1921
Clarence B. Antisdell, D.D., L.L.D.	1921-1930
John J. Starks, A.B., A.M., D.D., L.L.D.	1930-1944
John A. Bacoats, A.B., A.M., B.D., D.D., L.L.D	1944-1965
Benjamin F. Payton, B.A., B.D., M.A., Ph.D.	1967-1972
Henry Ponder, B.S., M.S., Ph.D.	1973-1984
Marshall C. Grigsby, B.A., Th.M., D.Mn.	1985-1993
David H. Swinton, B.A., M.A., Ph.D.	1994-Present

**ACTING/INTERIM PRESIDENTS OF BENEDICT COLLEGE**

T. J. Hanberry, A.B., M.S., Ped.D.	1965-1967
Luns C. Richardson, A.B., M.A., Ped.D.	1972-1973
Betty S. Shearin, B.S.	1984-1985
Ruby W. Watts, B.A., M.A., Ph.D.	1993-1994

**ACCREDITATIONS**

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

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs at Benedict College.

The Social Work program is accredited by the Council on Social Work Education (CSWE).

The Environmental Health Science Program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).

The Child Development Center is accredited by the National Association for the Education of Young Children (NAEYC) and the South Carolina Independent School Association.

The Recreation and Leisure Services program is accredited by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions.

The Art Program is accredited by the National Association of Schools of Art and Design (NASAD).

The School of Business and Economics is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Documents describing accreditation may be reviewed upon request in the President’s Office or the Office of Academic Affairs.



## MEMBERSHIPS AND AFFILIATIONS

Association of Governing Boards of Universities and Colleges (AGB)

American Association of University Women (AAUW)

Council for Higher Education Accreditation (CHEA)

Institute of International Education

National Association for Equal Opportunity in Higher Education (NAFEO)

National Association of Independent Colleges and Universities (NAICU)

Sigma Xi, The Scientific Research Society

South Carolina Association of Colleges and Universities

South Carolina Association of Developing Colleges

South Carolina Chamber of Commerce

South Carolina Higher Education Foundation (Harry M. Lightsey Jr. Society)

South Carolina Independent Colleges and Universities

The College Board

## CAMPUS

Benedict College is located in the heart of Columbia, South Carolina, the State's capital city. The campus occupies approximately one hundred acres of land. Additionally the College's land occupation expands to nearly 244 acres when all residential and life complexes and lots are included. Approximately twenty acres lie within an area bordered by Taylor, Harden, Laurel and Oak Streets, and is referred to as the "Main Campus." A ten acre area of College facilities is located east of Oak Street, bordered by Taylor, Oak, and Richland Streets, as well as Two Notch Road. A new athletic complex has been constructed on approximately sixty acres of land on Two Notch Road. The ten-acre area and the sixty-acre site are referred to as the "East Campus." The English Meadows Apartment Complex for students occupies ten acres north of the campus off Farrow Road. The College also owns the Bentley Courts and Courtyard West Apartments, the Center of Excellence facility off 1517 Gregg Street, the Child Development Center off 1608 Westminster Street and the Business Development Center on 2601 Read Street. Presently, there are more than forty buildings on the combined campuses. Five categories of building usage on the main and extended campuses enable the College to operate programs and activities designed to achieve its mission of teaching, research, and service. The categories of usage are as follows: academic, administrative, residential, student support, and maintenance.

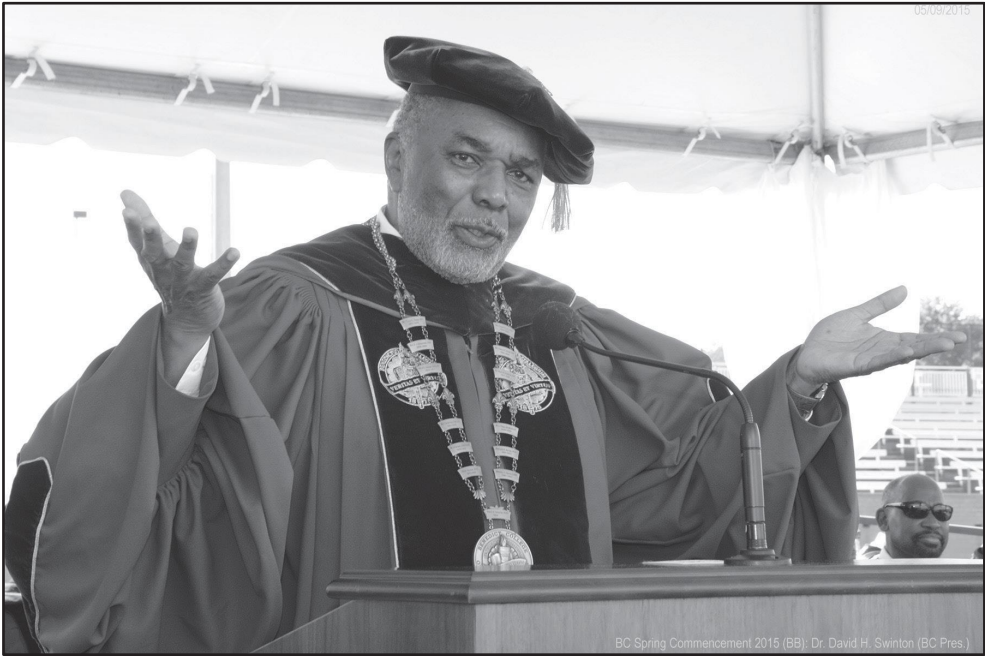
**ADMINISTRATION, FACULTY, AND STAFF**

Benedict College is governed by a self-perpetuating Board of Trustees. The Board makes a conscious effort to be as representative as possible and includes among its members qualified individuals representing higher education and the church, as well as business and community leaders, and student, faculty, and alumni members. The Board is assisted in its work by several standing committees.

The President of the College is the Chief Executive Officer of the College. He is appointed by the Board of Trustees and is charged with the day-to-day operation of the College. In carrying out his duties, the President is assisted by these principal administrators: the Executive Vice President; the Vice President for Academic Affairs; the Vice President for Business and Finance; the Vice President for Institutional Advancement; the Vice President for Student Affairs; and the Athletics Director.

Faculty members are appointed to one of eleven academic departments as well as to certain administrative or non-teaching positions. They are further classified by rank and may earn tenure after satisfying certain conditions of service and on recommendation by the President and approval by the Board of Trustees. Most faculty appointments are for an academic year.

Non-teaching staff members serve in professional, clerical, or technical positions and are usually appointed for a period of nine to twelve months.



BC Spring Commencement 2015 (BB); Dr. David H. Swinton (BC Pres.)

# ADMISSIONS POLICY

**BENEDICT COLLEGE** gives serious consideration to every applicant who is committed to taking full advantage of the opportunity it provides him/her to obtain a college education. The College makes its educational opportunities available to all such applicants interested in participating in its programs. However, each applicant must provide evidence of a reasonable probability of success in college before he/she can be admitted as a regular student. The College reserves the right to deny admission to any applicant it judges unlikely to benefit from its programs.

## ADMISSION TO THE COLLEGE

Applicants may gain admission to the freshman class by meeting the following requirements:

1. Hold a diploma from a high school that is accredited by a state or regional accrediting agency or its equivalent (GED). The College recommends that students earn units from the college preparatory track.
2. Earn at least a 2.0 cumulative grade point average on a 4.0 scale in high school and meet one of the following requirements:
  - a. Earn 750 on the SAT (combination of critical reading and math) or 15 composite on the ACT
  - or**
  - b. Be ranked in the top 75% of the graduating class.
3. Possess a General Education Development Examination (GED) State Certificate.

Applicants who meet requirement #1 under Admissions, but do not meet requirements 2, 2a, or 2b may be granted admission in cases of special circumstances (e.g. having earned a high school grade point average of 3.0 or higher on a 4.0 scale but having a SAT score of less than 750 or an ACT score of less than 15; or having earned a high school grade point average of less than 2.0 on a 4.0 scale but having a SAT score of 1000 or higher or an ACT score of 22 or higher). The Admissions Subcommittee will also determine the admissions status of students based upon case-by-case evaluations of their potential to succeed in college.

Students who successfully complete college courses at a technical college while in high school may receive college credits for courses listed below provided courses are not remedial and students receive grades of "C" or above. Students may also receive college credit for successfully completing one of the following College Board's Advance Placement (AP) courses and/or a high level International Baccalaureate (IB) Diploma offered in high school. Students must take AP exams and earn a score of 3 or higher; while students taking IB courses must earn a score of 4 or higher to receive college credits which include but are not limited to:

English	Biology	Psychology	Chemistry
Spanish	French	Music	History
Economics	Mathematics	Physics	

## Dual Enrollment for High School Students

Students enrolled in college courses while at a regionally accredited high school may enroll as a freshman student. Students must provide an official academic transcript from both institutions (high school and college). Students may receive college credits for these courses provided they are not remedial and students receive grades of "C" or better.

## TRANSFER STUDENTS

Applicants who have satisfactorily completed courses at a regionally accredited institution may be admitted to regular status under the following conditions:

1. Students who have completed an A.A. or A.S. degree program with a liberal arts background at a regionally accredited institution may transfer up to sixty-one (61) credit hours in which they earned a grade of "C" or above and the courses can be applied towards the students' declared majors. Additionally, students may transfer the number of hours for elective credit that may be transferred commensurate with the number of free electives required by the specific major program. College credits will not be allowed for remedial courses or courses of secondary school level.

2. The transfer applicant must be eligible to return to the college or university last attended. The transfer applicant will be considered for admission upon presentation of an official college transcript. Transfer students with fewer than 30 semester credit hours must meet the requirements specified for New Freshmen. At least 25% of semester credit hours counted toward graduation must be earned through instruction at Benedict College.
3. Credit will be given for transfer work in which the student received a grade of C or above. All transfer credits are subject to validation by the department chair, dean, and in some cases approval of the vice president for academic affairs. These credits must have been earned within the last 10 years prior to the date of transfer. Transfer credits more than 10 years old are subject to validation by the department chair and school dean, with approval of the vice president for academic affairs. College credit will not be allowed for remedial courses or courses of secondary school level. The College reserves the right to deny advanced standing on the basis of the transfer student's standing at the institution previously attended.
4. Transfer credit is not given for upper division courses taken at two-year colleges. A student cannot transfer credits from a two-year college to satisfy Benedict College requirements at the 300 and 400 levels.
5. Benedict College's academic program is offered through semester credit hours; therefore all quarter hours transferred to the College will be converted to semester credit hours at 2/3 the value (.66%) of the quarter hours. As a result, 4.5 quarter hours will be equivalent to 3.0 semester credit hours.

The amount of credit that Benedict College will allow for work done at another four-year college or university within a given period of time may not exceed the normal amount of credit that could have been earned at Benedict College during that time. Transfer students must also meet these requirements:

1. Students may transfer up to 61 semester credit hours from a two-year college which can be applied towards the students' declared majors. Additional hours may be transferred as electives commensurate with the number of electives required by the specific major program.
2. At least half of the courses in the major must be taken at Benedict College.



**AGREEMENT PROGRAMS with:**

Information regarding these agreements is available in the Office of the Registrar

Aiken Technical College Aiken, South Carolina	Piedmont Technical College Greenwood, South Carolina
Central Carolina Technical College Sumter, South Carolina	Spartanburg Technical College Spartanburg, South Carolina
Denmark Technical College Denmark, South Carolina	Technical College of the Low-Country Beaufort, South Carolina
Florence-Darlington Technical College Florence, South Carolina	Trident Technical College Charleston, South Carolina
Greenville Technical College Greenville, South Carolina	TriCounty Technical College Pendleton, SC
Horry-Georgetown Technical College Conway, South Carolina	Williamsburg Technical College Williamsburg, South Carolina
Midlands Technical College Columbia, South Carolina	York Technical College Rock Hill, South Carolina
Northeastern Technical College Cheraw, South Carolina	Williamsburg Technical College Williamsburg, South Carolina
Orangeburg-Calhoun Technical College Orangeburg, South Carolina	York Technical College Rock Hill, South Carolina

**TRANSIENT STUDENTS**

Transient students are required to submit a separate application for the academic semester or summer terms. Admission to course(s) for one semester or summer session(s) may be granted to students from other colleges and universities whose courses of study have been approved by their academic deans or registrars. Such students are referred to as “transient students”. “Transient students must present an Academic Course Approval letter or form from the attending institution indicating approval to take the course(s) listed. The students are responsible for requesting their transcripts from Benedict College to be forwarded to their respective institutions.

**INTERNATIONAL STUDENTS (FRESHMEN)**

Benedict College feels that cultural exchange is mutually beneficial. Therefore, the enrollment of students from other countries is encouraged. International applicants must demonstrate sufficient proficiency in English by taking the SAT (English-speaking countries) or TOEFL (non-English-speaking countries). The international student may be admitted by submitting the following documents to the Office of International Programs:

- A completed OIP on-line admissions application;
- A \$60.00 non-refundable application fee;
- Test scores (Country’s Examination Scores, SAT and/or TOEFL),
- Official high school transcript;
- Affidavit of support from sponsor and/or financial statement from sponsor;
- Two passport photos, and
- A copy of passport

All documents must be submitted by the application deadline for the semester in which the student wishes to enroll.

In addition to the admission requirements applicable to all native students, an international student must also satisfy all requirements as prescribed by the U.S. Immigration and Naturalization Service for approval to study in this country. Applicants from English-speaking countries must meet regular freshman admission requirements.

## **INTERNATIONAL STUDENTS (TRANSFER)**

Students transferring from another college in the United States must meet regular transfer requirements and complete a Student Transfer Information Form. Students transferring from a foreign country's college must have their transcripts translated into English by certified translators and evaluated by a United States evaluation service (i.e. WES or AACRO).

## **SPECIAL ADMISSIONS**

### **NON-DEGREE APPLICANTS**

Non-degree applicants are persons who wish to take selected college courses without the intent of completing a degree program. These are persons who wish to attend college for the purpose of upgrading employment skills, for transferring credits to meet certain certification requirements, or for personal interest and enjoyment. These persons will be listed as non-degree students. They will not be subject to the usual requirements for admission, but they must hold a high school diploma from a state or regionally accredited agency. Such students may later become candidates for a degree by meeting all entrance requirements, completing a change of status form, and receiving approval from the Office of Admissions and Student Marketing. Non-degree students will not be accorded the privilege of participating in intercollegiate athletics or other student activities unless the activity is academically related to the course work for which the student is enrolled. Non-degree students will be subject to the same rules and regulations governing class attendance, conduct and health as regular students.

### **EARLY ADMISSIONS**

High school students may request permission to take courses at Benedict College during the summer before their senior year and during their senior year. They receive regular college credits for courses they complete successfully.

### **READMISSION**

Former students who have not enrolled for one or more semesters (summer sessions excluded) must complete and file an application for readmission, which is available in the Office of Admissions and Student Marketing. The privilege of requesting readmission does not imply an obligation on the part of the College to grant the request. The College reserves the right to deny readmission, as warranted by policies and circumstances.

Applicants for readmission who have received credit from another college or university during their absence from Benedict College must submit official transcripts of such work to the Office of Admissions and Student Marketing and must be eligible to return to the transferring institution before admission consideration will be granted.

## **APPLICATION PROCEDURES**

Prospective students are urged to apply early—no later than May 1st for consideration for the fall semester or November 1st for the spring semester. However, applications are accepted on a space-available basis through the end of registration. The application procedures are as follows:

### **NEW FRESHMEN AND EARLY ADMISSION APPLICANTS**

1. Request an application from the Office of Admissions and Student Marketing, Benedict College, 1600 Harden Street, Columbia, SC 29204. Telephone number 1-800-868-6598 or 1-803-705-4910 or apply online at [www.Benedict.edu](http://www.Benedict.edu).
2. Return the completed application forms to the Office of Admissions and Student Marketing, with a non-refundable application fee of \$25.00 (certified check or money order).
3. Request that the high school principal, guidance counselor, or registrar mail to the College an official transcript through their junior year to include cumulative grade point average, class rank, if applicable, state's examination scores and a listing of enrolled courses during the senior year.



4. Tentative admission will be granted prior to the completion of high school, but it will be subject to the student's receipt of a valid state issued diploma from a state or regionally accredited high school, or its equivalent (GED). A complete and official transcript of all high school work must be received before admission is final.
5. Request that SAT and/or ACT scores be sent to Benedict College: The Code numbers are SAT (5056) and ACT (3834). Should these tests not be offered at a local high school, contact the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 for further information on testing dates and sites. Applicants are accepted on a first-come, first-served basis, until the freshman class is full.

## **TRANSFER STUDENTS**

1. Request an application from the Office of Admissions and Student Marketing, Benedict College, 1600 Harden Street, Columbia, SC 29204. Telephone number is 1-800- 868-6598 or 1-803-705-4910 or apply online at [www.Benedict.edu](http://www.Benedict.edu).
2. Return the completed application form to the Office of Admissions and Student Marketing, with the non-refundable application fee of \$25.00 (certified check or money order).
3. Request that official high school and college(s) transcript(s) of academic records be mailed to the Office of Admissions and Student Marketing. All transcripts must be received in the Office of Admissions and Student Marketing before admissions consideration will given.

**NON-DEGREE STUDENTS** Request an application from the Office of Admissions and Student Marketing, Benedict College, 1600 Harden Street, Columbia, SC 29204; apply online at [www.Benedict.edu](http://www.Benedict.edu) or call 1-800-868-6598 or 1-803-705-4910.

1. Return the completed application to the Office of Admissions and Student Marketing, with the non-refundable application fee of \$25.00 (certified check or money order).
2. Request that official high school and college transcripts of academic records be mailed to the office of Admissions and Student Marketing.
3. Request that General Education Development Examination (GED) scores be sent directly from the state testing center to the Office of Admissions and Student Marketing.

## **READMITTED STUDENTS**

1. Submit to the Office of Admissions and Student Marketing a completed application for readmission to the college.
2. Applicants for readmission who have attended another college or university during their absence from Benedict College must submit official transcript(s) of such work to the Office of Admissions and Student Marketing Office before consideration will be given.
3. Previously enrolled students are eligible for readmission provided they made satisfactory academic progress while enrolled at the College or were eligible to return to the last college/ university in which they were enrolled. Students who do not meet these conditions may appeal to the Satisfactory Academic Progress Committee Admissions Subcommittee.
4. Previously enrolled students who did not meet Financial Aid Satisfactory Academic Progress (FA SAP) must appeal to the Satisfactory Academic Progress Committee Financial Aid Committee to regain financial aid eligibility.

## **TRANSIENT STUDENTS**

1. Request application from the Office of Admissions and Student Marketing, Benedict College, 1600 Harden Street, Columbia, SC 29204. Telephone number is 1-800-868-6598 or 1-803705- 4910, or apply online at [www.Benedict.edu](http://www.Benedict.edu).
2. Return the completed application form to the Office of Admissions and Student Marketing, with the non-refundable application fee of \$25.00 (certified check or money order).

3. Transient students must present an Academic Course Approval letter or form from the institution that they are attending indicating approval to take course(s) listed.
4. Return completed Consortium Agreement (if applicable) and a copy of an Academic Course Approval form from their home institution to the Office of Student Financial Aid.

## **SUMMER SCHOOL ADMISSION**

New students entering Benedict College for the first time in a summer term and who expect to continue to study toward a degree must submit an application specifying the summer term and meet the requirements for admission.

### **Notice of Acceptance**

The Office of Admissions and Student Marketing will notify applicants of action taken on their applications within two weeks after all required credentials have been received for evaluation. A tentative letter of acceptance will be sent to the applicant whose credentials are acceptable for admission or readmission to the College.

Upon receipt of a letter of acceptance, each applicant is required to deposit \$50 (certified check or money order) in the Office of Admissions and Student Marketing. This amount is a non-refundable administrative cost. The College cannot guarantee a place in the class for applicants who have not paid the admission fee.

Benedict College reserves the right to reject any applicant when, in the opinion of the Admissions Committee: (1) the student's credentials do not indicate a probability of success; (2) the College does not offer an appropriate curriculum that will satisfy the applicant's proposed professional objective; or (3) the student enrollment capacity of the College has been reached, and it is necessary to impose enrollment limitations. The College also reserves the right to consider factors other than the basic characteristics of academic competence to grant admission.

## **INFORMATION FOR VETERANS AND ELIGIBLE DEPENDENTS**

The Office of the Registrar and Student Records at Benedict College offers assistance and information on College programs and applications for education benefits to veterans and eligible dependents. The Office of the Registrar and Student Records certifies enrollment and transmits attendance records, degree requirements, and other information concerning veterans enrolled at Benedict College to the Veterans Administration. Admission to the College should be obtained before the student applies for veterans benefits. The appropriate application forms for benefits will be sent upon request by the Office of The Registrar and Student Records, or by may be obtained by visiting the Department of Veterans Affairs website at [www.G181LL.gov](http://www.G181LL.gov) or calling 1(888)142-4551 for further information on education benefits. Beginning students are urged to complete the necessary applications with the Department of Veterans Affairs at least eight weeks prior to enrollment. Upon receipt of the Certificate of Eligibility from the Department or Veteran Affairs, veterans must return it to the Office of the Registrar and Student Records to begin the certification process.

In order to be eligible for a full monthly allowance, a veteran must be registered for twelve or more credit hours per semester. Those registered for less than 12 semester credit hours are eligible for part-time compensation. Veterans are responsible for reporting any changes in enrollment status or other previously reported information to the Veterans Administration and to the Office of the Registrar and Student Records.

## **PROVISIONS FOR DISABLED AND SPECIAL NEED STUDENTS**

The College makes provisions to accommodate disabled and special need students, Facilities to accommodate students with physical handicaps include the Learning Resources Center, the Human Resources Center, the Fine Arts/Humanities Center, Mather Hall, Oak Street, Haskell Dormitories, Swinton Campus Center, the Mays Human Resources Center Arena, and the Milton Kimpson Center for Graduate Studies and Continuing Education. Services are available through the Office of the Coordinator of Special Student Services.



# OFFICE OF STUDENT FINANCIAL AID AND SCHOLARSHIPS

Benedict College maintains a well-staffed Office of Student Financial Aid and Scholarships (OSFA) that offers financial aid counseling to students and parents on the best way of financing their education at Benedict. The College also maintains a Student Financial Services Department that offers guidance on strategies or payment options to assist with financing a college education and loan repayment. Both offices welcome consultations with parent and students. They can be reached at 1-800-868-6598 or (803) 705-4418 / 705-4547.

The Office of Student Financial Aid and Scholarships is located in Bacoats Hall

## Office Hours

Monday & Wednesday 1:00 PM – 4:00 PM

Tuesday & Wednesday 9:00 AM – 12:00 PM

Friday by appointment only (call your counselor)

## Applying for Financial Aid

All students who wish to be considered for financial aid to help meet their college expenses are urged to submit all necessary applications by the College's priority funding date of March 15th. Applications received after March 15th including the (FAFSA) cannot be assured of consideration for priority funding and may not receive all possible funds available.

Students must complete a Free Application for Federal Student Aid (FAFSA) on line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or mail no later than June 15th to:

**Federal Student Aid Programs**  
**P.O. Box 4001**  
**Mt. Vernon, IL 62864-8601**

Each eligible student will receive an award letter specifying the amount of financial aid granted and the conditions of the award.

## Types of Financial Aid

The Office of Financial Aid is committed to assisting each student to find appropriate ways to finance their his/her Benedict education. The following information details the types of aid available, as well as steps to take to make the most of aid opportunities.

Benedict College offers both need-based student financial aid and merit-based assistance. Whether aid is need-based or merit-based, there are two distinctive types:

- **Gift Aid**
  - carries no repayment or service requirement - consists of typically of grants and scholarships
- **Self-Help**
  - requires repayment or service in return (typically loans and employment)

## Federal and State Financial Aid

The College participates in the following federal and state student financial aid programs:

- **Federal Pell Grant**- Available to all undergraduate students who have not earned a bachelor's degree and who meet the federal government's eligibility formula.
- **Federal Direct Stafford Loans**- Available to all students enrolled in a degree program who are US citizens or eligible non-citizens. The maximum loan amounts for an academic year are \$3500 for fresh-men, \$4500 for sophomores, \$5500 for juniors and seniors. Students considered to be independent of parental support for financial aid purposes qualify for increased loan amounts.
- **Federal Perkins Loan**- Funds from this program are made available to the students with exceptional need.
- **Federal Work Study**- Eligible students are awarded funds through this program. These students may work part-time on the campus and are paid for hours worked once a month. The program encourages community service work and work related to the student's course of study. The rate of pay set for work study jobs is at least the federal minimum wage. Higher wages may be set, depending upon the type of work to be performed and skill required.
- **Other Grants** – Benedict receives funds through the Federal Supplemental Educational Opportunity Grant programs. This fund is awarded to the neediest students who complete

their FAFSA applications by March 15th.

- **South Carolina Tuition Grant** (SCTG), South Carolina LIFE Scholarship Program, Palmetto Scholarship Program and SC HOPE Scholarship Program. The College also awards Benedict College Tuition Assistance Grant (BCTAG). This is a need-based institutional grant offered to students who have exhausted all other financial aid and outside resources.

Financial aid awards are based on need, merit, and Estimated Family Contributions (EFC), as determined by the Federal Student Aid Report and other State, Federal, and Institutional guidelines and regulations. Each eligible student who submitted a completed FAFSA will receive a Financial Aid package consisting of one or more of the following awards: grants, loans, work study, and scholarships. Students whose FAFSA forms are processed after March 15th may be processed for regular funding. Student Financial Aid awards may change pending FAFSA changes, completion of the verification process, outside scholarships, late acceptance and/or late enrollment to Benedict College and availability of funds.

Regardless of a family's ability to pay college costs, any degree seeking student who is a US citizen or an eligible non-citizen may be eligible to receive a federal student loan. For students with financial need determined by the FAFSA, the loan is subsidized, which means the federal government will pay the interest while the student is enrolled at least half time in school. Students who do not have financial need may borrow an unsubsidized loan. For these loans, the student is responsible for the interest while enrolled in school.

**SATISFACTORY ACADEMIC AND FINANCIAL AID PROGRESS**

All students must maintain satisfactory academic progress towards graduation as prescribed in the Satisfactory Academic Progress (SAP) scale (qualitative and quantitative).

Students who are placed on Academic Probation while receiving financial aid, will be placed on financial aid warning. Students will continue to receive financial aid while on financial aid warning. Students are required to sign an academic plan upon registration. Students who are placed on academic suspension while receiving financial aid, will also be placed on financial aid suspension. Students will not receive financial aid while on financial aid suspension. Students who have been placed on financial aid suspension may attend summer sessions pending successful administrative appeal; however, the students are not eligible for financial aid. Students are encouraged to attend summer school to improve their academic status; however, their cumulative SAP status will be evaluated based upon the last semester (fall or spring) in which they were enrolled. Students who meet cumulative SAP standards will be removed from probation. Those who do not meet cumulative SAP standards but achieve the standards included in their academic plan each semester(s) will remain on probation. Students who appeal academic and financial aid suspension must follow the SAP Appeals process. If the SAP appeals process removes a student's academic suspension, then the student's financial aid eligibility will be restored.

Transfer students who were in good academic standing at the college they previously attended will be eligible for financial aid. They will fall under the same satisfactory academic progress scale as current students.

All credits for new courses and for courses repeated in accordance with the academic standards may be counted towards the satisfactory academic progress standard.

**Satisfactory Academic Progress Scale (Quantitative)**

To maintain Satisfactory Academic Progress, a student must attempt and earn a minimum prescribed number of credit hours for each increment attempted while enrolled at the College. The incremental credit hours that must be earned are shown in the chart below.

Credit Hours Increment	Minimum Credit Hours Earned
32	21
64	42
96	63
128	84
160	106
192	128

**Satisfactory Academic Progress Scale (Qualitative)**

To maintain Satisfactory Academic Progress, a student must also earn a prescribed grade point average for each increment of credit hours earned at the College. The minimum required grade point averages are shown in the chart below.

Credit Hours Earned	Grade Point Average Required
1 – 34	1.5
35 – 59	1.6
60 – 84	1.8
85 – 111	1.9
112 – 132	2.0

**SATISFACTORY ACADEMIC PROGRESS POLICIES**

Students must achieve both the quantitative and qualitative standards listed in the College's Satisfactory Academic Progress scale. Students who fail to meet the Satisfactory Academic Progress standards and/or their academic plans will be subject to academic action according to the specifications described below for each category.

**PROBATION**

Students are placed on probation if they fail to meet the cumulative quantitative and qualitative progress scales listed above. All students placed on probation must participate in the Academic Probation Management Program (APMP). Students on probation may register for the number of semester credit hours that they and their advisors believe are achievable. While on probation, students are subject to the academic and co-curricular restrictions outlined in their individual academic plans. Students who meet the cumulative qualitative and quantitative standards outlined in the Satisfactory Academic Progress scale will be removed from probation. Students who do not meet SAP cumulative standards but achieve the rate of achievement written in their academic plans, will remain on probation. Students who achieve neither standard will be suspended.

If students are not enrolled the semester after being placed on probation, the one (1) semester probationary period will begin when the student returns to the College.

**SUSPENSION**

If, at the end of the probationary period, students have not achieved the cumulative qualitative and quantitative minimum indicated on the Satisfactory Academic Progress Scale and have not achieved the rate of achievement written in their academic plans, they are placed on suspension.

Students on suspension are ineligible to enroll for a minimum of one semester. Students suspended at the end of spring must sit out during the fall semester. Students suspended at the end of the fall semester, must sit out during the spring semester. Students have the right to appeal the process by which they were suspended. While the College encourages students on suspension and dismissal to take steps to improve their academic performance, the College will not accept transfer credits for courses taken at another college during the period that a student is on academic suspension or dismissal.

**DISMISSAL**

If students re-admitted after suspension fail to achieve the cumulative qualitative and quantitative minimum standards indicated on the Satisfactory Academic Progress Scale or achieve the rate of achievement written in their academic plans, the students will be dismissed from the College. Students have the right to appeal the process by which they were dismissed. If the appeal by dismissed students is not approved by the College, the affected students may apply for readmission only after a period of five years.

**READMISSION AFTER SUSPENSION OR DISMISSAL**

Students who wish to re-enroll after suspension or dismissal must apply for readmission to the College (Office of Admissions and Student Marketing) and appeal to the SAP committee by completing the appeal portion of the Readmit Application.

The privilege of requesting readmission does not imply an obligation on the part of the College to grant the request. The College reserves the right to deny readmission on the merits of the individual case or, if students are readmitted, to indicate the conditions under which they are to be readmitted.

Those applicants who have not been readmitted but who have attended another institution while on suspension or dismissal at Benedict College must submit official transcripts of such work to the Office of Admissions and Student Marketing before readmission consideration will be granted. The maximum time frame guidelines will be applied to these students if they used federal financial aid. However, the College will not accept transfer credits for courses taken at another college during the period that a student is on academic suspension or dismissal.

## **THE APPEALS PROCESS**

Students subject to academic actions have the right to appeal. The official letter of academic action from the Office of Registrar will inform students of their right to appeal impending academic action during the time period that allows a decision to be made for the applicable semester.

**The two categories of appeals by students are as follows:**

### **1. Those who have served their suspension or dismissal.**

At the end of the semester of their suspension, these students must appeal their academic status, reapply for admission, and after being readmitted, complete an academic plan during registration. The academic plan will spell out specifically the academic quantitative and qualitative performance students are required to meet during the ensuing semester or (semesters) in order to maintain academic eligibility.

The documentation that accompanies the appeals for these students will include:

(1) their explanation of why they failed to meet SAP standards, and (2) how they will perform better if readmitted.

### **2. Those who appeal their suspension or dismissal.**

These appeals along with supporting documentation must be submitted to the Vice President for Academic Affairs who will forward such requests to the College's Satisfactory Academic Progress (SAP) Appeals Committee for a decision.

These appeals are to be mailed to the Vice President for Academic Affairs at 1600 Harden Street, Columbia, SC 29204, and must include:

1. an explanation of the circumstances and how they affected your academic performance during the period you failed to meet SAP at Benedict College;
2. an explanation of what has changed in your situation that will allow you to make satisfactory academic progress at your next SAP evaluation; and
3. documentation to support and confirm the information stated in your appeal.

Once a decision is rendered, students will be notified in writing. Students may request an administrative appeal of the Committee's decision by providing evidence that all of their documentation was not considered or that the process was flawed. If the administrative appeal is upheld, the students are governed by the guidelines in effect for all students on probation.

## **ACADEMIC ACTION CYCLE**

When academic action is taken against students, they return to the College under probation. Students who return after suspension or dismissal must meet the terms of their academic plan or meet cumulative SAP standards. Students who subsequently meet Satisfactory Academic Progress standards will restart the Satisfactory Academic Progress cycle.

When academic action is taken against a student, he/she returns to the College under probation. Students who return after suspension or dismissal must meet the terms of their academic plan or meet cumulative standards. Students who subsequently meet SAP standards will restart the Satisfactory Academic Progress cycle.

## **DEFINITIONS**

- **Satisfactory Academic Progress** – The student's GPA meets or exceeds the GPA required for continuing enrollment and graduation; the student has attempted less than 150% of the credit hours required to complete his/her degree; and the student has completed 67% or more of his/her attempted hours.

- **Minimum cumulative grade-point average** – The grade-point average required for continuing enrollment or graduation.
- **Maximum timeframe** – The number of credit hours a student can attempt to complete his/ her degree, not to exceed 150% of the published time measured in credit hours.
- **Pace of completion** – The percentage of credit hours a student completed of the credit hours in which he/she was enrolled as of the last day to add.
- **Financial Aid Warning** – The status of a student who is not maintaining Satisfactory Academic Progress for the first time. The student is eligible to continue to receive aid for one term without appealing.
- **Financial Aid Probation** – The status of a student who is not maintaining Satisfactory Academic Progress and who successfully appeals. Eligibility for aid may be reinstated for one term.
- **Unsatisfactory Academic Progress** – The status of a student who is not maintaining Satisfactory Academic Progress (GPA, maximum timeframe and/or pace of completion), and who is not eligible for the status of Financial Aid Warning, and who has not successfully appealed to gain the status of Financial Aid Probation.

#### Special Notes

- **Withdrawal** - Students who withdraw from the College should understand their withdrawal may affect their eligibility for financial aid as determined by this satisfactory academic progress procedure. Students who unofficially withdraw or withdraw failing may have difficulty meeting the GPA requirement in this procedure.
- **Calculation** - When the grade is updated, the actual grade, credits attempted, and credits earned will be used to determine if the student is making satisfactory academic progress. In accordance with the College's academic policy, a grade of incomplete can be sustained for a maximum of one semester upon re-enrollment to the College.
- **Repeated Courses** - In accordance with the College academic policy, a student is permitted to retake courses. The highest grade earned and new hours earned from a repeated course will be used to determine eligibility in accordance with this procedure. The lowest grade and previous hours earned and hours attempted will remain but only the highest grade earned will be counted in the qualitative and quantitative measure of SAP. A repeated course will decrease a student's pace of completion (67%/150% FTE).



SCHEDULE OF EXPENSES

The current schedule of student expenses may be obtained from the Office of Student Financial Services or the College’s website.

ACCOUNT SETTLEMENT

Students may settle their accounts through Financial Aid and/or cash payments, cashier’s checks, credit cards, and money orders. Personal checks will be accepted provided the following information is printed on the check: complete address, home telephone number, work telephone number, and driver’s license number. The College also offers payment arrangements to further assist with account settlements.

The costs of attending Benedict College include, but are not limited to tuition, room and board, and fees assessed at the lowest possible level without sacrificing quality and excellence in the services provided. In estimating the total cost of expenditures for a college year, students should include the costs of books, supplies, travel, educational tools, and personal items in their financial packages.

The current costs for boarding and non-boarding students to attend Benedict College are published and distributed by the Office of Student Financial Services.

REFUNDS

A student is entitled to a refund once the student’s account reflects a credit balance. A credit balance is not created until most or all of the financial aid awarded is received by the College. The Assessment sheet received at registration is the expected credit balance you a student will receive once all funds are received by the College. This amount is subject to change if your the student’s financial aid award should change for any reason or any additional charges are assessed to your his/her account.

GENERAL REFUND POLICY

Refund checks are generated within 14 days of the date that the credit balance is created. Any amount refunded in excess of the student’s account credit balance because of subsequent adjustments is the responsibility of the student and any over payments will be due to Benedict College. Refund checks are generated in the student’s name unless it is a Parent PLUS Loan refund; then it is generated in the parent’s name and mailed to the parent. Students are not eligible for refunds from scholarships, any other institutional funds or, in most cases, outside scholarships unless authorized by the awarding agency.

If students withdraw from the College, officially or unofficially, they may be entitled to partial refund of tuition and/or room and board charges. This will depend on the date of the withdrawal in conjunction to the refund schedules listed below.

Students who withdraw from the College during the first five weeks after classes begin may be eligible for a partial refund of tuition and/or room and board charges. Refunds of tuition are calculated on the following scale:

Withdrawal during the

1st or 2nd week	80%	5th Week	20%
3rd Week	60%	6th Week or later	0%
4th Week	40%		

First time Student Refund

A refund is given to first-time students who withdraw before 10 weeks of the semester have elapsed for tuition, room and board. According to federal guidelines, the College will make a partial or full return of Title IV funds for any student who withdraws prior to the 60% refund period.

1st Week or Less	90%	Between 7th and 8th Weeks	50%
Between 2nd and 3rd weeks	80%	9th Week	40%
4th Week	70%	10 Weeks or More	0%
Between 5th and 6th Weeks	60%		



Refund Schedule - Summer Sessions

1st - 4th day of class	80% of Tuition	After 8th day of class	No refund
5th - 8th day of class	60% of Tuition		

Room and Board and semester fees are not-refundable during the summer session.

Students are encouraged to attend summer school to maintain satisfactory progress. If a student is not enrolled the semester after being placed on probation, the one (1) semester probationary period will begin when the student returns to the College.

Certain elements of the student financial assistance program at Benedict College are not subject to appeal by students. Among these are:

- Aid Types—Pell, etc.
- Award Letters—Amount of Aid, Maximum/minimum Job Placement
- College Work-Study assignment Agency or College refund policies and procedures All state regulations
- All federal regulations

SCHOLARSHIP ADMINISTRATION PROGRAM GOALS:

1. Offer scholarships to eligible students including academic, athletics, and performing arts.
2. Identify scholarship opportunities for students.
3. Assist students with completing scholarship application processes.
4. Monitor internal and external scholarship policies, rules, and regulations.

SCHOLARSHIP AWARDS

Scholarships or awards are applied after all financial aid is exhausted. Funds provided for scholarships may be used for tuition, room and board, books, and course fees. Due to budgetary considerations, all students who meet eligibility requirements may not receive a scholarship. Based on variations in programs, scholarships are usually renewed for students who maintain eligibility. Inquiries regarding scholarships should be addressed to the Office of Student Financial Aid & Scholarships at telephone number: (803) 705-4418.

SCHOLARSHIP ADMINISTRATION

SCHOLARSHIPS	CRITERIA	AMOUNT (up to annually)
Trustee Club	3.8-4.0 Grade Point Average	\$17,000.00
Trustee	3.5-3.79 Grade Point Average	\$13,000.00
Presidential	3.0-3.49 Grade Point Average	\$7,500.00
Academic Excellence	2.5-2.99 Grade Point Average	\$2,000.00

Transfer students are not considered for the scholarships listed above. Scholarship recipients must apply for all federal and state financial aid if applicable. Scholarships or awards are applied after all other financial aid is exhausted. Scholarship or award funds do not pay for expenses incurred off campus. Scholarships and awards may be renewable annually for three (3) additional years, not including Summer School, provided a recipient maintains the required GPA and fulfills other college obligations. If scholarship recipients do not maintain the requirements and fulfill other college obligations, the College reserves the right to terminate the scholarship. Students who are denied Benedict College scholarships for academic reasons have the right to appeal to the Vice President for Academic Affairs.

Additional Scholarships

Competitive scholarships may be available for non-new Freshmen, full-time degree-seeking students and are listed as follows: The Sophomore Scholarships, Dean's Scholarship, Departmental Scholarships, and the Transfer Scholarship. Due to budgetary considerations, all students who meet eligibility requirements may not receive a scholarship or award. Based on variations in programs, scholarships are usually renewed for students who maintain eligibility.

The Sophomore Scholarship

The Sophomore Scholarship is awarded to students who earned a minimum of 30 credit hours during the Freshman year and a 3.5 grade point average. This scholarship is an annual award but is non-renewable. The award amount is up to \$4,000.00.

**The Dean's Scholarship**

The Deans' Scholarship is awarded to students who earned a minimum of 60 credit hours at the end of the sophomore year and a 3.2 grade point average. This scholarship is an annual award and may be renewed up to one year. The annual award amount is up to \$4,193.00.

**The Departmental Scholarship**

The Departmental Scholarship is awarded to students who earned a minimum of 45 credit hours at the end of the sophomore year and a 3.0 grade point average. This scholarship is an annual award but is nonrenewable. The annual award amount is up to \$4,000.00.

**The Transfer Scholarship**

The Transfer Scholarship is awarded to students, who meet the Benedict College transfer admission criteria, are first-time transfers, have earned a minimum of 30 transferable credits from an accredited institution of higher learning, and have an average GPA of at least a 2.7. These students are eligible to receive a transfer scholarship based on the amounts listed below. The award will be renewable for up to three years, as long as students remain continuously enrolled full-time in good academic standing.

**GPA and Awards Amounts**

- GPA of 2.7-2.99 will be awarded up to \$3,500 per academic year
- GPA of 3.0-or higher will be awarded up to \$5,500 per academic year

**Scholarship Refund**

Scholarships are non-refundable. Scholarship recipients receiving external funds must provide a signed copy of the scholarship award letter to the Office of Student Financial Aid & Scholarships. (Also see General Refund Policy pg. 42).

**STATE SPONSORED SCHOLARSHIPS**

State sponsored scholarships are funded by the South Carolina Education Lottery through the South Carolina General Assembly. The most up-to-date information about the state scholarship program can be found at website at [www.che.sc.gov](http://www.che.sc.gov).

**Palmetto Fellows Scholarship** students must earn a score on the SAT > 1200, GPA >3.5 graduating from high school ranked in the top 6% of graduating class and be a SC resident. The award amount is \$6,700.

**Legislative Incentive for Future Excellence (LIFE)**

Student must earn 2 out of 3: SAT> 1100 or ACT>24 and/or B Average; and or graduate in the top 30% of graduating class. LIFE Scholarships are based on the LIFE GPA, which includes collegiate grades earned in-state or out-of-state, whether they count towards graduation or not. In addition to the specific scholarship requirements, students must be a South Carolina resident at the time of high school graduation or GED completion and meet the minimum criteria that correspond to the number of semesters that they have been in college beginning with their initial college enrollment date. The annual award amount is \$5,000.

**LIFE Enhancement**

LIFE Enhancement Scholarships are awarded to sophomore, junior and senior students who have earned a cumulative total of 14 hours of science and mathematics during the Freshman year and that have declared a major course of study approved by the South Carolina Commission on Higher Education. The annual award amount for the LIFE Enhancement is \$2,500.

Students receiving the LIFE Scholarship must maintain a cumulative 3.00 grade point average and 15 hours per semester enrolled.

**Scholarships**

Students receiving the **HOPE** Scholarship must earn a 3.0 or better GPA and be a South Carolina resident at the time of high school graduation. This scholarship is awarded to freshman students. The award amount is \$2,800 and is nonrenewable.

**South Carolina Tuition Grants (SCTG)**

Freshmen are eligible for the SCTG if they graduate in the top 75% of their high school class OR score at least 900 on the SAT or at least 19 on the ACT OR graduate from high school with at least a 2.0 GPA on the South Carolina Uniform Grading Policy. Returning, Continuing Education (CE) and Transfer students receiving SCTG must pass a minimum of 24 semester hours per



year to maintain eligibility as stated by the South Carolina Tuition Grants Commission. Students are able to attend both summer sessions if they fall short of obtaining the required 24 hours for the academic year to receive SCTG. All South Carolina Tuition Grants (SCTG) recipients must complete the Free Application for Federal Student Aid (FAFSA) by June 30th.

## PERFORMING ARTS

Benedict College students may receive Performing Arts Awards through participation in the following: Concert Choir, Instrumental Ensemble and Marching Band, Gospel Choir, Chapel Choir, Visual Arts, and Theater Ensemble. Students must audition to be considered for these awards. A minimum of 12 credit hours per semester and a minimum grade point average of 2.0 are required unless a higher grade point average is stated in the contractual agreement.

## ENDOWED SCHOLARSHIPS

Benedict College awards endowed scholarships through the generous support of alumni, friends of the College, various organizations, companies, and individuals. Eligibility requirements for these scholarships are determined by the donors.

Abney Foundation Endowed Scholarship Fund  
 American Baptist Churches Endowed Scholarship Fund  
 Juanita Sherard Artemus Scholarship Fund  
 Inez B. Bacoats Endowed Scholarship Fund  
 J. A. Bacoats Memorial Scholarship Fund  
 Baltimore Alumni Club Endowed Scholarship Fund  
 Eunice Bedenbaugh Newberry County Endowed Scholarship Fund  
 Benedict College National Alumni Association Endowed Scholarship Fund  
 Cynthia Bethea Endowed Scholarship Fund  
 Robert L. Blackmon Endowed Scholarship Fund  
 Louis Bone Endowed Scholarship Fund  
 Arlee Ellen Divine Daniels Bookard Endowed Memorial Scholarship Fund  
 Charles Boone Memorial Scholarship Fund  
 Barbara Jackson Bowns Endowed Scholarship Fund  
 Dale Brekke Endowed Scholarship Fund  
 Briggs-Lipscomb Memorial Scholarship Fund  
 Harold "Jackie" Broadnax Scholarship Fund  
 Coach Charles T. Brooks Endowed Scholarship Fund  
 Bertha R. Brown Endowed Scholarship Fund  
 Coach John E. Brown Endowed Scholarship Fund  
 John E. & Ruth Caldwell Brown Endowed Scholarship Fund  
 Massey Brown Endowed Scholarship Fund  
 Budweiser Endowment Scholarship Fund  
 Ruth L. Bynum Endowed Scholarship Fund  
 Alma and Wallace Byrd Endowed Scholarship Fund  
 Wilbert E. Cantey, Sr. Endowed Scholarship Fund  
 Capital Campaign Endowed Scholarship Fund  
 Annie Coleman Cartledge Memorial Scholarship Fund  
 Ray Charles Endowed Scholarship Fund  
 Charles A. Cherry Memorial Scholarship Fund  
 Lucius Clark Endowed Scholarship Fund  
 Mamie Coker Endowed Scholarship Fund  
 Rev. John Coleridge & Bertha Washington Honor Memory Scholarship  
 Columbia Flashover Brother's United Endowed Scholarship Fund  
 Columbia Junior Alumni Club Endowed Scholarship Fund (Columbia Alumni Club II)  
 Carolyn Bethea Cureton Scholarship Award  
 Annie Curtain Endowed Scholarship Fund  
 Joan Davis Jones Memorial Scholarship Fund  
 Marianna White Davis Black History Teleconference Endowment Fund  
 Gabe Deas Jr. Endowed Scholarship Fund  
 Almeta Davis DeBarr Endowed Scholarship Fund

Delta Sigma Theta Sorority, Inc., Gamma Upsilon Chapter  
 Jimmy DuRante Endowed Scholarship Fund  
 Edisto Area Alumni Book Award  
 First Baptist Church of Vauxhall  
 Nick Aaron Ford Memorial Scholarship Fund  
 Vince Ford Endowed Scholarship Fund  
 Frazier Family Foundation Scholarship Award  
 Laura Bowman White Frederick Endow. Scholarship  
 Susan B. Freeman Endowed Scholarship Fund  
 Zachariah & Grace Gambrell Endowed Scholarship Fund  
 Marian Juanita Gardiner Endowed Scholarship Fund  
 A. G. Gaston Endowed Chair  
 John P. Gaty Endowed Scholarship Fund  
 Louis C. Gibson Endowed Scholarship Fund  
 George E. and Betty H. Glymph Endowed Scholarship Fund  
 Arthur W. Goforth, II Memorial Scholarship Fund  
 Good Family Endowed Scholarship Fund  
 Willie S. Goodson Endowed Scholarship Fund  
 Maxie S. Gordon Endowed Scholarship Fund  
 Milton and Doris Glymph Greene Endowed Scholarship Fund  
 Marshall C. Grigsby Endowed Scholarship Fund  
 John C. Gwinn Endowed Scholarship Fund  
 Elsie King Hamler Endowed Scholarship Fund  
 T. J. Hanberry Memorial Scholarship Fund  
 Jack C. & Helen Hayward Endowed Scholarship Fund  
 William Randolph Hearst Endowment  
 Alice Holt Endowed Scholarship Fund  
 Lucy C. Hughes Endowed Scholarship Fund  
 Lila Diana Hunter Scholarship Award  
 Carrie J. Irby Endowed Scholarship Fund  
 J. H. Jackson Endowed Scholarship Fund  
 Rathenia McCollum Jackson Memorial Scholarship Fund  
 James Family Endowed Scholarship Fund  
 Lincoln C. Jenkins, Inc. Americanism Endowed Scholarship Fund  
 Cecelia Dudley Johnson Memorial Scholarship Fund  
 Charlie and Betty Johnson Endowed Scholarship Fund  
 Coolidge M. Johnson Endowed Scholarship Fund  
 Kimberly D. Johnson Memorial Scholarship Fund  
 Ruby Leevy Johnson Endowed Scholarship Fund  
 W. E. Johnson Endowed Scholarship Fund  
 Willis C. Johnson Memorial Scholarship Fund  
 Jolley Foundation Endowed Scholarship Fund  
 Tom Joyner Foundation Scholarship Fund  
 Gertrude B. Kennedy Endowed Scholarship Fund

**ENDOWED SCHOLARSHIPS (continued)**

Milton Kimpson Endowed Scholarship  
 Juliet King Endowed Scholarship Fund  
 David Kinley Endowed Scholarship Fund  
 Kwanis Club of Columbia Endowed Scholarship Fund  
 Jerry G. & Mildred M. Knightner Endowed Scholarship Fund  
 Gladys Lane Endowed Scholarship Fund  
 Charles Lark Endowed Scholarship Fund  
 Mildred Layne Endowed Scholarship Fund  
 Philip Lee, Jr. Endowed Scholarship Fund  
 F. Allen Little Endowed Scholarship Fund  
 James F. Littles Endowed Scholarship Fund  
 William T. Lowden Endowed Scholarship Fund  
 James and Rosena Reese Lucas Endowed Scholarship Fund  
 John Ludwig Endowed Scholarship Fund  
 Lynn Endowed Scholarship Fund  
 Willie and Marlene Murphy McClerklin Endowed Scholarship Fund  
 Hennes N. McConnell Endowed Scholarship Fund  
 Bob McCullough Endowed Scholarship Fund  
 Edmund McDonald Endowed Scholarship Fund  
 Willie Cowans McDuffie Service Scholarship Fund  
 Charles and Blanche McIver Endowed Scholarship  
 Ora McIver Memorial Scholarship Fund  
 Willie Pearl McKissick Revocable Living Trustee  
 Buck Mickel Endowed Scholarship Fund  
 Miracles N Learning Endowed Scholarship  
 Barbara C. Moore Endowed Scholarship Fund  
 Lela Zenobia Adams Nicholson and Roberta Lela  
 Nicholson Ragan Endowed Scholarship Fund  
 Ruby W. Palmer Memorial Scholarship Fund  
 Thelma Payton Scholarship Award  
 Pee Dee Association Scholarship Fund  
 Robbie W. Peguese Memorial Scholarship Fund  
 Richard B. Perkins Endowed Scholarship Fund  
 Ida Meachan Peterson Scholarship Award  
 Rufus G. Pettis Endowed Scholarship Fund  
 Beverly Hart Pittman Endowed Scholarship Fund  
 Eunice Wilson Ponder Endowed Scholarship Fund  
 Henry Ponder Endowed Scholarship Fund  
 Talsa Qualls Endowed Scholarship Fund  
 Lonnie Randolph Endowed Scholarship Fund  
 Reader's Digest Foundation Endowed Scholarship Fund  
 Chrissie Bradford Rice Endowed Scholarship Fund  
 Edward W. Robinson Endowed Scholarship Fund

James D. Rucker, Sr. Endowed Scholarship Fund  
 Jasper and Thelma Salmond Endowed Scholarship Fund  
 Juanita Simons Scott Endowed Scholarship Fund  
 Jerry M. and Jenny L. Screen Endowed Scholarship Fund  
 D. L. Scurry Foundation Endowed Scholarship Fund  
 Ibn Najee Shabazz Endowed Scholarship Fund  
 Robert L. & Alberta Simmons Memorial Scholarship Fund  
 Rev. Frank K. Sims Endowed Scholarship Fund  
 Angeline Davis Smith Endowed Scholarship Fund  
 T. Jerome Smith Endowed Scholarship Fund  
 Walker E. Solomon Scholarship Fund, Inc.  
 Southern Area of the Links, Inc. Endowment Fund  
 Southern Wine & Spirits of SC, Inc. Scholarship Fund Award  
 Augustus T. and Eunice S. Stephens Endowed Scholarship Fund  
 Essie Mae Strother Patterson & Georgia Mae Strother Endowed Scholarship Fund  
 Ida Mae Wilson Suber Scholarship Fund  
 Wellington D. Swindall Book Scholarship Fund  
 David H. and Patricia L. Swinton Endowed Scholarship Fund  
 Eunice Stephens Thomas Endowed Scholarship Fund  
 Phyllis L. and Jerry B. Thompson Endowed Scholarship Fund  
 Joseph Calhoun Tobin Scholarship Fund  
 Trustees Scholarship Fund  
 Urban League of the Upstate  
 Raymond and Channie Vereen Endowed Scholarship Fund  
 Wachovia Foundation Endowed Scholarship Fund  
 LeRoy T. Walker Endowed Scholarship Fund  
 McSwain Wardlaw Endowed Scholarship Fund  
 Inza Taylor Washington Scholarship Fund  
 Landrum Washington Memorial Scholarship Fund  
 Taft Watson Endowed Scholarship Fund  
 Ruby W. Watts Endowed Scholarship Fund  
 Barbara Byrd Weston Endowed Scholarship Fund  
 Thelma Whitney Endowed Scholarship Fund  
 Milton F. Williams Endowed Scholarship Fund  
 Ethel C. Wilson Endowed Scholarship Fund  
 Lucious and Sallie Wilson Endowed Scholarship Fund  
 O' Daryl Wilson Endowed Scholarship Fund  
 Sallie Wilson Endowed Scholarship Fund  
 Winn Dixie Foundation Endowed Scholarship Fund  
 Lottie Robinson Wright Endowed Scholarship Fund  
 Vergil Gamewell Wright Endowed Lyceum Fund

**ENDOWED SCHOLARSHIPS****ATHLETIC SCHOLARSHIPS**

Athletes may apply for grants-in-aid packages for participation in athletics, in addition to regular financial aid. Information on athletic scholarships may be acquired from the Director of Athletics.

**INTERNATIONAL STUDENT SERVICE AWARD (ISSA)**

This scholarship is offered to foreign high school graduates who have excelled academically and who have demonstrated community involvement within their local and/or international communities.

To qualify for the ISSA a student must:

Follow international admission procedures as specified in this catalog.

Have a High School Diploma, or its equivalent.

Follow procedures as specified in the international admissions section.

Have a GPA of 3.2 or better.

Obtain two (2) letters showing participation in local or international community-related activities in their home country.

Be a citizen of another country

Participate in two (2) international-related activities per month at Benedict College.  
 Participate in other activities as required by the OIP  
 Agree to become a member of the International Student Association.  
 Demonstrate family's inability to pay tuition and fees.

### **Other Scholarships for Study Abroad/Exchanges Available to United States Citizens.**

Following is a partial list of institutions that offer scholarships for study abroad:

The Benjamin A. Gilman Scholarship [www.iie.org/gilman](http://www.iie.org/gilman)

The Fulbright Scholarship [www.fulbright.org](http://www.fulbright.org)

The United Negro College Fund [www.uncf.org](http://www.uncf.org)

The Boren Awards for International Study [www.borenawards.org](http://www.borenawards.org)

The Ambassadorial Rotary Scholarships [www.rotary.org](http://www.rotary.org) (Does not require US Citizenship)

**DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM** (Historically Black Colleges and Universities/Hispanic Serving Institutions)

### **ELIGIBILITY REQUIREMENTS**

Applicants for HBCU/HSI fellowships must be enrolled in an accredited U.S. institution of higher education and must be pursuing a degree in a full-time program. Foreign students who are not U.S. citizens must provide a certified copy of their student I-20 ID that is issued by the U.S. Immigration and Naturalization Service (INS).

### **HBCU/HSI Fellowships are intended for:**

Juniors pursuing a research based transportation-related undergraduate degree at an HBCU/HSI who plan to enter the transportation profession after completing their higher education.  
 Seniors pursuing a research-based transportation-related undergraduate degree at an HBCU/HSI who plan to enter the transportation profession after completing their higher education.

### **CRITERIA FOR SELECTION PANEL EVALUATION**

HBCU/HSI Fellowships will be awarded on the basis of merit. Evidence of merit will include: academic records, including class standing, grade point average (GPA), and official transcripts; recommendations regarding the applicant's qualifications, and work experience, if any, including employers' endorsements. Applications and more information may be picked up in the Office of Student Financial Aid & Scholarships

### **UNITED NEGRO COLLEGE FUND SCHOLARSHIPS**

Benedict College is a United Negro College Fund (UNCF) School; therefore, Benedict College students are eligible to participate in the UNCF Scholarship Program. Scholarship criteria vary, and many of the awards have been designated for students on the basis of specific requirements. Virtually all scholarships require financial need. Some are based on residence while others are for students with a particular major and classification. In the previous year, Benedict students have received scholarships ranging from \$500 to \$25,000. Scholarships frequently change during the year; therefore, the most current listing of scholarships may be previewed at [www.uncf.org](http://www.uncf.org).

### **ARMY ROTC SCHOLARSHIPS**

The Army ROTC Scholarships Program offers financial assistance to outstanding young men and women who are interested in the Active Army, Army National Guard or Army Reserve. These Scholarships pay full tuition and academic fees, and provide a flat rate for books and supplies. Although Army ROTC scholarships do not pay the cost of room and board, each scholarship recipient is awarded free room and board at Benedict College. Each scholarship recipient also receives a tax-exempt monthly stipend, totaling approximately \$15,000 over four years. Applicants must be U.S. citizens, in the upper 25 percent of their high school senior class, score at least 930 on the Scholastic Aptitude Test (SAT) or 19 on the (ACT), possess leadership potential and good moral character, and be willing to serve in the Army on Active Duty or in the Army Reserves or National Guard. The Four-Year Award is valued at approximately \$60,000.00. Students must maintain a 2.5 GPA to retain full-time status.

Even if you students are not awarded one of the scholarships referred to above, all students accepted for enrollment in the ROTC Advanced Course for their Junior and Senior years receive a tax-free monthly stipend that totals approximately \$9,000.00. Upon graduation all Cadets are commissioned into the Army as Second Lieutenants and will serve the Country as a Leader on Active Duty or in the Army Reserves or Army National Guard.

### **CAMPUS BOOKSTORE**

The Campus Bookstore is located in a new building located at 2300 Haskell Avenue. It provides textbooks as well as other supplies for students, including college paraphernalia and academic supplies.

## STUDENT SERVICES AND PROGRAMS

A variety of student services and programs in the Student Affairs area serve the needs and interests of all students enrolled at Benedict through the cooperation of the administration, faculty, staff, and the and positions: Vice President for Student Affairs, Associate Vice President for Student Affairs, Assistant Vice President for Admissions and Student Marketing, Assistant Vice President for Financial Aid and Scholarships, Registrar and Director of Student Records, Directors of Community Life, Campus Police, , Food Services, Religious Services, Student Activities and Student Health Services. The assistant vice presidents and directors of these units report to the Vice President for Student Affairs. or Associate Vice President for Student Affairs.

### COMMUNITY LIFE

The college-housing program sets the stage for student learning by providing a living environment that is conducive to academic pursuits, personal growth and the development friendships within each residence area. Because the living experience is an integral part of the educational process, all students except local commuters live in campus housing and participate in a college meal plan at the College. The campus facilities house approximately 2,060 full-time students. Each residence area is generally supervised by the Director of Community Life, Area Coordinators, a Community Life Coordinator, a Community Life Assistant and a team of Residence Hall Assistants.

Students should request room reservations as soon as they are accepted for admission to the College. With the request, they must also send a room reservation fee of \$50.00 in a money order or cashiers check made payable to Benedict College, 1600 Harden Street, Columbia, South Carolina 29204. The room reservation fee is non-refundable. Continuing students are required to request housing each academic year. Procedures and deadlines for requesting housing are communicated to continuing students.

Applications for summer housing must be filed before April 15. For fall semester, housing applications should be filed before June 30.

On-campus housing is provided to all eligible students on a first come first served basis. On-campus housing is provided in single-sex residence halls. Each student in on-campus housing must have a Housing Application and a signed Residence Hall Agreement on file in the Office of Community Life. Students with special health needs are expected to report their specific housing requirements to the Director of Community Life in a timely manner via the Housing Application or the College Nurse.

All Residence Halls have computer laboratories for the students to use.

The College provides telephone lines in each dormitory room for local calls only. No collect calls or long distance calls are to be charged to this line. Students are responsible for purchasing a telephone unit for their rooms.

Students are liable for any damages that they cause to College property and will be required to pay for replacement or restoration cost. Residents who damage or vandalize housing facilities can expect disciplinary action. If the staff is unable to identify the individuals responsible for damages, all residents in that area may be billed for common area charges





## STUDENT HEALTH SERVICES

Benedict College provides a Student Health service which includes a Medical Assistance Plan, a Health Center staffed by experienced nurses and doctors, and an emergency treatment arrangement with appropriate referrals to local medical facilities as needed. Medical services are provided at no cost to students except for physical examinations and some vaccinations. A brochure detailing medical services provided and the Student Medical Assistance Plan can be obtained From Residence Hall Directors, the Health Center, the Office of Student Affairs or the Office of Community Life.

## STUDENT ACTIVITIES

The Office of Student Activities coordinates all student activities on campus. The Office of Student Activities seeks to sponsor programs and activities to nurture the intellectual, social, and collegiate development of students through recreational, cultural and extracurricular activities during students' matriculation at the College. Benedict College offers something for everyone: academic societies fraternities and sororities, specific interest clubs and student government. The Office of Day Student Activities coordinates and develops programs and activities for non-resident students and serves as a link between non-resident students and the College.

## THE STUDENT GOVERNMENT ASSOCIATION

The Student Government Association provides excellent opportunities for students to practice and experience the democratic process. Through the Student Government Association many students assume responsible roles in helping to make decisions and determine policies relevant to student life at Benedict College, academic regulations, and general administration of the College. The Student Government Association is a unifying force for the student body and provides a normal means of communication among students, faculty, staff, and administration.

## CLUBS, ORGANIZATIONS, FRATERNITIES AND SORORITIES

Extra-curricular activities based on personal interest constitute an important part of student life at Benedict. Each student is encouraged to participate in the extra-curricular activities of at least one of the clubs and organizations listed on the following page:

### Clubs and Organizations

Association of Continuing Education Students (ACES)

Active Minds at Benedict College

African Awareness



Association of Continuing Education Students (ACES)  
Student Union  
Alpha Chi Honor Society  
Alpha Kappa Mu Honor Society  
AROTC  
Art Club  
Aspiring Black Psychologists Organization  
Association for Supervision of Curriculum Development (ASCD)  
Benedict College Recreation Club  
Benedictus Yearbook Staff  
Beta Kappa Chi Scientific Honor Society  
Brothers and Sisters in Christ  
Cheerleaders  
Concert Choir  
Day Students Organization  
Delta Mu Delta  
English Club  
Freshman Class  
Gordon Jenkins Religious Awareness Association  
Gospel Choir  
Honda Campus All Star Challenge (HCASC)  
Honors Student Association  
Instrumental (Wind) Ensemble  
Inter-Fraternal Council (IFC)  
International Student Association  
Jazz Ensemble  
Junior Class  
Kappa Kappa Psi National Honorary Band Fraternity, Inc  
Ladies of Elegance  
The Marching Tiger Band of Distinction  
Music Educators National Conference  
My Benedict  
NAACP (National Association for the Advancement of Colored People)  
NABCIJ (The National Association of Blacks in Criminal Justice)  
National Association of Black Accountants  
National Association of Black Social Workers  
National Council of Negro Women, Inc. (NCNW)  
National Society of Black Engineers (NSBE)  
Pan-Hellenic Council  
Peer Education Program (PEP) Team  
Peer Mentors  
Performing Arts Company  
Phi Alpha Honor Society  
Phi Beta Lambda - Sigma Xi Chapter  
Phi Beta Lambda Business Fraternity Inc.  
Pre-Alumni Council (UNCF affiliate)  
Pre-Health Club  
Recreation Club, HPER  
RHA Association  
SAY (Students Advocating for Youth)  
SCAEYC (South Carolina Association for the Education of Young Children)  
SCEA (South Carolina Education Association)  
Senior Class  
Sigma Gamma Rho Sorority, Inc.  
Social Work Club  
Sophomore Class  
String Ensemble  
Student Athlete Advisory Committee

Student Public Health Alliance  
 Tau Beta Sigma Colony  
 The Honors Student Association  
 Theatre Ensemble  
 Theta Alpha Kappa  
 Tiger Newspaper Staff  
 Tiger Scholar Ambassadors

### **Fraternities and Sororities**

Alpha Kappa Alpha Sorority, Inc.  
 Alpha Phi Alpha Fraternity, Inc.  
 Delta Sigma Theta Sorority, Inc.  
 Kappa Alpha Psi Fraternity, Inc.  
 Omega Psi Phi Fraternity, Inc.  
 Phi Beta Sigma Fraternity, Inc.  
 Sigma Gamma Rho Sorority, Inc.  
 Zeta Phi Beta Sorority, Inc.

### **Service Organizations**

Alpha Phi Omega National Service Fraternity, Inc.  
 Groove Phi Groove Service Fraternity, Inc.  
 Swing Phi Swing Service Sorority, Inc.

## **CAMPUS POLICE**

The Department of Campus Police is comprised of sworn state-certified police officers, dispatchers, and administrators.

The department is responsible for providing and maintaining a safe and secure environment for students, faculty, staff and other citizens who visit the campus and satellite properties. The officers are professional and courteous while addressing the law enforcement and security needs of Benedict College and the surrounding communities bordering the College's property.

The department is also responsible for enforcing parking rules and regulations on campus. A parking pamphlet is published and distributed annually to the students, faculty and staff at Benedict College. The pamphlet thoroughly outlines the regulations designed to accommodate and assist as many persons as possible with limited parking on campus. In addition, a Rights-to-Know booklet and a Personal Safety Tips booklet are published annually. Both publications are available to students, faculty, staff and visitors.

## **RELIGIOUS SERVICES**

Benedict College was founded through the faith of the American Baptist Women's Missionary Society. The institution was developed to train newly freed slaves to become ministers and teachers. The Religious Services Department is committed to being the best of its kind – a multi-dimensional spiritual & moral resource for students, faculty, staff and community. It will insure an opportunity for students to comprehensively address their spiritual development.

The department's greatest priority is to prepare Benedict students to be knowledgeable, effective and innovative professional and lay leaders in religious institutions. It also upholds the fine tradition and mandate for the College to put God first in all its services and activities. All are invited to share in the religious Services Department's efforts to emphasize moral and ethical development on campus, to provide an environment and activities for spiritual development, and to play its part in spreading the Gospel of Jesus Christ through Sunday Worship, Bible Studies, Prayer and Fellowship Activities.

In addition, all students are encouraged to join Brothers And Sisters In Christ (BASIC), a dynamic campus Christian organization for students.

## **STUDENT SERVICES AND PROGRAMS**

### **1. Sunday Worship**

Services are held in Antisdel Chapel on Sundays at 11 a.m. during the fall and spring semesters. Students and staff volunteer to usher and help lead worship. Guest preachers From South Carolina and the nation are also brought in to speak occasionally occasionally.

## **2. Bible Studies and Prayer Services**

Bible studies are held weekly in the residential life facilities and in other designated locations. Prayer Service is held weekly. However, the chapel is a sacred place that may be used throughout the week by students who wish to pray, read or just sit quietly.

## **3. Guidance**

The Campus Minister is available to work with students whose issues and concerns seem too large for them to handle. Appointments may be scheduled, along with meetings or crisis intervention. The Campus Minister is on call day and night.

## **4. Chapel Choir**

Interested persons must become a member of Brothers And Sisters In Christ and ask to serve on the Chapel Choir dedicating about five hours a week for rehearsals and services. No auditions are required. The Choir sings hymns, spirituals and traditional gospel music.

## **5. Fellowship**

Student religious organizations include Brothers and Sisters in Christ (BASIC), The Fellowship of Christian Athletes (FCA), and the Muslim Student Association (MSA). Each group offers fellow students engaging activities that reflect their faith.

## **STUDENT GRIEVANCE COMMITTEE**

Benedict College recognizes the importance of providing a prompt and efficient procedure for the resolution of a student grievance. The Student Grievance Committee was established to resolve grievances in a fair and equitable manner. A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the College community that in any way adversely affects the status, rights or privileges of any student. A student must seek redress within 90 days of the alleged grievance. The burden of proof rests with the person making the complaint.

Any student alleging violation of rights on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, national origin, ethnicity, gender, veteran's status, or marital status shall contact the Office of Student Affairs. The Vice President for Student Affairs shall designate the appropriate College officer to investigate the allegations. The Human Resources Officer shall investigate all cases alleging discrimination on the basis of race, color, religion, ancestry, sexual orientation, national origin, ethnicity, veteran's status or marital status. The Title IX Coordinator shall investigate all cases alleging discrimination on the basis of gender. The Coordinator of Disability shall investigate all cases of alleged discrimination on the basis of physical or mental disability.

## **DISCIPLINARY SUSPENSION**

The College will not accept transfer credits for courses taken at another college during the period in which a student is on disciplinary suspension.

## **ATHLETICS**

The Intercollegiate Athletic Program at Benedict College is governed by the Southern Intercollegiate Athletic Conference (SIAC) and the National Collegiate Athletic Association (NCAA) Division II. The athletic program sponsors sixteen intercollegiate sports teams. The male teams include: basketball, football, baseball, golf, tennis, indoor and outdoor track and field and cross country. The female teams include: basketball, softball, volleyball, cheerleading, tennis, indoor and outdoor track and field and cross country. Student athletes must be in good academic standing to compete in intercollegiate athletics. Student athletes must apply for regular financial aid before athletic scholarships are awarded.

Student-athletes who are placed on academic probation will matriculate according to the College's academic probationary guidelines. Students who remain on academic probation will not be eligible to receive scholarship funding for the next academic year.

Student-athletes may attend summer sessions to attempt to improve academic status at which time eligibility will be reviewed.

Students participating in club sports must adhere to the same institutional guidelines for extra-curricular activities. Club sports include football, basketball and soccer.



## **ACADEMIC / STUDENT SERVICES UNITS**

### **THE FRESHMAN INSTITUTE**

#### **THEME**

***“TRANSFORMING THE FIRST YEAR EXPERIENCE TO CREATE AN EFFECTIVE LEARNING COMMUNITY”***

#### **SLOGAN**

***“BC TRANSFORMERS: ENTER WITH PRIDE;  
EXIT WITH POWER”***

### **THE FRESHMAN INSTITUTE**

The Freshman Institute at Benedict College is designed to reengineer the first year experience for all first-time freshmen in the first college year to produce better academic success in terms of academic progress and retention. The Freshman Institute is a college-wide supported, comprehensive advocacy program for students in the first year of college designed to transform their first year experience to create an effective learning community. Focusing on academic and non-academic behaviors, the Freshman Institute serves as the catalyst for enculturation of first-time Freshman students and provides strategies, including curriculum reform, learning communities, and other programs and activities designed to guide first-time Freshman students through first-year success. Ultimately, the Freshman Institute seeks to impact the academic, civic, spiritual, social, emotional and intellectual development of first time Freshman students.

The Freshman Institute operates as a unit in the Division of Academic Affairs and believes that greater success for Freshmen will require improvement in students' efforts, sense of purpose, scholarship, responsibility, accountability, personal pride and service to the greater community—local, national and international. The College has created a cohesive program from our existing wide-ranging efforts and has incorporated additional best practices in the first college year which will significantly enhance positive outcomes in both student learning and in the environment that supports student learning to be measured via substantive and relevant assessment.

### **ACADEMIC DEPARTMENT**

The highly selected and trained Freshman Faculty, Lead Faculty members and Undergraduate Teaching Assistants comprise the Academic Support Department. The Academic Support Department ensures the design, implementation and evaluation of the first year curriculum to include: student based learning and technology driven instruction.

### **EFFORT SUPPORT DEPARTMENT**

Academic Success Coaches and Student Success Trainers in the Effort Support Department serve as the major enthusiasts, motivators, and supporters for Freshman students. The Effort Department Staff provides directed professional mentorship, leadership and guidance to an assigned group of first year students and coach first year students into becoming successful college students.

### **LEARNING SUPPORT DEPARTMENT**

The Learning Support Department, comprised of professional Learning Specialists and Peer Tutors, supplement classroom instruction and ensure that students get any tutorial support and out of class guidance needed for their academic success.

### **QUALITY ENHANCEMENT PLAN**

The Quality Enhancement Plan (QEP) for Benedict College represents a strategic approach **to reforming the first-year experience across the curriculum** that incorporates innovative, didactic methods designed to:

1. Increase or maximize first year student effort as a key component of the student learning process,

2. Improve the design and delivery of academic resources and support services,
3. Maximize participation by first year students,
4. Enhance the teaching and learning environment through the use of improved and reliable technology.

Further, the plan explicitly expresses that “The primary notion of our QEP is based on the premise that all students can maximize their learning if they maximize the required effort to learn and engage in college appropriate behaviors”. Moreover, the plan states that, **“If the QEP is successful, Freshman students will engage in more of the “college-appropriate behavior or efforts necessary to be successful in their first-year college experience resulting in an increase in their college achievements.** Students will display greater efforts or “college-appropriate” behavior by positive changes in studying, class attendance and punctuality, class participation, assignment completion, a sense of self-pride and respect for the community.”

## FRESHMAN INSTITUTE

### STUDENT LEARNING OUTCOMES (SLOS)

#### Student Learning Outcome 1 (Academic Behaviors)

***Throughout this course students will engage in College appropriate academic behaviors designed to increase learning. Each student will:***

- Attend all scheduled classes (1.1 Class Attendance).
- Complete reading and writing assignments and other out-of-class assignments. (1.2 Homework).
- Complete required course lab assignments (1.3 Class Labs).
- Actively participate in class and E360 discussions, and other class activities (1.4 Class Participation).
- Complete all test and quizzes as assigned (1.5 Test/Quizzes).
- Complete all reading and writing assignments (1.6 Reading and Writing).
- Take copious class notes (1.7 Class Notes).
- Participate in assigned study and tutorial sessions (1.8 Study Tutorials)
- Complete extra assignments in learning support labs; e.g. Praxis, Writing Labs, or GEM labs (1.9 Learning Labs).
- Complete all required Service-Learning and other service hours (1.10 Service Learning).
- Complete any other assignment given to increase success (1.11 Other Assignments).

#### Student Learning Outcome 2.0 (Non-Academic Behaviors)

***Throughout this course students will engage in College appropriate non-academic behaviors designed to increase learning. Each student will:***

- Dress appropriately (2.1).
- Engage in the College’s Core Values (2.2).
- Demonstrate appropriate interactions with peers, faculty, staff, administrators and other college constituents (2.3) .
- Complete Financial Aid and Early Registration (2.4).
- Demonstrate behaviors that avoid Judiciary and housing violations (2.5)
- Demonstrate behaviors that avoid campus police reporting (2.6)
- Submit health records (2.7).
- Engage in student organizations and activities (2.8)
- Complete assigned surveys (2.9).

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- Demonstrate behaviors that avoid campus police reporting (2.6)
- Submit health records (2.7).
- Engage in student organizations and activities (2.8)
- Complete assigned surveys (2.9).

**EDUCATIONAL SUPPORT SERVICES**

The goal of Educational Support Services is to help improve students' proficiency in communications, computation, and other skills necessary for the successful completion of college level courses. The unit seeks to assist students in college-level work, thereby creating positive outcomes and improving the student retention rate. It also seeks to make provisions to accommodate disabled and special needs students. Thus, the unit of Educational Support Services endeavors to reinforce and accommodate students' performance beginning with the freshman year of the general education curriculum and extending to coursework through the senior year.

The unit of Educational Support Services is a part of the Unit of Academic Support Services in the Division of Academic Affairs and serves in a support capacity. The unit includes: The English/Writing Lab, The Mathematics Lab, Special Student Services, and Study Group.

The English/Writing Laboratory, in conjunction with the English, Foreign Languages, and Mass Communication Department, is a resource for all students. Support with assignment completion, examination preparation, study skills, and test-taking skills, as well as assistance in using computers with writing assignments, is provided by English learning specialists.

The Math Laboratory, in conjunction with the Mathematics and Computer Science Department, is a resource for students who need academic assistance and support in mathematics. Support with assignment completion, examination preparation, study skills, and test-taking skills, as well as assistance in using computers with math assignments, is provided by mathematics learning specialists.

**The Office of Educational Support Services coordinates the Quality Sophomore Initiative (QSI) and provides assistance to educational services concerning student volunteers to support co-curricular programs.**

### **Special Student Services:**

The Office of Special Student Services provides reasonable assistance and services for students who are in need of special accommodations that will aid in achieving academic success resulting from a physical, psychological, medical, or learning disability. A disability has to be identified in writing and filed in the Office of Special Student Services.

Some of the services are as follows: Peer tutoring; Reader services; and tape recorders and tapes to record classroom lectures. The unit also makes referrals to agencies providing external funding; and Learning opportunities through Work-Study, and Service-Learning.

### **AA Study Night (credit 0 hours)**

The purpose of Study Night is to provide students with tutorial help during extended hours, after the normal working hour of 5:00 p.m. Students attend Study Nights during a time close to the mid-term and final examination periods to work on and to complete assignments in the Math Lab, the English/Writing Lab, and the BC CARES area located in the Lower Level of the Library; to study for exams in all subjects; to interact with volunteer faculty, staff, and peer tutors; and to engage in some study night de-stressors' activities.

Educational Support Services' staff coordinates Study Nights for all students.

## **CAREER SERVICES**

Career Services assists students and alumni with their career plans and provides information about vacancies in a wide variety of professional fields. The office coordinates the campus visits of representatives from industry, government, education and graduate and professional schools. In addition, the office assists students in finding part-time jobs, internships, summer employment, cooperative education positions, and graduate school and career placements after graduation. Students may visit the office for assistance with resume preparation and job-seeking techniques.

**Responsibilities of Career Services are as follows:**

### **PLACEMENT**

- |                         |                               |
|-------------------------|-------------------------------|
| 1. Permanent Placements | 4. Part-Time Jobs             |
| 2. Summer Jobs          | 5. Co-Op Positions            |
| 3. Internships          | 6. Graduate School Assistance |

### **CAREER PLANNING**

Individual and Group Career Counseling  
Seminars and Workshops on Career Development Resume and Portfolio Preparation  
Career Information Resources  
Career and Graduate School Fairs

Monday through Friday with hours that vary by semester. Educational Support Services can also coordinate individualized or group tutoring services for students requiring assistance with any courses in the General Education curriculum.

### **Special Student Services:**

The Office of Special Student Services provides reasonable assistance and services for students who are in need of special accommodations that will aid in achieving academic success resulting from a physical, psychological, medical, or learning disability. A disability has to be identified in writing and filed in the Office of Special Student Services. Some of the services are as follows: peer tutoring;

reader services; and recording equipment to record classroom lectures. The unit also makes referrals to agencies providing external funding and provides learning and work opportunities.

Special Student Services will also intervene on behalf of students who are experiencing short-term illnesses and other documented emergencies in order to mitigate students' excessive absences.

## **SERVICE-LEARNING AND LEADERSHIP DEVELOPMENT PROGRAM**

The Service-Learning and Leadership Development Program (SLLD) is designed to enhance students' collegiate experiences by bridging their academic, personal, professional, and cultural development to cultivate an ethic of leadership and citizenship through curricular and co-curricular activities. Through academic study of leadership and service-learning, students develop a sense of personal responsibility for finding solutions to the concerns of society. The Program works cohesively to create the theme of success through personal accountability, commitment to excellence, effort, tiger pride, and community engagement.

### **The Leadership Development Institute**

The Leadership Development Institute (LDI) component of the program has been designed to perpetuate advocacy and administrative leadership among students. The program is designed to provide Benedict College's current and aspiring leaders with an opportunity to develop key team building and leadership skills through interactive learning experiences. The program seeks students with academic strength and a desire to lead. The LDI training sessions are open to all current student leaders and those who desire to be future leaders at Benedict College and beyond. The sessions are designed to provide students with a foundation for furthering and/or developing their potential as current/future leaders.

### **Service-Learning Program**

One of Benedict College's principal goals is to foster the leadership potential in all students which will enable each student to become "a power for good in society." The College realizes the need to provide reinforcing intellectual experiences for students as well as residents in the local community to promote growth of the whole individual and loyalty to the constituent community. Benedict College is committed to using its faculty, students, and administrative resources to provide services to impact conditions in the community. Service-Learning serves as an entity for providing students with opportunities to utilize real life contexts in the following areas: Education, Health, Human Needs, Crime Prevention, Environmental Awareness, and Research. As a graduation requirement, students engage in 120 hours of service-learning activities through required academic courses. Deans and Department Chairs in each Academic School are responsible for the identification of service-learning courses in their academic area. Service-learning must be completed within an academic context to fulfill the graduation requirement. Service-learning provides an opportunity for faculty to assess student learning outcomes while students participate in direct, indirect and/or advocacy projects that address community needs. Service-learning at Benedict College excludes hours earned through required internship, practicum, and student teaching experiences. Students may not transfer service-learning hours from previous institutions. Transfer students are required to complete the total number of hours commensurate to their classification at the time of admittance.

## **ACADEMIC ADVISING**

The mission of the Academic Advising is to engage students in a collaborative and supportive relationship that will assist them in achieving their educational, career, and personal goals. Further Academic Advising:

1. Provides students with information about academic programs, learning resources, academic policies and procedures.
2. Provides assistance in refining goals and objectives, understanding their choices and responsibilities, and assessing the consequences of their actions.
3. Assists with making informed decisions regarding their personal, educational and career goals.

It also manages the Academic Probation Management Program (APMP) and serves as the home base for incoming transfer students through coordination of transfer advising, orientation, and support programs.

# **ACADEMIC POLICIES, PROCEDURES AND REGULATIONS**

## **GENERAL REQUIREMENTS FOR DEGREES**

### **REGISTRATION**

All students must register on the registration dates designated in the applicable Academic Calendar. A student is not officially registered at Benedict College until he/she is financially cleared by the Business Office (Student Financial Services) and has his/her assessment sheet stamped "Admit to Class".

Students plan their course of study with a faculty advisor – but final approval rests with the department chair and school dean. A full-time student in good academic standing is required to take at least 12 semester credit hours, but no more than 19 credit hours per semester. However, the school dean may, after considering the student's academic record, extracurricular activities, and extenuating circumstances, allow a student to register for more than 19 credit hours per semester if:

1. the student has achieved a cumulative grade point average of 3.6 or better in the preceding semester, or
2. the student is a graduating senior in the preceding or final semester.

Requests by students to take more than 19 sch during a given semester in which they also enrolled in an internship or directed teaching class will not normally be approved but will be reviewed on case-by-case basis by the appropriate department chair, dean, and vice president for academic affairs.

Any student who receives approval to take more than 19 hours will be charged the prevailing fee per additional semester credit hour.

### **ENROLLMENT STATUS (FULL/PART-TIME)**

To be considered full-time, a student must enroll for a minimum of twelve (12) semester credit hours each semester. Any student enrolled for less than 12 semester credit hours is considered a part-time student. Part-time students may be considered three-fourths time students if enrolled in nine (9) to eleven (11) semester credit hours and half-time if enrolled in six (6) to eight (8) semester credit hours.

### **COURSE CHANGES**

Students may add and drop courses within the time period designated in the applicable Academic Calendar. Students may not drop/add courses before completing at least 60% of the semester (10 weeks or approximately November 1 and April 1) without the appropriate academic affairs signatures and those from the Offices of Student Financial Services and Financial Aid. Course changes must be reported on the "Student Course Change Notice," which can be obtained from the Office of the Registrar and Student Records, signed by the instructor(s) and approved by the faculty advisor and department chair. When the proper signatures have been secured, the form must be returned to the Registrar and Student Records. Faculty signatures are requested but course change forms may be processed upon authorization by the department chair or dean.

### **CLASS ATTENDANCE**

The College believes that class attendance and participation are integral to the success of each student. Given this philosophy, faculty count attendance in each class from the first day the student is eligible to attend class.

Students are expected to inform faculty, in advance, of class absences. However, students may be allowed excused absences for emergencies such as the following: personal illness, severe family illness, death in the family, and court action. Students may obtain an excuse for the emergency absence from the Dean of Students upon presentation of satisfactory documentation.

Students may also be excused from classes to participate in College activities such as field trips, academic tournaments, scholarly research and presentations, off-campus choir tours, band, dance and theatrical performances, ROTC, and athletic activities.

Students are required to present the excused absence to the faculty member within one week after they return to class. Faculty members are required to accept official excuses for absences and not penalize students who have official excuses. Although students may be granted excused absences, such absences do not excuse students from assignments that are missed. Faculty members are required to permit make-up work for excused absences.

Students may be considered absent excessively when the number of absences from the class exceeds the number of credit hours for the course. However, faculty members will specify on their course syllabi how specific class attendance may affect the grading requirements for the class.

Faculty members are expected to inform students of class attendance requirements in their classes and to have a process for counseling and warning students of the consequences of violating class attendance requirements. If the student violates the attendance requirements of a class, the faculty member may consider attendance as a component of the students' effort and factor it into the final grade. Faculty may also initiate requests through their department chairs and deans to have students withdrawn administratively from their classes for violating attendance requirements.

## CLASS MEETING TIMES:

### Traditional Classes

With the exception of laboratory courses and performance courses, classes meet a minimum of 50 minutes per week per credit hour. A three credit hour course that meets only twice a week meets for a minimum of 75 minutes each time. Courses may meet for more than 50 minutes per week if in the opinion of the College additional time is needed to achieve the student learning outcomes of the courses.

### Blended/Hybrid Courses

All classes at the College have a blended component as the syllabi, various assignments and other course materials are posted on the learning management system through Edvance 360. The College, in efforts to meet the needs of a diverse student body, offers selected hybrid courses. The meeting times for these courses allow greater flexibility in scheduled meeting times and are designated on the Master Course Schedule with the regular catalogue number followed by the letter O. Taking advantage of the newest technology, the College offers courses in its curriculum through a technical delivery platform that allows students to access course outlines, assignments, projects, discussions, tests, and other course components. These courses have the same requirements as those taught entirely within the classroom including academic standards, contact hours, performance criteria, student participation, and integrity. Blended courses are governed by the same policies and procedures as other courses. Some classes may be offered through an appropriate blend of at least twenty-five (25%) on-site class sessions. Faculty may also require students to take some tests, examinations, and present major projects on-site.

#### Definitions:

Hybrid—courses that meet a minimum of 25% of the required meeting time face to face

Blended—Any course that has as online presence with supplementary materials online. All of our courses are at least at the blended level.

#### Educational Use of Technology

1. A **Blended Course** is a course that has an “online presence” to augment the standard face-to-face meeting times. Benedict College utilizes the Learning Management System (LMS), Edvance360. Therefore all courses at the college are expected to be “Blended Courses”.
2. At a minimum, all courses on Edvance360 must contain the following elements:
  - a. The common syllabus posted (in a .pdf format) on the Syllabus module
  - b. The Course Outline posted in the Syllabus module
  - c. Instructor's picture, profile, and contact information
  - d. Utilization of Instructor-to-Student communication tools (other than Email)
  - e. Student's Grades and Attendance data.



Benedict College also offers the following educational opportunity.

- 3. A Hybrid Course is a course that requires a minimum of 25% (up to a maximum of 75%) face-to-face meetings during the semester of the standard course meeting requirements for that particular class. These courses may also require up to a maximum of 75% face-to-face meetings depending on the course.

Faculty wishing to teach Hybrid courses must first be certified through the Center for Teaching and Learning. Courses must meet the following criteria (at a minimum):

- 1. Demonstrate organized Student-to-Content aligned with the course Student Learning Outcomes.
- 2. Utilize Adaptive Release of materials where appropriate.
- 3. Demonstrate a varied and high level of Student-to-Instructor interaction.
- 4. Incorporate varied Student-to-Student interaction.
- 5. Utilize a variety of assessment tools that measure student performance from Lower Order Thinking Skills to Higher Order Thinking Skills.
- 6. Courses must be completely developed and approved by the Office of Academic Affairs prior to offering.

**AUDITING**

Permission to audit a course may be obtained from the Registrar and Director of Student Records. The student must pay a course audit fee and obtain the approval of the instructor of the course, the department chair, and the school dean.

**GRADING SYSTEM**

Benedict College uses the following system of grading student performance.

Grade	Meaning	Numerical Equivalent	Quality Points
A	Superior	90-100	4
B	Very Good	80-89	3
C	Acceptable	70-79	2
D	Passing, but Weak	60-69	1
F	Unsatisfactory	Below 60	0
I	Incomplete		0
W	Withdrawal - Official from the College		0
WC	Withdrawal- From a course or courses		0
WU	Withdrawal – Unofficial		0
WS	Withdrawal - Special Circumstances		0
WA	Withdrawal – Administrative (for academic, disciplinary, attendance or other reasons as determined by the College)		0
AU	Audit		0

**Success Equals Effort (SE<sup>2</sup>) GRADING POLICY**

The College implemented the Success Equals Effort (SE<sup>2</sup>) Grading policy in spring 2002 for 100 and 200 level classes. The SE<sup>2</sup> policy provides strong incentives through a new grading policy to improve freshman and sophomore student learning and increase retention by promoting student responsibility, effort, and performance. Under this program, freshman students are graded based upon their effort (60%) and knowledge (40%). At the sophomore level, the grading weight for knowledge is 60% and 40% for effort. The effort component consists of attendance, homework assignments, reading assignments, participation in group study sessions, tutorial sessions, and other assignments as directed.

The knowledge component of the grade derives from test scores, written assignments, homework, quizzes, and other evaluation methodologies. This program addresses the need to place responsibility on the student for his/her learning efforts. It also postulates a correlation between effort and knowledge: the more effort a student expends, the greater his/her knowledge acquisition is expected to be.



- 1. Every student enrolled in 100-and 200- level classes receives two letter grades, one for knowledge and another for effort.
- 2. Faculty members determine the criteria and rigor of each grading component. Effort criteria should include attendance, class participation, assignments, papers, etc.
- 3. Grade books contain sufficient information that allows academic administrators to determine how a student’s academic performance was graded.

The intersection of knowledge and effort grades shows the final grade that will be earned for that combination of knowledge and effort grades. The chart below shows the two components of the SE2 Grading Policy.

FRESHMAN (100 LEVEL)  
Knowledge Grade

Effort Grade	A	B	C	D	F
A	A	A	B	C	C
B	B	B	B	C	D
C	B	C	C	C	D
D	C	C	D	D	F
F	C	D	D	F	F

SOPHOMORE (200 LEVEL)  
Knowledge Grade

Effort Grade	A	B	C	D	F
A	A	B	B	C	D
B	A	B	C	C	D
C	B	B	C	D	D
D	B	C	C	D	F
F	C	C	D	D	F

STUDENT CODE OF ACADEMIC RESPONSIBILITY

Strength of character is as important as academic achievement; therefore the College expects every - one in the academic community to maintain personal integrity and avoid any conduct designed to gain unfair advantage in obtaining a grade. Academic dishonesty may include but is not limited to plagiarism, cheating, falsification of records, and collusion with others to defraud. Any student found guilty of academic dishonesty will be subject to disciplinary action which may include loss of credit, suspension, or dismissal.

INCOMPLETE GRADES

An Incomplete (I) is given, upon approval of the faculty member, when illness, excused absences, or other legitimate reasons prevent the student from completing the course, taking the final examination or completing a major class project on time. A student may request an “I” grade from the instructor. A student must complete the required course work by approximately December 1 (for “I” grades received in Spring or Summer) or approximately May 1 (for “I” grades received in the Fall Semester – or the semester in which the student enrolls in the College). An Incomplete which is not adjusted during this period becomes a failing grade of “F”.

REPEATED COURSES

It is the policy of the College that a grade will not be removed from a student’s record for repeated courses. When a course is repeated to raise a grade, the higher grade will be counted in computing the grade point average. Students who repeat a course must submit a “Notice of Repeated Course” form to the Office of the Registrar and Director of Student Records. A student may not repeat a course for credit in which a grade of “C” or better has been earned, with the exception of major courses in social work that a student may repeat if he/she made a grade of less than “B” in order to raise his/her grade point average in the major to a 2.50. Additionally, a student may not repeat a course at another institution to remove a grade of “D”, “F” or WC that was earned at Benedict College.

## GRADE REPORTS

Grades for all course work are determined at the end of each semester or summer session. All students may receive copies of their grade reports. All students have a right to consult with faculty to verify the accuracy of their grades and to receive an explanation for the determination of their grades. Students may appeal or protest the grades assigned by the faculty member to the faculty member's departmental chair, and school dean. If the student is not satisfied with the outcome, he/she may appeal to the vice president for academic affairs. The president may review these decisions at his discretion.

## TRANSCRIPTS

Transcripts of students' academic records are issued for students currently enrolled and to former students who left the College in good financial standing. At other times, enrolled students may request additional transcripts for a modest fee, payable in advance. One transcript prepared by the Registrar will be furnished without charge to graduates, upon successful completion of graduation requirements. Former students may request additional transcripts for a modest fee, payable in advance. Requesters should allow (five) 5 to seven (7) working days from receipt of request for processing transcript requests.

## GRADE CHANGE POLICY

Under very strict conditions, faculty may change a grade assigned to a student. Upon approval, the grade is changed on the student's transcript by designated personnel in the Office of the Registrar. The school dean, vice president for academic affairs and the president may administratively change grades when, in their judgment, circumstances such as faculty error, unfairness, inconsistency, or violations of policy so justify.

Acceptable reasons for changing a student's grade are:

1. Completion of work required to remove Incompletes;
2. A demonstrable error in the computation of a grade;
3. A substantial error in the evaluation of student performance;
4. Completion of course requirements not completed during preceding semester due to good cause such as illness, death in the family, military service, or other sufficient reasons; and
5. Extraordinary circumstances as determined by the school dean, the vice president for academic affairs or the president.

All faculty initiated grade changes must be approved by the department chair and school dean.

## QUALITY POINTS

Quality points determine rank in class, academic honors, and satisfactory academic progress. To graduate from Benedict College, a student must complete at least 128 semester credit hours with a cumulative quality point average of at least 2.0. Students in Teacher Education Programs and Engineering must complete 132 semester credit hours. Graduates in Teacher Education programs must also earn 2.75 cumulative grade point averages to qualify for graduation. Social Work majors must earn 2.50 grade point averages in their major courses.

## CLASSIFICATION OF STUDENTS

Students are classified according to the number of credit hours completed. Classification is not necessarily related to the length of time that students are in attendance at the College.

FRESHMAN - one who has completed up to 29 semester credit hours.

SOPHOMORE - one who has completed 30-59 semester credit hours.

JUNIOR - one who has completed 60-89 semester credit hours.

SENIOR - one who has completed 90 or more semester credit hours.

## **WITHDRAWALS**

### **WITHDRAWAL--OFFICIAL (W)**

A student may withdraw officially from the College during a given semester or session during the time period designated in the applicable Academic Calendar. In order for a student to officially withdraw from the College, he/she must notify the Office of the Registrar in writing of his/her intent to withdraw from the College and complete the College's official Student Withdrawal Form.

### **WITHDRAWAL-- UNOFFICIAL (WU)**

An unofficial withdrawal (without notification) occurs when a student no longer attends classes but he/ she fails to complete the withdrawal process outlined under Withdrawal-- Official. The notification date for unofficial withdrawals for a student who attended at least one class is the midpoint of the semester or the College may use the student's last date at an academically related activity, as documented by the College. Any student who checks into the Welcome Center, clears registration financially, and receives a class schedule is considered enrolled in the College. Any student who does not clear the registration process is not considered enrolled in the College.

### **WITHDRAWAL-- SPECIAL CIRCUMSTANCES (WS)**

If a student did not provide official notification of withdrawal during the semester in which he/ or she was currently enrolled, the College, through the Office of the Registrar, may consider documented claims from the student to be withdrawn for special circumstances relative to illness, accident, grievous personal loss, or other circumstances beyond the control of the student. All special circumstances must be made in writing to the Office of the Registrar, with appropriate documentation, no later than 45 days after the semester ends (particularly regarding financial considerations) in which the student claims special circumstances.

### **WITHDRAWAL-- ADMINISTRATIVE (WA)**

Students may also be withdrawn administratively from the College at any time by the registrar and director of student records upon the recommendation of the vice president for academic affairs, vice president for student affairs, or declaration by the president. Such withdrawals may be made when students fail to meet financial obligations, for disciplinary reasons, for violations of academic regulations, class attendance requirements, or for the good of the College.

### **WITHDRAWAL FROM BLOCK COURSES**

Students enrolled in block and full-semester courses may drop full-semester or second block courses within the prescribed period. However final grades that have already been posted for Block I courses will remain on the official record (transcript). Students enrolled under these circumstances may not withdraw from the College during a semester where final grades have already been posted for courses. Students may drop or be administratively dropped from any courses in which they remain enrolled (Block II). However, they may not withdraw from the College in the Block II session in which grades have been officially recorded during Block I.

## **TAKING COURSES AT OTHER COLLEGES**

Before taking courses at another college for transfer credit to Benedict College, a student must be in good financial standing and must have a minimum cumulative 2.0 grade point average. The student must secure prior approval by completing an "Academic Course Approval" form. Also, a student may not repeat a course at another institution. During a regular semester, students may earn up to 19 semester hours at another institution. During the summer session, students may earn up to 14 semester credit hours (or 7 semester credit hours per session). A student may not repeat a course at another institution to remove the grades of D or F that were earned in those same courses at Benedict College. Exceptions to this policy must be approved by the dean, vice president for academic affairs, or the president.

## **GRADE POINT AVERAGE REQUIRED FOR GRADUATION**

Students must have a Cumulative Grade Point Average of at least 2.00 in order to graduate. The total credit hours required to graduate may vary depending on the student's major and degree sought. Candidates for the Bachelor of Social Work degree must earn a 2.5 cumulative grade point average in their major courses and students in the Teacher Education program must maintain a 2.75 cumulative grade point average.

SATISFACTORY ACADEMIC AND FINANCIAL AID PROGRESS

All students must maintain satisfactory academic progress towards graduation as prescribed in the Satisfactory Academic Progress (SAP) scale (qualitative and quantitative).

Students who are placed on Academic Probation while receiving financial aid, will be placed on financial aid warning. Students will continue to receive financial aid while on financial aid warning. Students are required to sign an academic plan upon registration. Students who are placed on academic suspension while receiving financial aid, will also be placed on financial aid suspension. Students will not receive financial aid while on financial aid suspension. Students who have been placed on financial aid suspension may attend summer sessions pending successful administrative appeal; however, the students are not eligible for financial aid. Students are encouraged to attend summer school to improve their academic status; however, their cumulative SAP status will be evaluated based upon the last semester (fall or spring) in which they were enrolled. Students who meet cumulative SAP standards will be removed from probation. Those who do not meet cumulative SAP standards but achieve the standards included in their academic plan each semester(s) will remain on probation. Students who appeal academic and financial aid suspension must follow the SAP Appeals process. If the SAP appeals process removes a student's academic suspension, then the student's financial aid eligibility will be restored.

Transfer students who were in good academic standing at the college they previously attended will be eligible for financial aid. They will fall under the same satisfactory academic progress scale as current students.

All credits for new courses and for courses repeated in accordance with the academic standards may be counted towards the satisfactory academic progress standard.

Satisfactory Academic Progress Scale (Quantitative)

To maintain Satisfactory Academic Progress, a student must attempt and earn a minimum prescribed number of credit hours for each increment attempted while enrolled at the College. The incremental credit hours that must be earned are shown in the chart below.

Credit Hours Increment	Minimum Credit Hours Earned
32	21
64	42
96	63
128	84
160	106
192	128

Satisfactory Academic Progress Scale (Qualitative)

To maintain Satisfactory Academic Progress, a student must also earn a prescribed grade point average for each increment of credit hours earned at the College. The minimum required grade point averages are shown in the chart below.

Credit Hours Earned	Grade Point Average Required
1 – 34	1.5
35 – 59	1.6
60 – 84	1.8
85 – 111	1.9
112 – 132	2.0

SATISFACTORY ACADEMIC PROGRESS POLICIES

Students must achieve both the quantitative and qualitative standards listed in the College's Satisfactory Academic Progress scale. Students who fail to meet the Satisfactory Academic Progress standards and/or their academic plans will be subject to academic action according to the specifications described below for each category.

PROBATION

Students are placed on probation if they fail to meet the cumulative quantitative and qualitative progress scales listed above. All students placed on probation must participate in the Academic

Probation Management Program (APMP). Students on probation may register for the number of semester credit hours that they and their advisors believe are achievable. While on probation, students are subject to the academic and co-curricular restrictions outlined in their individual academic plans. Students who meet the cumulative qualitative and quantitative standards outlined in the Satisfactory Academic Progress scale will be removed from probation. Students who do not meet SAP cumulative standards but achieve the rate of achievement written in their academic plans, will remain on probation. Students who achieve neither standard will be suspended.

If students are not enrolled the semester after being placed on probation, the one (1) semester probationary period will begin when the student returns to the College.

## **SUSPENSION**

If, at the end of the probationary period, students have not achieved the cumulative qualitative and quantitative minimum indicated on the Satisfactory Academic Progress Scale and have not achieved the rate of achievement written in their academic plans, they are placed on suspension.

Students on suspension are ineligible to enroll for a minimum of one semester. Students suspended at the end of spring must sit out during the fall semester. Students suspended at the end of the fall semester, must sit out during the spring semester. Students have the right to appeal the process by which they were suspended. While the College encourages students on suspension and dismissal to take steps to improve their academic performance, the College will not accept transfer credits for courses taken at another college during the period that a student is on academic suspension or dismissal.

## **DISMISSAL**

If students re-admitted after suspension fail to achieve the cumulative qualitative and quantitative minimum standards indicated on the Satisfactory Academic Progress Scale or achieve the rate of achievement written in their academic plans, the students will be dismissed from the College. Students have the right to appeal the process by which they were dismissed. If the appeal by dismissed students is not approved by the College, the affected students may apply for readmission only after a period of five years.

## **READMISSION AFTER SUSPENSION OR DISMISSAL**

Students who wish to re-enroll after suspension or dismissal must apply for readmission to the College (Office of Admissions and Student Marketing) and appeal to the SAP committee by completing the appeal portion of the Readmit Application.

The privilege of requesting readmission does not imply an obligation on the part of the College to grant the request. The College reserves the right to deny readmission on the merits of the individual case or, if students are readmitted, to indicate the conditions under which they are to be readmitted. Those applicants who have not been readmitted but who have attended another institution while on suspension or dismissal at Benedict College must submit official transcripts of such work to the Office of Admissions and Student Marketing before readmission consideration will be granted. The maximum time frame guidelines will be applied to these students if they used federal financial aid. However, the College will not accept transfer credits for courses taken at another college during the period that a student is on academic suspension or dismissal.

## **THE APPEALS PROCESS**

Students subject to academic actions have the right to appeal. The official letter of academic action from the Office of Registrar will inform students of their right to appeal impending academic action during the time period that allows a decision to be made for the applicable semester.

**The two categories of appeals by students are as follows:**

### **1. Those who have served their suspension or dismissal.**

At the end of the semester of their suspension, these students must appeal their academic status, reapply for admission, and after being readmitted, complete an academic plan during registration. The academic plan will spell out specifically the academic quantitative and qualitative performance students are required to meet during the ensuing semester or (semesters) in order to maintain academic eligibility.

The documentation that accompanies the appeals for these students will include:

- (1) their explanation of why they failed to meet SAP standards, and (2) how they will perform better if readmitted.

## **2. Those who appeal their suspension or dismissal.**

These appeals along with supporting documentation must be submitted to the Vice President for Academic Affairs who will forward such requests to the College's Satisfactory Academic Progress (SAP) Appeals Committee for a decision.

These appeals are to be mailed to the Vice President for Academic Affairs at 1600 Harden Street, Columbia, SC 29204, and must include:

1. an explanation of the circumstances and how they affected your academic performance during the period you failed to meet SAP at Benedict College;
2. an explanation of what has changed in your situation that will allow you to make satisfactory academic progress at your next SAP evaluation; and
3. documentation to support and confirm the information stated in your appeal.

Once a decision is rendered, students will be notified in writing. Students may request an administrative appeal of the Committee's decision by providing evidence that all of their documentation was not considered or that the process was flawed. If the administrative appeal is upheld, the students are governed by the guidelines in effect for all students on probation.

## **ACADEMIC ACTION CYCLE**

When academic action is taken against students, they return to the College under probation. Students who return after suspension or dismissal must meet the terms of their academic plan or meet cumulative SAP standards. Students who subsequently meet Satisfactory Academic Progress standards will restart the Satisfactory Academic Progress cycle.

When academic action is taken against a student, he/she returns to the College under probation. Students who return after suspension or dismissal must meet the terms of their academic plan or meet cumulative standards. Students who subsequently meet SAP standards will restart the Satisfactory Academic Progress cycle.

## **CREDIT BY EXAMINATION**

Benedict College awards course credit to eligible students for acceptable scores made on the College Board Advanced Placement (AP) Standardized Tests, the College Level Examination Program (CLEP) Standardized Tests, and the DANTES Program Subject Standardized Tests. Credit by examination must be established and awarded within the first two semesters the student is enrolled at the College and must be approved by the department chair and dean.

### **College Board Advanced Placement (AP)**

Students may receive credit for scores on Advanced Placement Standardized Tests used to assess AP courses taken in high school. Official Advanced Placement Standardized Test scores must be reported directly to the Registrar's Office. A listing of these examinations, courses and acceptable scores is available in the Registrar's Office.

### **College Level Examination Program (CLEP)**

Benedict College awards credit for certain measurable life experiences and independent study, as measured on the CLEP Examination. The College accepts scores only on the skilled examinations for which there are corresponding courses at Benedict College. A listing of these examinations, courses and acceptable scores is available in the Office of the Registrar.

### **DANTES Program (Subject Standardized Test)**

Benedict College awards credit for certain measurable life experiences and independent study, as measured by the DANTES Subject Standardized Tests. The College accepts scores only on the subject examinations for which there are corresponding courses at Benedict College. A listing of these examinations, courses and acceptable scores is available in the Counseling and Testing Unit.

A student may earn up to a total of **15** semester credit hours through CLEP and DANTES examinations.

## **ACADEMIC REQUIREMENTS**

### **GENERAL REQUIREMENTS FOR DEGREES**

Three degrees are offered by Benedict College; the Bachelor of Arts (B.A.) degree, the Bachelor of Science (B.S.) degree, and the Bachelor of Social Work (B.S.W.) degree. The B.S. degree is awarded in (1) programs with a science concentration (32-49 hours in science or mathematics) and programs that are classified as professional areas of study. (2) The B.S.W. degree is awarded to students majoring in social work and satisfying institutional requirements, as well as those of the Council on Social Work Education. (3) All other liberal arts oriented programs award the B.A. degree.

Requirements for these three degrees normally consist of a total of at least 128 semester credit hours, which must include 60-61 hours of General Education courses plus 21-69 prescribed semester credit hours in one of the major subject areas offered by the College. All courses taken in the major subject area (designated by bullets in the programs of study) must be completed with a grade not lower than "C" in order to be counted towards graduation requirements. Students who wish to minor in another subject area must complete 12-15 prescribed hours in that field with no grade lower than "C".

Candidates for Bachelor of Arts Degrees and Bachelor of Science Degrees are required to attain a minimum cumulative grade point average of 2.0.

Candidates for the Bachelor of Social Work Degree are required to attain a minimum cumulative average of 2.5 in the required major courses prior to enrolling in field instruction and to satisfy graduation requirements. Additionally, social work majors must complete at least 128 semester credit hours with a minimum cumulative average of 2.5 in their major courses.

All students who are enrolled as teacher education majors must fulfill requirements for formal admission to the Teacher Education Program (professional level) by the time they complete 45 semester credit hours. Students who have earned over 60 semester credit hours and who have not met the criteria for admission to teacher education must change their majors to a non-education major to be eligible for registration for the following semester. Students in a Teacher Education Program must attain a 2.75 cumulative average to qualify for graduation.

All new freshman students are required to complete the eight (8) semester credit hours of seminar classes as required by the current catalogue. However, students who have been out of high school for six (6) or more years may be permitted to substitute documented work or military experience for Freshman Seminar. The school dean must approve these substitutions using the College's course substitution form.

Students, who transfer to the College with a grade point average (G.P.A.) above 2.0 attained at the transferring institution, may begin the Seminar Series at their level of classification at Benedict College at the time of their admittance and complete the series through the senior year or at the level which is equal to or greater than increments of 15 semester credit hours. If students attain grade point averages below a 2.0 at the institutions from which they transfer, these transfer students must complete the entire Seminar series. All students, regardless of standing or experience, must complete Junior and Senior Seminar courses. Transfer students or students who completed high school more than six years earlier may be allowed to substitute documented work or military experience for Freshman and Sophomore Seminar courses as approved by a committee.

All students must write an extended research paper (Senior Paper) as a part of the requirements of a junior or senior level course in their program of study. The research paper will be prepared and evaluated according to institutional and departmental policies. Music majors perform a senior recital to fulfill this requirement. Art majors present a senior art exhibit to fulfill this requirement.

Each student, with the exception of transfer students, is required to complete a minimum of 120 hours of service-learning for graduation beginning with the Freshman Seminar courses and continuing with designated courses in each major program. Transfer students are required to complete the total number of hours commensurate to their classification at the time of admittance. Service-learning hours must be completed at sites registered with the Office of Service-Learning and are not transferable from other institutions. While 120 hours of service learning are required for graduation, it is suggested that students complete these hours through incremental stages from the freshman to the senior classification as prescribed by each school. A suggested scale is as follows:



<b>FRESHMAN</b>	20 hours per year
<b>SOPHOMORE</b>	40 hours per year
<b>JUNIOR</b>	40 hours per year
<b>SENIOR</b>	20 hours per year

At least 25% of the semester credit hours counted toward graduation will be earned through instruction at Benedict College. The final 25% of credit must be earned in residency at Benedict College and must include substantial work in the student's major field of study.

Programs are designed for full-time students to complete them in eight semesters provided they follow the progression plan precisely as outlined. The length of the program is further defined by the time needed by students to successfully complete all graduation requirements and earn the number of semester credit hours required by each major as defined in its program of study. A student may find it desirable to attend summer school or additional semesters in order to complete a program of study.

Graduation requirements for students who complete their degrees within ten (10) years whether continuously enrolled or not, may be governed by the catalogue under which they entered Benedict College or any catalogue introduced subsequent to readmission. Under these circumstances, the governing catalogue is whichever one is more favorable for students to complete their degree requirements.

A college graduate who wishes to obtain a degree in another major subject area or a matriculating student may do so by completing the requirements of the appropriate Program of Study as listed in the catalogue in effect at the time the student begins work on the second degree. The student must complete at least an additional 30 credit hours required by the second degree and more than 30 hours if required by the specific program to comply with 25% No course applied to meet the requirements of the first Bachelor's degree may count toward this 30 hour requirement. For non-Benedict graduates, at least one year of residency and 30 credits or 25% of courses that meet major or upper division specifications are required. At least half of the courses required for the major must be completed at Benedict College.

## GENERAL EDUCATION REQUIREMENTS

### GENERAL EDUCATION STUDENT LEARNING OUTCOMES

#### 1.1 Student Learning Outcome - Computer Literacy

**1.2 Student Learning Outcome** - Computer Literacy 1 (CL1). Students will be able to: (a) utilize electronic mail (email) as a form of communication (establish an address, receive messages, send messages, reply to messages, forward messages, and attach files to a message) and (b) conduct basic internet searches.

**1.3 Student Learning Outcome** - Computer Literacy 2 (CL2 - Spreadsheets): Students will be able to demonstrate basic spreadsheet operations, including creating, editing, formatting, printing, and saving a worksheet as well as using copy and paste commands, formulas, and simple functions.

**1.4 Student Learning Outcome** - Computer Literacy 3 (CL3 – Word Processing): Indicates whether students are able to use a computer and software to accomplish practical tasks, including word processing.

**1.5 Student Learning Outcome** - Computer Literacy (CL4 Learning Management System): Students will be able to demonstrate proficiency in navigating the Edvance 360 learning management system, specifically they will be able to: 1) access courses and communities; 2) utilize the drop box function to submit assignments; and 3) engage in course and/or community discussions.

#### 2.1 Student Learning Outcome - Effective Communication

**2.2 Student Learning Outcome** - Effective communication 1 (EC1). Students will be able to communicate thoughts in an organized, coherent, and purposeful manner appropriate for the audience. Specifically, students are expected to use appropriate patterns of organization and development and to use the conventions of standard written American English.



**2.3 Student Learning Outcome** - Effective communication 2 (EC2): Students will be able to communicate thoughts in an organized, coherent, and purposeful manner appropriate for the audience. Specifically, students will use the conventions of standard written US English, incorporating professional terminology and academic vocabulary.

### **3.1 Student Learning Outcome - Analytical Capability**

**3.2 Student Learning Outcome** - Analytical Capability (AC1) 1) Students will be able to define, evaluate, and draw conclusions about positions, problems or theories.

**3.3 Student Learning Outcome** - Analytical Capability (AC2) 1) Students will be able to analyze, compare, contrast and reflect critically on alternative themes, characters, positions or explanations.

**3.4 Student Learning Outcome** - Analytical Capability (AC3) Students will understand and utilize the scientific method of inquiry in understanding areas related to the natural sciences

### **4.1 Student Learning Outcome - Problem Solving Ability**

**4.2 Student Learning Outcome** - Problem solving ability 1 (PS1): Students will perform operations with numbers; solving equations and inequalities; application of mathematical formulas to real world issues. Specifically, students will identify and extract relevant data from given mathematical or contextual situations and obtain correct mathematical results and state those results with qualifiers.

**4.3 Student Learning Outcome** - Problem Solving 2 (PS2): The General Education Competency: Problem-Solving Ability PS2 demonstrates the ability of students to identify and analyze academic and societal problems to propose and implement solutions. Students should be able to apply logical reasoning to solve problems in diverse contexts. The required general education course Introduction to Economics (ECON 130) teaches students how to manage credit and money assets and liabilities. As personal finances matters are a critical area for young persons, ECO 130 treats personal financial management topics thoroughly, including learning how to protect financial data.

### **5.1 Student Learning Outcome – Valuing in Decision Making**

**5.2 Student Learning Outcome** - Decision Making 1 (DM1): Students will demonstrate adherence to appropriate standards by complying with the Student Code of Conduct and all laws and regulations. Specifically, students will not generally violate the student code of conduct during their enrollment at Benedict College. Over the course of their enrollment students will display fewer incidences of negative behavior and poor decision making that result in college judiciary or external legal sanctions.

**5.3 Student Learning Outcome** - Decision Making 2 (DM2): Students will demonstrate the ability to make, with respect to individual conduct, judgments based on systems of values. Students will indicate a net positive increase in values and judgment based upon pre/post responses to the College Core Values and Behavioral Beliefs Questionnaire.

### **6.1 Student Learning Outcome - Social Interaction**

**6.2 Student Learning Outcome** - Social Interaction 1 (SI1): Students will be able to demonstrate respect for diverse groups of people while exploring dimensions of social diversity through completion of service-learning in the local community. This particular learning outcome is rooted in the College's founding principle of preparing students to be powers for good in society. The desired dispositions regarding working with others are developed through structured interactions with a variety of individuals and groups representing a range of diverse backgrounds.

**6.3 Student Learning Outcome** - Social Interaction 2 (SI2): Students will develop effective working relationships with faculty and peers.



**6.4 Student Learning Outcome** - Social Interaction 3 (SI3): Students are expected to exhibit social responsibility by demonstrating respect for themselves, others, and the environment. Specifically, students will engage in smaller amounts of inappropriate or greater amounts of appropriate non-academic behaviors. Categories of non-academic behaviors will include those behaviors that are designed to improve decorum and environment of the Campus. They include but are not limited to:

Dress and personal appearance that violate the College's dress code (2.1 DC)

Behavior consistent with the College's core values (2.2 CV)

Discourteous, respectful, and polite interaction with administrators, faculty, staff and peers (2.3 SI)

Timely completion of pre-registration and financial aid steps required to be ready to continue school (2.4. RF)

Conduct which abides by Benedict College rules and regulations (2.5 RR)

Conduct which abides by public laws and regulations (2.6 PL) Appropriate

non-criminal, safe sexual conduct and interactions (2.7 SC) Participation

in Student Organizations (2.8 SO)

Any other Non-academic behavior that conforms or promotes decorum, safety, peace, and well-being of the College campus (2.9 OB)

## **7.1 Student Learning Outcome - Global Perspective**

**7.2 Student Learning Outcome** - Global Perspective (GP1): Demonstrate awareness of religious diversity across the globe; understand, compare and contrast the nature and role of religion in different parts of the world and from diverse cultural perspectives.

**7.3 Student Learning Outcome** - Global Perspective (GP2): Identify political systems and economic structures.

## **8.1 Student Learning Outcome - Effective Citizenship**

**8.2 Student Learning Outcome** - Effective Citizenship (EC1): Students will be able to describe the principles of social and governing structures.

**8.3 Student Learning Outcome** - Effective Citizenship (EC2): Students will be able to explain key themes and events of political, social, economic, and cultural significance in US History

**8.4 Student Learning Outcome** - Effective Citizenship (EC3) - Civic Engagement and Leadership Development

Benedict College holds as an institutional priority developing socially-responsible citizens who are engaged in both their local and national communities and are responsive to societal needs. The college is committed to educating students regarding the social and political impact of public policy decisions and empowering students to engage in political and social activism. To this end, the college has adopted structures and policies designed to assist students in connecting their academic experiences to the needs of their surrounding communities.

**8.5 Student Learning Outcome** - Effective Citizenship -Civic Engagement and Leadership Development: Specifically students will: contribute to their local communities in ways that are consistent with their personal and professional values apply academic knowledge to address social problems in their local community participate in leadership training designed to empower them to be effective administrators

**8.6 Student Learning Outcome** - Effective Citizenship -Civic Engagement and Leadership Development (EC3.1): Students will contribute to their local communities in ways that are consistent with their personal and professional values

**8.7 Student Learning Outcome** - Effective Citizenship -Civic Engagement and Leadership Development (EC3.2): Student participation in discipline driven service-learning activities

**8.8 Student Learning Outcome** - Effective Citizenship -Civic Engagement and Leadership Development (EC3.3): Students will participate in leadership training designed to empower them to be effective administrators

9.1 Student Learning Outcome - Aesthetic Responsiveness

**9.2 Aesthetic Responsiveness 1 (AR1):** The student learning outcome: Aesthetic Responsiveness measures the extent to which students are able to recognize the contributions of fine arts to society and culture and demonstrate the principles of aesthetic understanding in creative expression.

**9.3 Student Learning Outcome - Aesthetic Responsiveness (AR1):** Identify historical context; recognize master works and the creators.

**9.4 Student Learning Outcome - Aesthetic Responsiveness (AR2):** Students are expected to demonstrate the principles of aesthetic understanding in a creative expression by utilizing appropriate terminology and arts theory, and by analyzing purpose and functionality within various art forms.

GENERAL EDUCATION REQUIREMENTS

All students at Benedict are required to complete a minimum of sixty or sixty-one credit hours of General Education requirements.

Mathematics (General College Math I and II, or College Algebra and Precalculus) <sup>1</sup>	6-7 hours
English (Freshman Composition I and II, World Literature I and II) <sup>2</sup>	12 hours
‘Humanities (Art Appreciation, Theatre Appreciation, Music Appreciation) <sup>3</sup> (2 of 3)	4 hours
“Physical Education <sup>4</sup>	2 hours
Foreign Language (Intermediate French, Spanish or Arabic) <sup>5</sup>	3 hours
Natural Sciences (4 hrs. in Biological Science and 4 hrs. in Physical Science or 4 hrs. in General Environmental Health Science, or Chemistry)	8 hours
Social Sciences (3 hrs. in World Civilization or United States History; 3 hrs. in African-American History; 3 hrs. in Political Science, or Sociology, or Psychology; and 3 hrs.in Economics)	12 hours
Health Education	3 hours
Freshman, Sophomore, Junior and Senior Seminars	8 hours
Religion (Comparative Religion)	2 hours

**Total 60-61 hours**

<sup>1</sup> Math 138, College Algebra, and Math 140, Precalculus, are required for students with majors in the School of Business and Economics and the School of STEM. Math 132 and 134, General College Mathematics I and II are required for all other majors. A minimum final grade of “C” is required to exit Math 132 and 134, Math 138, and Math 140.

<sup>2</sup> Students must earn a grade of “C” or higher in Eng 135, Freshman Composition I, and Eng 137, Freshman Composition II.

<sup>3</sup> Teacher education majors must take Art Appreciation and Music Appreciation. Studio Art majors take Art Appreciation and either of the other two courses. All others may take any two of the three appreciation courses.

<sup>4</sup> He 120 Weight Control and He 220 Stress Management may also be used to satisfy the PE requirement. For ROTC students, MS 111 and MS 112 satisfy the PE requirement as well as Mus 113 and Mus 213 Marching Band.

<sup>5</sup> All students who have studied French or Spanish in high school will be given the Foreign Language placement test to determine if they may enroll in Fr 233 or Sp 233 or if they must first take Fr 130 or Sp 130 as a prerequisite. Students may also receive credit by obtaining a satisfactory score on the DANTES examination. Students with no previous background in French or Spanish will be required to take the 130 level foreign language course.

Students are required to earn a grade of “C” or higher in the following General Education courses:

Eng 135	Freshman Composition I	Math 134	General College Math II
Eng 137	Freshman Composition II	Math 138	College Algebra
Math 132	General College Math I	Math 140	Precalculus

## ACADEMIC HONORS

### SCHOOL OF HONORS

The School of Honors at Benedict College is designed to enhance intellectual, cultural, spiritual, and career opportunities for highly selected, motivated, enthusiastic and critically inquisitive students. Begun in 1986 and expanded to meet challenges of the twenty-first century, the School of Honors attempts to achieve its goal by providing exceptional stimulation and challenge to its participants, thus expanding their global horizons and academic expectations. The distinguished School of Honors faculty from each academic department design all Honors courses to include a program of study that is writing and research intensified, technologically enhanced, and internationally focused. Any Benedict College student may enroll in Honors courses through the contract system.

### HONOR SOCIETIES

#### Alpha Chi National College Honor Scholastic Society

This is a coeducational honor society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction.

#### Alpha Kappa Mu

This is a general honor society open to juniors and seniors in all academic disciplines. Its 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 of scholarly work in others.

The National Society of Collegiate Scholars (NSCS) The National Society of Collegiate Scholars is the nation's premier organization for high achieving students. The NSCS is the only honor society to recognize outstanding academic achievement among first and second year students. Membership is by invitation only and is offered to freshman and sophomore students who have a 3.4 grade point average or higher and rank in the top twenty (20) percent of their college class.

### OTHER HONOR SOCIETIES

The descriptions of the various subject-area honor societies are located in the section on Clubs and Organizations in the various academic departments.

### DEAN'S LIST

The Dean's List records the names of full-time students who have (completed at least 12 semester credit hours during the fall and/or spring semester(s) and who have achieved an average of 3.0 to 3.99 in the fall and/or spring semester.

### PRESIDENT'S LIST

The President's List records the names of full-time students who have (completed at least 12 semester credit hours during the fall or spring semester) and who have achieved an average of 4.0 in the fall or spring semester.

### PRESIDENT'S TROPHY LIST

The President's Trophy List records the names of full-time students who have (completed at least 12 semester credit hours during the fall and spring semester) and who have achieved an average of 4.0 for the fall and spring semesters during the same academic year. A plate bearing the student's name is placed on the Benedict College President's Trophy, and a small replica of the trophy is given to the student.

## GRADUATION WITH HONORS

Students with an average of 3.00 - 3.49 graduate Cum Laude; those with an average of 3.50 - 3.79 graduate Magna Cum Laude, and those with an average of 3.80 - 4.0 graduate Summa Cum Laude. In order to graduate with honors, a student must be in residence at the College for at least one year.

## ACADEMIC STRUCTURE AND DEGREES

The Division of Academic Affairs is organized into the Office of Academic Affairs which houses the vice president for academic affairs and the associate vice president for academic affairs. The Division also contains the associate vice president for research and the assistant vice president for academic support programs and special projects and director of academic assessment. Additionally, deans are the principal administrators in the eight schools in the division: the School of Business and Economics, the School of Humanities, Arts and Social Sciences, the School of Science, Technology, Engineering and Mathematics, the School of Business and Economics, the School of Education, the School of Health, and Human Services, the School of Honors, and the School of Continuing Education. The eighth dean serves as the principal administrator of the Freshman Institute. Other administrators and components of the academic structure include Department Chairs for the eleven academic departments, the Director of Teacher Education, Director of the Library, Director of Educational Support Services, Director of Academic Advising, Directors of Career Services, International Programs, Service Learning Leadership Development, the Officer-in-Charge for Military Science, and other administrative, support and adjunct units and directors.

Departments offer majors leading to a degree. A major consists of 18-69 semester credit hours in an academic discipline, as prescribed in the program of study for that discipline. In some cases, there is more than one program of study available for a major and is indicated by the various concentrations offered within the specified major discipline. The student chooses the program of study that most closely fits his or her interests and goals. A student may also pursue a minor in an academic discipline by earning 12-15 semester credit hours in that field, as prescribed by the appropriate academic department. The academic structure is given below.

### Division of Academic Affairs

Vice President for Academic Affairs

Associate Vice President for Academic Affairs

Associate Vice President for Research

Assistant Vice President for Academic Support Services and Special Projects and Director of Academic Assessment

Dean, School of Humanities, Arts, and Social Sciences

Dean, School of Science, Technology, Engineering and Mathematics

Dean, School of Business and Economics

Dean, School of Education

Dean, School of Health and Human Services

Dean, School of Honors

Dean, School of Continuing Education

Dean, Freshman Institute

Director, Teacher Education

Director of the Library

Director of Educational Support Services

Director of Service- Learning and Leadership Development

Director of Career Services

Director of International Programs

Director, Academic Advising

Director, Upward Bound Program I

Director, Upward Bound Program II

Director of the Business Development Center

Director of the Child Development Center

## Social Sciences and Criminal Justice Department

## Mathematics and Computer Science Department

## Economics, Finance, and Accounting Department

## Upward Bound I and II Programs

## Military Science Program

## Technology International Programs Center for Teaching and Learning

**SCHOOL OF BUSINESS AND ECONOMICS**

Department	Business Administration, Management and Marketing
Major	Business Administration General Business
Concentrations:	Management Marketing
Degree	B.S. in Business Administration B. S. in General Business
Department	Economics, Finance, and Accounting
Major	Economics Accounting Concentration: Finance

Degree            B.S. in Economics  
                      B.S. in Accounting

**SCHOOL OF EDUCATION**

Department      Education, Child and Family Studies

Majors            \*Early Childhood Education  
                      \*Elementary Education  
                      Child and Family Development

Degrees           B.S. in Early Childhood Education  
                      B.S. in Elementary Education  
                      B.S. in Child and Family Development

**SCHOOL OF HEALTH AND HUMAN SERVICES**

Department      Health, Physical Education, and Recreation

Majors            Recreation and Leisure  
                      Services Public Health  
                      Sport Management

Degrees           B.S. in Recreation and Leisure Services  
                      B.S. in Public Health  
                      B.S. in Sport Management

Department      Social Work

Major             Social Work

Degree            Bachelor of Social Work

**SCHOOL OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

Department      English, Foreign Languages and Mass Communication

Majors            English  
                      Mass Communication

Degree            B.A. in English  
                      B.A. in Mass Communication

Department      Fine Arts

Majors            Studio Art  
                      \*Teaching of Art  
                      Music  
                      Concentrations in:  
                          Instrumental, Piano, Voice, and Music Industry

Degree            B.A. in Art  
                      B.A. in the Teaching of Art  
                      B.A. in Music

Department      Social Sciences and Criminal Justice

Majors            Criminal Justice  
                      Concentrations in:  
                          General, Corrections, Court System, and Law Enforcement  
                      History  
                      Political Science  
                      Concentration in:  
                          International Relations  
                      Psychology  
                      Religion and Philosophy  
                      Sociology

Degrees	B.S. in Criminal Justice B.A. in History B.A. in Political Science B.A. in Psychology B.A. in Religion and Philosophy B.A. in Sociology
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**SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

Department	Biology, Chemistry and Environmental Health Science
Majors	Biology Chemistry Concentration: Radiochemistry Environmental Health Science

Degrees	B.S. in Biology B.S. in Chemistry B.S. in Environmental Health Science
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Department	Mathematics and Computer Science
Majors	Computer Science Mathematics

	Concentrations Pure Mathematics Applied Mathematics
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Degrees	B.S. in Mathematics B.S. in Computer Science
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Department	Physics and Engineering
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Majors	Computer Engineering Electrical Engineering Environmental Engineering Physics Transportation Engineering and Logistics Studies
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Degrees	B.S. in Computer Engineering B.S. in Electrical Engineering B.S. in Environmental Engineering B.S. in Physics B.S. in Transportation and Logistics Engineering
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**SCHOOL OF CONTINUING EDUCATION**

Major	Interdisciplinary Studies Concentration: Public Safety Administration and Management  General Business (same as the major offered in the School of Business and Economics)
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Degrees	B. A. in Interdisciplinary Studies B.S. in General Business (same as the degree offered by the School of Business and Economics)
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**SUMMARY**

Number of Departments	11 plus the Military Science Program
Number of Majors-	33

\*Indicates a teaching component.



DEFINITIONS

A “major” is an academic discipline in which the College grants a degree. The requirements for a degree generally include 18-69 semester credit hours in the major academic discipline.

A “concentration” is one of two or more options available for a particular major. Each concentration has its own program of study.

A “program of study” is a list of courses required for a degree in a particular major. The courses required include general education courses required of all students at the College, courses in the major academic discipline, and other courses related to the major. The total number of credits required for the degree is listed at the end of the program of study and ranges From 128 to 132 semester credit hours.

A “minor” in an academic discipline requires successful completion of 12-15 semester credit hours, as prescribed by the department in which the academic discipline is located.

In all academic departments, the first digit of course numbers indicates the level of the courses as prescribed by the department.

- 1 — Freshman level
- 2 — Sophomore level
- 3 — Junior level
- 4 — Senior level

The second digit of course numbers indicates the credit hours assigned to the course. Exceptions are internships, which all carry the number 440.

The third digit of course numbers indicates the semester in which the course is offered;

- 0 — Either semester or both semesters
- Odd Digit — First semester or both semesters
- Even Digit — Second semester only

The following suffixes may apply to certain courses:

- S — Seminar
- L — Laboratory
- H — Honors W —Workshop
- CE — Continuing Education
- C — Choir
- I — nstrumental Ensemble
- SL — Service Learning
- ML — Majors (designates a section for majors)



## ACADEMIC DEPARTMENTS

### CROSS-DISCIPLINARY COURSES

There are several courses which cut across academic areas, as well as incorporate co-curricular enrichment experiences. These courses are designed to enhance students' academic, social, and personal development.

#### The Seminar Series Courses

##### **FI 111 Freshman Seminar I**

This course is designed for first-year students at Benedict College to enhance students' adjustment to academic culture in general and to campus life at Benedict College specifically. Freshman Seminar I seeks to support students as they make the transition to Benedict College and achieve academic, professional, and personal goals. Topics addressed in Freshman Seminar I include college policies and procedures, college professors' expectations, time management, study skills, introduction to service-learning and many others relevant to the first semester college experience.

**BE, CE, ED, HHS, HASS, STEM 111 Freshman Seminar I** This course is designed for first-year students at Benedict College to enhance students' adjustment to academic culture in general and to campus life at Benedict College specifically. Freshman Seminar I seeks to support students as they make the transition to Benedict College and achieve academic, professional, and personal goals. Topics addressed in Freshman Seminar I include college policies and procedures, college professors' expectations, time management, study skills, introduction to service-learning and many others relevant to the first semester college experience.

##### **FI 112 Freshman Seminar II**

**credit 1 hr.**

This course is a continuation of Freshman Seminar I. It is designed to support students as they make the transition to Benedict College and achieve their academic, professional, and personal goals. Primary topics and activities include self-assessment and review of academic performance, African-American heritage, campus/community life and safety issues, money management, alcohol and drug awareness, campus support systems key to academic success, community service-learning, and college policies and procedures.

##### **BE, CE, ED, HHS, HASS, STEM 112 Freshman Seminar II**

**credit 1 hr.**

This course is a continuation of Freshman Seminar I. It is designed to support students as they make the transition to Benedict College and achieve their academic, professional, and personal goals. Primary topics and activities include self-assessment and review of academic performance, African-American heritage, campus/community life and safety issues, money management, alcohol and drug awareness, campus support systems key to academic success, community service-learning, and college policies and procedures.

##### **BE, CE, ED, HHS, HASS, STEM 211 Sophomore Seminar I**

This course is designed for students who have completed their first-year requirements and/or who have transferred to the college at the sophomore level. The focus of this course is to familiarize students with the requirements of their chosen career path, and to begin developing skills that will be useful in a professional setting. Topics include introduction of relevant professional organizations, appropriate workplace communications, and continued development of academic skills such as discipline-specific research methodology and academic self-awareness.

##### **BE, CE, ED, HHS, HASS, STEM 212 Sophomore Seminar II**

This course is a continuation of Sophomore Seminar I. Topics include African-American heritage in the disciplines, workplace ethics, and discipline-specific test-taking skills, and academic self-assessment.

##### **BE, CE, ED, HHS, HASS, STEM 311 Sophomore Seminar I**

This course is designed to prepare students for the graduate and professional schools, process, development, of personal portfolios, development of academic self-assessment skills, job search techniques, life-long wellness skills, attending professional conferences, workshops, and selected seminar topics.

**BE, CE, ED, HHS, HASS, STEM 312 Junior Seminar II**

This course is a continuation of Junior Seminar I. The primary focus is to engage students in the mastery of E-Resume development, completion of graduate school application process, selected seminar topics, development of a personal portfolio and development of academic self-assessment skills.

**BE, CE, EHHS, HASS, STEM 411 Senior Seminar I**

This course is designed for students who have completed Junior Seminar II. The primary focus of topics will include interview skills, personal and professional image development, life-long wellness, preparation for graduate/professional schools, and continuation of academic self-awareness and assessment skills.

**BE, CE, ED, HHS, HASS, STEM 412 Senior Seminar II**

This course is designed for students who have completed Senior Seminar I. The primary focus of topics will include the continued development of job search techniques and Career Planning, resume and portfolio development, life-long wellness, preparation for departmental mastery exams, and post graduate management of College Finances.

**AA 230 The Republic of Plato and the Construction of Justice** **credit 3 hrs.**

This course provides students with an interdisciplinary approach to the construction of justice From Hesiod through the New Testament. Although the course is organized around the philosophical and political discourse on justice as presented in Plato's Republic, the student will have an opportunity to investigate alternative constructions of justice as they appear within the Ancient Hellenic texts including Homer and Hesiod as well as within Old and New testaments traditions. Course requirements: class participation and a research paper or project. Papers (projects) should integrate class materials into an analysis of a concrete socio-economic problem within the black community of Columbia, SC. Prerequisites: None

**AA 261 Cooperative Education** **credit 6 hrs**

Cooperative Education is a program of learning in which off-campus experience is made an integral part of the students' educational program. It involves a formal sequence of employment correlated with studies being pursued, and a careful reporting of performance, attitude and ability of the student on the job with a view of helping the student grow and improve his/her capabilities. In essence the cooperative education student receives (1) practical education, (2) a competitive salary, and (3) contributes to the employer's productive work effort.

**STUDY GROUPS****AA 100 Study Group** **(credit 0 hours)**

The purpose of Study Group is to provide academic support for students with an emphasis on tutoring strategies. Students attend Study Group two days a week, approximately fifty minutes each session, working with full-time Educational Support Services' staff in completing student academic plans; reviewing and completing homework assignments that may be missed due to emergencies and/or travel; engaging in review sessions for special assignments and tests; reading books; utilizing the computer to access and use Edvance 360 accounts; and accessing the photocopier for class assignments.

Participation in Study Group is open to all students and is inclusive of referrals.

**STUDY NIGHTS****AA Study Night** **(credit 0 hours)**

The purpose of Study Night is to provide students with tutorial help during extended hours, after the normal working hour of 5:00 p.m. Students attend Study Nights during a time close to the mid-term and final examination periods to work on and to complete assignments in the GEM Labs, the Math Lab, the English/Writing Lab, located in the BC CARES area; to study for exams in all subjects; to interact with volunteer faculty, staff, and peer tutors; and to engage in some study night de-stressors' activities.

Educational Support Services' staff coordinates Study Nights for all students.

**School of Honors Courses**

The School of Honors has designated cross-disciplinary courses. These courses are distinctly designed to engage students in study, research, and academically challenging experiences, both domestic and international. Descriptions of departmental courses may be found under their respective departmental listings.

**DEPARTMENTAL HONORS COURSES**

Art 220H	Art Appreciation
BA 130H	Introduction to Business
Bio 443H	Cell and Molecular Biology
Eng 135H	Freshman Composition I
Eng 137H	Freshman Composition II
Eng 231H	Honors World Literature I
Eng 232H	Honors World Literature II
FA 221H	Fine Arts Appreciation
FA 222H	Fine Arts Appreciation
HE 230H	Health Education
Hist 131H	World Civilization I
Hist 132H	World Civilization II
Hist 231H	U. S. History I
Hist 232H	U. S. History II
Hist 430H	The Civil Rights Movement
Math 138H	College Algebra
Math 140H	Precalculus
Math 143H	Calculus
Mus 220 H	Music Appreciation
Rec 331H	Leadership and Group Dynamics
Soc 339H	Cultural Anthropology
SW 436H	Women's Issues in Contemporary Society
The 220H	Theater Appreciation



©C. School of Honors Honors Ceremony (Photo by M.A. Johnson)

## DEPARTMENTAL HONORS COURSES

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education course or in regular classes. Students interested in more information should confer with the Dean of the School of Honors Program.

### **Hon 220 Argumentation and Debate**

**credit 2 hrs.**

This course examines techniques for analyzing and constructing arguments, the elements of formal and informal debate, and the uses of proofs, evidence and logic. Furthermore, consideration will be given to major issues of argumentation such as the ethics of persuading audiences and the uses of style. The focus of this course is disciplined disagreement, rational rebuttal, and calm confrontation.

### **Hon 331 Contemporary Problems and Issues**

**credit 3 hrs.**

This course provides opportunities for students to further enhance their research, critical thinking, and reasoning skills by exploring contemporary national and international topics of debate.

### **Hon 332 Independent Study**

**credit 3 hrs.**

This seminar is a continuation of Hon 331. This course is designed to further enhance reasoning, critical thinking, and research skills through reading and writing. Under the supervision of the thesis advisor and an instructor with expertise in the appropriate discipline, the students will engage in extensive research culminating in a scholarly research thesis which addresses a current issue.

### **Hon 411 Honors Research Seminar**

**credit 1 hr.**

This seminar introduces Honors Program students to advanced study in both research and the formulation of ideas related to the student's specific academic area. The student will select a thesis topic, conduct a literature search, and by the end of the semester, present a proposal for approval.

### **Hon 412 Honors Research Seminar**

**credit 1 hr.**

This seminar is a continuation of Hon 411. The course requires students to meet weekly with the instructor and thesis advisor. A draft of the thesis must be completed by midsemester. All these must be defended and completed prior to graduation.





# THE SCHOOL OF BUSINESS AND ECONOMICS

## School Mission:

The mission of the School of Business and Economics at Benedict College is to prepare competitive graduates for our global economy. The School's mission includes preparing graduates as lifelong learners for placement in business, the non-profit sector, and graduate school, and to assume leadership in their communities. Our graduates will be prudent risk managers, having a passion for life-long learning, career changes and adjustments, and discerning entrepreneurial opportunities based on the African American experience for the formation, expansion, and ownership of business enterprises.

## ADMINISTRATION

**Mr. Gerald H. Smalls, Dean**

## DEPARTMENTS

Business Administration, Management, and Marketing Department  
Economics, Finance, and Accounting Department

## Majors:

Within the School of Business and Economics there are four majors - (i) Accounting, (ii) Business Administration, offering a concentration, in marketing or management, (iii) Economics, where a concentration in finance is offered, and (iv) General Business. These majors lead to the B.S. degree in Accounting, Business Administration, Economics, and General Business, respectively.

## Graduation Requirements:

All students in the School of Business and Economics are required to complete a set of core courses. A grade of "C" is required for satisfactory completion of core/support courses and all other business courses. The 16 core/support courses, which are all 3 credits each, are:

BA 130	Introduction to Business
BA 231	Business Communication
Mgt 330	Principles of Management
Fin 330	Principles of Finance
Mkt 330	Principles of Marketing
Acc 231	Principles of Financial Accounting
Acc 232	Principles of Managerial Accounting
Ec 332	Microeconomics
Ec 331	Macroeconomics
BA 235 or Math 236	Business Statistics or Probability and Statistics
BA 330	Quantitative Methods
BA 237	Business Law
BA 433	International Business
BA 230	Business Application Software
MGT 437	Business Policy
BA 440, Mgt 440, Mkt 440, Acc 440, Fin 440	Internship

In addition, a business plan and/or senior paper (including, but not limited to senior paper, case study, etc.) with an oral defense is required.

\* A higher level of mathematics will be accepted instead of the required ones.

## Required Courses

Students with a major in the Business Administration must also complete the following required courses:

### Management Concentration

Mgt 335	Human Resources Management
Mgt 430	Contemporary Issues In Management
Mgt 433	Organizational Theory
Mgt 436	Production Management
Elective (6)	Business and Economics Courses (Bus Elective)

### Marketing Concentration

Mkt 337	Consumer Behavior
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- Mkt 430 Contemporary Issues in Marketing
- Mkt 432 Marketing Research
- Mkt 437 Marketing Management
- Elective (6) Business and Economics Courses (Bus Elective)

Students with a major in the Accounting must also complete the following required courses:

### **Accounting**

- Acc 335 Intermediate Accounting I
- Acc 336 Intermediate Accounting II
- Acc 337 Cost and Management Accounting
- Acc 433 Taxation I
- Acc 432 Accounting Info Systems
- Acc 435 Auditing

Students with a major in Economic, or a concentration in Finance, must also complete the following required courses:

### **Economics**

- Ec 331 Intermediate Macroeconomic Theory
- Ec 332 Intermediate Microeconomic Theory
- Ec 432 Economics of Labor
- Ec 431 Urban Economics
- Elective (6) Business and Economics Courses (Bus Elective)

### **Finance Concentration**

- EC 334 Banking and Monetary Theory
- Fin 430 Investment Management
- Fin 433 Real Estate
- Fin 437 Corporate Finance
- Elective (6) Business and Economics Courses (Bus Elective)

Students with a major in General Business must also complete the following required courses:

### **General Business**

- Elective (18) Business and Economics Courses (Bus Elective)

### **Required Internship**

Business students are required to complete, during the junior or senior year, a period of Internship that closely correlates with their specific major and program of study. Students must enroll in the following courses for internship credit:

- |                    |                    |
|--------------------|--------------------|
| Acc 440 Internship | Ec 440 Internship  |
| Mgt 440 Internship | BA 440 Internship  |
| Mkt 440 Internship | Fin 440 Internship |

### **Required Activities**

All Business students are required to present a business plan and/or senior research paper (including, but not limited to paper, case study, etc.) with an oral defense prior to graduation (See Graduation Requirements).

### **Service-Learning**

Each student is required to complete a minimum of 120 hours of approved service –learning activities for graduation with the specifications required on pages 77-78.

### **Business Administration, Management and Marketing Department Mission Statement:**

Our mission is to prepare students to become professional business managers and savvy market leaders who possess a passion for life-long learning and an entrepreneurial focus. Our goal is to enable our students to effectively manage and evaluate businesses and propose successful solutions using business, management and/or marketing tools. Our students will be able to positively participate in their communities, and the global business environment. They will be prepared to compete effectively for placement in business, the non-profit sector and graduate school.



**STUDENT LEARNING OUTCOMES****SLO A – Common Core/Professional Competencies**

A1: Synthesize business information and knowledge to make decisions.

A2: Students will demonstrate proficiency in creating, evaluating and analyzing business models.

A3: Create a comprehensive business plan (including the following sections: cover page, table of contents, executive summary, company summary, marketing plan, management summary, financial plan, appendices) or research paper (including the following sections: abstract, introduction, literature review, methodology, results, discussion, references, appendices).

**SLO B – Business Environment**

B1: Apply appropriate laws and decision-making skills to solve/analyze business problems

B2: Evaluate business practices from a global perspective.

B3: Apply quantitative skills to business problems.

**SLO C – Information Systems**

C1: Analyze business issues and develop effective presentations through the integration of contemporary software packages.

**SLO D – Functional Area (Accounting, Business Administration, Economics, and General Business)**

D1: Demonstrate a breadth and depth of knowledge beyond the common professional components through advanced and specialized courses, all aimed at meeting stakeholder's expectations in the functional areas of expertise:

**D1(a) Accounting**

1. Create and evaluate financial statements in accordance with generally accepted accounting principles, while assessing the financial health, stability and sustainability of a corporate entity.
2. Analyze business problems using principles of U.S. and international accounting and propose viable business solutions.

**D1(b) Business Administration***Management Concentration*

1. Demonstrate mastery in management processes that include leading, controlling, planning and organizing.

*Marketing Concentration*

1. Analyze and synthesis contemporary issues and theories in the field of marketing.

**D1(c) Economics**

1. Apply quantitative skills to solve business problems, with an emphasis on economic modeling.

*Finance Concentration*

1. Develop mastery of finance concepts and formulas and utilize these tools to analyze and interpret data in order to address financial issues, concerns, and problems facing businesses.

**D1(d) General Business**

1. Demonstrate mastery in creating, evaluating and analyzing business models and/ or concepts.

**BUSINESS ADMINISTRATION COURSES****BE 111, 112, 211, 212, 311, 312, 411, and 412 Seminars****credit 1 hr. ea.**

(Course descriptions for all seminars are on pages 77-78.)

**BA 130 Introduction to Business****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course will focus on expanding students' business and non-business vocabulary. The course will also introduce internet technology and search strategies. Prerequisites: none

**BA 230 Business Application Software****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course focuses on selected applications of Microsoft suites particularly Excel, PowerPoint and Access. The instructor will use problem-solving assignments to engage students in experiential learning.

**BA 233 Math for Business and Economics****credit 3 hrs.**

This course is designed to provide students with a foundation of the mathematical skills that are normally required for success in studying an array of topics in business and economics. Course topics include simultaneous equations; coordinate geometry, graphing equations, differentiation, integration, maxima, minima, and points of inflection with applications in business and economics. Students will find that mastery of a calculator like TI83 is very beneficial. Prerequisite: Math 140; Math 141

**BA 231 Business Communication****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course covers the elements of written and oral business communication. Grammatical correctness is emphasized. In addition to applying basic language skills, students are introduced to basic research methodology used in business. Prerequisites: Eng 135; Eng 137.

**BA 235 Business Statistics****credit 3 hrs.**

The course is an introduction to statistical analysis, including measures of central tendency and variability, presenting and analyzing data, probability theory, discrete and continuous distribution, normal distribution, estimation of parameters, chi-square, regression, and correlation analysis with the application of these techniques to business situations. Prerequisites: Math 138; Math 140; Math 141.

**BA 237 Business Law (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

This is a course in the elements of commercial law as it applies to individual business firms. Special topics include contracts, bailments, insurance, credit instruments, and agencies. The case method is emphasized. Prerequisite: BA 130.

**BA 308 Graduate Business School Preparation Strategies****credit 0 hrs.**

This course will include final readying of students for graduate school. The course will address such issues like the GMAT, and abilities for graduate school and associated professional career choices, and other curricular and associated matters that alert and ready students for placement opportunities. Prerequisites: Math 138, Math 140, Math 141, Eng 135, Eng 231, Eng 232

**BA 330 Quantitative Methods****credit 3 hrs.**

The course familiarizes the student with quantitative techniques used in decision-making. It covers probability, tests of significance, linear programming and Markov analysis, queuing theory, inventory models, and basic calculus with business applications. Prerequisite: BA 235.

**BA 433 International Business****credit 3 hrs.**

International and Multinational business firm, differentiation from domestic business firm; theories of international trade, cultural, legal, political, economic religious differences affecting international marketing, management challenges in an international environment. Exchange rate and balance of payments determinants. Prerequisites: Fin 330; Mkt 330; Mgt 330.

**BA 440 Internship****credit 3 hrs.**

Internship integrates classroom study with planned and supervised experiences in business, government, and social institutions outside the formal classroom environment. Fieldwork

experiences must be appropriate and lend themselves to direct supervision by an assigned departmental coordinator. If fieldwork spaces cannot be secured off campus, positions at the College will be used to provide the equivalent experiences necessary to fulfill this requirement. Additionally, a research paper will be written.

## **MANAGEMENT COURSES**

### **Mgt 330 Principles of Management**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit3hrs.**

The primary focus of this course includes the theories, concepts, and principles necessary for effectively managing the various functional activities inherent in management and the management process and the issues and problems confronting the modern manager. The course combines the familiar and traditional analysis of the management process and the presentation of management principles with the newer system concepts.

### **Mgt 332 Business Information Systems**

**credit 3 hrs.**

Provides an understanding of the importance of computer-based information in the success of the firm. Emphasis is on the role of information systems within each of the functional areas of business. Major concepts include data management and decision support. Prerequisite: Mgt 330.

### **Mgt 335 Human Resources Management**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

The course is a study of managerial policies, techniques, and methods, which influence the organization of work, selection, hiring, placing, training, and supervision of workers. The management structure is reviewed in order to ascertain the position of the personnel division relative to its authority and responsibility within the business enterprise. Prerequisite: Mgt 330.

### **Mgt 336 Advanced Human Resources**

**credit 3 hrs.**

Human Resource Management (HRM) operates in an ever-changing environment. HRM must respond to external organizational factors (e.g., technology advancements, globalization) as well as internal organizational factors (e.g., ethical decision-making). Therefore, this course addresses the various components of HRM including compensation, training, hiring, supervision and development of employees. These issues are covered at a more advanced level, using cases and simulation exercises. Prerequisite: Mgt 335, Mgt 330

### **Mgt 338 Entrepreneurship**

**credit 3 hrs.**

Characteristics of entrepreneurs, types and structure of enterprises, proprietorships, partnerships and corporations, franchises, minorities and women in business, creating business plans, market strategies, competitive analysis, design, operations and management plan, financing equity and venture capital; debt financing, banks, finance companies and government loans. Prerequisites: Mgt 330; Fin 330; Mkt 330.

### **Mgt 339 Ethical, Legal and Environmental Considerations in Entrepreneurship**

**credit 3 hrs.**

The course curriculum covers the major legal areas required of a general manager: organizational structure, tax, corporate and individual liability, human resources, business licenses and environmental compliance concerns. The course will examine the effects of taxation on business organizations, including capital structure policies. Basic knowledge of the functions within a business, mastery of analytic and negotiating techniques, the ability to understand the external environment and formulate sound strategies, and the skills to make the transition from individual contributor to a manager and then to a leader. Prerequisites: BA 130, BA 237

### **Mgt 340 Effective Presentation and Communication for the Entrepreneur credit 3 hrs.**

The course will focus on the role of influence and persuasion through various methods to include the preparation of business plans, grants and requests for funding proposals. In addition to formal theoretical coursework as negotiations and communication students will practice presentations using various software tools including but not limited to PowerPoint, Excel and Access. Students will be required to practice role-plays and impromptu speaking exercises to build oral communications skills. Prerequisites: BA 130, BA 231

**Mgt 341 Strategic Management & Accounting for Entrepreneurs credit 3 hrs**

The course explores strategic management and accounting from the perspective of the entrepreneur. This course focuses on the application of current management and accounting systems to include but not limited to QuickBooks, Payroll software (ADP), Planning, Controlling and Management by Objectives principles. Students will explore and develop through application and practicums various strategic management decisions, which are used to sustain growth and profitability in competitive markets. Prerequisites: BA 130, Acc 231

Mgt 430 Contemporary Issues in Management

**(DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

In-depth examination of advanced and current business topics in management. Topics may vary in keeping with developments in the management profession and interest of the faculty. An advanced paper will be required. Prerequisite: Mgt 335, Mgt 330

**Mgt 431 Labor Relations credit 3 hrs.**

This course examines labor laws as well as the issues surrounding labor organizations and management working to resolve workplace conflicts. Prerequisites: Mgt 335, Mgt 330.

**Mgt 433 Organizational Theory and Behavior credit 3 hrs.**

The course presents an integration of the internal structure of the behavioral aspects of a business organization. Emphasis is placed on the study of behavioral patterns necessary for effective management of business activity. Extensive use is made of case studies. Prerequisite: Mgt 330, Mgt 335

**Mgt 436 Production Management credit 3 hrs.**

A survey of the major operational functions of organizations, the course emphasizes the identification of major problem areas associated with these functions and the development of concepts and decision processes for dealing with problems. This course stresses the relevance of production in all organizations. Prerequisite: Mgt 330; BA330 Mgt 335, BA 235

**Mgt 437 Business Policy****(DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

The course is a study of the formulation and application of functionally integrated business policy by top management. Decision making in the face of changing conditions is emphasized. Extensive use is made of case studies. Prerequisite: Mkt 330, Fin 330

**Mgt 440 Internship credit 3 hrs.**

Internship integrates classroom study with planned and supervised experiences in business, government, and social institutions outside the formal classroom environment. Fieldwork experiences must be appropriate and lend themselves to direct supervision by an assigned coordinator. If field work spaces cannot be secured off campus, positions at the College will be used to provide the equivalent experiences necessary to fulfill this requirement. Additionally, a senior research paper will be written.

**MARKETING COURSES****Mkt 330 Principles of Marketing****(DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

The course takes an integrated, analytical approach to both macro- and micro-marketing problems. Primary concern is focused on micro-marketing. Specifically, emphasis is given to product, promotion, distribution, and pricing from the perspective of the firm. Prerequisites: BA 130

**Mkt 331 Marketing Communication credit 3 hrs.**

The course is a study of the promotion mix of a firm. It builds a rigorous base of consumer psychology and then proceeds to the advertising, personal selling, and other communication methods, which are treated as variables for use alone, or in combination, to communicate the want-satisfying attributes of products and services. The approach throughout is to develop fundamental considerations as background and then focus on managerial issues and problems. Prerequisite: Mkt 330

**Mkt 332 Services Marketing credit 3 hrs.**

This subject is concerned with an in-depth analysis of the marketing techniques that apply to service organizations and industries. Students develop a firm understanding of key challenges and

issues associated with marketing in a services environment; gain a broad understanding of the interaction between marketing and management within a service organization; and became familiar with issues in developing and assessing service quality. Prerequisite: Mkt 330

**Mkt 334 Marketing Channels****credit 3 hrs.**

This course includes the study of the structure, functions, and interactions of marketing channels. Emphasis is placed on wholesaling, retailing, and the flow of economic goods through these areas. Prerequisite: Mkt 330

**Mkt 337 Consumer Behavior****credits 3 hrs.**

This course is designed to define, discuss, and apply the psychological, sociological, economic and anthropological influences on the purchasing and the consumption of goods and services by the ultimate consumer. It considers the consumer's decision process as well as the effects of both internal and external factors upon consumer purchasing behavior. Prerequisite: Mkt 330

**Mkt 338 Pharmaceutical Marketing****credit 3 hrs.**

This course provides knowledge and skills for students with career interests in the pharmaceutical industry. The course examines industry issues such as a new product development and launch, pricing, advertising, personal selling, and distribution. Prerequisite: Mkt 330 or consent of instructor

**Mkt 339 Internet Marketing****credit 3 hrs.**

Students will learn how to use the internet to enhance the marketing strategies of organizations. Students are expected to understand how to develop an internet marketing plan. The course will utilize online computer exercises to introduce website design and development. Prerequisite: Mkt 330

**Mkt 430 Contemporary Issues in Marketing****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs**

This course examines areas that are of topical concern in marketing. The purpose of the course is to familiarize students with current issues in the field of marketing. New and emerging theoretical as well as practical applications of marketing are the cornerstones of this course. Prerequisite: Mkt 330

**Mkt 431 Personal Selling and Sales Management****credit 3 hrs.**

This course focuses on developing skills required for a successful career in sales. The course will emphasize oral presentation skills through extensive role-playing. Additionally, students will learn how to develop and manage relationships with clients. The course will also highlight the activities required for successful sales force management (e.g., territory design, leadership development, motivation, and cost analysis). Prerequisites: Mkt 330, BA 130, BA 231

**Mkt 432 Marketing Research****(DESIGNATED SERVICE-LEARNING COURSE)****credits 3 hrs.**

The course is a study of research methods and procedures used in the marketing process. Particular emphasis is given to the sources of market data and the relationship of marketing research to the policies and functions of the business enterprise. Prerequisite: Mkt 337; BA 330

**Mkt 437 Marketing Management****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course covers analysis, planning, and control of the marketing function. Emphasis is placed on development of a marketing plan. This is accomplished through a series class discussions and homework assignments. Prerequisite: Mkt 337

**Mkt 440 Internship****credit 3 hrs.**

The Internship integrates classroom study with planned and supervised experiences in business, government, and social institutions outside the formal classroom environment. Fieldwork experiences must be appropriate and lend themselves to direct supervision by an assigned coordinator. If fieldwork space cannot be secured off campus, positions at the College will be used to provide the equivalent experiences necessary to fulfill this requirement. Additionally, a research paper will be written.

**PROGRAM OF STUDY IN BUSINESS ADMINISTRATION****Management Concentration****FRESHMAN YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 138	College Algebra	3		Math 140 or 141	Precalculus or Business Calculus	4	
Science	Gen Ed Requirement	3		Science	Gen Ed Requirement	3	
	Science Lab	1			Science Lab	1	
*BA 130	Introduction to Business	3		Hist 130	Intro to African American History	3	
PE	Physical Education	2		Rel 120	Comparative Religion	2	
FI 111	Freshman Seminar I	1		FI 112	Freshman Seminar II	1	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>17</b>

**SOPHOMORE YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Sp/Fr/Ar 233	Foreign Language	3		Hist	World Civilization or U.S. History	3	
Social Science	Gen Ed Requirement	3		HE 230	Health Education	3	
Art/The/Mu 220	Gen Ed Requirement	2		Art/The/Mu 220	Gen Ed Requirement	2	
*Acc 231	Prin. of Financial Accounting	3		*Acc 232	Prin. of Managerial Accounting	3	
*EC 230	Macroeconomics	3		*EC 231	Microeconomics	3	
BE 211	Sophomore Seminar I	1		BE 112	Sophomore Seminar II	1	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>

**JUNIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*BA 235/Math 236	Business Statistics or Probability and Statistics	3		*BA 231	Business Communication	3	
*BA 230	Bus. Appl. Software	3		*BA 237	Business Law	3	
*Mgt 330	Principles of Management	3		*BA 330	Quantitative Methods	3	
*Fin 330	Principles of Finance	3		*	Bus Elective	3	
*Mkt 330	Principles of Marketing	3		*Mgt 335	Human Resource Management	3	
BE 311	Junior Seminar I	1		BE 312	Junior Seminar II	1	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>16</b>

**SENIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*BA.433	International Business	3		*Mgt 437	Business Policy	3	
	Free Elective	2			Free Elective	2	
*Mgt 430	Contemporary Issues in Mgt	3		*Mgt 440	Internship	3	
*Mgt 433	Organizational Theory	3		*Mgt 436	Production Management	3	
*	Bus Elective	3		BE 412	Senior Seminar II	1	
BE 411	Senior Seminar I	1		<b>Total</b>			<b>12</b>
<b>Total</b>			<b>15</b>				

Total SCH - 128

SCH in Major\* 66

\*Major Courses require a "C" or better.

See General Education ("Gen Ed") requirements in the College Catalogue on pages 77-78

**PROGRAM OF STUDY IN BUSINESS ADMINISTRATION****Marketing Concentration****FRESHMAN YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 138	College Algebra	3		Math 140 or 141	Precalculus or Business Calculus	4	
Science	Gen Ed Requirement	3		Science	Gen Ed Requirement	3	
Science Lab		1		Science Lab		1	
*BA 130	Introduction to Business	3		Hist 130	Intro to African American History	3	
PE	Physical Education	2		Rel 120	Comparative Religion	2	
BA111	Freshman Seminar I	1		BA112	Freshman Seminar II	1	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>17</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Sp/Fr/Ar 233	Foreign Language	3		Hist	World Civilization or U.S. History	3	
Social Science	Gen Ed Requirement	3		HE 230	Health Education	3	
Art/The/Mu 220	Gen Ed Requirement	2		Art/The/Mu 220	Gen Ed Requirement	2	
*Acc 231	Prin. of Financial Accounting	3		*Acc232	Prin. of Managerial Accounting	3	
*EC 230	Macroeconomics	3		*EC 231	Microeconomics	3	
BE 211	Sophomore Seminar I	1		BE 112	Sophomore Seminar II	1	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
*BA 235/Math 236	Business Statistics or Probability and Statistics	3		*BA 231	Business Communication	3	
*BA 230	Bus. Appl. Software	3		*BA 237	Business Law	3	
*Mgt 330	Principles of Management	3		*BA 330	Quantitative Methods	3	
*Fin 330	Principles of Finance	3		*	Bus Elective	3	
*Mkt 330	Principles of Marketing	3		*Mkt 337	Consumer Behavior	3	
BE 311	Junior Seminar I	1		BE 312	Junior Seminar II	1	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>16</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
*BA.433	International Business	3		*Mgt 437	Business Policy	3	
	Free Elective	2			Free Elective	2	
*Mgt 430	Contemporary Issues in Mkt	3		*Mgt 440	Internship	3	
*Mgt 437	Marketing Management	3		*Mkt 432	Marketing Research	3	
*	Bus Elective	3		BE 411	Senior Seminar I	1	
BE 412	Senior Seminar I	1		<b>Total</b>			<b>12</b>
<b>Total</b>			<b>15</b>				

Total SCH - 128

SCH in Major\* 66

\*Major Courses require a "C" or better.

See General Education ("Gen Ed") requirements in the College Catalogue on pages 77-78



**PROGRAM OF STUDY IN GENERAL BUSINESS****General Business Concentration****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 138 College Algebra	3	Math 140 or 141 Precalculus or Business Calculus	4
Science Gen Ed Requirement	3	Science Gen Ed Requirement	3
Science Lab	1	Science Lab	1
*BA 130 Introduction to Business	3	Hist 130 Intro to African American History	3
PE Physical Education	2	Rel 120 Comparative Religion	2
FI 111 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Sp/Fr/Ar 233 Foreign Language	3	Hist World Civilization or U.S. History	3
Social Science Gen Ed Requirement	3	HE 230 Health Education	3
Art/The/Mu 220 Gen Ed Requirement	2	Art/The/Mu 220 Gen Ed Requirement	2
*Acc 231 Prin. of Financial Accounting	3	*Acc232 Prin. of Managerial Accounting	3
*EC 230 Macroeconomics	3	*EC 231 Microeconomics	3
BE 211 Sophomore Seminar I	1	BE 112 Sophomore Seminar II	1
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*BA 235/Math 236 Business Statistics or Probability and Statistics	3	*BA 231 Business Communication	3
*BA 230 Bus. Appl. Software	3	*BA 237 Business Law	3
*Mgt 330 Principles of Management	3	*BA 330 Quantitative Methods	3
*Fin 330 Principles of Finance	3	* Bus Elective	3
*Mkt 330 Principles of Marketing	3	* Bus. Elective	3
* Bus Elective	3	BE 312 Junior Seminar II	1
BE 311 Junior Seminar I	1	<b>Total</b>	<b>16</b>
<b>Total</b>	<b>19</b>		

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*BA.433 International Business	3	*Mgt 437 Business Policy	3
Free Elective	2	Free Elective	2
* Bus. Elective	3	*BA 440 Internship	3
* Bus. Elective	3	* Bus. Elective	3
BE 411 Senior Seminar I	1	BE 412 Senior Seminar II	1
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>

Total SCH - 128

SCH in Major\* 66

\*Major Courses require a "C" or better.

See General Education ("Gen Ed") requirements in the College Catalogue on pages 77-78

**Economics, Finance and Accounting Mission Statement:**

To prepare business leaders to have careers in the national, state and local sectors of the global economy. Our goal is to develop business leaders that can analyze a wide range of economic factors that can lead to decision-making processes to better society. We will educate our students to become the leaders in the development of programs in the transportation, housing and community sectors. Additionally, the department prepares business leaders to be competitive accountants in a global economy. We will educate our students on how to harness their entrepreneurial spirit by using accounting tools for solving business problems, analyze daily activities and evaluate the financial health of a firm. Our students will be trained to pursue careers as accountants and leaders in the business environment.

**STUDENT LEARNING OUTCOMES****SLO A – Common Core/Professional Competencies**

A1: Synthesize business information and knowledge to make decisions.

A2: Students will demonstrate proficiency in creating, evaluating and analyzing business models.

A3: Create a comprehensive business plan (including the following sections: cover page, table of contents, executive summary, company summary, marketing plan, management summary, financial plan, appendices) or research paper (including the following sections: abstract, introduction, literature review, methodology, results, discussion, references, appendices).

**SLO B – Business Environment**

B1: Apply appropriate laws and decision-making skills to solve/analyze business problems

B2: Evaluate business practices from a global perspective.

B3: Apply quantitative skills to business problems.

**SLO C – Information Systems**

C1: Analyze business issues and develop effective presentations through the integration of contemporary software packages.

**SLO D – Functional Area (Accounting, Business Administration, Economics, and General Business)**

D1: Demonstrate a breadth and depth of knowledge beyond the common professional components through advanced and specialized courses, all aimed at meeting stakeholder's expectations in the functional areas of expertise.

**D1(a) Accounting**

1. Create and evaluate financial statements in accordance with generally accepted accounting principles, while assessing the financial health, stability and sustainability of a corporate entity.

2. Analyze business problems using principles of U.S. and international accounting and propose viable business solutions.

**D1(b) Business Administration****Management Concentration**

1. Demonstrate mastery in management processes that include leading, controlling, planning and organizing.

**Marketing Concentration**

1. Analyze and synthesis contemporary issues and theories in the field of marketing

## D1(c) Economics

1. Apply quantitative skills to solve business problems, with an emphasis on economic modeling.

## Finance Concentration

1. Develop mastery of finance concepts and formulas and analyze and interpret data in order to address financial issues, concerns, and problems facing businesses.

## D1(d) General Business

1. Demonstrate mastery in creating, evaluating and analyzing business models and/or concepts.

**ACCOUNTING COURSES****Acc 230 Accounting for Entrepreneurs****credit 3 hrs.**

This course teaches the concepts and practices for entrepreneurs and students who plan to start or purchase a business. Students will learn the use of accounting tools for solving business problems, analyzing daily activities and evaluating the financial progress being made by the firm. Students will be trained to think like and take initiatives like entrepreneurs. Students are expected to use appropriate small business solution softwares. The course requires "hands-on" assignments. The teaching pedagogy will also include additive learning. Topics will include accounting for sales, receivables, payables, payroll, and inventory. Others include developing revenue and cash projections, expense estimates for new ventures, small business valuation, cost volume profit analysis, cost behavior, profit plan, and relevant cost analysis, ethical and tax aspects of small businesses. Prerequisites: none

**Acc 231 Principles of Financial Accounting****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course introduces students to the basic principles and concepts of recording, summarizing and reporting financial information. Prerequisites: Math 138.

**Acc 232 Principles of Managerial Accounting****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

A continuation of Principles of Financial Accounting, with emphasis on accounting problems related to the partnership, corporation, and manufacturing operations. Prerequisite: Acc 231.

**Acc 335 Intermediate Accounting I****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

Intermediate Accounting is a comprehensive course in financial accounting theory and practice. The emphasis of the course is on accounting valuation and reporting of balance sheet accounts. Prerequisite: Acc 232.

**Acc 336 Intermediate Accounting II****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

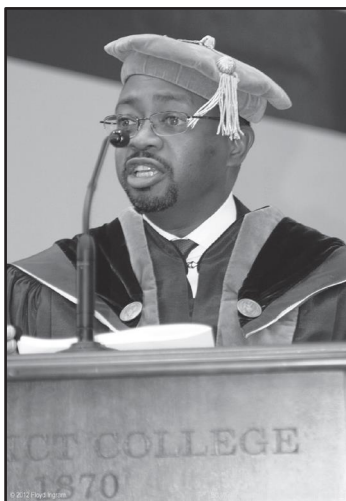
This course is a continuation of an in-depth coverage of financial accounting theory and application, with emphasis on the accounting valuation and reporting of pensions, leases, stocks, bonds, investments, interperiod tax allocation and other financial topics. Prerequisite: Acc 335.

**Acc 337 Cost and Management Accounting****credit 3 hrs.**

This course provides an analysis of accounting for manufacturing and service operations. It covers profitability management, job order, process, standard, and Activity Based Costing. It also includes, Management Accounting in a changing environment, capital budgeting decisions and more. Prerequisite: Acc 232.

**Acc 431 Advanced Topics in Accounting****credit 3 hrs.**

This course integrates Advanced Financial Accounting and Reporting, Advanced Cost and Management Accounting, and other contemporary issues in Accounting. Topics will be selected from the following areas: business combination and consolidation, multinational accounting, evaluating management performance, process management, budgeting, and the importance of analyzing and managing costs, supply chain management, executive compensation, pricing and customer value. Prerequisite: Acc 336.



**Acc 432 Accounting Information Systems  
(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

A computerized study of systems design, application, internal control, auditing the system, and system security.

**Acc 433 Taxation I  
(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

This course is an analysis of the basic concepts of federal income tax laws as they apply to individuals, corporations, and partnerships. Preparation of individual and corporate income tax returns is emphasized.

**Acc 434 Taxation II**

**credit 3 hrs.**

This course is an analysis of federal and state tax laws relating to estates, gifts, trusts, corporate distributions, liquidations, and reorganizations.

**Acc 435 Auditing**

**(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

This course is a study of generally accepted auditing standards and the procedures used in conducting a financial statement audit. Ethics, legal liability of accountants, and other issues related to external and internal auditing are presented. Prerequisite: Acc 232.

**Acc 437 Internal Auditing**

**credit 3 hrs.**

This course teaches the skills required for evaluating operational efficiency, adherence to corporate policies, and government regulations. It also covers the practice and theory of internal auditing, the planning and organizing of the internal audit department and how it links with the external audit. Problem solving, communication, and teamwork skills will be emphasized. Cases, guest lecturers from internal auditing organizations and sampling techniques will be utilized. Prerequisite: Acc 336.

**Acc 438 C.P.A. Review**

**credit 3 hrs.**

This course employs a practical reinforcement of accounting principles used in solving problems of the type confronting C.P.A. candidates. Prerequisites: Acc 336, Acc 433 and Acc 435.

**Acc 440 Internship**

**credit 3 hrs.**

Internship integrates classroom study with planned and supervised experiences in business, government, and social institutions outside the formal classroom environment. Fieldwork experiences must be appropriate and lend themselves to direct supervision by an assigned departmental coordinator. If fieldwork spaces cannot be secured off campus, positions at the College will be used to provide the equivalent experiences necessary to fulfill this requirement. Additionally, a research paper will be written.

## PROGRAM OF STUDY IN ACCOUNTING

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 138 College Algebra	3	Math 140 or 141 Precalculus or Business Calculus	4
Science Gen Ed Requirement	3	Science Gen Ed Requirement	3
Science Lab	1	Science Lab	1
*BA 130 Introduction to Business	3	Hist 130 Intro to African American History	3
PE Physical Education	2	Rel 120 Comparative Religion	2
FI 111 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Sp/Fr/Ar 233 Foreign Language	3	Hist World Civilization or U.S. History	3
Social Science Gen Ed Requirement	3	HE 230 Health Education	3
Art/The/Mu 220 Gen Ed Requirement	2	Art/The/Mu 220 Gen Ed Requirement	2
*Acc 231 Prin. of Financial Accounting	3	*Acc 232 Prin. of Managerial Accounting	3
*EC 230 Macroeconomics	3	*EC 231 Microeconomics	3
BE 211 Sophomore Seminar I	1	BE 112 Sophomore Seminar II	1
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*BA 235/Math 236 Business Statistics or Probability and Statistics	3	*BA 231 Business Communication	3
*BA 230 Bus. Appl. Software	3	*BA 237 Business Law	3
*Mgt 330 Principles of Management	3	*BA 330 Quantitative Methods	3
*Fin 330 Principles of Finance	3	*Acc 336 Intermediate Accounting II	3
*Mkt 330 Principles of Marketing	3	*Acc 337 Cost & Mgmt. Accounting	3
*Acc 335 Intermediate Accounting I	3	BE 312 Junior Seminar II	1
BE 311 Junior Seminar I	1	<b>Total</b>	<b>16</b>
<b>Total</b>	<b>19</b>		

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*BA.433 International Business	3	*Mgt 437 Business Policy	3
Free Elective	2	Free Elective	2
*Acc 433 Taxation I	3	*Acc 440 Internship	3
*Acc 435 Auditing	3	*Acc 432 Accounting Info Systems	3
BE 411 Senior Seminar I	1	BE 412 Senior Seminar II	1
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>

Total SCH - 128

SCH in Major\* 66

\*Major Courses require a "C" or better.

See General Education ("Gen Ed") requirements in the College Catalogue on pages 77-78

## ECONOMICS COURSES

### **Ec 130 Introduction to Economics**

**credit 3 hrs.**

A course designed to acquaint students with the operation of American Economics System with a concise presentation of Economic Theory, Policy and Personal Finance concepts with real world applications to problems of inflation, unemployment, poverty, discrimination, globalization and banking. Prerequisite: None

### **Ec 230 Principles of Economics I**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

The course is an introduction to the principles of modern economics. The material covered deals with the principles of macroeconomics—the economics of a state, nation, or any other large aggregate unit. Topics covered are the determination of national income; the effect of savings, consumption, government spending, and investment on national income; and macroeconomic policies to combat unemployment and inflation. Prerequisite: BA 130.

### **Ec 231 Principles of Economics II**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

The material covered in this course encompasses the subject matter of microeconomics—the economics of the individual business firm, household, or person. Specific topics covered are the central problems faced by the market; demand and supply analysis; the determination of prices; the product and factor markets under the conditions of perfect and imperfect competition; and analysis of private and social costs. Prerequisite: BA 130.

### **Ec 331 Intermediate Macroeconomic Theory**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

The course is a study of monetary and fiscal theory at the intermediate level. Topics such as the quantity theory of money and Keynesian economic analysis are covered. Tools of macroeconomic analysis are used to analyze the problems of unemployment, inflation, economic growth, and the balance of payments. Prerequisites: EC 230 and EC 231.

### **Ec 332 Intermediate Microeconomic Theory**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

The course emphasizes price theory at the intermediate level. Specific topics covered are indifference curves, marginal utility, cost curves, and product and factor markets. The tools of microeconomic analysis will be used to analyze the problems of environment, income distribution, and economic welfare. Prerequisites: EC 230 and EC 231.

### **Ec 333 Public Finance**

**credit 3 hrs.**

The course is a study of the principles of government expenditures, taxes, credits, and their effects on resources allocations, income distribution, and economic stability. Special emphasis is given to federal, state, and local relations in revenue expenditures. Prerequisites: EC 230 and EC 231.

### **Ec 334 Banking and Monetary Theory**

**credit 3 hrs.**

The course examines the role of money and credit in the national economy, the development of monetary and fiscal policies and related problems, and the link between theories and central bank and treasury operations. Prerequisites: EC 230; EC 231; Fin 330.

### **Ec 335 Intro to Econometrics**

**credit 3 hrs**

Topics covered include identification, measurement, specification, estimation, and interpretation of functional relationships through single equation least square techniques, use of lagged and dummy variables in regression and economic modeling.

### **Ec 431 Urban Economics**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

The course analyzes present-day socio-economic programs and policies in light of factors such as land use, education, housing, resources, pollution, transportation, population, poverty, and discrimination. The causes, effects, and solutions of present-day problems for metropolitan areas are emphasized. Prerequisites: EC 230 and EC 231.

**Ec 432 Economics of Labor (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

The course analyzes the forces which act upon the level of wages and employment and the role of unions, business, and government in shaping these forces. The course investigates the attitudes and actions of unions, businesses, and government with emphasis on discrimination in the employment of minority workers. A brief history of the organized labor movement in the United States is also included. Prerequisites: EC 230 and EC 231.

**Ec 434 Seminar on Current Economic Problems credit 3 hrs**

The course covers topics such as poverty, unemployment, income inequalities, economics of race, gender and discrimination and other contemporary problems. Prerequisites: Permission of instructor.

**Ec 435 Managerial Economics credit 3 hrs.**

The applications of economic theory to the problems of management are covered. The tools of economic theory used by business managers in their decision-making process are analyzed. Topics include cost and profit analysis, capital budgeting, and supply and demand elasticities. Prerequisites: EC 230 and EC 231.

**Ec 436 Economics of Development credit 3 hrs.**

The course is designed to acquaint students with the theories on the rising level of economic activity in the underdeveloped countries of Africa, Asia, and Latin America. The policies for economic development that have been employed in less developed countries are surveyed and analyzed. The economic relations of less developed countries with the developed countries as well as with other less developed countries are analyzed. Prerequisites: EC 230 and EC 231.

**FINANCE COURSES****Fin 330 Principles of Finance (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

The course analyzes the activities involved in raising and administering funds used in business. The problems of planning for and financing recurring long- and short-term needs are stressed. Attention is also given to intermittent duties and equally important matters such as those associated with security, insurance, mergers, and financial reorganizations. Prerequisite: BA130

**Fin 338 Risk and Insurance credit 3 hrs.**

The course is a study of the theory of speculative and pure risk confronting the individual and the firm and of the appropriate means of handling risks. Methods studied include loss prevention, risk retention, and self-insurance. Specific types of insurance are studied, as well as the legal liability and its role both in the private and public sectors. Prerequisite: Fin 330.

**Fin 430 Investment Management credit 3 hrs.**

The course is a study of investment and portfolio analysis and presents a conceptual and analytical framework for formulating both individual and corporate investment policies, analyzing securities, and constructing portfolios. Prerequisite: Fin 330.

**Fin 433 Real Estate: Principles and Practices credit 3 hrs.**

The course is an analytical study of the technical and legal aspects of real property ownership; the factors which determine the economic value and productivity of real estate; governmental regulations applicable to land utilization; the nature of the real estate business; and the initial steps required for transfer of title, financing, and leasing. Prerequisite: Fin 330.

**Fin 437 Corporate Finance credit 3 hrs.**

The course seeks to enlarge students' knowledge of financial analysis. It considers issues involved in the fields of dividend policy, capital budgeting, cost of capital, and capital structure of the firm. Prerequisite: Fin 330.

**Fin 440 Internship credit 3 hrs.**

Internship integrates classroom study with planned and supervised experiences in business, government, and social institutions outside the formal classroom environment. Fieldwork experiences must be appropriate and lend themselves to direct supervision by an assigned coordinator. If fieldwork space cannot be secured off campus, positions at the College will be used to provide the equivalent experiences necessary to fulfill this requirement. Additionally, a research paper will be written.



## PROGRAM OF STUDY IN ECONOMICS

## FRESHMAN YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 138	College Algebra	3		Math 140 or 141	Precalculus or Business Calculus	4	
Science	Gen Ed Requirement	3		Science	Gen Ed Requirement	3	
	Science Lab	1			Science Lab	1	
*BA 130	Introduction to Business	3		Hist 130	Intro to African American History	3	
PE	Physical Education	2		Rel 120	Comparative Religion	2	
FI 111	Freshman Seminar I	1		FI 112	Freshman Seminar II	1	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Sp/Fr/Ar 233	Foreign Language	3		Hist	World Civilization or U.S. History	3	
Social Science	Gen Ed Requirement	3		HE 230	Health Education	3	
Art/The/Mu 220	Gen Ed Requirement	2		Art/The/Mu 220	Gen Ed Requirement	2	
*Acc 231	Prin. of Financial Accounting	3		*Acc 232	Prin. of Managerial Accounting	3	
*EC 230	Macroeconomics	3		*EC 231	Microeconomics	3	
BE 211	Sophomore Seminar I	1		BE 112	Sophomore Seminar II	1	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*BA 235/Math 236	Business Statistics or Probability and Statistics	3		*BA 231	Business Communication	3	
*BA 230	Bus. Appl. Software	3		*BA 237	Business Law	3	
*Mgt 330	Principles of Management	3		*BA 330	Quantitative Methods	3	
*Fin 330	Principles of Finance	3		*Ec 3326	Intermediate Micro	3	
*Mkt 330	Principles of Marketing	3		*	Bus. Elective	3	
*Ec 331	Intermediate Macro	3		BE 312	Junior Seminar II	1	
BE 311	Junior Seminar I	1		<b>Total</b>			<b>16</b>
<b>Total</b>			<b>19</b>				

## SENIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*BA.433	International Business	3		*Mgt 437	Business Policy	3	
	Free Elective	2			Free Elective	2	
*	Bus. Elective	3		*Ec 440	Internship	3	
*Ec 431	Urban Economics	3		*Ec 432	Economics of Labor	3	
BE 411	Senior Seminar I	1		BE 412	Senior Seminar II	1	
<b>Total</b>			<b>12</b>	<b>Total</b>			<b>12</b>

Total SCH - 128

SCH in Major\* 66

\*Major Courses require a "C" or better.

See General Education ("Gen Ed") requirements in the College Catalogue on pages 77-78

**PROGRAM OF STUDY IN ECONOMICS****Finance Concentration****FRESHMAN YEAR**

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 138	College Algebra	3		Math 140 or 141	Precalculus or Business Calculus	4	
Science	Gen Ed Requirement	3		Science	Gen Ed Requirement	3	
	Science Lab	1			Science Lab	1	
*BA 130	Introduction to Business	3		Hist 130	Intro to African American History	3	
PE	Physical Education	2		Rel 120	Comparative Religion	2	
FI 111	Freshman Seminar I	1		FI 112	Freshman Seminar II	1	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>17</b>

**SOPHOMORE YEAR**

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Sp/Fr/Ar 233	Foreign Language	3		Hist	World Civilization or U.S. History	3	
Social Science	Gen Ed Requirement	3		HE 230	Health Education	3	
The 220	Theatre Appreciation or			The 220	Theatre Appreciation or		
Art 220	Art Appreciation or			Art 220	Art Appreciation or		
Mus 220	Music Appreciation	2		Mus 220	Music Appreciation	2	
*EC 230	Macroeconomics	3		*Acc232	Prin. of Managerial Accounting	3	
*Acc 231	Prin. of Financial Acct.	3		*EC 231	Microeconomics	3	
BE 211	Sophomore Seminar I	1		BE 112	Sophomore Seminar II	1	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>

**JUNIOR YEAR**

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*BA 235/Math 236	Business Statistics or			*BA 231	Business Communication	3	
	Probability and Statistics	3		*BA 237	Business Law	3	
*BA 230	Bus. Appl. Software	3		*BA 330	Quantitative Methods	3	
*Mgt 330	Principles of Management	3		*Acc 336	Intermediate Accounting II	3	
*Fin 330	Principles of Finance	3		*Acc337	Cost & Management Accounting	3	
*Mkt 330	Principles of Marketing	3		BE 312	Junior Seminar II	1	
*Acc 335	Intermediate Accounting I	3		<b>Total</b>			<b>16</b>
BE 311	Junior Seminar I	1					
<b>Total</b>			<b>19</b>				

**SENIOR YEAR**

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*BA.433	International Business	3		*Mgt 437	Business Policy	3	
	Free Elective	2			Free Elective	2	
*Acc 433	Taxation I	3		*Acc 440	Internship	3	
*Acc 435	Auditing	3		*Acc 432	Accounting Info Systems	3	
BE 411	Senior Seminar I	1		BE 412	Senior Seminar II	1	
<b>Total</b>			<b>12</b>	<b>Total</b>			<b>12</b>

Total SCH - 128

SCH in Major\* 66

\*Major Courses require a "C" or better.

See General Education ("Gen Ed") requirements in the College Catalogue on pages 77-78

## CLUBS , ORGANIZATIONS AND SIGNATURE EVENTS IN THE SCHOOL OF BUSINESS AND ECONOMICS NATIONAL ASSOCIATION OF BLACK ACCOUNTANTS (NABA)

NABA is an organization open to students majoring in accounting and other areas in business and economics. The objective of the club includes exposing students to the accounting profession, corporate ethics, and providing students with the culture and tools needed to survive and succeed in Corporate America.

### DELTA MU DELTA

Delta Mu Delta, a national honor society, was established to recognize and reward superior scholastic achievement by students majoring in business administration. Membership is an honor indicative of constant purpose and achievement.

### ECONOMIC AWARENESS CLUB

The objective of the Economic Awareness Club is to create among the Benedict College community an awareness of the important economic issues and to provide a forum for students, faculty, and distinguished guest speakers. The club invites academic, business, and government economists to speak on issues such as welfare reform, wage-price controls, and the energy crisis.

### PHI BETA LAMBDA

Phi Beta Lambda is a business organization open to all students in the field of business administration. The main purposes of the organization are as follows: 1) to develop competent, aggressive business leadership by active participation in school and community events; 2) to develop character; 3) to prepare for useful citizenship; 4) to foster patriotism; 5) to encourage improvement in scholarship; 6) to promote school loyalty; 7) and to improve and establish standards for entrance into business.

### BUSINESS WEEK

The School of Business and Economics' Business Week provides students with the opportunity to interact with leaders in the business world, and to gain exposure to new cutting edge business ideas and concepts. The School of Business and Economics' Annual Business Week promotes success through P-I-E:

Performance is required and expected.

Image determines your level of acceptance.

Exposure enables you to be promoted and rewarded



## **SCHOOL OF EDUCATION**

The mission of the School of Education is to prepare students to enter helping and service professions that address the well-being, development, and support of individuals and families across the lifespan. A comprehensive program of teaching, research, and service provides the foundation for the work of the faculty in the departments that comprise the School of Education.

The School of Education units: Office of Teacher Education; Education, Child and Family Studies Department; the Military Science Program Department; the Child Development Center ; and Upward Bound.

Dr. Damara Hightower, Dean

### **DEPARTMENTS**

#### **Education, Child and Family Studies**

Dr. Stacy Middleton, Chair

#### **Office of Teacher Education**

Dr. Damara Hightower, Director

#### **The Child Development Center**

Mrs. Theresa Wilson, Director

#### **Upward Bound I**

Mrs. Carolyn Pouncy, Director

#### **Upward Bound II**

Ms. Leteya Sumpter, Acting Director

## **EDUCATION, CHILD AND FAMILY STUDIES DEPARTMENT**

The mission of the Education, Child and Family Studies Department is to prepare students for occupations in PK-12 instruction and for further study in education and related fields. Students completing Programs of Study in the Education, Child and Family Studies Department will be able to acquire and maintain leadership positions in the educational arena as related to teaching, research, and service. The Education, Child and Family Studies Department prepares highly-qualified and certified teachers in two majors: Early Childhood and Elementary Education. A third major, Child and Family Development, prepares graduates to work in non-public school settings that serve children and families.

The Early Childhood Education program leads to certification to teach in grades PK-3. The Elementary Education program leads to certification to teach in grades 2-6. In addition, the Education, Child and Family Studies Department offer the professional education courses for Art (PK-12).

The Education, Child, and Family Studies Department is the professional education unit for the teacher education program at Benedict College. Through the Office of Teacher Education, students, candidates, and faculty receive assistance in meeting institutional, state, and professional standards. The major thrust of the conceptual framework stems from the strong historical emphasis of the mission of Benedict College which is to prepare students to serve as "powers for good in society." With the premise that the service provided by candidates must be in alignment with professional standards as well as the needs of the community in which teachers work, the conceptual framework identifies four outcomes of Benedict College Teacher Education (BCTE) program completers: (1) Teachers as scholars; (2) Teachers as effective practitioners; (3) Teachers as reflective decision makers; and (4) Teachers as resources for the community.

The Teacher Education Program at Benedict College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs at Benedict College. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The Benedict College Teacher Education program is approved by the South Carolina Board of Education to offer teacher education degrees in the following three areas and grade levels: Art Education (PK-12), Early Childhood Education (PK -3), Elementary Education (2-6), Benedict College is in full compliance with section

207 of Title II of the Higher Education Act and reports each year on the performance of program completers on the required certification examinations and performance assessments. All Benedict College teacher education program completers are required to pass all certification examinations for program completion.

## **ADMISSION TO TEACHER EDUCATION**

All students who plan to pursue a Teacher Education program must meet all entry criteria specified below. Applications for admission to teacher education should be filed in the office of Teacher Education by March 1 or October 1.

### **[Entry Criteria]**

- Complete and submit an Entry Level Form;
- Complete and submit all Level I assessments;
- Complete required courses (ED 111, 112, 130, 211) with a “C” or better
- Achieve a 2.75 GPA or better;
- Pass all ETS Basic Skills examination requirements (reading, writing, and mathematics),
- Complete and pass a state criminal background check
- Earn 45 semester hours of general education course work; and
- Successfully complete the application process for admission to the teacher education program, including the interview and writing sample.

### **[Retention Criteria]**

- Gain admission to the Teacher Education Program;
- Maintain a 2.75 GPA or greater;
- Maintain an acceptable record of personal-social behavior;
- Participate in appropriate activities (Testing programs, seminars, workshops conferences, SEA, etc.) as required by the Teacher Education Program;
- Successfully complete all Level II and Level III assessments including a writing sample and an interview; and
- Gain admission to Student Teaching (complete and submit application, FBI/criminal background Check, pass all PRAXIS II Subject Assessments and certification fee to the South Carolina State Department of Education).

### **[Exit Criteria]**

- Maintain a 2.75 GPA or greater;
- Pass all Principles of Learning and Teaching (PLT) examinations for the respective academic major and teaching area required by the Benedict College Office of Teacher Education;
- Successfully complete Student Teaching;
- Successfully complete all Level IV assessments; and
- Successfully complete all College, Departmental, and BCTE program and/or graduation requirements.

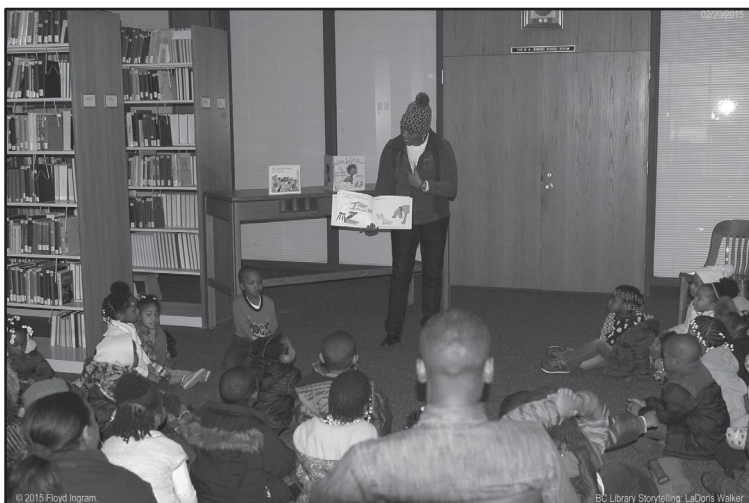
Students who transfer from other programs or from other institutions and students who possess a baccalaureate degree and are interested in completing requirements for teacher education programs are subject to the same criteria and regulations as students who enter the program as Freshman students should contact the Director of Teacher Education for a review of their eligibility for admission to teacher education. Students who have earned over 60 credit hours and who have not met the criteria for admission to teacher education, must change their major to a non-education major to be eligible for registration for the following semester.

## **TEACHER CERTIFICATION**

Teacher education majors must earn a “C” or better in all major, professional, and support courses for graduation and certification. The Director of Teacher Education verifies the students’ successful completion of the criteria and submits Verification of College Preparation Recommendation for Teacher Certification form to the State Department of Education for Initial Certification.

## ADMISSION TO STUDENT TEACHING

Applications for admission to Student Teaching should be filed in the Office of Teacher Education by December 1st for student teaching during the following fall semester and by March 1st for student teaching during the following spring semester. Students must complete a minimum of one (1) full academic semester (fall or spring) as a teacher education candidate prior to applying for admission to student teaching. Students cannot apply for admission to teacher education and admission to student teaching during the same semester. The criteria for admission to Student Teaching (ED 460) are as follows, the student must have: completed all requirements in general education, area of specialization (major), and professional education, or show evidence that this requirement will be satisfied during the semester prior to student teaching; maintained a GPA of 2.75; removed all "Incomplete" grades; removed any grade of "D" in the major; completed required practicums; passed all Praxis II subject assessments and examinations for the respective academic major and teaching area required by the Benedict College Teacher Education Program; and gain admission to Student Teaching (complete and submit application, criminal background check and certification fee to the South Carolina State Department of Education).



## ADVISORS

Each academic department which offers a teaching program has faculty members who are designated as "teaching option advisors." These persons work closely with the Director of Teacher Education and have the following specific duties:

1. To advise all teacher education majors in the department;
2. To assist the Director of Teacher Education with monitoring entry, retention, and exit procedures for teacher education students;
3. To teach the methods course(s) in the department; and
4. To assist with observing, critiquing, and evaluating student teachers.

## PRACTICUM EXPERIENCES

Teacher education students engage in practicum experiences as required components of designated courses. These experiences begin in the Freshman Year and extend through succeeding semesters. Each teacher education student must complete the required practicum experiences prior to student teaching.

**Required Internship**

Students enrolled in the Education, Child and Family Studies Department are required to complete during the senior year, a period of internship that closely correlates with their specific major and program of study. Students who choose the teaching option must complete Student Teaching, a minimum 60-day experience in their respective program of study and in an approved site. Students who major in Child and Family Studies must complete a minimum twelve-week, full-time internship in an approved site. Students must enroll in one of the following courses for internship credit:

ED 460	Directed Teaching
CFD 462	Child and Family Development Internship

**SERVICE-LEARNING**

Each student is required to complete a minimum of 120 hours of approved service-learning activities for graduation with the specifications required on page 55.

**HONORS COURSES**

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education course or in regular major program classes. Students interested in more information should confer with the Dean of the School of Honors.





**STUDENT LEARNING OUTCOMES (Early Childhood Education)****SLO A: TEACHERS AS SCHOLARS**

SLO A1: Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Design, implement, and evaluate meaningful, challenging curriculum for each child (NAEYC Standard 5b)

SLO A2: Have knowledge of effective verbal, nonverbal, and media communication techniques. Make purposeful use of various learning formats based on their understanding of children as individuals and as part of a group, and on alignment with important educational and developmental goals (NAEYC Standard 4c)

SLO A3: Are aware of major areas of research on teaching and learning. Make professional judgments through each day based on knowledge of child development and learning, individual children, and the social and cultural contexts in which children live. (NAEYC Standard 4b)

SLO A4: Engage in life-long learning for continuous academic and personal growth. Demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children (NAEYC Standard 6c)

SLO A5: Conduct research to keep current in their fields and contribute to the advancement of knowledge in their disciplines. Demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children (NAEYC Standard 6c)

SLO A6: View themselves as instructional leaders. Have a strong identification and involvement with the early childhood field, to better serve young children and their families (NAEYC Standard 6a)

SLO A7: Value the strength of diversity. Knowing about and understanding diverse family and community characteristics (NAEYC Standard 2a)

SLO A8: Embrace ambiguity and risk taking. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for each child (including curriculum, interactions, teaching practices, and learning materials) (NAEYC Standard 1c)

**SLO B: TEACHERS AS EFFECTIVE PRACTITIONERS**

SLO B1: Understand how children learn and develop; use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for each child (including curriculum, interactions, teaching practices, and learning materials). (NAEYC Standard 1c)

SLO B2: Have an understanding of individual and group motivation and behavior. Use a flexible research-based repertoire of teaching/learning approaches to promote children's development (NAEYC Standard 4c)

SLO B3: Use a variety of instructional strategies. Know and understand effective strategies and tools for early education, including appropriate uses of technology (NAEYC Standard 4b)

SLO B4: Utilize technology to enhance learning. Know and understand effective strategies and

tools for early education, including appropriate uses of technology (NAEYC Standard 4b)

SLO B5: Develop competencies in teaching and learning processes. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.(NAEYC Standard 5c)

SLO B6: Embrace the use of assessment. Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (NAEYC Standard 3a)

SLO B7: Value the use of technology to develop requisite skills. Know and understand effective strategies and tools for early education, including appropriate uses of technology

(NAEYC Standard 4b)

### **SLO C: TEACHERS AS REFLECTIVE DECISION MAKERS**

SLO C1: Understand formal and informal assessment strategies. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (NAEYC Standard 3b)

SLO C2: Recognize factors that promote intrinsic motivation. Use a broad repertoire of developmentally appropriate teaching /learning approaches (NAEYC Standard 4c)

SLO C3: Understand inquiry methods that provide teachers with various self-assessment strategies for reflecting on their practices. Reflect on own practice to promote positive outcomes for each child (NAEYC Standard 4d)

SLO C4: Identify and meet the needs of children and youth of different maturity levels, abilities, and backgrounds. Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC Standard 1c)

SLO C5: Demonstrate respect for the dignity and worth of individuals regardless of religious, racial, national or socioeconomic differences found in a global society. Involve families and communities in young children's development and learning (NAEYC Standard 2b)

SLO C6: Value moral stewardship and fairness. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (NAEYC Standard 6c)

SLO C7: Value social processes. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. (NAEYC Standard 6c)

SLO C8: Value reflection as a part of professional growth. Reflect on own practice to promote positive outcomes for each child (NAEYC Standard 4d)

### **SLO D: TEACHERS AS RESOURCES FOR THE COMMUNITY**

SLO D1: Understand how relationships with school colleagues, parents, and agencies in the larger community; supports student learning, Involve families and communities in young children's development and learning (NAEYC Standard 2c)

SLO D2: Knows how to connect contextual considerations (i.e. community resources, students needs and interests) to the curriculum. Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child(NAEYC Standard 5c )

SLO D3: Participates in collegial activities designed to make the entire school a learning community, Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.(NAEYC Standard 6c)

SLO D4: Utilize the human, material, and technological resources to the fullest within the school and community. Use a broad repertoire of developmentally appropriate teaching / learning approaches (NAEYC Standard 4c)

SLO D5: Value collaboration with others. Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (NAEYC Standard 6c)

SLO D6: Embrace professionalism. Identify and involve oneself with the early childhood field (NAEYC Standard 6a)

### **STUDENT LEARNING OUTCOMES (Elementary Education)**

#### **SLO A: TEACHERS AS SCHOLARS**

SLO A1: Understand the central concept, tools of inquiry, and structures of the discipline(s) he or she teacher know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning

opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1.0)

SLO A2: Have knowledge of effective verbal, nonverbal, and media communication techniques; use knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom (ACEI 3.5)

SLO A3: Are aware of major areas of research on teaching and learning, know, understand and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development acquisition of knowledge, and motivation. (ACEI 1.0)

SLO A4: Engage in life-long learning for continuous academic and personal growth, aware of and reflect practice in light of research on teaching, professional ethics, and resources available for professional learning (ACEI 5.1)

SLO A5: Conduct research to keep current in their fields and contribute to the advancement of knowledge in their disciplines; plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (ACEI 3.1)

SLO A6: View themselves as instructional leaders; plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (ACEI 3.1)

SLO A7: Value strength of diversity; understand how elementary student differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students (ACEI 3.2)

SLO A8: Embrace ambiguity and risk taking; understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (ACEI 3.3)

## **SLO B: TEACHERS AS EFFECTIVE PRACTITIONERS**

SLO B1: Understand how children learn and development; understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students (ACEI 3.2)

SLO B2: Have an understanding of individual and group motivation and behavior; know, understand and use the major concepts, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students. (ACEI 1.0)

SLO B3: Use a variety of instructional strategies understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (ACEI 3.3)

SLO B4: Utilize technology to enhance learning "plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (ACEI 3.1)

SLO B5: Develop competencies in teaching and learning processes; use knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments (ACEI 3.4)

SLO B6: Embrace the use of assessment know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (ACEI 4.0)

SLO B7: Value the use of technology to develop requisite skills; use knowledge and

understanding of effective verbal, nonverbal, and media communication techniques to foster active interaction in elementary classroom (ACEI 3.5)

### **SLO C: TEACHERS AS REFLECTIVE DECISION MAKERS**

SLO C1: Understand formal and informal assessment strategies know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual development of elementary students. (ACEI 4.0)

SLO C2: Recognize factors that promote intrinsic motivation, use knowledge and understanding of individual motivation and behavior among students at K-6 level to foster engagement in learning, self-motivation and positive social interaction (ACEI 3.4)

SLO C3: Understand inquiry methods that provide teachers with various self-assessment strategies for reflecting on their practices; aware of and reflect on practice of research on teaching, professional ethics, and resources available for professional learning; evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally (ACEI 5.1)

SLO C4: Identify and meet the needs of children and youth of different maturity levels, abilities, and backgrounds; understand how students differ in their development and approaches to learning; create instructional opportunities that are adapted to diverse students (ACEI 3.2)

SLO C5: Demonstrate respect for the dignity and worth of individuals regardless of religious, racial, national or socioeconomic differences found in a global society; know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the community to promote the intellectual, social, emotional, physical growth and well-being of children (ACEI 5.2)

SLO C6: Value moral stewardship and fairness; aware of and reflect on practice in light of research on teaching, professional ethics and resources available for professional learning (ACEI 5.1)

SLO C7: Value social processes; use knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in creating supportive learning environments (ACEI 3.4)

SLO C8: Value reflection as a part of professional growth; evaluate the effects of professional decisions and actions on students, families and other professionals in the community and seek out opportunities to grow professionally (ACEI 5.1)

### **SLO D: TEACHERS AS RESOURCES FOR THE COMMUNITY**

SLO D1: Understand how relationships with school colleagues, parents, and agencies in the larger community; supports student learning know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the community to promote the intellectual, social growth and well-being of children (ACEI 5.2)

SLO D2: Knows how to connect contextual considerations (i.e. community resources, students' needs and interests) to the curriculum; understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction (ACEI 4.0)

SLO D3: Participates in collegial activities designed to make the entire school a learning community; evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally (ACEI 5.1)

SLO D4: Utilize the human, material, and technological resources to the fullest within the school and community; evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally (ACEI 5.1)

SLO D5: Value collaboration with others; know the importance of establishing and maintaining

a positive collaborative relationship with families, school colleagues, and agencies in the community to promote the well-being of children (ACEI 5.2)

SLO D6: Embrace professionalism; evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. (ACEI 5.1)

## **CHILD AND FAMILY DEVELOPMENT STUDENT LEARNING OUTCOMES**

### **EDUCATION COURSES**

**SLO A:** Describe the developmental changes of individuals in families across the lifespan.

**SLO B:** Demonstrate knowledge of families and their relationships to other institutions.

**SLO C:** Demonstrate knowledge of the information and skills needed for healthy family functioning within a family systems perspective.

**SLO D:** Demonstrate understanding of the physiological, psychological, and social aspects of sexual development across the lifespan.

**SLO E:** Provide information and resources to help individuals and families improve family well-being.

**SLO F:** Demonstrate an understanding of how parents teach, guide, and influence children and adolescents.

**SLO G:** Identify the legal issues, policies, and community needs that affect children, youth and families.

**SLO H:** Plan, implement, and evaluate programs for children, youth, and families.

**SLO I:** Demonstrate an understanding of the development and maintenance of interpersonal relationships.

**SLO J:** Demonstrate knowledge of professional ethics and the ability to critically examine ethical issues in professional practice.

**F1 111, F1 112, ED 211, 212, 311, 312, 411, 412 Seminars**

**credit 1 hr. ea.**

(Descriptions for all seminars are on pages 77-78.)

The course offerings in education include professional education and content specialization for Early Childhood Education and Elementary Education. Professional education courses for secondary education are also offered in this department.

#### **Ed 130 Historical and Philosophical Foundations/Practicum**

##### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

Some of the influential movements in our society which have shaped American education are examined. Included is a study of basic philosophical concepts, ideas, and proposals of educational philosophers from antiquity to modern times; reform movements, legislative acts and court decisions are stressed. Ten (10) hours of practicum experience are required.

#### **Ed 322 Diagnostic-Prescriptive Reading Practicum**

**credit 2 hrs.**

This course introduces the processes of diagnosing individual learner needs and prescribing learning experiences to remedy these needs. The learning needs of both typical and atypical pupil populations are considered. Ten (10) hours of practicum experience are required. Prerequisite: Admission to Teacher Education Program.

#### **Ed 323 Instructional Planning and Assessment**

**credit 2 hrs.**

This is a general methods course which introduces prospective teachers to the planning process, methods, strategies, evaluation techniques, and authentic assessment. Higher order thinking skills, multiple intelligences and learning/teaching styles and modalities will be emphasized. Ten (10) hours of practicum experience are required. Prerequisite: Admission to Teacher Education Program.

**Ed 325 Instructional Technology/Practicum****credit 2 hrs.**

This course introduces students to various uses of computers, educational software, and other instructional technologies in the classroom. Ten (10) hours of practicum experience are required.

**Ed 327 Cultural Diversity/Practicum****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course involves a study of the theoretical and practical foundations for successful teaching in diverse classroom environments.

**Ed 331 Social Studies Curriculum, Instruction and Assessment in the Elementary School/Practicum****credit 3 hrs.**

This course introduces the student to the skills, strategies, techniques, and materials for teaching and assessing elementary school social studies. A ten (10) hour practicum is required. Prerequisite: Admission to Teacher Education Program.

**Ed 332 Science and Health Curriculum, Instruction and Assessment in the Elementary School/Practicum (SERVICE-LEARNING REQUIREMENT IN THE ELEMENTARY EDUCATION PROGRAMS.)****credit 3 hrs.**

Emphasis is placed on process skills, strategies, techniques, and materials for teaching and assessing science and health in the elementary school. A ten (10) hour practicum is required. Prerequisite: Admission to Teacher Education Program.

**Ed 335 Educating African American Students****credit 3 hrs.**

This course analyzes historical and contemporary factors that influence the education of African American children in the United States. The course emphasizes the knowledge, skills and dispositions required by educators and parents to provide an effective and equitable education for African American students.

**Ed 337 Mathematics Curriculum, Instruction and Assessment in the Elementary School/Practicum****credit 3 hrs.**

Emphasis is placed on skills, strategies, techniques and materials for teaching and assessing elementary school mathematics. A ten (10) hour practicum is required. Prerequisite: Admission to Teacher Education Program.

**Ed 339 Teaching Targeted Populations****credit 3 hrs.**

This course will provide prospective teachers with theoretical and practical understandings of the various targeted populations in public education today. The emphasis of this course may vary according to the identified population (African-American males, children from single parent homes, etc.)

**Ed 343 Language Literacy/Practicum****credit 3 hrs.**

This course provides instruction in language arts with an emphasis on reading methods. Students will explore language development and integrated language arts. Students will have experiences in developing instructional objectives, constructing and executing lesson plans, and designing literacy projects and activities. Ten (10) hours of practicum experience is required. Prerequisite: Admission to Teacher Education Program.

**Ed 420 Classroom Organization and Management/Practicum****credit 2 hrs.**

This course will examine techniques of organizing and managing classroom activities. Various discipline models, techniques, methods, and constructs will be presented. A ten (10) hour practicum is required. Prerequisite: Admission to Teacher Education Program.

**Ed 424 Children's Literature****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course surveys children's literature with an emphasis on what is developmentally appropriate in the evaluation and selection of children's books. Instructional methods for use of children's literature as an integral part of the classroom are also addressed.

**Ed 430 Integrating the Arts into the Classroom/Practicum****credit 3 hrs.**

Emphasis is placed on integrating music, art, movement, and drama with other subjects in the elementary classroom. Students will discover and develop skills in creative interactive activities that will capture children's attention and motivate them to participate in the arts. This course includes a ten (10) hour Practicum. Prerequisite: Admission to Teacher Education Program.



**Ed 450 Special Topics in Education****credit 3 hrs.**

The study of selected topics in education designed specifically for early childhood education, elementary education, and majors. Prerequisite: Junior or senior standing, or consent of instructor. May be repeated for a maximum of six hours.

**Ed 460 Student Teaching****credit 12 hrs.**

This course emphasizes experiences in planning and implementing effective classroom procedures. Special emphasis is given to individualized learning processes and the use of modern instructional media. Twelve (12) weeks of full-time experience under the supervision of cooperating teachers and college supervisors are required. Prerequisite: Admission to Student Teaching.

**SPECIAL EDUCATION COURSES****EdSE 330 The Exceptional Child/Practicum  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course provides the student with knowledge and understanding of exceptional children including the gifted and talented. The basic requirements of federal laws regarding the education of young children are addressed. Ten (10) hours of Practicum experience are required.

**EdSE 432 Assessment of Special Children****credit 3 hrs.**

This course covers the foundations of assessment, including technical issues of school-based assessment, educational readiness, cognitive abilities, academic achievement, reading, math, language, and perceptual motor skills and abilities.

**SUPPORT COURSES****Edu 230 Human Growth and Development****credit 3 hrs.**

An integrated study of the human life span, from the prenatal period through middle childhood and adolescence to the stages of early and later adulthood. Central to the course are the theories, principles, and processes by which change takes place in the physical, cognitive, and affective areas of development. Multicultural issues as they relate to social, educational, and familial factors will be addressed.

**Edu 231 The Young Child/Practicum (SERVICE-LEARNING REQUIREMENT  
IN CFD AND EARLY EDUCATION PROGRAMS).****credit 3 hrs.**

This course presents a study of the young child in family and society, including the effects of environmental, cultural, and socioeconomic influences. The focus is on observing and understanding the behavior of children from birth to six years of age. Ten (10) hours of practicum experiences are required.

**EDU 332 Educational Psychology  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

A study of the psychological principles basic to an understanding of the learner, the learning process, and the learning situation. Emphasis will be on the scientific study of the learning/ teaching and assessment process enabling the prospective teacher to integrate concepts into teaching strategies.

**CHILD AND FAMILY DEVELOPMENT COURSES****CFD 110 Introduction to Child and Family Development Careers****credit 1 hr.**

Identification and exploration of careers related to children and families. Legal requirements for working with children are discussed (e.g., background checks). NAEYC standards and professional code of ethics are also addressed.

**ECE 230 Introduction to Early Childhood Education****credit 3 hrs.**

This course offers a complete and current overview of the historical and philosophical foundations, current issues, methods, and approaches to early childhood education.

**CFD 332 Interpersonal Relationships****credit 3 hrs.**

This course provides an introduction to the field of interpersonal communication. Concepts related to the development and maintenance of interpersonal relationships are addressed.



**CFD 333 Marriage and Family Relationships****credit 3 hrs.**

Basic concepts, principles, theories, and issues of development and change in family relationships are explored.

**CFD 334 Parent Education and Guidance****credit 3 hrs.**

This course is designed to increase understanding of concepts and theories related to how parents teach, guide, and influence children and adolescents. Prerequisites: CFD 333.

**CFD 337 Family Dynamics (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

This course focuses on the interaction among family members. Concepts include normal family stress, conflict management, and family stress and crises. Theories of family crisis and methods of adapting are emphasized. Prerequisites: CFD 333.

**CFD 339 Family Resource Management****credit 3 hrs.**

This course addresses concepts related to the factors that influence the decisions individuals and families make about developing and allocating resources such as time, money, material assets, energy, Friends, neighbors, and space, to meet their goals.

**CFD 433 Family Life Education Methods****credit 3 hrs.**

This course addresses concepts related to the factors that influence the decisions individuals and families make about developing and allocating resources such as time, money, material assets, energy, friends, neighbors, and space, to meet their goals.

**CFD 437 Professional Ethics****credit 3 hrs.**

This course focuses on current laws and policies that affect children and families. Prerequisites: CFD 333, CFD 334, CFD 337 and CFD 339.

**CFD 439 Family Law and Public Policy****credit 3 hrs.**

This course focuses on current laws and policies that affect children and families. Prerequisites: CFD 333, CFD 334, CFD 337, and CFD 339.

**CFD/ECE 440 Methods and Materials/Pre-School Curriculum/Practicum credit 3 hrs.**

The course presents methods and materials of instruction appropriate for the pre-school level. Emphasis is placed on the growth, development, learning, and individual differences found among preschool children. Ten (10) hours of practicum experience required.

**CFD 450 Special Topics in Child and Family Studies****credit 3 hrs.**

The study of special topics in child and family studies. Prerequisite: Nine hours in Child and Family Development and junior or senior standing, or consent of instructor. May be repeated for a maximum of six hours.

**CFD 452 Families in Later Life****credit 3 hrs**

This course offers an overview of aging and its implications for the family. Topics such as theories of aging, stereotypes about aging and older adults, social relationships during later life, work and leisure, and policies and programs affecting aging and older adults will be addressed.

**CFD 462 Child and Family Development Practicum****credit 9 hrs.**

This course is designed to give students practical site-base experience in settings serving children and families. 60 (sixty) days/400 hours of supervised experience are required. Also includes a seminar. Prerequisites: Completion of all major course requirements and a minimum 2.0 grade point average.

**PHE 336 Human Sexuality****credit 3 hrs.**

The course provides an overview of the physiological, psychological, and social aspects of sexual development throughout the lifespan. The focus of the course is to encourage the achievement of healthy sexual adjustment. Course topics include the emotional and psychological aspects of sexual involvement; sexual values and decision making; family planning; and the influence of sexual involvement on interpersonal relationships.

## PROGRAM OF STUDY IN EARLY CHILDHOOD EDUCATION

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Freshman Comp II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Bio 130 Gen. Biology and	3	Phys 141 Gen. Physical Science	4
Bio 110L Gen. Biology Lab	1	Phys 141L Gen. Physical Science Lab	0
Ec 130 Intro to Economics	3	Hist. 130 Intro to African Amer History	3
Rel 120 Comparative Religion	2	*Ed 130 Hist/Phil Foundations	
Ed 111 Freshman Seminar I	1	Practicum	3
<b>Total</b>	<b>16</b>	Ed 112 Freshman Seminar II	1
		<b>Total</b>	<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Hist 231 U S History I	3	Psy 230 Intro to Psychology	3
Art 220 Art Appreciation	2	Mus 220 Music Appreciation	2
Fs or Sp 233 French or Spanish Conversation	3	PE Physical Education	2
HE 230 Health Education	3	*CFD 230 Intro to Early Childhood	3
*Edu 230 Human Growth & Development	3	*Edu 231 The Young Child	3
Ed 211 Sophomore Seminar I	1	Ed 212 Sophomore Seminar II	1
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>17</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Ed 323 Instruc Plan & Assessment	2	*Ed 343 Lang/Lit/Practicum	3
*Ed 325 Instructional Technology	2	*Ed 331 Social Studies Curr, Instruc,	
*Ed 327 Cultural Diversity	3	in Elem Sch	3
*CFD 330 Observ & Assess of		*Ed 332 Science & Health Curr,	
Young Children	3	Instruc in Elem Sch	3
*CFD 331 Early Literacy & Lang Dev	3	*CFD 337 Family Dynamics	3
*Ed 337 Math for Young Children	3	*EDSE 330 Exception Child	3
Ed 311 Junior Seminar I	1	Ed 312 Junior Seminar II	1
<b>Total</b>	<b>17</b>	*Edu 332 Educational Psychology	3
		<b>Total</b>	<b>19</b>

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Ed 420 Classrm Org & Mgmt	2	*Ed 460 Student Teaching	12
*Ed 424 Children's Lit	3	Ed 412 Senior Seminar II	1
*Ed 430 Integrating the Arts into		<b>Total</b>	<b>13</b>
Elem Classroom	3		
*CFD 440 Meth/Mats Presch Curr	3		
Ed 411 Senior Seminar I	1		
Electives	3		
<b>Total</b>	<b>15</b>		

Total SCH - 132

SCH in Major\* – 69

\*Major Courses require a "C" or better.

## PROGRAM OF STUDY IN ELEMENTARY EDUCATION

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Freshman Comp II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Bio 130 Gen. Biology	3	Phys 141 Gen. Physical Science	4
Bio 110L Gen. Biology Lab	1	Phys 141L Gen. Physical Science Lab	0
Ec 130 Intro to Economics	3	Hist 130 Intro to African Amer History	3
Rel 120 Comparative Religion	2	*Ed 130 Hist/Phil Foundations of Education/Practicum	3
Ed 111 Freshman Seminar	1	Ed 112 Freshman Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Phys 140 General Earth Science	4	Psy 230 Intro to Psychology	3
Phys 140L General Earth Science Lab	0	HE 230 Health Education	3
Hist 231 U S History I	3	Mus 220 Music Appreciation	2
Art 220 Art Appreciation	2	*Edu 230 Human Growth and Development	3
Fs or Sp 233 French or Spanish (Intermediate)	3	Eng 237 Oral Communication	3
PE Physical Education	2	Ed 212 Sophomore Seminar II	1
Ed 211 Sophomore Seminar I	1	<b>Total</b>	<b>18</b>
<b>Total</b>	<b>18</b>		

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Ed 322 Diagnostic-Prescriptive Reading	3	*Edu 332 Educational Psychology	3
*Ed 323 Instruc Plan & Assessment	2	*Ed 331 Social Studies Curr, Instruc, in Elem School	3
*Ed 327 Cultural Diversity	3	*Ed 332 Science & Health Curr, Instruc in Elem School	3
*Ed 325 Instructional Tech	2	*Ed 343 Lang Literacy	3
*Ed 337 Mathematics Curr, Instru and Assess in Elem Sch	3	*EdSE 330 Exception Child	3
Geo 331 World Regional Geography	3	Ed 312 Junior Seminar II	1
Ed 311 Junior Seminar I	1	<b>Total</b>	<b>16</b>
<b>Total</b>	<b>17</b>		

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Ed 420 Classrm Org & Mgmt	2	*Ed 460 Student Teaching	12
*Ed 424 Children's Lit	3	Ed 412 Senior Seminar II	1
*Ed 430 Integrating the Arts into Elem Classroom	3	<b>Total</b>	<b>13</b>
*PE 425 Elem Physical Education	2		
Ed 411 Senior Seminar I	1		
Electives	6		
<b>Total</b>	<b>17</b>		

Total SCH - 132

SCH in Major\* - 56

\*Major Courses require a "C" or better.

## PROGRAM OF STUDY IN CHILD AND FAMILY DEVELOPMENT

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Freshman Comp II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Bio 130 Gen. Biology and	3	Phys 141 Gen. Physical Science	4
Bio 110L Gen. Biology Lab	1	Phys 1 Gen. Physical Science Lab	0
Ec 130 Intro to Economics	3	Rel 120 Comparative Religion	2
PE Physical Education	2	*CFD 110 Intro to Careers in CFD	1
FI 111 Freshman Seminar I	1	Hist 130 Intro to African Amer History	3
<b>Total</b>	<b>16</b>	FI 112 Freshman Seminar II	1
		<b>Total</b>	<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature	3	Eng 232 World Literature II	3
Hist 231 U S History I	3	*ECE 231 The Young Child	3
Art 220 Art Appreciation	2	Psy 230 Intro to Psychology or	3
		Soc 230 Intro to Sociology	
*Ed 230 Human Growth/ Development 3		Mus 220 Music Appreciation	2
*ECE 230 Intro to Early Childhood	3	Eng 237 Oral Communication	3
ED 211 Sophomore Seminar I	1	ED 212 Sophomore Seminar II	1
<b>Total</b>	<b>18</b>	HE 230 Health Education	3
		<b>Total</b>	<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*CFD 332 Interpersonal Relationships	3	*PHE 336 Human Sexuality	3
*CFD 333 Marriage and Family	3	*CFD 334 Parent Ed and Guidance	3
*ED 337 Cultural Diversity	3	*CFD 337 Family Dynamics	3
		*CFD 339 Family Resource Management	3
		*Ed 330 Exceptional Child	3
ED 311 Junior Seminar I	1	ED 312 Junior Seminar II	1
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16</b>

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*CFD 433 Family Life Ed Methods	3	*CFD 462 Child and Family Dev	
*CFD 437 Professional Ethics	3	Practicum	12
*CFD 439 Family Law and Public	3	ED 412 Senior Seminar II	1
*CFD 452 Families in Later Life	3	<b>Total</b>	<b>13</b>
ED 411 Senior Seminar I	1		
Elective	3		
<b>Total</b>	<b>16</b>		

Total SCH - 128

SCH in Major\* - 58

\*Major Courses require a "C" or better.

## SCHOOL OF HEALTH AND HUMAN SERVICES

The mission of the Health, Physical Education and Recreation Department (HPER) is to offer a variety of courses that seek to promote optimal health, wellness and quality of life for members in our communities. The department provides a solid foundation for students to enter into their respective program area and/or continue graduate studies. The Recreation and Leisure Services program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) and prepares students to work in Recreation and Leisure settings. The Public Health program prepares students for professional health, wellness-related occupations. The Sport Management program prepares students to work in service-related marketing and promotions, facilities management, and sports programming.

### ADMINISTRATION

Dr. Tanya Brice, Dean

### DEPARTMENTS

Health, Physical Education, and Recreation

Dr. Paula Shelby, Chair

Social Work

Dr. Victoria Winbush, Chair

Military Science Program

Major Keith Bailey, Officer-in-Charge

## HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT

The Health, Physical Education and Recreation Department offer several courses in both Health and Physical Education that are required for all students. The department also offers three major programs of study:

### Recreation and Leisure Services

#### Public Health

#### Sport Management

The Recreation and Leisure Services major seeks to prepare students to be able to work in a variety of Recreation and Leisure Service settings. Students majoring in Recreation and Leisure Services may work in city and county parks municipal and county park and recreation agencies; adult and youth correctional facilities; university unions college and university campus recreation and intramural sports programs; military recreation; outdoor/environmental recreation; youth development agencies (e.g. YMCA & YWCA, Boys & Girls Clubs); recreation and leisure settings (e.g., golf courses, amusement parks, resorts, cruise lines and event management) and commercial recreation services (e.g. event management, theme parks, hotel and resort management).

The Public Health major is designed to prepare students for professional public health, health-related wellness, and fitness-related occupations. Special attention is given to public health issues that pertain to the African American population. Students who pursue a career in Public Health will be able to work in a variety of professions to include: Community Health Educator; Disease Intervention Specialist; Health Communications Consultant; Health Education Consultant; Health Information Representative; Workplace Health Coordinator; and Rural Health Program Specialist.

The Sport Management program is designed to prepare students to work in a variety of sports careers and recreational settings offering sports related programs. Students completing this major may work in community sports programs (e.g. private sport club leagues, youth-focused organizations, and church recreation leagues.); college sport programs, and sport facility management (e.g. athletic arenas and stadiums). Students may seek careers in: Athletics, Sport Media, Sport Marketing, Event Management, Academic Support Services, Ticketing and Finance, Directors of specific Sport Leagues, and Promotion of Sport and Recreation Events.

The Recreation and Leisure Services, Public Health and Sport Management programs of study provide students with a solid foundation for continued graduate studies.

The goals of the Health, Physical Education and Recreation Department's courses are to:

1. Provide students with the kinds of learning experiences that will enable them to achieve competencies in the field of Recreation and Leisure Services, Public Health, and Sport Management;
2. Provide opportunities for actual on-the-job experiences;
3. Develop in students the specific knowledge appropriate to influence their behavior toward living an active and healthy life;
4. Prepare students for success in graduate and law schools; and
5. Prepare students for leadership positions in the fields of Recreation and Leisure Services, Public Health, and Sport Management.

## Graduation Requirement

### Required Courses

Students must complete the following required courses:

#### Recreation and Leisure Courses

Rec	230	Introduction to Recreation and Leisure Services
Rec	232	Recreation Program Planning
Rec	310	Recreation and Volunteer Services
Rec	321	Programming for Youth Development
Rec	324	Commercial Recreation
Rec	330	Administration and Management of Recreation and Sport Areas and Facilities
Rec	331	Leadership and Group Dynamics in Recreation & Sport
Rec	332	Risk Management and Legal Practices in Recreation and Leisure Services
Rec	334	Recreation & Leisure Services with Diverse Populations
Rec	336	Financing Leisure Services
Rec	338	Outdoor Adventure Education
Rec	437	Organization and Management of Recreation, Sport and Leisure Services
SM	439	Program Evaluation
Rec	461	Recreation Field Work I
Rec	462	Recreation Field Work II

#### Public Health

PHe	231	Introduction to Public Health
PHe	232	Mental Health
PHe	234	Drugs and Society
PHe	330	Health and Aging
PHe	331	Human Diseases
PHe	332	Contemporary Public Health Problems for African Americans
PHe	334	Public Health Special Topics: Diabetes and Hypertension
PHe	336	Human Sexuality
PHe	337	Research Methods in Public Health
PHe	338	Health Administration
PHe	431	Public Health Biostatistics
ESC	436	Epidemiology
PHe	460	Public Health Field Work I
PHe	461	Public Health Field Work II

#### Sport Management

SM	230	Introduction to Sport Management
SM	232	Sport Psychology
SM	331	The Role of Sport in Society
SM	333	Sports Marketing and Promotions
SM	335	Sport Facilities and Event Management
SM	337	Sport Law

SM	338	Sport Media and Communications
SM	339	Research Methods and Statistics in Sports Management
SM	340	Athletic Administration
SM	341	Sport Personnel Management
SM	431	Sport Governance
SM	433	Ethics in Sport
Rec	437	Organization and Management of Recreation, Sport and Leisure Services
SM/Rec	439	Program Evaluation
SM	461	Sport Management Internship I
SM	462	Sport Management Internship II

### Required Internship

Students enrolled in the department are required to complete, during their Senior year, an internship that relates to their specific major and program of study. Students must enroll in one of the following sequence of courses for internship credit:

PHe	460 and 461	Public Health and Field Work I and II
Rec	461 and 462	Recreation Field Work I and II
SM	461 and 462	Sport Management Internship I and II

### Required Activities

All Health, Physical Education and Recreation majors are required to present a Senior Research and/or a Program Evaluation Paper prior to graduation.

### Service Learning

Each student is required to complete a minimum of 120 hours of approved service – learning activities for graduation with the specifications required on page 55.

### Honors Courses

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor.

Students may earn honors credits in designated General Education courses or in regular classes. Students interested in more information should confer with the Honors Program Director.

The Honors courses offered in this department are:

HE	230H	Health Education
REC	321H	Programming for Youth Development
REC	334H	Recreation & Leisure Services with Diverse Populations
SM	337H	Sport Law

### SEMINAR COURSES

Descriptions for all seminars are on pages 77-78.

### Description of Physical Education Courses

#### PE 120 Soccer

**credit 2 hrs.**

This course is designed to provide instruction in the fundamental techniques, rules, basic team tactics, and strategies.

#### PE 121 Tennis

**credit 2 hrs.**

Basic instruction is offered in the fundamental skills of beginning tennis. Students are expected to execute these skills to the point that they are able to successfully participate in the sport, understand appropriate strategies, and utilize correct strokes.

#### PE 122 Fitness for Life

**credit 2 hrs.**

This course is designed to evaluate the basic physical fitness level of students, and to develop for them a personalized exercise prescription to improve their strength and cardiovascular efficiency. Each student must show improvement in flexibility, strength, and cardiovascular endurance to complete the course.



**PE 123 Leisure Skills****credit 2 hrs.**

This course focuses on skills related to lifetime leisure sports such as bowling, golf, and badminton.

**PE 124 Aerobic Dance****credit 2 hrs.**

A course that combines music and dance exercises as a method of developing important aspects of physical fitness.

**PE 125 African Dance and Drumming****credit 2 hrs.**

This course will explore various African dance movement patterns and examine how drumming influenced these patterns. Students will learn various dance movements and drumming skills indigenous to different African countries.

**PE 127 Volleyball****credit 2 hrs.**

This course is designed to provide instruction in the fundamental skills of power volleyball. Emphasis is on the techniques of performing the overhand serve, bump, set, dig, and spike.

**PE 220 Exercise Prescription****credit 2 hrs.**

This course will help students acquire skills and techniques in developing an individualized physical fitness program. Students will learn how to measure physical fitness levels and plan appropriate prescriptions for endurance, strength and flexibility.

**PE 225 Beginning Rhythm and Jazz****credit 2 hrs.**

This course is designed to study the role of dance as a tool for the development of perception, creativity, and self-expression. Emphasis will be placed on the cultural aspects of dance in various countries.

**PE 320 Swimming****credit 2 hrs.**

This course will provide students with the basic fundamental skills to become proficient, safe swimmers. Students will become familiar with CPR. Can fulfill general education requirement in physical education.

**PE 420 Advanced Life Saving and Water Safety****credit 2 hrs.**

This course provides instruction and analysis of swimming and life-saving skills. Teaching methods and organizational techniques for all levels of swimming are also covered. Qualifying students receive the A.M.B.C. WSI Certification.

**PE 425 Elementary Physical Education****credit 2 hrs.**

The selection and method of presentation of physical education activities for the elementary school child are stressed. The activities included are: games of low organization, rhythms, stunts, beginning fold and square dance, special events, and lead-up games.

**HEALTH COURSES****HE 120 Weight Control****credit 2 hrs.**

This course is designed to provide students with essential information about planning and implementing a personal weight control program. Can fulfill general education requirement in physical education.

**HE 220 Stress Management****credit 2 hrs.**

This course is designed to help students develop methods and strategies to manage stress encountered in daily living. Can fulfill general education requirement in physical education.

**HE 230 Health Education****credit 3 hrs.**

This course is designed as a general education course in health. It includes high interest reading based on scientifically sound information appropriate for health. It endeavors to develop health educated individuals who are able to direct their own lives, maintain a positive attitude, and aid in offering solutions to community health problems. An honors section is offered.

**HE 330 First Aid and CPR****credit 3 hrs.**

This course is designed to provide students with the knowledge and skills necessary in an emergency to help sustain life and minimize pain and the consequences of injury or sudden illness until medical help arrives. The course content and activities will prepare participants to recognize emergencies and make appropriate decisions for first aid care. The course teaches the first aid skills the student will need in order to act as the first link in Emergency Medical Services (EMS) system. This course all emphasizes prevention of injuries and illness, with a focus on personal safety and health. Using

a healthy lifestyle-awareness inventory, participants will assess their environment and personal habits to reduce their risk of injury and illness.

## **Proposed Recreation and Leisure Services Student Learning Outcomes**

### **FOUNDATIONS**

SLO 7.01 (a): Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of relevant park, recreation, tourism or related professions and their associated industries.

SLO 7.01 (b): Students graduating from the program shall demonstrate entry-level knowledge of techniques and processes used by professionals and workers in park, recreation, tourism, or related professions and their associated industries.

SLO 7.01 (c): Students graduating from the program shall demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy.

### **PROVISION OF SERVICE**

SLO 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

### **MANAGEMENT AND ADMINISTRATION**

SLO 7.03: Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

SLO 7.04: Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

## **RECREATION AND LEISURE SERVICES COURSES**

### **REC230: Introduction to Recreation and Leisure Services credit 3 hrs.** **(DESIGNATED SERVICE-LEARNING CLASS)**

As an introductory course in recreation and leisure services, emphasis is placed on the history, concepts, principles, and philosophical rationale of the recreation movement. Types of recreation sponsorship are analyzed, and a detailed investigation is made into the function of governmental levels in recreation. Future implications for recreation as a profession are analyzed in light of current trends.

### **REC232: Recreation Program Planning credit 3 hrs.** **(DESIGNATED SERVICE-LEARNING CLASS)**

Methods of program planning, publicity, and scheduling are covered; and utilization of time blocks and facilities are incorporated. Students identify the different recreation program areas, write program objectives that are utilized in the implementation process, conduct pre- and post-evaluations of community resources, and design a program of activities for a selected population.

### **REC310: Recreation and Volunteer Services credit 3 hrs.** **(DESIGNATED SERVICE-LEARNING CLASS)**

The purpose of this course is to give students an opportunity to gain practical experiences and to assist students in making decisions concerning the types of populations they are interested in serving. Each student is required to complete one voluntary experience consisting of forty-two (42) hours.

### **REC321: Programming for Youth Development credit 3 hrs.**

Students are introduced to foundational concepts and theories, as well as current issues in the field of youth development. This course features an intense practical component, where students will design and implement recreation experiences and services to promote positive youth development.

### **REC324: Commercial Recreation credit 3 hrs.**

An overview of the commercial recreation industry, specifically focusing on the procedures involved in the developing, marketing and managing of the enterprise. The student is introduced to the

methods used in starting a leisure business. The management skills necessary for effective and profitable management of an enterprise are also discussed.

**REC330: Administration & Management of Recreation & Sports Areas & Facilities credit 3 hrs.**

This course is designed to provide students with the basic understanding of the principles and procedures related to planning, development, design, and maintenance of recreation, park resources, and sport and leisure service areas and facilities.

**REC331: Leadership and Group Dynamics in Recreation & Sport credit 3 hrs.  
(DESIGNATED SERVICE-LEARNING CLASS)**

This course provides students with opportunities to develop leadership skills in recreation and sport. Emphasis will be placed on students' ability to apply knowledge of theories, principles, and practice to the task of being an effective leader. An Honors section is offered.

**REC332: Risk Management & Legal Practices in Recreation & Leisure Services credit 3 hrs.**

This course provides the student with an understanding of legal issues related to recreation, sport management and therapeutic recreation service delivery. The student will develop knowledge in areas including legal foundations, legal liability and tort, standard of care, land use policy, employment regulations, disability services, malpractice concerns, and current issues.

**REC334: Recreation & Leisure Services with Diverse Populations credit 3 hrs.**

Provides a discussion of the influence of age, disability, ethnicity, national origin, race, religion and gender on an individual's or group's preferences for particular recreation opportunities and experiences. Attention is also given to the implications of individual differences for the provision of recreation services. Prerequisites: REC230 and REC232

**REC336: Financing Leisure Services credit 3 hrs.**

A foundation of the financial considerations in recreation management is provided. Revenue sources and their allocation are examined along with approaches to marketing recreation and leisure services. Prerequisites: REC324 and REC332

**REC338: Outdoor Adventure Education credit 3 hrs.**

This course covers the philosophy of Outdoor Adventure Education by examining the practical organizational and instructional skills needed for outdoor leadership. The psychosocial impact that the outdoor environment has on individuals will be covered.

**REC437: Organization & Management of Recreation, Sport & Leisure Services credit 3 hrs  
(DESIGNATED SERVICE-LEARNING CLASS)**

This course is designed to study the organization and management of parks, recreation and sport services, governmental functions, organizational structures, and policies and personnel responsibilities. Aspects of financing, public relations, decision-making, and business practices are analyzed. The use of computers to facilitate administrative functions is also explored.

**REC439: Program Evaluation credit 3 hrs.**

The course emphasizes the role analysis of recreation program implementation and fidelity. The course stresses planning, objectives, goal setting, structural organization, advertising and evaluation. Prerequisites: REC230 and REC232

**REC461 Recreation Field Work I credit 6 hrs.**

This is a course designed to give students an opportunity to practice skills learned in the classroom and apply them to a practical setting. Under the guidance of the academic advisor and agency supervision, students are required to complete a minimum of 280 clock hours (sixteen consecutive weeks) of field placement under a certified supervisor. Prerequisites: REC230, REC232, REC310, REC321, REC324, REC330, REC331, REC332, REC334, REC336, and REC338.

**REC462: Recreation Field Work II credit 6 hrs.**

This is a course designed to give students an opportunity to practice skills learned in the classroom and apply them to a practical setting. Under the guidance of the academic advisor and agency supervision, students are required to complete a minimum of 280 clock hours (sixteen consecutive weeks) of field placement under a certified supervisor. Prerequisites: REC230, REC232, REC310, REC321, REC324, REC330, REC331, REC332, REC334, REC336, REC338, and REC461.

**RECREATION AND LEISURE SERVICES MAJOR PROGRAM OF STUDY****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
ENG 135 Freshman Composition I	3	ENG 137 Freshman Composition II	3
MATH 132 General College Math I	3	MATH 134 General College Math II	3
HIST 131 World Civilization I	3	HIST 130 Intro to African Am. History	3
REL 120 Comparative Religion	2	BIO 130 Gen. Biology	3
EC 130 Introduction to Economics	3	BA 130 Introduction to Business	3
PE Physical Education	2	FI 112 Freshman Seminar II	1
FI 111 Freshman Seminar I	1	Bio 110L Gen Bio Lab	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>17</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
ENG 231 World Literature I	3	ENG 232 World Literature II	3
FR/SP/AR233 French OR Spanish OR Arabic	3	HE 230 Health Education	3
MUS/TH/ART220 Music OR Theatre OR Art	2	MUS/TH/ART220 Music OR Theatre OR Art	2
*REC 230 Introduction to Recreation	3	BIO 234 Human Anatomy & Physiology II	3
BIO 233 Human Anatomy & Physiology	3	*REC 232 Recreation Programming	3
SOC 230 Introduction to Sociology	3	HHS 212 Sophomore Seminar II	1
HHS 211 Sophomore Seminar I	1	<b>Total</b>	<b>15</b>
<b>Total</b>	<b>18</b>		

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*REC 32 Programming for Youth	3	*REC 310 Recreation & Volunteer Services	3
*REC 330 Administration & Management	3	*REC 324 Commercial Recreation	3
*REC 331 Leadership and Group Dynamics in Recreation & Sport	3	*REC 332 Risk Manage & Legal Practices in Recreation & Leisure Services	3
*REC 334 Recreation & Leisure Services	3	*REC 338 Outdoor Adventure Education	3
MGT 330 Principles of Management	3	*REC 336 Financing Leisure Services	3
HHS 311 Junior Seminar I	1	MKT 330 Principles of Marketing	3
<b>Total</b>	<b>16</b>	HHS 312 Junior Seminar II	1
		<b>Total</b>	<b>19</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*SM439 Program Evaluation	3	*REC 461 Recreation Field Work I	6
*REC 437 Organization & Management of Recreation, Sport & Leisure Services	3	*REC 462 Recreation Field Work II	6
FIN 330 Principles of Financing	3	HHS 412 Senior Seminar II	1
ELECTIVES	3	<b>Total</b>	<b>13</b>
HHS 411 Senior Seminar I	1		
<b>Total</b>	<b>13</b>		

SCH in Major –  
 51 Electives-3  
 Total SCH - 128

**HEALTH, PHYSICAL EDUCATION AND RECREATION DEPARTMENT****STUDENT LEARNING OUTCOMES (Public Health)**

SLO A. Students will be able to describe the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society.

SLO B. Students will understand the basic concepts, methods and tools of public health data collection, use and analysis and why evidence based approaches are an essential part of public health practice.

SLO C. Students will be able to describe the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.

SLO D. Students will be able to describe the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

SLO E. Students will be able to describe the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

SLO F. Students will be able to demonstrate the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

SLO G. Students will be able to describe the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries.

SLO H. Students will understand basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government.

SLO I. Students will be able to demonstrate basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

**PUBLIC HEALTH COURSES****PHE 231 Introduction to Public Health****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING CLASS)**

Course focuses on the historical development of public health in the United States. Topics include an analysis of public health concepts as well as principles and philosophies that form the basis for public health in contemporary society. Additionally, the public health delivery system is explored.

**PHE 232 Mental Health****credit 3 hrs.**

The course investigates various approaches to handling crisis situations and an overview of the mental health services system. A primary focus is an investigation of the mental health of African-Americans.

**PHE 234 Drugs and Society****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING CLASS)**

Analysis and evaluation of scientific data on the effects of tobacco, alcohol, narcotics, and other dangerous drugs is covered. Current problems relating to control of use and abuse of these drugs and the role of Public Health in preventing substance abuse are explored.

**PHE 330 Health and Aging****credit 3 hrs.**

The course introduces the study of aging, and its implications for individuals, families, and society. Public Health students will gain the following knowledge concerning: aging, demography, biology, physical and mental disorders, and disabilities, state and federal health policies, social aspects of the elderly, ethical issues, and ways to care for older individuals.

**PHE 331 Human Diseases****credit 3 hrs.**

The course covers communicable and chronic diseases of humans with regards to disease description, etiology, signs and systems, diagnostic procedures, treatment, prognosis and prevention.

**PHE 332 Contemporary Public Health Problems for African-Americans credit 3 hrs.****(DESIGNATED SERVICE-LEARNING CLASS)**

Current public health problems of interest, importance and impact of an individual, community, national and international basis are examined. Course content includes an overview of the state of the nation's public health. Contemporary public health aspects are investigated with emphasis of implementation of positive behavior aimed at improving the public health of the individual and the community. Special emphasis is placed on contemporary public health problems of the minority community. Prerequisite: PHE 231

**PHE 334 Public Health Special Topics: Diabetes and Hypertension credit 3 hrs.****(DESIGNATED SERVICE-LEARNING CLASS)**

This course is a survey and investigation of diabetes and hypertension in the African-American community. Modifiable and non-modifiable risk factors are explored. Content gives Public Health students a working knowledge of diabetes and hypertension and how complications from both impact the overall health. The course also focuses on how to reduce and/or prevent complications and explore interventions that work in community settings. The course will provide students with current South Carolina overview of African-Americans in Public Health professions and focus on ways to increase the number of Public Health professionals prepared to address chronic diseases most prevalent in African-American communities. Prerequisite: PHE 231

**PHE 336 Human Sexuality****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING CLASS)**

This course seeks to encourage health attitudes toward sexuality by providing knowledge and having discussions about the formation of sexual attitudes and myths, the physiology of human sexual systems, psychological aspects of sex roles, love and human sexuality, sexual minorities, and the legal aspects of sexuality. Additionally, this course explores contemporary issues in human sexuality and prepares future public health professionals to conduct sexuality education with diverse populations in a variety of settings (i.e., school, community or worksite). Course content is intended to help students increase their knowledge of sexuality; improve their ability to educate about and promote sexual health; develop skills for improved communications; and increase their comfort level with topics of human sexuality. Students should have an open mind to facilitate discussion about the various topics related to sexuality and sexuality education.

**PHE 337 Research Methods****credits 3 hrs.**

This course includes an analysis of the principal methods of Public Health research, and the development of a Senior Research Proposal.

**PHE 338 Health Administration****credit 3 hrs.**

This course provides an introduction to management functions, tasks, and roles as they are carried out in health services organizations. Discussion of emerging issues affecting the management of health service organizations is provided. This course uses the case method of analysis to develop critical thinking skills.

**PHE 431 Public Health Biostatistics****credits 3 hrs.**

This course covers the basic principles, methods, logic and language of statistics from a public health perspective. Topics include descriptive statistics for single-variable and bivariate data (summary statistics and correlation), basic probability, distributions (Binomial, Normal, and Chi-Square), and inferential statistics for one and two populations (confidence intervals, hypothesis testing, and t-test). This course culminates with the completion and presentation of the Senior Research Project.

**ESC 436 Epidemiology****credit 3 hrs.**

Course content presents principles of epidemiologic thinking; measure of disease frequency and association, rates, etiology, prevention and control; determinants of disease and distribution factors influencing health and disease in populations; study design and analysis; indices of disease and health; epidemiology methods used in the investigation of health efforts of environmental exposures. Prerequisites: Waived for Public Health majors.



**PHE 460 Public Health Field Work I****credit 6 hrs.**

This course is designed to give students an opportunity to practice skills learned in the classroom and apply them to a practical setting. Under the guidance of an academic advisor and agency supervisors, students are required to complete a minimum of 200 clock hours (five consecutive weeks) of field placement under a certified supervisor. Prerequisites: PHE 231, PHE 232, PHE 234, PHE 330, PHE 331, PHE 332, PHE 336, PHE 337, PHE 338, and PHE 431.

**PHE 461 Public Health Field Work II****credit 6 hrs.**

This course is designed to give students an opportunity to practice skills learned in the classroom and apply them to a practical setting. Under the guidance of an academic advisor and agency supervisors, students are required to complete a minimum of 200 clock hours (five consecutive weeks) of field placement under a certified supervisor. PHE 460 and PHE 461 can be taken concurrently. Prerequisites: PHE 231, PHE 232, PHE 234, PHE 330, PHE 331, PHE 332, PHE 336, PHE 337, PHE 338, PHE 431 and PHE 460.





**PUBLIC HEALTH MAJOR PROGRAM OF STUDY****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
ENG 135 Freshman Composition I	3	ENG 137 Freshman Composition II	3
MATH 132 General College Math I	3	MATH 134 General College Math II	3
HIST 131 World Civilization I	3	HIST 130 Intro to African Am. History	3
HR 230 Health Education	3	BIO 130 Gen. Biology	3
EC130 Introduction to Economics	3	Bio 110L	1
FI 111 Freshman Seminar I	1	REL 120 Comparative Religion	2
<b>Total</b>	<b>16</b>	HE 120 Weight Control	2
		FI 112 Freshman Seminar II	1
		<b>Total</b>	<b>18</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
ENG 231 World Literature I	3	ENG 232 World Literature II	3
BIO 233 Human Ana. & Phy. I	3	BIO 234 Human Ana. & Phy II	3
FR/SP/AR 233 French OR Spanish OR Arabic	3	HE 220 Stress Management	2
MUS/TH/ART 220 Music OR Theatre OR Art	2	MUS/TH/ART 220 Music OR Theatre OR Art	2
SOC 230 Introduction to Sociology	3	*PHE 234 Drugs and Society	3
*PHE 231 Intro to Public Health	3	*PHE 232 Mental Health	3
HHS 211 Sophomore Seminar I	1	HHS 212 Sophomore Seminar II	1
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>17</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
PE Dance Course	2	*PHE 332 Contemporary Health Prob.	3
*PHE 331 Human Diseases	3	*PHE 336 Human Sexuality	3
*PHE 334 Public Health Spec. Topics	3	*PHE 337 Research Methods in Public Health	3
Psy 330 Human Growth & Dev.	3	*ESC 436 Epidemiology	3
*PHE 330 Health and Aging	3	*PHE 338 Health Administration	3
HHS 311 Junior Seminar I	1	HHS 312 Junior Seminar II	1
<b>Electives</b>	<b>3</b>	<b>Total</b>	<b>16</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
PSY 431 Abnormal Psychology	3	*PHE 460 Public Health Field Work I	6
*PHE 431 Public Health Biostatistics	3	*PHE 461 Public Health Field Work II	6
HHS 411 Senior Seminar I	1	HHS 412 Senior Seminar II	1
ELECTIVES	5	<b>Total</b>	<b>13</b>
<b>Total</b>	<b>12</b>		

SCH 48  
Electives-8  
SCH-128

**STUDENT LEARNING OUTCOMES (Sport Management)**

Practical and professional preparation in the application of business principles related to the sport industry. Students will complete a degree program that includes courses in economics, business, management, finance, marketing, administration, and governance.

**MANAGERIAL FOUNDATION****SLO A1:**

Identify the leadership theories from historical and contemporary perspectives; analyze leadership styles from the most frequently used perspectives in the sport business; list and explain the career opportunities for sports management personnel within various segments of the sport industry; and recognize the leadership roles are changing in the 21st century locally, regionally, and globally.

**SLO A2:**

Recognize the current issues and problems that impact the successful operation of sport organizations, identify problem solving approaches in a proficient and ethical manner, and discuss the impact of sport management in the American and global culture, which includes some theoretical positions in the sociology aspects of sport, and a significant viewing from various perspectives (i.e. race, sex religion, nationalism, socialization, global, and etc.).

**SLO A3:**

Conduct research and statistical analysis in sport management, and demonstrate effective communication and technological skills.

**SLO A4:**

Design leadership models for effective organizations; formulate a personal and professional growth plan as a sport leader, and produce facilities, event, and human personnel management plans.

**SPORT LEADERSHIP, MANAGEMENT, AND ADMINISTRATION****SLO B1:**

Identify the principles of marketing, promotions and sales by developing and designing marketing and promotional tools.

**SLO B2**

Demonstrate the principles of economics, budgeting, and finance as it applies to the sport industry (calculating profits and losses for sport organizations; tracking and graphing financial trends of revenues and expenses; analyzing revenues after factoring in inflation costs to determine adjusted profits or losses; and determining, evaluating, and reporting causes for trends and anomalies (in all of the above).

**SLO B3:**

Identify sport laws, governing bodies, ethical practices that a sport business management student will need to be familiar with in order to expand their knowledge of some of the local, state, and national laws, rules and regulations that apply to the sport business industry and that impact the work setting of sport organizations.

**SPORT SERVICE PROVISION****SLO C1:**

Explain their management experiences gained from the sport industry, perform management duties under the supervision of a practicing sport manager, and apply the knowledge learned from course work to "real world" situations.

**SLO C2:**

Perform the duties of the internship to the expectations of your site supervisor, gain real-life experiences by working for an amateur, collegiate, semi-professional or a professional sport organization.

**SPORT MANAGEMENT COURSES****SM 230 Introduction to Sport Management****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The program in sport management requires students to complete a core curriculum within sport management, and apply the business concepts to all sports. This course will introduce sport: business operations and administration, marketing and promotions, law, media, accounting, psychology, issues in sports, and facilities and event management. The program is designed

to prepare students in different settings and across various levels of sport management with the emphasis on service-learning.

**SM 232 Sport Psychology****credit 3 hrs.**

This course is designed to provide students with an understanding of the theoretical structure that underlies psychology as it has been applied to sport. There will be a particular emphasis on the psychological concerns that confront sport leaders, coaches, athletes, teams, and organizations.

**SM 331 The Role of Sport in Society****credit 3 hrs.**

The course analyzes the institution of sport as an agent for and reflection of cultural transmission and change as a subculture, with its own values and normative definitions. The materials within this class identifies the roles and responsibilities for each group, as well as, for the individuals within each group. This content is designed to make students aware of the impact of sport in the American and global culture. It includes many theoretical positions in sociology of sport, and several significant viewings from various perspectives (i.e. race, sex religion, nationalism, socialization, global, and etc.).

**SM 333 Sports Marketing and Promotions****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course covers the essentials of sport marketing which includes sport: planning, promotions, operations, and developing a market analysis. Students will examine the fundamental principles used in the marketing of sport, products, events, and the importance of service and quality.

**SM 335 Sport Facilities and Event Management****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course focuses on the theory and practice of planning and managing facilities and events in interscholastic athletics. Topics covered in this course include: the strategic management of athletic facilities, planning for facility construction and renovation, the maintenance of athletic facilities and equipment, event planning and management for school and non-school users, and emergency planning considerations utilized in program administration.

**SM 337 Sport Law****credit 3 hrs.**

The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport business industry, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of the laws (rules and regulations, and decision-making processes), which will be applied when they become sport business managers, sport agents, and/or lawyers.

**SM 338 Sport Media and Communications****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course will explain and delineate the importance of having a comprehensive media communications strategy to improving the brand of a sport organization. Theories and research paradigms will be introduced to develop and evaluate a strategic communications plan and will create a strategic communications plan that provides a synopsis and recommendations for a sport organization.

**SM 339 Research Methods and Statistics in Sports Management****credit 3 hrs.**

This introductory course focuses on two parts (1) developing the understanding of how to use research to solve problems for sport entities and organizations. Specifically, sport management students will learn how to identify a problem, analyze the situation, gather relevant information, interpret the information, and propose a solution. In addition, students will learn to write using APA style and format. Students will be introduced to experimental design concepts – the ability to ask researchable questions. (2) This course will also introduce the method of sport programming evaluation to the students. *\*Program Evaluation students will present the following: Program Methods (goals-based, process-based, or outcome evaluation), Overview of Methods (questionnaires, interviews, focus groups, and etc.), Selection Method (gathering the information-documentation review, observations, and case studies), Analyzing Method (interpreting the data), and Reporting Method (evaluation results - advantages and challenges). The student will write a full evaluation plan. This course also designed to develop students' competencies in understanding the rationales and computational procedures required for basic behavioral statistics. Prerequisites: SM 230, SM 232, SM 331, SM 333, and SM 335.*

**SM 340 Athletic Administration****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides an overview of the roles and responsibilities of interscholastic athletic administrators. Participants will discuss the philosophy of interscholastic athletics, and examine the technical, human, and conceptual requirements of athletic administrators.

**SM 341 Sport Personnel Management****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course introduces modern principles and practices of personnel management (human resource management) in the organization, explains the key role of personnel management in achieving strategic objectives of the organization and introduces fundamental human resource functions that determine the competitiveness of the organization in the global economy.

**SM 431 Sport Governance****credit 3 hrs.**

This course provides the Sport Management students with an examination of the governing sport organizations on the following levels: youth, secondary, intercollegiate, semi-professional, professional, international, sport specific, and Olympics. The focus will be on policy development in the educational, nonprofit, and professional sport venues.

**SM 433 Ethics in Sport****credit 3 hrs.**

This course examines research findings and current literature relevant to issues affecting concepts of ethics and morality in sport. Some topics include: sportsmanship, code of professional ethics, behaviors in sport, ethical theories, ethics and management, influence, and decision-making. Students will use their critical thinking skills by identifying problems and solutions in an ethical, practical, and critical manner.

**SM 461 Sport Management Internship I****credit 6 hrs.**

This class is designed to prepare students for their internship. Students will learn how to construct an effective resume, interview skills, business etiquette, and etc. The students will also gain real-life experience by working for an amateur, collegiate, and/or professional sport organization. Under the guidance of the academic advisor and agency supervision, students are required to complete a minimum of 200 clock hours (sixteen consecutive weeks) of field placement under a qualified supervisor. Prerequisites: SM 230, SM 232, SM 331, SM 333, SM 335, SM 337, SM 338, SM 339, SM 340, SM 341, SM 431, SM 433, and SM 439.

**SM 462 Sport Management Internship II****credit 6 hrs.**

This class is designed to prepare students for their internship. Students will learn how to construct an effective resume, interview skills, business etiquette, and etc. The students will also gain real-life experience by working for an amateur, collegiate, and/or professional sport organization. Under the guidance of the academic advisor and agency supervision, students are required to complete a minimum of 200 clock hours (sixteen consecutive weeks) of field placement under a qualified supervisor. Prerequisites: SM 230, SM 232, SM 331, SM 333, SM 335, SM 337, SM 338, SM 339, SM 340, SM 341, SM 431, SM 433, SM 439, and SM 461.

**SM 439 Program Evaluation****credit 3 hrs.**

This course will inform of the types of evaluation and their purposes. It will allow the students to conduct research and report on one of the following options: Option (1) Sport Management Program Evaluation - of a sport organization and/or agency and present the findings. \*Sport Management Program Evaluation students will write and present a program evaluation plan, which includes the follow: Program Methods (goals-based, process-based, or outcome evaluation), Overview of Methods (questionnaires, interviews, focus groups, and etc.), Selection Method (gathering the information--documentation review, observations, and case studies), Analyzing Method (interpreting the data), and Reporting Method (evaluation results - advantages and challenges). Option (2) Sport Management Research Paper, \*Research Students will: identify a problem, analyze the situation, gather relevant information, interpret the information, and propose a solution. In addition, students will learn to write using APA style and format. Prerequisites: SM 230, SM 232, SM 331, SM 333, SM 335, SM 337, SM 338, SM 339, SM 340, and SM 341.

**PROGRAM OF STUDY IN SPORT MANAGEMENT****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
ENG 135 Freshman Composition I	3	ENG 137 Freshman Composition II	3
MATH 132 General College Math I	3	MATH 134 General College Math II	3
HIST 131 World Civilization I	3	HIST 130 Intro to African Am. History	3
REL 120 Comparative Religion	2	BIO 130 Gen. Biology & Lab	3
EC 130 Introduction to Economics	3	BIO 110 Lab	1
FI 111 Freshman Seminar I	1	BA 130 Introduction to Business	3
ELECTIVES	2	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>17</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
ENG 231 World Literature I	3	ENG 232 World Literature II	3
FR/SP/AR 233 French OR Spanish OR Arabic	3	HE 230 Health Education	3
MUS/TH/ART220 Music OR Theatre OR Art	2	MUS/TH/ART220 Music OR Theatre OR Art	2
*SM 230 Intro to Sport Management	3	SOC 230 Introduction to Sociology	3
BIO 233 Human Anatomy & Physiology or 141 Phys Science & Lab	3	*SM 232 Sport Psychology	3
HHS 211 Sophomore Seminar I	1	PE Physical Education	2
ELECTIVES	2	HHS 212 Sophomore Seminar II	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>17</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
FIN 330 Principles of Finance	3	*SM 337 Sport Law	3
MGMT 330 Principles of Management	3	*SM 338 Sport Media and Comm.	3
*SM 331 The Role of Sports in Society	3	*SM339 Research Methods and Statistics in Sports Management	3
*SM 333 Sport Marketing & Promotions	3	*SM 340 Athletic Administration	3
*SM 335 Sport Facilities and Event Man.	3	*SM 341 Sport Personnel Management	3
HHS 311 Junior Seminar I	1	HHS 312 Junior Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*SM 431 Sport Governance	3	*SM 461 Sport Management Internship I	6
*SM 433 Ethics in Sport	3	*SM 462 Sport Management Internship II	6
*SMRec 439 Program Evaluation	3	HHS 412 Senior Seminar II	1
*REC 437 Organization & Management of Recreation, Sport & Leisure Services	3	<b>Total</b>	<b>13</b>
HHS 411 Senior Seminar 1	1		
ELECTIVES	2		
<b>Total</b>	<b>15</b>		

\*SCH in major - 54

Electives – 6

Total SCH - 128

## SOCIAL WORK DEPARTMENT

The mission of the Benedict College Social Work Program is to provide comprehensive preparation for competent and ethical entry level social work practice and/or graduate education. The program includes a) a curriculum grounded in the liberal arts and the generalist perspective b) an emphasis on diversity, global awareness, and social justice, and c) service to the profession and the local community. The Program is accredited by the Council on Social Work Education (CSWE)

### Admission to the Social Work Program

Students who declare social work as a major in the Freshman year must adhere to the following procedures\*:

1. Take SW 111 and SW112 - Freshman Seminar I and Freshman Seminar II;
2. Take SW 130 - Critical Thinking for Social Workers and SW 230 - Introduction to Social Work. (SW 230 has a 40-hour volunteer service component that must be completed in a human service agency);
3. Complete the written Application for Admission to the Social Work Program.
4. Complete an admission interview with members of the faculty of the Social Work Department (to include, when possible, the faculty who taught SW 230 and the department chair, or designee)

\*All other students must have their transcripts evaluated by the Department Chair or a designee and meet all the requirements of a social work major including numbers 2, 3 and 4 above.

### SERVICE-LEARNING

Each student is required to complete a minimum of 120 hours of approved service –learning activities for graduation with the specifications required on page 55.

### Required Courses

Students who major in social work must successfully complete the courses listed below with a minimum grade of "C" and attain a minimum grade point average of 2.5 in their foundation social work courses to be eligible to enter field and to graduate. Students are required to complete a total of forty-five (45) hours of social work courses. The major courses include SW 130 Critical Thinking in Social Work, SW 230 Introduction to Social Work, SW 231 Writing for Social Work; SW 330 Human Behavior in the Social Environment I, SW 331 Human Behavior in the Social Environment II, SW 333 Social Work Practice I, SW 334 Social Work Practice II, SW 337 Social Welfare Policy; SW 420 Field Practice Preparation; SW430 Selected Topic Course, SW 433 Applied Social Work Research I, SW 434 Applied Social Work Research II, SW 435 Social Work Practice III, SW 490 Field Instruction, SW 490s Field Instruction Seminar.

### Required Activities

All students are required to present a senior research paper prior to graduation. All social work majors must have a cumulative grade point average of 2.5 in the foundation social work courses listed above to enter field and to graduate.

### Required Field Practicum

During the senior year, students are required to complete the block field practicum. This is a supervised educational experience in a human service agency. Students are in the field four (4) days a week for a semester and are on campus one (1) day for classes. Students must successfully complete both SW 490 Field Instruction and SW 490S Field Instruction Seminar with a minimum grade of "C" to receive field practicum credit.

### Professional Certifications

The Social Work Program offers a certificate in Child Protective Services (CPS) to students interested in working with abused and neglected children and their families, and in Interdisciplinary Gerontology to students interested in working with older adults. (See Description in Program of Study)

### Honors Courses

Honors courses are writing intensive, technologically enhanced and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn Honors credits in designated General Education courses or in regular classes.

Students interested in more information should confer with the Dean of the School of Honors Program Director. SW 436H– Women's Issues in Contemporary Society is the Honors course offered in this Department:

## **STUDENT LEARNING OUTCOMES –SOCIAL WORK**

### **SLO A: Identify as a professional social worker and conduct oneself accordingly**

**SLO A1:** Advocate for client access to services

**SLO A2:** Practice personal reflection

**SLO A3:** Attend to professional roles and boundaries

**SLO A4:** Demonstrate professional demeanor in behavior

**SLO A5:** Engage in career-long learning **SLO A6:** Use supervision and consultation

### **SLO B: Apply Social work ethical principles to guide professional practice**

**SLO B1:** Recognize and manage personal values

**SLO B2:** Make ethical decisions by applying NASW Code of Ethics, International Federation of SW/Inter Association of Schools of Social Work Ethics in SW Statements of Principles

**SLO B3:** Tolerate ambiguity in resolving ethical conflicts

**SLO B4:** Apply strategies of ethical reasoning to arrive at ethical decisions

### **SLO C: Apply critical thinking to inform and communicate professional judgments**

**SLO C1:** Distinguish, appraise & integrate multiples sources of knowledge; research-based & practice wisdom

**SLO C2:** Analyze models of assessment, prevention, intervention and evaluation

**SLO C3:** Demonstrate effective written/oral communication with individuals, families, groups, organizations, communities, and colleagues engage diversity and difference in practice

### **SLO D: Engage diversity and difference in practice**

**SLO D1:** Recognize the extent to which a culture's structure may oppress, marginalize, and alienate

**SLO D2:** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

**SLO D3:** Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**SLO D4:** View themselves as learners and engage those with whom they work as Informants

### **SLO E: Advance human rights & social & economic justice**

**SLO E1:** Understands the forms and mechanism of oppression and discrimination

**SLO E2:** Advocate for human rights and social and economic justice

**SLO E3:** Engage in practices that advance social and economic justice

### **SLO F: Engage in research-informed practice and practice-informed research**

**SLO F1:** Use practice experience to inform scientific inquiry

**SLO F2:** Use research evidence to inform practice Knowledge of Human Behavior and the Social Environment

### **SLO G: Apply knowledge of Human Behavior and the Social Environment**

**SLO G1:** Utilize conceptual frameworks to guide processes of assessment, intervention and evaluation

**SLO G2:** Critique and apply knowledge to understand person and environment. Research-informed practice and practice-informed research



**SLO H: Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

**SLO H1:** Analyze, formulate, and advocate for policies that advance social well-being

**SLO H2:** Collaborate with colleagues and clients for effective policy action Context that shapes practice

**SLO I:** Respond to context that shape practice

**SLO I1:** Continuously discover, appraise, and attend to changing locales, populations, scientific technological developments, emerging societal trends to provide relevant services

**SLO I2:** Provide leadership

**SLO I3:** Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities

**SLO J: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities Engagement:**

**SLO J1:** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

**SLO J2:** Use empathy and interpersonal skills

**SLO J3:** Develop a mutually agreed-on focus of work and desired outcomes

**Assessment:**

- A. Collect, organize, and interpret client data
- B. Assess client strengths and limitations
- C. Develop mutually agreed-on interventions, goals and objectives
- D. Select appropriate intervention strategies

**Intervention:**

- A. Initiate actions to achieve organizational goals
- B. Implement prevention, interventions to enhance client capacities.
- C. Help clients resolve problems
- D. Negotiate, mediate, and advocate for clients
- E. Facilitate transitions and endings

**Evaluation:**

Critically analyze, monitor, and evaluate interventions

**SOCIAL WORK COURSES****HHS 111, 112, 211, 212, 311, 312, 411, 412 Seminars**

(Descriptions for all seminars are listed in the catalogue on pages 77-78.) credit 1 hr. ea.

**SW 130 Critical Thinking for Social Workers**

**credit 3 hrs**

This course involves the careful examination and evaluation of beliefs and behaviors by paying close attention to the thought process and logic supporting these beliefs and behaviors. Since social workers interact with micro, mezzo, and macro client systems and have the role of making and influencing decisions that impact the lives of many people, this course is designed to help students understand how to make purposeful decisions that reflect a clear and thorough evaluation of the process and the evidence. It will examine assumptions, facts, and the relationships between facts. Focus also will be on the need to be creative and open to alternative views in addressing problems. Vignettes and experiential activities covering the spectrum of social work will be used.

**SW 230 Introduction to Social Work  
(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

As an introductory course to the profession of social work, the course is designed to facilitate students' understanding of and beginning identity with the profession, its code of ethics, value system, and the conscious, planned use of self in professional helping. Personal skill development and values clarification are explored as a means of assisting students in assessing their own values and feelings about the diverse nature of human beings and the human condition. A generalist, problem-solving process that is used with multilevel client systems (individuals, groups, families, organizations and communities) is introduced. Fields of social work practice as well as diverse client groups are also explored. Students are required to complete a 40-hour volunteer experience in a public, private, or non-profit social work or human service agency.

**SW 231 Writing for Social Work**

**credit 3 hrs.**

This course is designed to help social work students improve their writing skills. The course uses a write-to-learn approach. Students will write in response to written, visual and reading resources with an emphasis on deepening understanding, exercising critical thinking, and enhancing clarity and specificity of written communication. The course focuses specifically on the process of writing and some of the types of writing social work practitioners are required to do in everyday practice. Research and writing skills are emphasized and include conducting literature searches, outlining, paragraph and sentence structure, reviewing, using APA format, and proofreading for correct grammar, word usage, and punctuation. The course is designed to help students identify and correct common writing errors. For majors only. Pre-requisites: SW 130

**SW 300 Selected Topics in Social Work**

**credit 3 hrs.**

This course will provide junior-level relevant and cutting edge content about current issues, modalities, and interventions to enhance preparation for social work practice and graduate school.

**SW 330 Human Behavior and the Social Environment I**

**credit 3 hrs.**

This course, the first of a two-part course in understanding human behavior, focuses on the individual. The purpose of this course is to provide students with the knowledge to conduct holistic spiritual and bio-psychosocial assessments. The content describes how the individual influences the environment, is influenced by the environment, as well as the interplay between the two. Various theoretical frameworks are studied to help students understand the person-in-environment, human growth and development, how behavior and perceptions are shaped, maintained, and changed, the life cycle, issues associated with specific stages of development, personal and social problems that may develop, how to assess them, and some effective methods of addressing them. The approach to the study of human behavior is eclectic, using concepts from social systems theory, the ecological perspective and developmental theories, such as those of Freud, and Erikson; cognitive theory such as Piaget and Kohl-berg's moral development theory. For majors only. – Prerequisites: SW130, SW 230, Bio 130, Bio 110L

**SW 331 Human Behavior and the Social Environment II  
(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

This course is the second part of a two part course. This course builds on the foundation From Human Behavior and the Social Environment I. It looks at mezzo and macro systems' influence on diverse populations, with particular emphasis on populations-at-risk and oppressed groups. It also looks at the values and ethics of the social work profession as applied to these larger systems. Major theories of stress and social support are also covered. Examination of the implications of social work values and theory for global concern, such as human diversity, international social justice and environmental protection are emphasized as important areas of concern for social work students. For majors only. Prerequisite: SW 330.

**SW 332 Child Maltreatment I**

**credit 3 hrs**

This course emphasizes the following: the cause and effects of child maltreatment, assessment of children and families, the intervention methods used to protect children and the provision of effective services to children and families. Students learn the roles and responsibilities of child welfare workers, particularly those related to reunification, the principles of permanency planning, the legal systems and procedures related to child protection and out-of-home placement.

**SW 333 Social Work Practice I  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The purpose of this course is to teach students practice skills that are inherent in the problem-solving process. Skills are taught within the context of the generalist method of social work practice. The course focuses on helping students integrate social work values and ethics, theoretical constructs about people, problems, and self-awareness into the development of a body of beginning practice skills. Students are provided the essential knowledge about working with individuals at the micro, and families at the mezzo level. Emphasis is placed on students integrating their understanding of the person-in-environment perspective into the development of basic practice skills. Students are taught the entire problem-solving process (Generalist Intervention Model) with a focus on relationship building and acquiring basic interviewing skills. For majors only. Prerequisites: SW 130, 230, 330.

**SW 334 Social Work Practice II****credit 3 hrs.**

This course is designed to build on the conceptual base of Social Work Practice I (SW 333) with a focus on groups. This course will discuss various types of groups, stages of group development, skills in facilitating groups, and group roles and dynamics. Groups will be viewed from an ecological problem-solving perspective. For majors only. Prerequisite: SW 333.

**SW 335 Family and Child Welfare****credit 3 hrs.**

This course focuses on current policy and practice in the field of child welfare. The varied family forms and child welfare services are explored, including foster family, group care, institutional placement of children, and adoption. A central concern of the course is the impact of the changing role of the family on child welfare policy and practice.

**SW 336 Introduction to Social Gerontology****credit 3 hrs.**

The course provides the student with the opportunity to acquire knowledge about the physical, social, and psychological processes of aging. This knowledge is intended to help the student understand the older person as a person. The course includes theories of adjustment, role change, social relationships, and the social forces that influence the aging process. Opportunities and constraints imposed by an urban industrial society on the aged are included. This course also provides information about programs and services for the older adults.

**SW 337 Social Welfare Policy  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides an overview of the historical development, pertinent concepts, and definitions associated with social welfare problems and social policy. It focuses on the social, economic, and political forces that affect the social welfare system. The development of programs to remedy poverty and related social problems are examined. The effect of racism and sexism as direct and indirect factors contributing to social problems are discussed. Specific content includes the influence of societal values and political-economic schools of thought as well as cultural traditions formulation and funding of public assistance programs, and the analysis, implementation and implications of social welfare policies. The roles and responsibilities of social workers in policy and program development, implementation and evaluation also discussed. For majors only. Prerequisites: SW 130, and 230

**SW 339, Child Maltreatment II****credit 3 hrs.**

The second course in the Child Welfare Services and Certification Program emphasizes the following: family preservation, foster care, adoption, and permanency planning. In this course, the philosophy and principles behind family preservation will be discussed followed by an examination of services that are built on those principles. When they cannot remain intact, but hopes of reuniting, foster care, kin-ship care, or some other form family of out-of-home care is implemented. When family reunification is not an option, forms of permanency planning including adoption are implemented. This course will describe and examine these processes and services.

**SW 420 Field Practice Preparation  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 2 hrs.**

This course is designed to prepare students for their field placements by providing opportunities for critical assessment of personal, societal, professional values and ethics and to ensure that students develop appropriate knowledge and communication skills for observing, processing and recording data based on the generalist method. In addition, it will serve to introduce students to agencies and

organizations representing different fields of social work practice and provide guidance in helping students select appropriate settings for field placement assignments. For majors only. Prerequisites: SW 130, 230, 330, 331, 333, 334, 337

#### **SW 430 Selected Topic Course**

**credit 3 hrs.**

This course will provide senior-level relevant and cutting edge content about current issues, modalities, and interventions to enhance preparation for social work practice and graduate school.

#### **SW 431 Death and Dying: Cultural Issues**

**credit 3 hrs.**

This course examines contemporary and cultural attitudes towards death and dying and the grief process. Students are provided the opportunity to understand the approach towards death from the psychological, social, moral, cultural, and ethical perspectives. Various factors, situations and circumstances surrounding death are explored including death due to accidents, death of children, factors that precipitate death, the personal struggle of the terminally ill, the impact of death on the family and significant other, and euthanasia.

#### **SW 433 Applied Social Work Research I**

**credit 3 hrs.**

This is the first of two courses designed to provide students the opportunity to integrate content of the social work curriculum with practice-based research. This course focuses on research methodology both qualitative and quantitative; understanding and interpreting published research specifically conducted on women and racial ethnic minorities, selecting of a thesis topic, and, by the end of the semester, presenting a research proposal. For majors only. Prerequisites: Soc 330 and SSCJ333.

#### **SW 434 Applied Social Work Research II**

**credit 3 hrs.**

This course focuses on the research process of data collection, data analysis, developing conclusions, and implications for social work practice and further research. The research paper completed in the second semester fulfills the requirements for the senior paper for social work majors. For majors only. Prerequisite: SW 433.

#### **SW 435 Social Work Practice III**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

This course focuses on understanding organizations and communities. It considers some of the most prevalent social work theoretical approaches and intervention strategies in working with communities and organizations. This course builds on the Generalist Intervention Model by applying it to macro systems. Theories and skills taught in this class are operationalized through experiential activities and assignments. For majors only. Prerequisites: SW 334.

#### **SW 436 Women's Issues in Contemporary Society**

**credit 3 hrs.**

The course will include an analysis of women's status and position within our society; based on the premise that women's experiences emerge from society's social, political, and economic structures. Feminist theory is explored. General content areas include feminist history, women and employment, women and poverty, women and mental health, women and violence, women and social change, women of color, women and sexuality, and feminism and men. Specific issues to be included are sexism and social work, battered women, incest, pay equity, pornography, eating disorders, sexual harassment, older women, rape, teenage pregnancy, women and crime, women and power, and prostitution.

#### **SW 490 Field Instruction**

**credit 10 hrs.**

This course is an educationally directed field practicum that provides students with teaching/learning experiences in a social service setting. A generalist framework is utilized to intervene with individuals, families, groups, organizations, and communities. For majors only. Prerequisites: Completion of all general education courses (except Senior Seminars); Minimum GPA of 2.5 in the following courses: SW 130, 230, 231, 330, 331, 333, 334, 337, 420, 433, and 435.

#### **SW 490(S) Field Instruction Seminar**

**credit 0 hrs.**

This course is designed to ensure that professional behavior, classroom learning and social work knowledge and values are appropriately integrated with field practicum experiences. A generalist teaching/learning approach will be employed to ensure that students have opportunities for processing and understanding their engagement in research and evaluation activities, and direct contact with individuals, groups, organizations and communities from a person-in-environment perspective. For majors only.

**CHILD PROTECTIVE SERVICES**

An attractive career in the field of social work is that of Child Protective Services, helping children and families through the prevention and treatment of child abuse and neglect. The Social Work Program offers a certificate in Child Protective Services to those students interested in working with abused and neglected children and their families. The certificate is available to any student who completes the prescribed program of study described below.

**PROGRAM OF STUDY FOR CERTIFICATE IN CHILD PROTECTIVE SERVICES**

**SOPHOMORE YEAR**

<b>First Semester</b>	<b>SCH</b>
SW 230 Intro to Social Work	3
<b>Second Semester</b>	<b>SCH</b>
SW 332 Child Maltreatment I	3

**JUNIOR YEAR**

<b>First Semester</b>	<b>SCH</b>
SW 339 Child Maltreatment II	3

**Total SCH 9**

**PROGRAM OF STUDY FOR CERTIFICATE IN INTERDISCIPLINARY GERONTOLOGY**

Aging is a growing field of practice, and social workers are having an impact on this group. With the aging of the Baby Boom generation, people 65 and older will represent one in every five Americans by 2030. The social work program offers a certificate in interdisciplinary gerontology designed to improve programs and services to meet the needs of this growing, diverse and every changing population and their families. The certificate is available to any student who completes the prescribed program of study described below.

**SCH**

SW 336 Introduction to Social Gerontology	3
SW 431 Death and Dying: Cultural Issues	3
PHE 230 Health and Aging	3
CFD 452 Families in Later Life	3

**Total SCH 12**

**\*(All prescribed courses must be completed with a grade of “C” or better to receive either certificate)**

**CLUBS, ORGANIZATIONS AND COMMITTEES IN THE SOCIAL WORK DEPARTMENT**

**SOCIAL WORK ADVISORY COMMITTEE**

The Social Work Advisory Committee is composed of two Social Work faculty members, four faculty members from other disciplines, six professional practitioners, and two students. Student committee members are nominated by students in the department and the six professional practitioners are appointed by the Department Chair. The Committee provides important input in such areas as faculty recruitment, curriculum revision, field placement expansion, summer employment opportunities, and re-accreditation of approved status with the Council on Social Work Education. This is a College-wide committee that reports to the Senior Vice President for Academic Affairs.

**SOCIAL WORK STUDENT GRIEVANCE COMMITTEE**

The Committee is composed of two Social Work faculty members and three students. The faculty members are selected by social work students. The Committee meets at the request of the Department Chair when program grievances, made by students, warrant a hearing. Recommendations for action are made to the Department Chair. The committee addresses grievances concerning grades, termination from the Program, disagreement with an instructor, and other academic matters. This is the first level of grievance for a social work major.

**SOCIAL WORK CURRICULUM COMMITTEE**

The Committee consists of three Social Work faculty members and four students. The Committee reviews and evaluates all course outlines and instructional tools and supplemental materials and makes recommendations to the chair and faculty for curricular modifications and improvements.

**SOCIAL WORK CLUB**

This is the oldest chartered organization with in the Social Work Department. The primary purpose of the Social Work Club is service .The Club is composed of students who are interested in working with and for people. Its activities include participation in civic and charitable work, and community development. The Club contributes to the enrichment of students by helping them know and understand social needs, services, and issues. Students also acquire an understanding and appreciation of social work as a profession. Membership is open to social work and other majors.

**ASSOCIATION OF BLACK SOCIAL WORKERS (ABSW) STUDENT CHAPTER**

The Benedict College Chapter of the Association of Black Social Workers was organized for the purpose of targeted outreach in the African American community. Students are responsible for planning and implementing events that help to alleviate the conditions caused by societal oppression. Membership in the student chapter of the Association of Black Social Workers affords student members the opportunity to participate in scholarship competitions, network with other social work student professionals from around the country, and hold national offices in the ABSW Office of Student Affairs Division.

**PHI ALPHA HONOR SOCIETY**

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership is open to social work students, faculty, and practitioners who meet chapter qualifications.



## PROGRAM OF STUDY FOR SOCIAL WORK

## FRESHMAN YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I		3	Eng 137	Freshman Composition II		3
Math 132	General College Math I		3	Math 134	General College Math II		3
Ec 130	Intro to Economics		3	Bio 130	General Biology		3
Hist 130	Intro to AA History		3	Bio 110L	General Biology Lab		1
PE/HE	Physical Education		2	*SW 130	Critical Thinking for SW		3
FI 111	Freshman Seminar I		1	Rel 120	Comparative Religion		2
	<b>Total</b>		<b>15</b>	FI 112	Freshman Seminar II		1
					<b>Total</b>		<b>16</b>

## SOPHOMORE YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 231	World Literature I		3	Eng 232	World Literature II		3
Esc 130	Gen Env. Health Sci		3	Hist231/232	US History I or II.		3
Esc 110L	Gen Env. Health Sci Lab		1	Psy 230	Intro to Psychology		3
*SW 230	Intro to Social Work		3	*SW 330	Human Behav and Social Env I		3
	Intro to Sociology		3	HE 230	Health Education		3
SW 231	Writing for Social Work		3	Art 220	Art Appreciation OR		
HHS 211	Sophomore Seminar I		1	Mus 220	Music Appreciation OR		
	<b>Total</b>		<b>17</b>	The 220	Theater Appreciation		2
				HHS 212	Sophomore Seminar II		1
					<b>Total</b>		<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 237	Oral Communication		3	*SW 334	Social Work Practice II		3
*SW 331	Human Behavior & Soc Env II		3	Soc 330	Social Problems		3
*SW 333	Social Work Practice I		3	SSCJ 333	Social Science Statistics		3
PolS 233	American National Govt.		3	*SW 337	Social Welfare Policy		3
Art 220	Art Appreciation OR			Sp 233	Intermed Span		3
Mus 220	Music Appreciation OR				Elective		2
The 220	Theater Appreciation		2	HHS 312	Junior Seminar II		1
	Elective		3		<b>Total</b>		<b>18</b>
HHS 311	Junior Seminar I		1				
	<b>Total</b>		<b>18</b>				

## SENIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*SW 420	Field Practice Preparation		2	*SW 490	Field Instruction		10
*SW 433	Applied SW Research I		3	*SW 490S	Field Instruction Seminar		0
*SW 435	Social Work Practice III		3	*SW 434	Applied SW Research II		3
*SW 430	Selected Topic Course		3	HHS 412	Senior Seminar II		1
HHS 411	Senior Seminar I		1		<b>Total</b>		<b>14</b>
	<b>Total</b>		<b>12</b>				

Total Hours - 128

Electives - 5

Total SCH in Major - 45



## MILITARY SCIENCE PROGRAM

The mission of the program is to provide basic military education and, in conjunction with other college disciplines, to develop individual character and attributes essential to any Army Officer.

Benedict College offers an Army Reserve Officers Training Corps (ROTC) program to all qualified students on a voluntary basis through a partnership agreement with the University of South Carolina. Classroom instruction for military science classes is on the University of South Carolina campus.

All students who are interested in ROTC are encouraged to pursue Basic Course ROTC studies for a period of two (2) years as an elective. Students of the College who successfully complete the Basic Course may apply for admission to the Advanced Course ROTC, which is pursued during the final two years of their college enrollment. Those students who elect not to enroll in the Basic Course may also apply for admission into the Advanced Course, but must successfully complete a six-week basic summer camp between their second and third years of college. Students who have reserve or active duty military service experience may apply for advanced placement in the program once they are academically aligned.

### Requirements for enrollment in Basic Course ROTC:

- Be a citizen of the United States.

- Be a regularly enrolled student of the College.

- Be morally qualified as prescribed by the Department of the Army.

- Sign a loyalty oath.

Requirements for enrollment in Advanced Course ROTC:

- Be a citizen of the United States.

- Be at least 17 years of age.

- Successfully complete the first two years of a 4-year ROTC course; or complete a basic summer camp of at least 6 weeks duration; or receive credit in lieu of as a result of previous military service.

- Be eligible to qualify for appointment as Second Lieutenant prior to reaching 30 years (non-veterans) of age.

- Be selected by the Professor of Military Science.

- Agree to accept a commission if offered and serve for the period prescribed. Enlist in the Army Reserve; secure parents' or guardian's consent if under age 18.

- Satisfactorily comply with loyalty requirements.

- Meet all requirements prescribed by the Department of the Army.

### Scholarships

The Army ROTC Scholarship Program is designed to offer financial assistance to outstanding young men and women who meet all qualifications and are interested in the Army as a career. The three-year scholarship may be offered to rising sophomores who have completed one year of Army ROTC Training. The two-year scholarship is offered to students in their sophomore year who will complete two years of Army ROTC Training and plan to enter the Advanced Course.

### General Information

All ROTC students enrolled in the Advanced Course receive pay and allowances that total over \$9,000.00 during their junior and senior years.

### Summer Camp Training

ROTC students enrolled in the Advanced Course attend a six-week advanced camp training period at the Department of the Army Selected Army training camps between the third and fourth years of Military Science. Students applying for admission into the Advanced course without having completed the Basic Course are required to attend a six-week basic camp between their second and third year of college in addition to the six-week camp mentioned above.

**Simultaneous Membership Program (ROTC/SMP)**

The ROTC/SMP is a voluntary officer training program which requires Reserve Component (USAR) or National Guard (NG) enlisted status for eligibility. It is an enlistment option available to prior and non-prior service applicants qualified for enlistment in the USAR or NG who can meet the criteria for enrollment in the ROTC Advanced Course. The ROTC/SMP program allows cadets to participate with a reserve component unit during weekend Inactive Duty for Training assemblies and two-week Annual Training (normally during the summer months) performing the duties of a commissioned officer under the supervision of a commissioned officer. ROTC/SMP provides cadets with pay in the grade of E5 (Sergeant) as well as ROTC pay, plus advanced leadership training with USAR/NG units.

**Uniforms and Equipment**

The necessary training equipment, including uniforms and textbooks, is loaned to the College by the Department of the Army and issued to ROTC students by the College at no extra cost. Each student is responsible for the care and maintenance of equipment issued him or her. All uniforms, less specified pieces, must be turned in before leaving for the summer or earlier if a student drops any ROTC class. Failure to turn in all assigned equipment will result in a hold being placed upon the student's records.

**Grading**

The system of grading utilized by the instructors of Military Science is similar to that used in academic departments and conforms to that prescribed by the College.

**Academic Credit**

Academic credit toward the granting of a degree is given for the completion of military courses on the same basis as for non-military courses. With permission of the student's advisor, department head and the Vice President for Academic Affairs, military science courses may be taken in lieu of other social science courses to help satisfy the College's General Education requirement. MS 232 U.S. Military History and MS 431 Theory and Dynamics of Military I are particularly suitable courses.

**Distinguished Military Students and Graduates**

Outstanding students are designated as Distinguished Military Students at the beginning of the fourth year of Military Science. These students may apply for commissions in the Regular Army. Upon graduation, if these students have continued to remain outstanding, they may be designated as Distinguished Military Graduates. They then are eligible for consideration and appointments as Regular Army Officers by the Department of the Army.

**Program of Instruction**

The general objective of the course of instruction is to produce quality junior officers who, by their education, training, and inherent qualities, are suitable for continued development as officers in the United States Army.

Instruction will cover military fundamentals common to all branches of the service.

The complete course of instruction comprises four years with not less than 30 hours of instruction in each of the first two years of the course and 60 hours of instruction in each of the last two years of the course.

In the first year of the Basic Course, instruction consists of 3 hours per week: 1 hour lecture and 2 hours leadership laboratory.

In the second year of the basic course, instruction consists of 4 hours per week: 2 hours lecture and 2 hours leadership laboratory.

In the two years of the Advanced Course, instruction consists of 5 hours per week: 3 hours lecture and 2 hours leadership laboratory.

Special classes and drill formations may be held as deemed appropriate and necessary by the Professor of Military Science with the concurrence of the College administration.

## MILITARY SCIENCE COURSES

### **MS 121 - Fundamentals of Military Science**

**credit 2 hrs.**

An introduction to the mission, organization and history of ROTC: Military and civilian obligation in relation to National Security; Individual Arms and Marksmanship Techniques, Emergency Medical Treatment. The students will receive information that will help them understand and prepare military correspondence (the Army Writing Style). Leadership Laboratory training to include thorough indoctrination in military courtesy and customs of the service, drill experience, development of initiative and self-confidence.

### **MS 122 - Introduction to the Army**

**credit 2 hrs.**

A discussion of the mission and responsibilities of the United States Military Forces in support of National Security with emphasis on the role of the individual, participating citizen. Students will be introduced to Map Reading Techniques. Leadership Laboratory is a continuation of MS 101 Laboratory.

### **MS 231 - Fundamentals of Military Leadership**

**credit 3 hrs.**

A detailed study of the applicability of leadership principles, traits, and techniques in all job areas. Additionally, an appreciation is developed for leadership counseling techniques. The organization of the Army culminates this course.

### **MS 232 - Fundamentals of Military Decision Making**

**credit 3 hrs.**

A detailed study of orienteering to include basic fundamentals of map reading, grid systems, scale and distance, elevation and relief, military symbols, direction and location, and utilization of the declination diagram. Additionally, students will discuss the code of conduct, the principles of war and reinforce preparation of military correspondence. Leadership Laboratory is a continuation of M.S. 201 Laboratory.

### **MS 121L/122L/231L/232L - Basic Leadership Laboratory**

Leadership Lab is in conjunction with ARMY 101, 102, 201, 202. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. CREDIT included with lecture

### **MS 341 - Advanced Military Decision Making**

**credit 4 hrs.**

How to prepare and conduct military training, to include presentation and communication techniques. Included in this phase of instruction is a 10-minute oral presentation, how to cope with basic problems, i.e., discipline and motivation, encountered in small units, leadership training designed to further develop planning and organizational skills, fundamentals of offensive and defensive tactics of war.

### **MS 342 - Applied Military Leadership**

**credit 4 hrs.**

A review of the principles and fundamentals of small unit tactics, and the application of the principles of offensive and defensive combat to units of the infantry battalion. Familiarization with characteristics, operation and employment of small unit weapons, communication systems and equipment, and continued development of selected Military Skills. Orientation relative to administrative procedures, required standards of performance, and general conduct of training at Warrior Forge, the Leadership Development and Assessment Course. Continuation of Leadership Laboratory Training conducted in M.S. 301.

### **MS 341L/342L - Advanced Leadership Laboratory**

Leadership Lab is in conjunction with each of the aforementioned M.S. level classes in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. CREDIT included with lecture

### **MS 441 - Leadership and Management Seminar I**

**credit 4 hrs**

Leadership management and professional development, a study of the U.S. Army Personnel Management System, methods of conducting Command and Staff and Unit meetings, how to prepare military correspondence, ethics and professionalism, military justice.

**MS 442 - Leadership and Management Seminar II****credit 4 hrs**

Management simulation exercise and Active Duty orientation, small unit effectiveness and Army Training Management, the U.S. Army Logistics system, interpersonal skills, counseling techniques, and personnel evaluation, the Law and Principles of War, Code of Conduct and Geneva Convention, customs and courtesies of an Army officer.

**CLUBS, ORGANIZATIONS AND SPECIAL PROGRAMS IN  
THE MILITARY SCIENCE DEPARTMENT**

Each year, over 800 special training opportunities are extended to cadets through the Cadet Professional Development Training (CPDT) program. The CPDT program supplements campus training with practical leader development experiences and some additional skill identifier awarding courses. Cadets train in Army schools and with Active and Reserve units. CPDT consists of two subprograms, Cadet Troop Leader Training (CTLT) and Cadet Practical Field Training (CPFT). In a typical year, about half our commissionees will have had at least one of these experiences.

**Cadet Leader's Training Course (CLTC)**

Location: Fort Knox, Kentucky. LTC is four weeks of intense classroom and field training held in the summer at Fort Knox, KY. This course is an accelerated version of the two years of leadership development training Cadets receive in the Basic Course. By transforming yourself through rigorous training, you will qualify for enrollment in Advanced Army ROTC on campus - provided you have two years of college remaining (undergrad or graduate).

The benefits of this leadership training will extend well beyond your college years into any career field you choose. You may even qualify for a two-year scholarship that may take care of your college tuition and many other expenses. For more information go to the LTC Website: [http://www.goarmy.com/rotc/leaders\\_training.jsp](http://www.goarmy.com/rotc/leaders_training.jsp).

**Basic Airborne School (BAC)**

Location: Fort Benning, GA. The Basic Airborne Course is a three-week training program conducted by the Airborne Department, USAIC, Fort Benning, GA that trains students the use of the parachute as a means of combat deployment. Successful completion qualifies cadets to wear the Parachutist Badge.

Students begin their first week on the ground, learning the basics of parachute landings, and start a vigorous training program. During the second week, called tower week, proper exiting of the plane will be mastered. As a cadet, you will be then given the opportunity to parachute from a 250 foot high tower. The third and final week is the jump week. Cadets make five jumps from either a C-130 or C-141, including one night jump and two combat jumps with full combat gear.

Are you ready for some REAL adventure?

**Air Assault School (AAS)**

Location: Ft. Campbell, Kentucky. The AAS is a 10 day course of instruction that trains cadets on Combat Assault Operations involving associated equipment and U.S. Army rotary-wing aircraft. Successful completion qualifies cadets to wear the Air Assault Badge.

This is available at a number of installations, but the largest is located at the air assault home of Ft. Campbell, Kentucky. This eleven day course is very demanding both physically and mentally, involving obstacle courses and several long ruck marches. You will learn the basics of aircraft familiarization and recognition, sling load operations, and rappelling.

Picture yourself rappelling out the side of a hovering Blackhawk helicopter!

Cultural Understanding and Language Proficiency (CULP). Primarily following their sophomore year, CULP enables Cadets to spend one month in support of Army Security Cooperation programs for U.S. Embassies worldwide, including military exercises, humanitarian aid missions, and military to military contacts English language training teams. During the summer of 2014 Gamecock supported Thailand, Ukraine, Africa and Kosovo. All participants are required to complete a short research paper and presentation on a topic related to their country of study, in addition to their practical field work.

**Cadet Troop Leader Training (CTLT)**

CTLT provides select advanced camp graduates the opportunity to increase their leadership experience through assignments to platoon leadership positions with active duty Army units for 3 or 4 weeks. This challenge is a definite learning experience, allowing you to gain a perspective on what you will be facing as a future officer. Generally, you are placed in a platoon leader position, leading 30+ soldiers and responsible for millions of dollars of equipment! While there, the cadet will enhance leadership skills and learn tasks associated with being an officer in the Army. If a cadet is assigned to a unit on jump status, and the cadet is already Airborne qualified, the cadet may participate in unit jumps on a permissive basis with approval by the CG and Cadet Command. The cadet receives an OER upon completion.

**Nurse Summer Training Program (NSTP)**

This training is only available to nurse cadets and provides opportunities to develop and practice a clinical phase of instruction at Army Medical Command Treatment Facilities worldwide. The cadets receive an OER upon completion.



PROGRAM OF STUDY IN MILITARY SCIENCE

FRESHMAN YEAR Military Science I

<i>First Semester</i>			<i>Clock</i>	<i>Second Semester</i>		
		<i>SCH</i>	<i>Hour</i>		<i>SCH</i>	<i>Clock</i>
MS 121	Fundamentals of	2	15	MS 122	Introduction	
	Military Science				to the Army	2
	Leadership Laboratory		30		Leadership Laboratory	30
	(Mandatory)				(Mandatory)	
<b>Total</b>		<b>2</b>	<b>45</b>	<b>Total</b>	<b>2</b>	<b>45</b>

SOPHOMORE YEAR - Military Science II

<i>First Semester</i>			<i>Clock</i>	<i>Second Semester</i>		
		<i>SCH</i>	<i>Hour</i>		<i>SCH</i>	<i>Clock</i>
MS 231	Fundamentals of			MS 232	Fundamentals of	
	Military Leadership	3	30		Military Decision Making	3
MS 231L	Leadership Laboratory			MS 232L	Leadership Laboratory	
	(Mandatory)	30			(Mandatory)	30
<b>Total</b>		<b>3</b>	<b>60</b>	<b>Total</b>	<b>3</b>	<b>60</b>

JUNIOR YEAR - Military Science III

<i>First Semester</i>			<i>Clock</i>	<i>Second Semester</i>		
		<i>SCH</i>	<i>Hours</i>		<i>SCH</i>	<i>Hours</i>
MS 341	Advanced Military	4	45	MS 342	Applied Military	
	Decision Making				Leadership	4
	Leadership Laboratory	30			Leadership Laboratory	30
	(Mandatory)				(Mandatory)	
<b>Total</b>		<b>4</b>	<b>75</b>	<b>Total</b>	<b>4</b>	<b>75</b>

SENIOR YEAR Military Science IV

<i>First Semester</i>			<i>Clock</i>	<i>Second Semester</i>		
		<i>SCH</i>	<i>Hours</i>		<i>SCH</i>	<i>Hours</i>
MS 441	Leadership and			MS 442	Leadership and-	
	Management Seminar I	4	45		Management Seminar	4
	Leadership Laboratory				Leadership Laboratory	
	(Mandatory)	30			(Mandatory)	30
<b>Total</b>		<b>4</b>	<b>75</b>	<b>Total</b>	<b>4</b>	<b>75</b>

SCH - 26  
Clock Hours - 510

## PROFESSIONAL MILITARY EDUCATION:

Each student enrolled in ROTC must successfully complete one course from each of the following categories prior to graduation to be fully eligible for a commission as an Army Officer. **REQUIRED**

### Military History

Hist 331 U.S. Military Policy

### Computer Literacy

CSc 131 Introduction to Computers

CSc 133 BASIC Programming

### Oral Communications

Eng 237 Oral Communication

### Written Communications

Eng 137 Freshman Composition II

Eng 230 Advance Composition

Eng 430 Technical Writing

Eng 431 Creative Writing

MASS 234 Reporting for New Media

### OPTIONAL - (yet highly encouraged)

#### Human Behavior

Psy 230 Introduction to Psychology

Soc 230 Introduction to Sociology

Soc 330 Social Problems

Soc 430 Race and Ethnic Relations

Soc 432 Social Psychology

#### Management

Mgt 335 Personal Management

Mgt 433 Organizational Theory  
and Behavior

Mgt 436 Production Management

#### Mathematical Reasoning

Math 132 General College Mathematics I

Math 134 General College Mathematics II

Math 140 Precalculus

Math 143 Calculus I

#### National Security Affairs

PolS 234 Introduction to International

#### Relations

PolSc 235 U.S. World Politics

## AIR FORCE ROTC PROGRAM

Benedict College maintains a Cross Town Agreement with the University of South Carolina Department of Aerospace Studies which allows Benedict students to qualify for a commission in the U. S. Air Force. Students take ROTC courses at U.S.C. and take all other courses at Benedict College.

### AIR FORCE AEROSPACE STUDIES COURSES

**(offered on the U.S.C. Campus) General Military Courses:**

#### **101—The Air Force Today I (1) Coreq: AERO 101L)**

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces. One class meeting per week

#### **101 L—Initial Air Force Experiences I (No credit) (Coreq: AERO 101)**

Leadership Laboratory is taken an average of 2 hours per week throughout the student's enrollment in AFSOTC. Instruction is conducted within the Framework of an organized cadet corps with a



progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical, supervised laboratory, which typically includes field trips to Air Force installations. One meeting per week. (Pass/fail only)

**102—The Air Force Today II (Coreq: 101)** A continuation of AERO 101) One class meeting per week.

**201—The Development of Air Power I (I) (Coreq: AERO 202L)**

This course is a study of air power from balloons and dirigibles through the jet age; a historical review of air power employment in military and nonmilitary operations in support of national objectives; and a look at the evolution of air power concepts and doctrine. One class meeting per week.

**201 L - Initial Air Force Experiences III (No credit) (Coreq: AERO 202)** Continuation of AERO 102L. One meeting per week. (Pass/fail only)

**202 - The Development of Air Power II (1) (Coreq: AERO 202L)** Continuation of AERO 201. One class meeting per week.

**202L - Initial Air Force Experiences IV (No credit) (Coreq: AERO 202)** Continuation of AERO 201 L. One meeting per week. (Pass/fail only)

## **PROFESSIONAL OFFICER COURSES:**

**301 - Air Force Leadership and Management I (3) (Coreq: 302L)**

An integrated management course emphasizing the concepts and skills required by the successful manager and leader. The curriculum includes individual motivational and behavioral processes, leadership, communication, and group dynamics, providing the foundation for the development of the junior officer's professional skills (officership). Course material on the fundamentals of management emphasizes decision making, the use of analytic aids in planning, organizing, and controlling in a changing environment, as necessary professional concepts. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force case studies are used throughout the course to enhance the learning and communication process.

**301L - Advanced Air Force Leadership Experience (No credit) (Coreq: AERO 301)** Leadership and management laboratory. One class meeting per week. (Pass/fail only)

**302 - Air Force Management and Leadership II (3) (Coreq: 302L)** A continuation of AERO 301.

**302L - Advanced Leadership Experiences II (No credit) (Coreq: AERO 302)** Continuation of AERO 301 L. One class meeting per week. (Pass/fail only)

**401 - National Security Forces in Contemporary American Society I (2) (Coreq: 401 L)**

This course is a study of the United States National Security Policy which examines the formulation, organization, and implementation of national security; context of national security; evolution of strategy; management of conflict; and civil-military interaction. The course is designed to provide future Air Force officers with a background of United States National Security Policy so they can effectively function in today's Air Force.

**401L - Advanced Air Force Leadership Experiences III (No credit) (Prereq: AERO 301L and 302L. Coreq: AERO 401)**

Continuation of AERO 302L. One class meeting per week. (Pass/fail only)

**402 - National Security Forces in Contemporary American Society II (3) (Coreq: AERO 402L)** A continuation of AERO 401. Includes blocks of instruction of the military profession, officership, and the military justice system.

**402L - Advanced Leadership Experiences IV. (1) (Coreq: AERO 402)** Preparation for active duty Air Force service. One seminar meeting per week.

**415 - Principles of Flight (3)**

Aeronautical subjects to prepare for military or civilian flight training and FAA private pilot certification. Includes theory of flight, aerodynamics, FAA regulations and flight procedures, navigation, communications, and meteorology.

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

The mission of the School of Humanities, Arts, and Social Sciences is to provide its students quality preparation for graduate and professional school in several disciplines. The School also prepares students for careers in many diverse fields, including art, music and English education; graphic design; law enforcement; mass communication; and social and government service. The School provides students with the necessary academic, social and civic preparation necessary for success in their chosen profession through interdisciplinary curriculum experiences, enriched with critical and analytical thinking skills.

The School of Humanities, Arts, and Social Sciences is comprised of three departments: the Department of Fine Arts; the Department of English, Foreign Languages, and Mass Communication; and the Department of Social Sciences and Criminal Justice.

### **ADMINISTRATION**

Dr. Charles P. Austin, Dean  
Ms. Faye Hardy, Interim Assistant Dean

### **DEPARTMENTS**

English, Foreign Languages and Mass Communication  
Dr. Herman Howard, Chair

Fine Arts  
Mrs. Gina Moore, Chair

Social Sciences and Criminal Justice  
Dr. Leon Geter, Chair

## **ENGLISH, FOREIGN LANGUAGES, AND MASS COMMUNICATION DEPARTMENT**

The mission of the English, Foreign Languages, and Mass Communication Department provides learning opportunities and experiences to enable students to:

- improve the basic skills of communication—reading, writing, critical thinking, speaking, and listening;
- develop techniques of intrapersonal and interpersonal communication for special audiences and purposes;
- develop the ability to communicate clearly and logically, utilizing skills in analysis and research;
- obtain knowledge of a representative body of western and non-western literature from major literary periods: classical, ancient, and contemporary;
- develop the ability to relate to the major genres of literature;
- develop an appreciation for the language, literature, and culture of people of other lands; develop basic knowledge for graduate training and other professional endeavors;
- acquire knowledge and strategies in the learning of language and literature through the use of mod-ern technological resources in language and literature learning; and
- develop and attain proficiency in understanding, speaking, reading, and writing in the French and Spanish languages.

**REQUIRED COURSES FOR THE ENGLISH DEGREE**

Eng 233	English Literature I
Eng 234	English Literature II
Eng 331	American and Afro-American Literature I
Eng 332	American and Afro-American Literature II
Eng 334	Modern English Grammar
Eng 335	History of the English Language
Eng 433	Studies in American Literature
Eng 439 -A	Research Methods
Eng 439-C	English Research
Project Eng 440	Internship

The Mass Communication Program offers a major in Mass Communication that provides students with training in the current best practices in the area .

**REQUIRED COURSES FOR THE MASS COMMUNICATION DEGREE**

Students with a major in Mass Communication must complete the following required courses:

MASS 335	Audio Recording Tech.
MASS 234	Reporting for New Media
MASS 331	Intro to Video Production
MASS 330	Photography
MASS 332	Media Practicum
MASS 431	Digital Imaging Technology
MASS 437	Media Law and Ethics
MASS 436	Research Methods in Mass Comm
MASS 439	Senior Thesis
MASS 440	Internship I

**ENGLISH, FOREIGN LANGUAGES AND MASS COMMUNICATION DEPARTMENT****Required Internships**

Students enrolled in the Department are required to complete, during the junior or senior year, a period of internship that closely correlates with their specific major and program of study. Students must enroll in the following courses for internship credit: MASS440 Internship I

**Required Activities**

All English and Mass Communication majors are required to write and present a senior research paper/project prior to graduation. The development of a research paper is a requirement in the following course(s):

Eng 440, 137 and Eng 137H	Freshman Composition II/Freshman Composition II Honors
Eng 339	Literary Criticism
Eng 439- A	Research Methods
Eng 439-C	English Research Project
MASS 436	Research in Mass Communication
MASS 439	Senior Thesis Project

**CLUBS AND ORGANIZATIONS IN THE DEPARTMENT OF ENGLISH, FOREIGN LANGUAGES AND MASS COMMUNICATION****THE INTERNATIONAL ENGLISH SOCIETY**

The purpose of The International English Society is to encourage all nationalities of students, English faculty and staff who are interested and will be committed to creating a better world through the use of standard English and the application thereof, to meet and speak English with all cultures and/or nationalities.

**THE TIGER NEWSPAPER AND BENEDICTUS PUBLICATIONS**

The purpose of the Tiger Newspaper and Benedictus Magazine is to provide students with multimedia and convergence experiences in producing the monthly Tiger News editions and the annual Benedictus College Yearbook/Magazine publications.

### BCTV AND BC RADIO PRODUCTIONS

Students can join the Benedict College Radio and Television production teams in order to gain experience in broadcast and convergent media in preparation for future employment opportunities.

### THE FOREIGN LANGUAGES ORGANIZATION

The purpose of the Foreign Languages Organization is to provide students from all nationalities and languages the opportunity to discuss academic, research and career related opportunities with the guidance from a faculty advisor from a global perspective.

### SERVICE-LEARNING

Each student is required to complete a minimum of 120 hours of approved service-learning activities for graduation with the specifications required on page 56.

### Honors Courses

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education courses or in regular courses via honors contracts. Students interested in more information should confer with the Honors Program Director. Listed below are the Honors courses offered in this department:

Eng 135H Freshman Composition I

Eng 137H Freshman Composition II

Eng 231H World Literature I

Eng 232H World Literature II

### Minor in Black Literature of the Americas

The purpose of this minor is to provide students with the opportunity to study the literature of the Spanish-speaking African Diaspora writers. The minor focuses on writings of black authors of the Spanish-speaking Americas within the broader comparative context of black literature in the Americas.

Minors in this field are expected to develop an understanding of the literary and thematic genres that bind and distinguish black literary writers in the Spanish-speaking Americas, that is, the literary production of blacks living in Central and South America as well as the Spanish-speaking Caribbean. All readings and discussions will be carried on in Spanish. The courses required for the minor are:

Sp 131 Introduction to Spanish I

Sp 132 Introduction to Spanish II

Sp 231 Conversation and Culture of Black Spanish Americas

Sp 331 Black Literature of Spanish Americas Pre-20th Century

Sp 332 Black Literature of Spanish Americas 20th Century to Present

## STUDENT LEARNING OUTCOMES - ENGLISH

### SLO A: Communication (C) – Articulate thoughts in an organized and purposeful manner

**SLO A1: Using appropriate patterns of organization and development-** Students are expected to use appropriate patterns of organization and development in their written works.

**SLO A2:** Analyze context clues and word structures—Students are expected to demonstrate their ability to analyze context clues and word structures including phonological, morphological, and historical context clues and word structure items.

**SLO B: Literary Analysis (LA)** students were expected to identify literary elements in texts to apply theoretical tenets in writing.

**SLO C:** Literary Theory/History: students are expected to:

**SLO C1:** utilize various critical approaches to deconstruct meaning, theme, and relevance in literary texts

**SLO C2:** deconstruct meaning, theme, and relevance in texts using critical approaches to identify intrinsic and extrinsic elements

**SLO C3:** identify chronology and periods; outline the literary movements; identify cultural and intellectual history

**SLO D: Identification of Literature: Students are expected to identify intrinsic and extrinsic elements of text.**

**SLO D1:** Classify dates, authors, works based on style and/or content through critical and/or biographical information.

**SLO E:** Research students were expected to analyze, synthesize, and critique information. Specifically students are expected to:

**SLO E1:** complete literary and research based assignments to prepare research reports.

**SLO E2:** synthesize information from scholarly research articles to answer research questions in original research.

## ENGLISH COURSES

### English 110 Vocabulary Development

**credit 1 hr.**

This course is designed to develop skills which will promote continued vocabulary development. Students are introduced to studying context clues and analyzing word structures, but the emphasis in the course is on giving students confidence in using a collegiate, unabridged dictionary.

### EF 111,112, 211, 212, 311, 312, 411, 412 Seminars

**credit 1 hr. ea.**

(Course descriptions for all seminars are on pages 77-78.)

### Eng 135 Freshman Composition I

**credit 3 hrs.**

The course is designed to help students master the art of writing effective paragraphs and short themes. The emphasis is on expository writing as a process involving prewriting, writing, and rewriting. An honors section is offered as Eng 135 (H).

### Eng 137 Freshman Composition II

**credit 3 hrs.**

The content of the course includes argumentative and analytical writing, as well as techniques of basic research paper writing. The course also incorporates debates and other oral activities. An honors section is offered as Eng 137 (H). Prerequisite: Eng 135 Freshman Composition I with a grade of "C" or better.

### Eng 230 Advanced Composition

**credit 3 hrs.**

The course offers a further examination of the principles of rhetoric and composition and their application in the students' writing. The course is designed for students already possessing minimum competency in writing expository prose. Prerequisite: Eng 137 Freshman Composition II with a grade of "C" or better.

### Eng 231 World Literature I

**credit 3 hrs.**

Major works of world literature from its origins to the seventeenth century are surveyed in the course. Included are selected non-western literature such as African, Asian, and Mediterranean. Emphasis is placed on basic techniques of literary analysis. An honors section is offered as Eng 231 (H). Prerequisite: Eng 135 Freshman Composition I and Eng 137 Freshman Composition II.

### Eng 232 World Literature II

**credit 3 hrs.**

Major works of world literature from the seventeenth century to the present are surveyed in the course. Extended focus will involve writers of African ancestry, not necessarily born or living in Africa, Asia and Mediterranean. Emphasis is placed on both the African presence in world literature and basic techniques of literary analysis. An honors section is offered as Eng 232 (H). Prerequisites: Eng 135 Freshman Composition I and Eng 137 Freshman Composition II.

### Eng 233 English Literature I

**credit 3 hrs.**

The course surveys major English authors and works from Beowulf to the Restoration Period. This course includes works of Chaucer, Spenser, and Milton. Emphasis is placed on literary trends, genres, movements, and periods.

### Eng 234 English Literature

**credit 3 hrs.**

The course surveys major English authors and works from the late sixteenth century to the present. This course includes works of such authors as Shakespeare, Swift, Blake, and Yeats.

**Eng 237 Oral Communication****credit 3 hrs.**

This course is designed to improve the students' interpersonal, intrapersonal and public communication abilities to analyze topics, support assertions with proof, amplify ideas, structure messages, use language in appropriate and imaginative ways, and deliver messages with effective vocal and physical behavior. The content touches upon the history, theories, and professional practices of speech communication. Sensitivity to intercultural diversity is a part of the course.

**Eng 330 Critical Thinking in Literature****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE)**

This course includes the development of a technical vocabulary and the study of procedures and techniques for writing research papers, reports, proposals and similar documents.

**Eng 331 American and Afro-American Literature I****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE)**

Significant works by American and Afro-American authors from the Colonial Era to 1920 are covered, with emphasis on the literary movements and periods and on the moral, social, intellectual, and political currents reflected in the writings.

**Eng 332 American and Afro-American Literature II****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE)**

Significant works by American and Afro-American authors from 1920 to the present are covered, with emphasis on the literary movements and periods and on the moral, social, intellectual, and political currents reflected in the writings.

**Eng 333 Children's Literature****credit 3 hrs.**

The course surveys literature suitable for children through grade six. It includes reading and evaluation of books with attention to the relationship of materials to the needs and interests of children. Emphasis on methods of teaching literature to children of varying backgrounds, abilities, and interests.

**Eng 334 Modern English Grammar****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE)**

The course focuses on the analytical methods applied to English grammar, with stress on traditional, structural, and transformational-generative grammars. Emphasis is on the components of English grammar: Phonology, morphology, syntax, semantics, pragmatics, etymology, and orthography.

**Eng 335 History of the English Language****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE)**

The course traces the development of the English language from the earliest period to the present, introducing and emphasizing sounds, inflections, syntax, vocabulary, and usage of the English language during these periods.

**Eng 336 Studies in English Literature****credit 3 hrs.**

This course covers topics in English literature to be determined by students' interest. A survey of representative plays and poetry is presented. Genres include: comedy, tragedy, history, and sonnet. Prerequisites: Eng 233 and Eng 234.

**Eng 337 Adolescent Literature****credit 3 hrs.**

The course is a study of literature relevant to the interests and experiences of students in grades six through twelve. It includes traditional works of various genres as well as literature especially designed for pre-adolescent and adolescent readers.

**Eng 338 Contemporary Literature****credit 3 hrs.**

This course provides a study of selected American and British novels, short stories, drama, poetry, and literary criticism from 1900 to the present.

**Eng 339 Literary Criticism****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE)**

This course is designed to acquaint students with the major texts and schools of literary criticism from ancient to modern times and to provide students with standards of judgement. It also provides practice in analyzing literary works.

**Eng 430 Technical Writing (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

This course includes the development of a technical vocabulary and the study of procedures and techniques for writing research papers, reports, proposals, and similar documents. Prerequisite: Eng 230

**Eng 431 Creative Writing****credit 3 hrs.**

The content of the course includes the theories, techniques, and practices of writing essays, poetry, drama, and fiction. Emphasis is on the student's application of techniques in his/her writing. Offered alternate years.

**Eng 433 Studies in American Literature  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course covers topics in American literature to be determined by students' interests. Includes such pre- and post-Civil War authors as Emerson, Thoreau, Hawthorne, Dickinson, Twain, Baldwin, Ellison, and Hughes. Prerequisites: Eng 331 and Eng 332.

**Eng 435 Teaching of English/Practicum****credit 3 hrs.**

A comprehensive study of concepts, trends, and practices in teaching language and literature to secondary school students is provided in this course. Special emphasis is placed on testing and evaluation appropriate for the teaching of English. Students will write the Senior Paper demonstrating an in-depth, analytical treatment of a topic in the field, the application of research materials and styles, and a thorough grasp of language forms. Students are required to complete twenty (20) hours of practicum experiences.

**Eng 435-S Special Topics****credit 3 hrs.**

This special topics course will allow students that are not listed in the regular course offering. This special topics course will allow students to conduct in-depth exploration of a given topic. It may be repeated with departmental permission, provided the topic is different.

**Eng 439-A Research Methods****credit 3 hrs.**

In this course, students are guided in examining the methods, practices, and research tools in the field of English. Students' research projects explore current concerns and problems in the discipline. These projects culminate in the Senior Paper demonstrating an in-depth analytical treatment of a topic in the field, the application of research materials and styles, and a thorough grasp of language forms. Prerequisite: ENG 339

**Eng 439-C English Research Project****credit 3 hrs.**

In this course, students are guided in examining the methods, practices, and research tools in the field of English. Students' research projects explore current concerns and problems in the discipline. These projects culminate in the Senior Paper demonstrating an in-depth analytical treatment of a topic in the field, the application of research materials and styles, and a thorough grasp of language forms. Prerequisite: ENG 439-A

**Eng 437 Teaching Reading in the Content Areas/Practicum****credit 3 hrs.**

The course provides instruction in the nature of the reading process, formal and informal testing, teaching reading skills, and selecting and evaluating materials. It includes discussion and demonstration of effective practices in teaching reading in the content areas. Students are required to complete twenty (20) hours of practicum experiences.

**Eng 440 Internship****credit 3 hrs.**

Internship is a practicum in which students learn the applicability of English to the professions and receive experiences in practical settings, in independent productions of literary or dramatic works, or in supervised research. These experiences are conducted under the supervision of an assigned instructor.

**FOREIGN LANGUAGE COURSES****Ar 130 Introduction to Arabic****credit 3 hrs.**

This course is a prerequisite for Arabic 233 for students with minimal or no experience in the language. It is designed to introduce students to the Arabic alphabet and to basic grammar and vocabulary. (NOTE: Arabic 130 is required of students who do not pass the Arabic Placement Test).



Currently, a passing grade of 60 on the Arabic Placement Tests allows students to exempt the 130 (introduction) level, which is the prerequisite for 233.

**Ar 233 Intermediate Arabic****credit 3 hrs.**

This course is a continuation of Arabic 130. The completion of this course satisfies the General Education Foreign Language Requirement. Emphasis is on practice in speaking, writing, and reading the language, in order to develop proficiency. The requirement for enrolling in Arabic 233 is a passing grade in Arabic 130 or a passing score on the Arabic Placement Test. (NOTE: A student who fails Arabic 130 cannot take the Arabic Placement Test to exempt from Arabic 130).

**Ar 234 Advanced Arabic****credit 3 hrs.**

This course is a continuation of Arabic 233, with emphasis on an intensive review of grammar and vocabulary in speaking, writing, and reading the language at an advanced level. This course would allow students who score 80 or higher on the placement tests to enroll in Arabic 234 and meet the General Education Foreign Language Requirement without having to take Arabic 130 and 233. This intention of this course is to offer interested and capable students an advanced way to meet The Foreign Language Requirement as well as to enhance enrollments for Arabic 234. Prerequisite: Ar 233.

**Ch 141 Chinese as a Foreign Language****credit 4 hrs.**

This course is introductory and is intended for students who have minimal or no knowledge of Chinese. This course cannot be used to satisfy the General Education foreign language requirement. This course will be taught at the College.

**Fr 130 Elementary French****credit 3 hrs.**

This is an intensive, laboratory-based course is a prerequisite to Fr 233 for students with minimal or no experience in the language. (Note: Fr 130 is required of all students who score below 24 on the French Placement Test and those students who have no previous experience with the language). This course is required before enrolling in French 233 for students with minimal or no experience in the language. It is designed to introduce students to basic grammar and vocabulary. (NOTE: French 130 is required of students who do not pass the French placement Test). Currently, a passing grade of 60 on the French Placement Tests allows students to exempt FR 130 (elementary) level, which is a prerequisite for 233.

**Fr 233 Intermediate French****credit 3 hrs.**

This course is a continuation of Spanish130. The completion of this course satisfies the General Education foreign language requirement. Emphasis is on practice in speaking, writing, and reading the language, in order to develop proficiency. The requirement for enrolling in French 233 is a passing grade in French 130 or a passing score on the French Placement Test. (NOTE: A student who fails French 130 cannot take the French Placement Test to exempt French 130). Prerequisite: French 130 or a score on the French Placement Test of 60 or above.

**Fr 234 Advanced French****credit 3 hrs.**

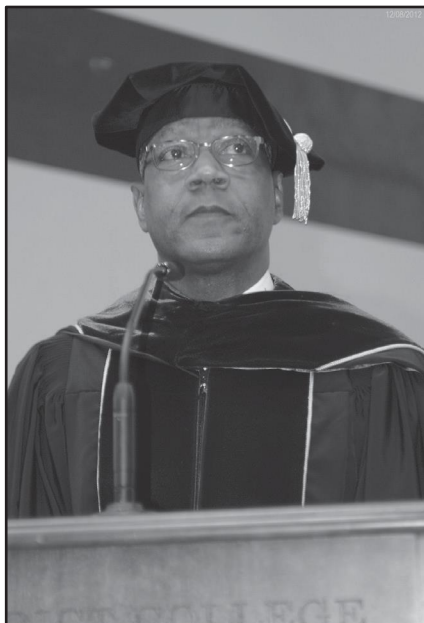
This course would allow students who score 80 or higher on the placement tests to enroll in French 234 and meet the General Education Foreign Language Requirement without having to take French 130 and 233. The intention of this course is to offer interested and capable students an advanced way to meet the Foreign Language Requirement as well as to enhance enrollments for French 234. Prerequisite: Fr 233.

**Sp 130 Elementary Spanish****credit 3 hrs.**

This course is a prerequisite to Spanish 233 for students with minimal or no experience in the language. It is designed to introduce students to basic grammar and vocabulary. (Note: Spanish 130 is required of all students who score below 24 on the Spanish Placement Test and those who have no previous experience with the language.) Currently, a passing grade of 60 on the Spanish Placement Test allows students to exempt the 130 (elementary) level, which is a prerequisite for 233.

**Sp 231 Conversation and Culture of the Black Spanish Americas****credit 3 hrs.**

The course introduces the student to the language of Spanish America through the daily use of the language within a Spanish-speaking national culture. The course is designed to promote Spanish fluency at an elementary level. This is a study abroad course. An oral presentation in Spanish



will be required. This course cannot be used to satisfy the General Education foreign language requirement. This course may be taught at Benedict and/or abroad. (Prerequisite: Sp 132)

### **Sp 233 Intermediate Spanish I**

**credit 3 hrs.**

This course is a continuation of Spanish 130. The completion of this course satisfies the General Education Foreign Language Requirement. Emphasis is on practice in speaking, writing, and reading the language, in order to develop proficiency. The requirement for enrolling in Spanish 233 is a passing grade in Spanish 130 or a passing score on the Spanish Placement Test. (NOTE: A student who fails Spanish 130 cannot take the Spanish Placement Test to exempt Spanish 130). (Prerequisite: Sp 130 or the equivalent.).

### **Sp 234 Advanced Spanish**

**credit 3 hrs.**

This course is a continuation of Spanish 233, with emphasis on an intensive review of grammar and vocabulary and practice in speaking, writing, and reading the language at an advanced level. Spanish 234 (advanced level) is required of English majors but this course is open to other students who pass Spanish 233. This course would allow students who score 80 or higher on the placement tests to enroll in Spanish 234 and meet the General Education Foreign Language Requirement without having to take Spanish 130 and 233. (Prerequisite: Sp 233).

### **Sp 331 Black Literature of Spanish Americas Pre-20th Century**

**credit 3 hrs.**

The course focuses on the writings of black writers with a particular focus on slave narratives, poetry, and essays, including, the early oral tradition as well as the autobiographies of slave Esteban Montejo, and Juan Francisco Manzano, and the writings of Candelario Obeso, Martin Morúa Delgado. A term paper in Spanish will be required. This course cannot be used to satisfy the General Education foreign language requirement. This course may be taught at Benedict and/or abroad. (Prerequisite: Sp 231)

### **Sp 332 Black Literature of Spanish America 20th Century to Present**

**credit. 3 hrs.**

The course focuses on the writings of black essayists, playwrights, and novelists including Nicolas Guillen, Manuel Zapata Olivella, Arnaldo Palacios, and Quince Duncan. A term paper in Spanish will be required. This course cannot be used to satisfy the General Education foreign language requirement. This course may be taught at Benedict and/or abroad. (Prerequisite: Sp 331)

## PROGRAM OF STUDY IN ENGLISH

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Fresh. Comp II	3
Math 132 Gen. College Math I	3	Math 134 Gen. Col. Math II	3
SCI Science Requirement	3	SCI Science Requirement	1
SCI Science Requirement	1	SCI Science Requirement	3
EC 130 Intro. to Econ.	3	Rel 120 Comp. Religion	2
CSC 131 Intro to Computers	3	Hist 130 Intro to AA-Hist.	3
FI 111 Freshman Seminar I	1	FI 112 Fresh Sem II	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>16</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Lit I	3	Art 220 Art App.	
Art 220 Art App. or		The 220 The App or	
The 220 Theater App or		Mus 220 Music App.	2
Mus 220 Music App.	2	Eng 232 World Lit II	3
*Eng 233 Eng Lit I	3	Eng 230 Adv Comp.	3
Ar, Fr, or Sp 233	3	*Eng 234 Eng Lit II	3
He 230 Health Ed	3	Hist 131/132 World Civ or	
Eng 237 Oral Comm.	3	Hist 231/232 U.S. History I	3
Hass 211 Soph. Sem	1	Ar, Fr, Sp 234	3
<b>Total</b>	<b>18</b>	Hass 212 Soph. Sem II	1
		<b>Total</b>	<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Eng 335 History of Eng Lang	3	*Eng 332 Amer/Afro-Amer Lit II	3
*Eng 331 Amer/Afro-Amer Lit I	3	PolSc 230 Intro to Gov.	3
*Eng 334 Modern Eng. Grammar	3	Eng 338 Cont. Lit	3
PE Phys. Education	2	Soc 230 Intro to Soc	3
Psy 230 Intro to Psy	3	*Eng 339 Lit Criticism	3
Eng 330 Critical Thinking in Lit	3	Hass 312 Jr. Sem II	1
Hass 311 Jr. Sem I	1	<b>Total</b>	<b>16</b>
<b>Total</b>	<b>18</b>		

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Eng 439-A Research Methods	3	*Eng 440 Internships	3
Eng 433 Studies in Amer Lit	3	Eng 430 Tech Writing	3
Electives	5	*Eng 439-C Eng Research Proj	3
Hass 411 Sr. Sem I	1	Electives	3
<b>Total</b>	<b>12</b>	HSS 412 Senior Seminar II	1
		<b>Total</b>	<b>13</b>

TOTAL SCH 128

SCH IN MAJOR 30;

\*MAJOR COURSES

## STUDENT LEARNING OUTCOMES—MASS COMMUNICATION

**SLO A: Communication-** Students are expected to articulate thoughts clearly and accurately for appropriate media.

**SLO A1:** Present thoughts in an organized manner in accordance with the protocols of the video medium. Students are also expected to display focus and specificity toward audience and idea communication. Further, students are expected to present thoughts in a manner appropriate for a variety of video audiences

**SLO A2:** Present thoughts in an organized manner in accordance with the protocols of the print medium. Specifically, students are expected to write thoughts accurately based on fact checks, verified sources, and crosschecking. Further, students are expected to write thoughts in a manner appropriate for print audiences using the AP Stylebook.

**SLO A3:** Write thoughts in a manner appropriate for the research audiences and the results must be accurately reflected. Specifically, students are expected to present thoughts in an organized manner in accordance with the protocols of research (APA format). Students are also expected to clearly state research goals.

**SLO B: Production:** apply production techniques for media use. Students are expected to:

**SLO B1** Specifically, students are expected to apply media techniques to produce video for varied audiences from concept to implementation in accordance with the protocols of the video medium (video format/standards for video).

**SLO B2** Produce design spreads in accordance with protocols of the print medium for yearbook production including design layouts with evidence of idea development writing, editing, and visual composition. Also to utilize AP Style for writing text headlines and captions

**SLO C:** Research: Synthesize theoretical tenets of mass communication through research. Specifically, students are expected to engage in research to apply and analyze theories, concepts, and principles of Mass Communication.

## MASS COMMUNICATION COURSES

### Eng 110 (M) Vocabulary Development

(credit 1 hr.)

This course is designed to develop skills which will promote continued vocabulary development. Students are introduced to studying context clues and analyzing word structure, but the emphasis in the course is on giving students confidence in using a collegiate, unabridged dictionary. This course is a required course for Mass Communication majors. Designated as Eng 110 (M).

### MASS 130 Introduction and History of Mass Media

(credit 3 hrs.)

This course introduces students to the history and the present state of mass communication as social and cultural activity and mass media as an industry. The structure, economics and cultural impact of various traditional and emergent mass media are explored. Students will gain a basic understanding of how the print, broadcast, electronic and photographic media function as well as their history and present challenges. In addition, students will be introduced to public relations and advertising as media industries. The course explores practical considerations in choosing and establishing a career in the media.

### Eng 230 (M) Advanced Composition

(credit 3 hrs.)

The course offers a further examination of the principles of rhetoric and composition and their application in the student's writing. The course is designed for students already possessing minimum competency in writing expository prose. Prerequisite: Eng, 137 Freshman Composition II with a grade of "C" or better. This is a required course for Mass Communication majors. Designated as Eng 230 (m).

**MASS 233 Writing for Mass Media****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

In this course students become acquainted with news, reporting and writing. Students acquire hands on, practical experience writing articles using a variety of writing styles which emphasize the rudiments of basic research and news writing. Students will have opportunities to develop story ideas and sharpening their reporting techniques. They will also learn, copy editing techniques and will be able to edit their own work as well as the work of their fellow students. Prerequisite: MASS 130.

**MASS 234 Reporting for New Media****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

As traditional media move to the Internet, the way journalists work has begun to change. This class will look at how the Internet is changing journalism. Students will study how to merge their writing, interviewing skills, collecting reliable information quickly, and legal considerations - such as the state of copyright and First Amendment Law and the ethics of journalists. Prerequisite: MASS 233.

**MASS 330 Photography****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This course is a basic digital photography class. Students will be instructed in basic common operation, exposure, management of digital files, photographic production and ethics. The class will be taught in digital format and the use of a DSL camera is required. Prerequisite: MASS 234.

**MASS 331 Introduction to Video Production****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

The course examines all aspects of video studio production, including planning, lighting, audio and video techniques. This course will stress research, script writing, interpretation and standard video recording and editing techniques. Prerequisites: MASS 235; MASS 330; MASS 333.

**MASS 332 Media Practicum****(credit 3 hrs.)**

This course permits the student to work in the professional broadcast community. The student is required to work a minimum of three (3) hours per week for each credit hour given. Prerequisites: MASS 235; MASS 330.

**MASS 333 Introduction to Public Relations****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

Students will be introduced to the history of public relations and its structure and function in the contemporary society. They will study the meaning of public relations, publics, stakeholders, campaigns, research and feedback. An emphasis will be given to case studies of public relations campaigns. Students will explore public relations as an industry and a critical business area. Prerequisite: MASS 234.

**MASS 334 Feature/Editorial Writing****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This course will investigate the techniques of feature and editorial writing by examining various feature length and editorial articles. The goal is to broaden and strengthen the writing talents of each student, enabling him or her to be published in a professional publication or company. Prerequisites: MASS 235; MASS 330; MASS 333.

**MASS 335 Audio Recording Techniques****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

Students will be introduced to the theory of sound and hearing, to explore how the use of sound impacts media and society. Students will gain an understanding of the historic and current practices used in audio production for film TV and radio. Prerequisites: MASS 234.

**MASS 338 Layout for Publications****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This course teaches the basics of copyediting and layout. The student will become familiar with all aspects of publication including design and layout. Formats include brochures, pamphlets, newsletters, newspapers, magazines, and other printed materials.

**MASS 339 Professional Seminar****(credit 3 hrs.)**

The course is designed to give students insight into the changing role of media in contemporary society as well as into the challenges and opportunities presented by the global phenomenon of media convergence. The course is centered on current issues emergent in the Mass Communication. Prerequisites: MASS 130.

**Eng 430 (M) Technical Writing****(credit 3 hrs.)**

This course includes the development of a technical vocabulary and the study of procedures and techniques for writing research papers, reports, proposals and similar documents. Prerequisite: Eng 230. This is a required course for Mass Communication majors. Designated as Eng 430 (m).

**MASS 431 Digital Imaging Technology****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This is an advanced photography course. The format, digital imaging, is taught through the use of digital cameras, both still and video, digitizing equipment, and photographic editing software. Permission of Instructor required. Prerequisites: MASS 330.

**MASS 434 P Production Print Media I****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This is a production course to train aspiring Mass Communicators in the publication of print media. It will allow hands-on participation in the production of the student magazine and newspaper. The practicum covers covers photography techniques, thematic sequence, layout, writing and planning. Prerequisite: MASS 233, MASS 330 and MASS 338.

**MASS 435 P Production Print Media II****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This course is a continuation of MASS 434. Students who wish to contribute to the campus magazine and newspaper may do so by being a part of this practicum. Prerequisite: MASS 233, MASS 330 and MASS 338.

**MASS 434B Production Broadcast I****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

All aspects of digital video production, from pre-production, production, and post-production will be studied. The course will focus on the fundamentals of script writing, storyboarding, shooting, and nonlinear editing. Technical and creative approaches will be covered. The class will consist of lectures, lessons, in-class exercises, and a series of projects. MASS 331; MASS 334.

**MASS 435B Production Broadcast II****(DESIGNATED SERVICE-LEARNING COURSE)****(credit 3 hrs.)**

This course is a continuation of MASS 434B and concludes with a longer and more in-depth video production. Students will practice field lighting, audio, production budgeting and planning, script writing, and storyboarding. Prerequisites: MASS 331; MASS 334; MASS 435B.

**MASS 435-S Special Topics****(credit 3 hrs.)**

This special topics course will allow students to conduct in-depth exploration of a given topic in the field of Mass Communication not listed in the regular course offering. This special course will allow students to conduct in-depth exploration of a given topic. It may be repeated with departmental permission, provided the topic is different. Prerequisites: MASS 331; MASS 334; MASS 435B.

**MASS 436 Research Methods in Mass Communication****(credit 3 hrs.)**

In this course students acquire a basic understanding of the research process from conception to conclusion, according to the established industry practices. Students will be introduced to the issues of planning, managing and presenting research. The course prepares students for their work on the Senior Thesis / Project. Prerequisite: MASS 334.



**MASS 437 Media Law and Ethics****(credit 3 hrs.)**

This course examines fundamental issues of the freedom of speech, libel, privacy, fairness, professional ethics and governmental control of the mass media. An additional focus is given on professional and ethical standards that go beyond legal requirements. The course is based on case studies and prepares students for the ethical and legal considerations pertinent to our profession. Prerequisite: MASS334.

**MASS 439 Senior Thesis / Project****(credit 3 hrs.)**

This course has a practical focus and is built around individual student research. It is designed to help students to formulate and set realistic research goals and execute their individual research projects, culminating in a Senior Thesis or Senior Project. Students will be guided through research question formulation, literature review, method development, data collection, analysis and presentation of the results. Prerequisite: MASS 436.

**MASS 440 Internship I****(credit 3 hrs.)**

Internship is the final course which offers practical experiences with one of the local news media. The course is under the supervision of a mass communication instructor from the College. Prerequisites: MASS 332.

**MASS 441 Internship II****(credit 3 hrs.)**

This course is a continuation of Internship I. This course offers the mass communication major an opportunity to obtain a second internship, which is strongly encouraged by the program faculty. Prerequisites: MASS 332.





## FOREIGN LANGUAGES, AND MASS COMMUNICATION DEPARTMENT

### PROGRAM OF STUDY IN MASS COMMUNICATION

#### FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 110 Vocabulary Development	1
Math 132 Gen. College Math I	3	Eng 137 Freshman Composition	3
Sci 130 Science Requirement	3	Math 134 General College Math	3
Sci 110 Lab	1	Sci 130 Science Requirement	3
Ec 130 Intro to Economics	3	Sci 110	1
Hist 130 Intro to African American	3	MASS 130 Intro to Mass Media/Hist	3
FI 111 Freshman Seminar	1	Rel 120 Comparative Religion	2
<b>Total</b>	<b>17</b>	FI 112 Freshman Sem II	1
		<b>Total</b>	<b>17</b>

#### SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Mus 220 Music Appreciation or	
Eng 237 Oral Communication	3	Art 220 Art Appreciation or	
Mus 220 Music Appreciation or		The 220 Theatre Appreciation	2
Art 220 Art Appreciation or		Eng 232 World Literature II	3
The 220 Theatre Appreciation	2	*MASS 234 Reporting for New Media	3
MASS 233 Writing for Mass Media	3	HE 230 Health Education	3
THE 120 Voice & Diction	2	Fr/ Sp/Ar 233 Foreign Language	3
Eng 230 Advanced Composition	3	Soc 230 or Psy 230	3
HASS 211 Sophomore Seminar I	1	HASS 212 Sophomore Sem II	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>18</b>

#### JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Mass 333 Intro to Public Relations	3	*MASS 331 Intro to Video Production	3
Hist World Civ. Or U.S.	3	MASS 334 Feature/Editorial Writing	3
*MASS 330 Photography	3	*Mass 332 Media Practicum	3
*MASS 335 Audio Recording Techniques	3	PE Physical Education	2
Elective Total	3	HASS 312 Junior Seminar II	1
HASS 311 Junior Seminar I	1	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		

#### SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*MASS 437 Media Law and Ethics	3	*MASS 440 Internship I	3
MASS 434P Production Print Media I or		*MASS 439 Senior Thesis/Project	3
MASS 434B Production Broadcast I	3	Eng 430 Technical Writing	3
*Mass 436 Research Methods in Mass Comm	3	MASS 435P Production Print Media II or	
*Mass 431 Digital Imaging Technology	3	MASS 435B Production Broadcast II	3
MASS 438 Layout for Publications	3	Electives	2
HASS 411 Senior Seminar I	1	HASS 412 Senior Seminar II	1
<b>Total SCH - 16</b>	<b>16</b>	<b>Total</b>	<b>15</b>

SCH Major Hours - 30

\*Major Courses

Note: Students must receive a "C" or higher grade for every major indicated by a \*.

## FINE ARTS DEPARTMENT

The Fine Arts Department seeks to provide students with a broad knowledge of and appreciation for the Arts and to prepare students for careers and further study. The Department is composed of four (4) areas: Visual Art, Dance, Music, and Theatre. The curricula are designed to provide general education courses in support of a strong Liberal Arts education. The majors in the Department are Studio Art, Teaching of Art, and Music with Concentrations in Instrumental, Piano, Voice, and Music Industry. The Art Teaching Program requires the passing of PRAXIS I by the end of the sophomore year, PRAXIS II in the senior year, ED 460S Student Teaching and achievement of a minimum 2.50 GPA. (Reference the Department of Education for additional guidelines of all Teaching Programs.) The Visual Arts Program is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

The Mission of the Department is to provide instructional programs in the Arts which stimulate intellectual activity and exploration of artistic expression, humanistic study, enduring values and ethical positions, critical analysis, dialogue and inquiry, and an understanding and appreciation for the Fine Arts as tools for social change.

### Professional Certification

Students who choose the teaching option in Art follow an approved program of study which meets requirements for professional education and/or certification by the South Carolina State Department of Education and The National Association of Schools of Art and Design). (See also section under the Teacher Education Program.)

### Required Activities

All Visual Art students are required to present a senior exhibit accompanied by a supporting document. All Music students with the exception of those in the music industry concentration, are required to present Junior and Senior Recitals. A Supporting Document must be presented prior to presentation of the Senior Recital. Students in music industry must present a Senior Recital and Project.

### SERVICE-LEARNING

Each student is required to complete a minimum of 120 hours of approved service-learning activities for graduation with the specifications required on page 55.

### Honors Courses

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education courses or in regular classes. Students interested in more information should confer with the Honors Program Director. The Department offers the following Honors courses: Art 220H - Art Appreciation, Mus 220H - Music Appreciation, and The 220H - Theatre Appreciation.

### Minor in Art

Students may choose to obtain a minor in art that helps to advance and integrate art/design knowledge and skills in a variety of areas. The art minor is especially appropriate for students with substantial interest in art/design, but who intend to pursue careers in other fields. Students may obtain a minor in art by satisfactorily completing the 13 hours in art courses listed below:

Art 121 – Fundamentals of Art I (2 credits)

Art 122 – Fundamentals of Art II (2 credits)

Art 133 – Introduction to Digital Design (3 credits)

Art 339 – Art History Survey I (3 credits)

Art 340 – Art History Survey II (3 credits)

## **CLUBS, PERFORMING ARTS UNITS, AND ORGANIZATIONS IN THE FINE ARTS DEPARTMENT**

### **THE ART CLUB**

The Art Club is open to all students interested in art exhibits and other arts-related activities. Its basic purposes are the stimulation and promulgation of the creative efforts and expressions of student art. The club seeks to bring students together to discuss mutual problems and concerns, to exchange ideas and to promote cultural exchange and interchange of art works of local, national and international origin.

### **THE BASKETBALL PEP BAND**

The Basketball Pep Band is an opportunity for all students with an instrumental background to provide public service through entertainment at basketball functions and other related athletic events. Participation is by audition or consent of the director.

### **THE BRASS ENSEMBLE**

The Brass Ensemble rehearses and performs a mixture of traditional and twentieth century music for brass. Membership is open to all students with experience on standard brass instruments.

### **CONCERT CHOIR (DESIGNATED SERVICE LEARNING COURSE)**

The Concert Choir is devoted to the study and performance of the highest caliber of choral literature, and includes such diversity as classical, musical theatre, spiritual, and contemporary gospel styles. The unit is a primary recruitment arm for the college and is highly visible locally and nationally. Music majors with a concentration in Voice or Piano are required to successfully complete this course sequence. Participation is also open to students by audition or consent of the director.

### **THE ELITE VOICES**

The Elite Voices is a contemporary vocal chamber ensemble of sixteen singers, keyboardist, and percussionist, which performs classical chamber, spiritual, contemporary gospel, show tunes, and popular music. Its members, selected from the Concert Choir by audition or consent of the director, represent the College in a myriad of campus and community functions.

### **THE GOSPEL CHOIR**

The Gospel Choir specializes in traditional and contemporary gospel, spirituals, and folk music, which stems from the Black religious experience. Many who participate in this choir are persons preparing for some form of church vocation. This nationally acclaimed, award-winning choir is a major recruitment arm of the College, and is open to all students by audition or consent of the director.

### **THE HAROLD ODOM DANCE THEATRE**

The Harold Odom Dance Ensemble offers dance performance experiences throughout the state and the region. The choreography places a special emphasis on presenting dance works reflective of the African American experience, and incorporates modern, ballet, jazz, ethnic and theatrical dance styles.

### **THE INSTRUMENTAL (WIND) ENSEMBLE (DESIGNATED SERVICE LEARNING COURSE)**

The Instrumental (Wind) ensemble is open to all students with background in woodwinds, brass winds, and percussion by audition or consent of the director. This ensemble presents a variety of music and musical arrangements and transcriptions in campus and off-campus concerts. All Music Education Band Majors are required to successfully complete the sequence for the Instrumental (Wind) Ensemble course in preparation for the teaching of instrumental techniques and literature. Participation is open to all students by audition or consent of the instructor.

Japanese Anime Culture League (JACL). The purpose is to open a doorway for Benedict College family to experience a piece of Asian Culture. Students must be full time and have a minimum GPA of 2.00, and all student members are allowed to take positions of office.

### **THE JAZZ COMBO**

The Jazz Combo is a performing combo specializing in swing, bebop, and cool jazz style. Participation is open to all students by audition or consent of the director.

#### **THE JAZZ ENSEMBLE**

The Jazz Ensemble provides historical reference, cultural enrichment, and performances in the traditional big band/jazz orchestra format. The ensemble studies and performs big band literature, including swing, modern, fusion, and symphonic jazz styles. Participation is open to all students by audition or consent of the director.

#### **THE MARCHING TIGER BAND OF DISTINCTION**

The Marching Band provides entertainment for all football games, parades, and other related events. Membership is open to all students with experience on wind and percussion instruments. The color guard includes both flags and dancers.

#### **THE PERCUSSION ENSEMBLE (DESIGNATED SERVICE LEARNING COURSE)**

The Percussion Ensemble provides cultural enrichment and sound preparation for the modern expectations of today's percussion students/performers. Its objective is to enhance the performing, sight reading, ensemble playing, and teaching skills of percussion students, preparing them in percussion techniques and literature for performing, studio teaching, other related careers, and/or graduate school. Participation is by audition or consent of the director.

#### **THE THEATRE ENSEMBLE**

The Theatre Ensemble is open to all students interested in participating in theatrical productions, and is open to all students by audition or consent of the director.

#### **VOCAL JAZZ ENSEMBLE**

The Vocal Jazz Ensemble is a small ensemble which explores jazz and pop musical styles, techniques, and improvisation. Standard and contemporary vocal jazz literature is emphasized. Participation is by audition or consent of the director.

#### **THE WOODWIND ENSEMBLE**

The Woodwind Ensemble rehearses and performs a mixture of traditional and twentieth century music for woodwinds. Membership is open to all students with experience on standard woodwind instruments and by audition or consent of the director.

### **ART**

#### **Mission Statement of the Visual Arts Programs**

The role of the Visual Arts Programs is to provide a basis of support for the Benedict College Liberal Arts curriculum by offering a broad base of study in concepts and principles, historical perspectives, techniques and processes, understanding, and appreciation of the creation process. The mission of the Art Area makes a unique contribution to the broader mission of the College and academic community by making it possible for the college to address both the intellectual and aesthetic needs of its students, community, and state. The Visual Arts programs develop cognitive, perceptual, emotive, and communication skills that help students establish higher-order thinking proficiencies desperately needed to function in today's society.

The Visual Arts Programs provide the following services to the College. Art Appreciation is offered in support of the General Education requirement for the College to provide awareness and appreciation of art. Art courses are open to non-art majors as electives, used for enriching their Liberal Arts education. A minor in Studio Art is also an option. The Benedict College Ponder Art Gallery provides continuous art exhibitions as educational experiences for students of art, for the Benedict College family, and surrounding communities. In addition, the College Art Gallery hosts visiting artists, who contribute to the art program by conducting lectures, leading student critiques, and engaging in classroom visitations and demonstrations. Works from the collection are loaned to campus offices where there is adequate security. Beyond the campus, the Visual Arts Area has loaned works to several schools and libraries for specific events, including African-American History and Culture

Month and Women's History Month. The art faculty and students often serve as consultants to campus publications and create many campus communication designs.

The Visual Arts Programs aim to provide students with broad educational experiences that will prepare them for career fields in art. Students selecting the Program of Study in Teaching of Art will be prepared to teach art in grades K-12. Students selecting the Program of Study in Studio Art will be prepared for careers in fine arts and visual communication. Students in the Visual Arts Program acquire knowledge and skills necessary for entrance into graduate school.

In studio courses, one hour of credit represents three hours of studio time and space each week of the semester. Studio classes led by an instructor meet for a minimum of 2 hours per week for each credit granted.

Students are required to purchase art supplies for each studio course. A list of required supplies is provided on each course syllabus. Students may use their book vouchers, cash, credit, or check to purchase supplies from the Department Art Store. Additionally, there are also many local art stores in the area to purchase supplies.

Senior Project Requirement: Each student will create a proposal during his or her junior year. The proposal is reviewed and approved by the art faculty. This proposal will define the student's senior project. The senior project requires the development and presentation of a body of work in the field of art/design that will be presented and critiqued by the faculty and exhibited for the public in the Ponder Art Gallery or some other suitable venue. The student must also present and discuss the senior project before the art faculty. The proposal and the project must reveal the student's level of mastery of all Art SLOs. The faculty interacts with the student during these presentations and evaluates the student's body of work, artifacts, presentation, and proposal according to the art rubric, to assess the extent that the student achieved the learning outcomes for the art major.

#### **STUDIO ART COURSES FOR THE DEGREE**

Art 132	Drawing I
Art 231	Drawing II
Art 232	Drawing III
Art 331	Illustration Techniques and Media
Art 335	Painting I
Art 336	Painting II
Art 431	Figure Drawing/Anatomy
Art 432	Figure Painting
Art 433	Digital Illustration

#### **TEACHING OF ART COURSES FOR THE DEGREE**

Art 132	Drawing I
Art 236	Visual Communication
Art 330	Art Media for the Elementary School
Art 334	Ceramics I or Art 337 Sculpture I
Art 335	Painting I
Art 336	Painting II or Art 231 Drawing II
Art 433	The School Art Program
Art 425	Ceramics II or Art 427 Sculpture II

#### **STUDENT LEARNING OUTCOMES (Studio Art Program)**

##### **SLO A: Develop Visual Sensitivity**

SLO A1: Interpret the nonverbal language of art and design,.

SLO A2: Identify and use art terminology

SLO A3: Demonstrate media competencies in a number of two-and three-dimensional art/design disciplines

##### **SLO B: Demonstrate perceptual development and technical skills**

SLO B1: Develop Aesthetic Perception

SLO B2: Develop technical skills.

**SLO C: Demonstrate workable connections between concept and media**

SLO C1: Exhibit critical thinking skills and the ability to make intelligent and informed judgments regarding excellences in the arts.

SLO C2: Formulate creative works of art that adhere to proposal specifications.

**SLO D: Demonstrates familiarity with the works and intentions of major artists/designers and movements of the past and present, both in the Western and non-Western worlds.**

SLO D1: Evaluate contemporary thinking about art and design and assess quality in design projects and works of art.

SLO D2: Identify major achievements in the history of art, including the works and intentions of leading artists of the past and present.

**STUDENT LEARNING OUTCOMES (Teaching of Art Program)****SLO A: Develop Visual Sensitivity**

SLO A1: Interpret the nonverbal language of art and design, i.e., visual literacy.

SLO A2: Identify and use art terminology

SLO A3: Demonstrate media competencies in a number of two-and three-dimensional art/design disciplines

**SLO B: Demonstrate perceptual development and technical skills**

SLO B1: Develop Aesthetic Perception.

SLO B2: Develop technical skills.

**SLO C: Demonstrate workable connections between concept and media**

SLO C1: Exhibit critical thinking skills and the ability to make intelligent and informed judgments regarding excellences in the arts.

SLO C2: Formulate creative works of art that adhere to proposal specifications.

**SLO D: Demonstrate familiarity with the works and intentions of major artists/designers and movements of the past and present, both in the Western and non-Western worlds.**

SLO D1: Evaluate contemporary thinking about art and design and assess quality in design projects and works of art.

SLO D2: Identify major achievements in the history of art including the works and intentions of leading artists of the past and present.

**SLO E: Theory - Demonstrate an understanding of theories, philosophies, research in and practice of teaching art to both children and adolescents.**

SLO E1: Acquire an understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education

SLO E2: Identify the philosophical and social foundation underlying art in education and express a rationale for personal attitudes and beliefs

SLO E3: Assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and devise learning experiences to meet assessed needs

SLO E4: Acquire knowledge of current methods and materials available in all fields and levels of art education

**SLO F: Instruction - Plan and execute instruction that includes aesthetic perception, cultural heritage, creative expression, and criticism**

SLO F1: Demonstrate basic understanding of the principles and methods of developing curricula and the short-and long-term instructional units that comprise them.

SLO F2: Acquire the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

SLO F3: Demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.

SLO F4: Demonstrate the ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

## ART COURSES

**FA 111, ED 112E, ED 211E, ED 212E, ED 311E, ED 312E, ED 411E, ED 412E Seminars (Teaching of Art Program)**

**FA 111, 112, 211, 212, 311, 312, 411, 412 Seminars (Studio Art Program)**

**(Course descriptions for these seminars are on pages 77-78)**

**credit 1 hr.**

### **Art 121 Fundamentals of Art I**

**credit 2 hrs.**

This freshman-oriented studio course is designed to introduce students to the primary concepts, techniques, vocabulary, and tools for the creation of two-dimensional art forms. Basic tool and material safety concerns are discussed and career opportunities are explored. Instruction will be given through lectures, demonstrations, and hands-on studio projects.

### **Art 122 Fundamentals of Art II**

**credit 2 hrs.**

This freshman-oriented studio course is designed to introduce students to the primary concepts, techniques, vocabulary, and tools for the creation of three-dimensional art forms. Basic tool and material safety concerns are discussed and career opportunities are explored. Instruction will be given through lectures, demonstrations, and hands-on studio projects.

### **Art 132 Drawing I**

**credit 3 hrs.**

This course provides a comprehensive introduction to the art of drawing. The coursework follows a sequence of studies that introduces basic drawing techniques, media, and composition through observation and analysis of natural and manufactured forms. Line, value, shape, form, space, intent, and other elements are addressed using direct observation. (Prerequisites: Art 121, Art 122, Art 133, or consent of instructor.)

### **Art 133 Introduction to Digital Design**

**credit 3 hrs.**

Introduction to the Macintosh computer as a tool for image making. Reinforcement of design elements and principles via the computer.

### **Art 220 Art Appreciation**

**credit 2 hrs.**

This course is designed to expand awareness and appreciation of art through exploration of elements, media, theory, and history of art. An honors section is offered as Art 220H.

### **Art 231 Drawing II**

**credit 3 hrs.**

This course explores in greater depth the drawing techniques, media, and methods of composition that were introduced in Drawing I, with emphasis on the development of more complex ideas and problems as a major element in all artistic development. (Prerequisites: Art 132 or consent of instructor.)

### **Art 232 Drawing III**

**credit 3 hrs.**

This is an advanced course in drawing for Studio Arts majors who have completed all foundation requirements. The student is given the opportunity to create a semester-long self-designed project resulting in a body of advanced work. Regular progress reports and critiques are scheduled with the instructor. Students are expected to create no less than twelve exhibition ready works of art. In addition to the submission of the course work, each student must submit a digital portfolio at the end of the class that can be used for graduate school applications as well as gallery exhibition request. (Prerequisites: Art 232 or consent of instructor.)

### **Art 236 Visual Communication**

**(DESIGNATED SERVICE LEARNING COURSE)**

**credit 3 hrs.**

Use of the design process to solve graphic design problems in a variety of formats. (Prerequisites: Art 121, Art 122, and Art 133, or consent of instructor.)

### **Art 330 Art Media for the Elementary School**

**(DESIGNATED SERVICE LEARNING COURSE)**

**credit 3 hrs.**

This course will explore the links between Art materials, teaching strategies, and appropriate



developmental levels for PK-5th grade. This hands-on course will include studio projects in a wide range of 2D and 3D media, class assignments and presentations, research, building resource files, field and journal assignments. Students will prepare for the Exam. (Prerequisite: Admission to Teacher Education.)

**Art 331 Illustration Techniques and Media****(Designated Service Learning Course)****credit 3 hrs.**

Introduction to the materials and techniques used in the field of illustration, with emphasis on the skills learned in Art 231 and Art 232. Development of resource material is also covered. (Prerequisites: Art 231 and Art 232.)

**Art 334 Ceramics I (Designated Service Learning Course)****credit 3 hrs.**

This studio course is designed to introduce students to the fundamental tools, methods, and techniques used in the production of hand-built ceramic objects. These methods will include pinch, coil, slab, simple molding, and basic firing and glazing techniques. Instruction will be given through lectures, demonstrations, and hands-on studio projects. (Prerequisites: Art 131, Art 132, or consent of instructor.)

**Art 335 Painting I****credit 3 hrs.**

Introduction to materials and techniques used in painting with emphasis on seeing and understanding color, preparation of surfaces and the chemistry of painting. (Prerequisite: Art 232.)

**Art 336 Painting II****credit 3 hrs.**

A further exploration of the concepts and technical skills developed in Art 335 with emphasis on individual creative expression. (Prerequisite: Art 335.)

**Art 337 Sculpture I****credit 3 hrs.**

In this studio course students learn the basic tools and techniques associated with the creation of sculpture. Assignments will deal primarily with the additive and subtractive methods of working, but some constructive and/or assemblage techniques will be covered as well. Instruction will be given through lectures, demonstrations, and hands-on studio projects. (Prerequisites: Art 131, Art 132, or consent of instructor.)

**Art 338 Printmaking I****credit 3 hrs.**

Introduction to printmaking. Study of traditional and contemporary techniques, including, but not limited to monotype and relief. Problems in pictorial composition will be emphasized along with understanding of technique. Appreciation and sensitivity to the art of the print will be cultivated. (Prerequisite: Art 232, or consent of instructor.)

**Art 339 Art History Survey I****credit 3 hrs.**

This course is part one of a two-part lecture course paired with Art 340. It is designed to be an historical survey of significant pan-cultural world art development. This portion begins with Paleolithic art and covers developments up to the beginning of the Renaissance in Europe. A research paper is required.

**Art 340 Art History Survey II****credit 3 hrs.**

This course is part two of a two-part lecture course paired with Art 339. It is designed to be an historical survey of significant pan-cultural world art development. This portion begins with the Renaissance in Europe and covers developments up to the present. A research paper is required.

**Art 414 Business of Art****credit 1 hr.**

The development of a professional portfolio. Course also covers preparation of an artist's résumé, professional standards and practices, basic business procedures, legal issues, and self-promotion.

**Art 417 Senior Project and Documentation I****credit 1 hr.**

This course will focus on the development of a senior project proposal in preparation for the senior show. Students will begin the work for the senior show and complete 50% of the work during this course.

**Art 418 Senior Project and Documentation II****credit 1 hr.**

This course will complete the Senior Project requirement, in which students will create a cohesive body of work based on the proposal developed in Art 417. Students will submit a documentation of the Senior Project, following specifications provided. Students will hang their show and engage in a senior project review conducted by the art faculty.

**Art 425 Ceramics II****credit 2 hrs.**

This studio course is a continuation of Art 334. More advanced methods and aesthetic concepts relating to the creation of ceramic forms will be studied including advanced hand-building, throwing on the wheel, advanced surface decoration, and kiln firing. Instruction will be given through lectures, demonstrations, and hands-on studio projects. (Prerequisite: Art 334 or consent of instructor.)

**Art 427 Sculpture II****credit 2 hrs.**

This studio course is a continuation of Art 337 and will include instruction in more advanced tools, methods, and aesthetic concepts of sculptural production. The primary focus of this course will be the constructive method of sculpture and the application and improvement of previously learned skills. Instruction will be given through lectures, demonstrations, and hands-on studio projects. (Prerequisite: Art 337 or consent of instructor.)

**Art 430 Methods and Materials for Teaching Arts and Crafts (DESIGNATED SERVICE LEARNING COURSE)****credit 3 hrs.**

In this laboratory course, the student is exposed to tools, materials, techniques, and concepts for teaching arts and crafts in public and private institutions.

**Art 431 Figure Drawing/Anatomy****credit 3 hrs.**

Introduction to drawing the human figure and the study of human anatomy with emphasis on development of strong drawing skills including gesture, value, line, and proportion. (Prerequisite: Art 336.)

**Art 432 Figure Painting****credit 3 hrs.**

A study of the human form using the advanced painting techniques learned in Art 336. (Prerequisite: Art 431.)

**Art 433 Digital Illustration****(DESIGNATED SERVICE LEARNING COURSE)****credit 3 hrs.**

Instruction covers solving illustration problems on the computer, and turning out professional digital work. (Prerequisite: Art 331.)

**Art 433E The School Art Program****credit 3 hrs.**

This course is the capstone experience for students preparing to teach art. It combines the methodology, theory and practice of teaching art. Course work includes planning and curriculum development and the assessment of the art experience. Twenty hours (20) of practicum experience are required, specifically, classroom observations and interviews with professionals in the field, collecting information and experience in the areas of administrative duties, curriculum development, art knowledge and content, and professionalism. The Senior Exhibition and Document is produced in this course. (Prerequisite: Admission to Teacher Education, Art 330, PRAXIS II.)

**Art 435 African-American Art History****credit 3 hrs.**

An exploration into the history of African-American visual art and artists from colonial times to the present.

**Art 436 Printmaking II****credit 3 hrs.**

This course is a continuation of traditional and contemporary modes of printmaking with emphasis on intaglio and screen-printing. Also includes experimentation with color printing techniques. Problems in pictorial composition will be stressed with emphasis on technical competency. (Prerequisite: Art 338.)

**ART 438 Special Topics in the Visual Arts****credit 3 hrs**

This course serves as an upper level art elective. The course will offer advanced disciplines in the visual arts. (Prerequisite: graduating senior.)

**Art 439 Aesthetics and Criticism in the Visual Arts****credit 3 hrs.**

This writing intensive course is a study of aesthetics in the visual arts. Through a series of lectures, discussions, research papers, and critical reviews, students will learn about various historical aspects and schools of thought relating to artistic merit, art criticism, and contemporary aesthetic theory. (Pre-requisites: Art 339, Art 340.)

**STUDIO ART PROGRAM OF STUDY****FRESHMAN YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
Eng 135	Freshman Comp I	3	Eng 137	Freshman Composition II	3
Math 132	Gen. College Math I	3	Math 134	General College Math II	3
Bio 140	General Biology	4	Phys 141	Gen. Physical Science	4
PE	Physical Ed Requirement	2	Ec 130	Intro Economics	3
Art 121	Fundamentals of Art I	2	Art 122	Fundamental of Art II	2
Art 133	Intro Digital Design	3	* Art 132	Drawing I	3
FI 111	Freshman Seminar I	1	FI 112	Freshman Seminar II	1
<b>Total</b>		<b>18</b>	<b>Total</b>		<b>19</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
Eng 231	World Literature I	3	Eng 232	World Literature II	3
Art 220	Art Appreciation	2	Hist 131		
*Art 231	Drawing II	3	or 231	(2nd History Req)	3
Hist 130	Intro African American Hist	3	HE 230	Health Education	3
Rel 120	Comparative Religion	2	The/Mus 220	Theatre/Music Appreciation	2
FS/Sp 233	Foreign Language	3	*Art 232	Drawing III	3
HASS 211	Sophomore Seminar I	1	Art 236	Visual Communication	3
<b>Total</b>		<b>17</b>	HASS212	Sophomore Seminar II	1
			<b>Total</b>		<b>18</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
SS	Social Science of Choice	3	Art 334	Ceramics I	3
* Art 331	Illustration Tech/Media	3	* Art 336	Painting II	3
* Art 335	Painting I	3	Art 338	Printmaking I	3
Art 337	Sculpture I	3	Art 340	Art History Survey II	3
Art 339	Art History Survey I	3		Elective	1
HASS 311	Junior Seminar I	1	HASS312	Junior Seminar II	1
<b>Total</b>		<b>16</b>	<b>Total</b>		<b>14</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
Art 439	Aesthetics/Criticism/Visual Arts	3	Art	Elective (400 level)	3
* Art 431	Figure Drawing/Anatomy	3		Electives	3
* Art 433	Digital Illustration	3	Art 414	Business of Art	1
Art 435	African-American Art History	3	* Art 432	Figure Painting	3
* Art 417	Senior Project/Doc I	1	* Art 418	Senior Project/Doc II	1
HASS 411	Senior Seminar I	1	HASS 412	Senior Seminar II	1
<b>Total</b>		<b>14</b>	<b>Total</b>		<b>12</b>

SCH - 128

\*MAJOR COURSES - 29

Courses with Art prefix: "C" or better required.

## TEACHING OF ART PROGRAM OF STUDY

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Freshman Composition II	3
Math 132 Gen. College Math I	3	Math 134 General College Math II	3
Bio 140 General Biology	4	Phys 141 Gen. Physical Science	4
Rel 120 Comparative Religion	2	PE Physical Ed Requirement	2
Ec 130 Intro Economics	3	Art 122 Fundamental of Art II	2
Art 121 Fundamentals of Art I	2	*Art 132 Drawing I	3
ED 111 Freshman Seminar I	1	ED 112 Freshman Seminar II	1
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Art 220 Art Appreciation	2	Hist 131	
SS Science of Choice	3	or 231 2nd History Req	3
Hist 130 Intro to Afr Am. History	3	*Ed 130 Hist & Phil. Foundation	3
FS/Sp 233 Foreign Language	3	HE 230 Health Education	3
*Edu 230 Human Growth & Dev	3	Mus 220 Art Appreciation	2
ED 211 Sophomore Seminar I	1	*Art 236 Visual Communication	3
<b>Total</b>	<b>18</b>	ED 212 Sophomore Seminar II	1
		<b>Total</b>	<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Ed 323 Instructional Plan/Assessment	2	*EDSE 330 Exceptional Child	3
*Ed 325 Instructional Technology	2	* Ed 327 Cultural Diversity	2
*Art 330 Art/Media Elem School	3	*ART 231 Drawing II OR	
*Art 335 Painting I	3	*ART 336 Painting II	3
*Art 337 Sculpture I OR		Art 340 Art Hist Survey II	3
*Art 334 Ceramics I	3	*Edu 332 Educational Psychology	3
Art 339 Art Hist Survey I	3	ED 312 Junior Seminar II	1
ED 311 Junior Seminar I	1	<b>Total</b>	<b>15</b>
<b>Total</b>	<b>17</b>		

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Eng 437 Teach. Read/ Cont Areas	3	*Ed 460 Student Teaching	12
Art 435 African Amer Art History	3	ED 412 Senior Seminar II	1
*Art 433 The School Art Program	3	<b>Total</b>	<b>13</b>
*Art 425 Ceramics II OR			
*Art 427 Sculpture II	2		
Art 439 Aesthetics/Crit/Vis Arts	3		
ED 411 Senior Seminar I	1		
<b>Total</b>	<b>15</b>		

SCH - 132

\*MAJOR COURSES - 50

All Major and Art prefix Courses: "C" or better required.

## DANCE

### Mission Statement of the Dance Area

The Dance Area offers students a variety of opportunities for the study and performance of various styles of dance. The program seeks to provide an understanding and appreciation for dance as an Art form and cultural expression; movement experiences for creative self-expression and body awareness; and performance experiences for artistic and technical development. Through the curriculum, the Harold Odom Dance Theatre, and the Performing Arts Company, the Dance Area also provides the College and surrounding communities with on-going educational and artistic experiences.

### DANCE COURSES

#### **Dan 113, 114, 213, 214, 313, 314, 413, 414 Dance Repertoire** **credit 1 hr.**

This course sequence is designed to develop higher level performance, production, and leadership skills. Dance repertoire is an ensemble course devoted to the study, rehearsal and performance of dance choreography representative of the 16th -20th centuries, with a special emphasis on the contributions of African American Artists. The sequence includes, but is not limited to, classical and contemporary ballet, modern, jazz, African, and Caribbean dance styles.

#### **Dan 127 Beginning Tap** **credit 2 hrs.**

This course is an introduction to Tap dance. Participants will learn beginning tap skills, basic steps and techniques, and tap vocabulary. Students are required to purchase appropriate shoes and attire for the course.

#### **Dan 221 Beginning Ballet** **credit 2 hrs.**

This course is an introduction to ballet. Participants will learn beginning ballet skills including: the eight positions of the body, five positions of the feet, basic ballet vocabulary, and the positions of the arms.

#### **Dan 223 Modern Dance** **credit 2 hrs.**

This course is an introduction to modern dance. It will use movement found in tension based modern dance techniques such as Limon, Morton, and Graham as well as fall and recovery techniques such as Cunningham and Louis.

#### **Dan 227 Intermediate Tap** **credit 2 hrs.**

This course is a continuation of Beginning Tap. Participants will explore advanced tap technique and choreography. (Prerequisite: Dan 127 or approval of instructor.)

#### **Dan 323 Intermediate Modern Dance** **credit 2 hrs.**

This course is designed to analyze, demonstrate, and organize more advanced techniques of modern dance to provide students with knowledge of the development and creative use of modern dance in education. (Prerequisite: Dan 223 or approval of the instructor.)

#### **Dan 325 Intermediate Jazz** **credit 2 hrs.**

This course will introduce various styles of modern jazz, Broadway and music video jazz dance. Performance skills will be advanced and performance opportunities on various levels are available. Participation in performances and pre and post-production activities is required.

## MUSIC

### Mission Statement of the Music Program

The role of the Music Program is to provide a basis of support for the Benedict College Liberal Arts curriculum by offering a broad base of concepts and principles, historical perspectives, techniques and processes, and understanding and appreciation of the creative process in music. The music program develops cognitive, perceptual, emotive, and communication skills that help students establish higher-order thinking proficiencies desperately needed to function in today's society.

The Program also provides the following services to the College: Music Appreciation is offered in support of the General Education requirement of the College to provide awareness and appreciation of music and Recreation, Religion, Business, and History majors who have a need to use music in their professions. Several music courses are open to non-music majors as electives, to enrich their

liberal arts education. The program also offers varied opportunities for performances on campus and throughout the local, state, regional, national, and international communities through its many performing unit.

The music faculty often serves as consultants to other colleges, public schools, churches, government entities, and private constituents.

The Music Program, with Concentrations in Instrumental, Piano, Voice, and Music Industry, further aims to provide students with a broad base of educational experiences which will provide them with skills necessary to enter professional career fields and/or graduate study in music.

## Music

### Instrumental Music Courses for the Degree

Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 111B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 112B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 113I/S	Instrumental/String Ensemble
Mus 114I/S	Instrumental/String Ensemble
Mus 115	Elementary Piano I
Mus 116	Elementary Piano II
Mus 117	Ear Training and Sight Singing I
Mus 118	Ear Training and Sight Singing II
Mus 131	Music Theory I
Mus 132	Music Theory II
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 211E	Electronic/Computer Music
Mus 211B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 212B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 213I/S	Instrumental/String Ensemble
Mus 214I/S	Instrumental/String Ensemble
Mus 217	Ear Training and Sight Singing III
Mus 218	Ear Training and Sight Singing IV
Mus 231	Music Theory III
Mus 232	Music Theory IV
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 310	Junior Recital
Mus 311B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 312B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 313I/S	Instrumental/String Ensemble
Mus 314I/S	Instrumental/String Ensemble
Mus 333	Music History and Literature I
Mus 334	Music History and Literature II
Mus 326	Conducting I
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 411B/D/S/W	Applied Lesson (Brass/Percussion/String/Woodwind)
Mus 413I/S	Instrumental/String Ensemble
Mus 414I/S	Instrumental/String Ensemble
Mus 422	Recital and Document
Mus*	Music History/Literature/Pedagogy

\*Student may select 4 SCH from Mus 224, 320, 322, 325, 328, and non-required Ensembles

**Music****Piano or Voice Music Courses for the Degree**

Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 111P/V	Applied Lesson (Piano/Voice)
Mus 112P/V	Applied Lesson (Piano/Voice)
Mus 113C	Concert Choir
Mus 114C	Concert Choir
Mus 115	Elementary Piano I (Voice Concentration Only)
Mus 116	Elementary Piano II (Voice Concentration Only)
Mus 117	Ear Training and Sight Singing I
Mus 118	Ear Training and Sight Singing II
Mus 131	Music Theory I
Mus 132	Music Theory II
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 211E	Electronic/Computer Music
Mus 211P/V	Applied Lesson (Piano/Voice)
Mus 212P/V	Applied Lesson (Piano/Voice)
Mus 213C	Concert Choir
Mus 214C	Concert Choir
Mus 217	Ear Training and Sight Singing III
Mus 218	Ear Training and Sight Singing IV
Mus 231	Music Theory III
Mus 232	Music Theory IV
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 310	Junior Recital
Mus 311P/V	Applied Lesson (Piano/Voice)
Mus 312P/V	Applied Lesson (Piano/Voice)
Mus 313C	Concert Choir
Mus 314C	Concert Choir
Mus 333	Music History and Literature I
Mus 334	Music History and Literature II
Mus 326	Conducting I
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 411P/V	Applied Lesson (Piano/Voice)
Mus 413C	Concert Choir
Mus 414C	Concert Choir
Mus 422	Recital and Document
Mus 423	Piano Literature (Piano Concentration Only)
Mus*	Music History/Literature/Pedagogy

\*Student may select 4 SCH from Mus 224, 320, 322, 325, 328, and non-required Ensembles

**Music****Music Industry Courses**

Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 111B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 112B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 113	Music Ensemble*
Mus 114	Music Ensemble*
Mus 115	Elementary Piano I (Not required for Applied Piano)



Mus 116	Elementary Piano II (Not required for Applied Piano)
Mus 117	Ear Training and Sight Singing I
Mus 118	Ear Training and Sight Singing II
Mus 131	Music Theory I
Mus 132	Music Theory II
Mus 000	Music Seminar
Mus 000	Music Seminar
MUS 211E	Electronic/Computer Music
Mus 211B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 212B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 213	Music Ensemble*
Mus 214	Music Ensemble*
Mus 217	Ear Training and Sight Singing III
Mus 218	Ear Training and Sight Singing IV
Mus 231	Music Theory III
Mus 232	Music Theory IV
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 310	Junior Recital
Mus 311B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 312B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 313	Music Ensemble*
Mus 314	Music Ensemble*
Mus 333	Music History and Literature I
Mus 334	Music History and Literature II
Mus 321	Concert Recording
Mus 326	Conducting I
Mus 000	Music Seminar
Mus 000	Music Seminar
Mus 411B/D/P/S/V/W	Applied Lesson (Brass/Percussion/Piano/String/Voice/Woodwind)
Mus 412	Senior Recital and Project
Mus 413	Music Ensemble*
Mus 430	Music Business
Mus 431	Form and Analysis
Mus 432	Music Composition
Mus**	Music History/Literature/Pedagogy
Mus 435	Scoring for Film/Multimedia
Mus 440	Music Industry Internship

\*With advisor input, students may choose their ensemble.

\*\*Student may select 4 SCH from Mus 224, 320, 322, 325, 328, and non-required Ensembles

## STUDENT LEARNING OUTCOMES (Music)

**SLO A: Fundamental Musicianship Skills: Students will demonstrate fundamental proficiencies in identifying, hearing, and working conceptually with the elements of music (rhythm, pitch, dynamics, timbre, tempo, melody, harmony, texture, and form).**

SLO A1: Music reading skills, as evidenced by ability to realize musical notation, perform rhythmic patterns in simple and compound meters, identify pitches in treble, bass, and movable C clefs, and realize melodic patterns in multiple key signatures.

SLO A2: Aural comprehension of fundamental musical notation as evidenced by ability to naturally identify musical intervals, scales, triads and other chord qualities.

SLO A3: Ability to work conceptually with the fundamental elements of music to realize effective solo and ensemble performances.

**SLO B: Analysis: Students will identify music literature and place it in its proper historical and cultural context.**

**SLO B1: Historical Analysis**

Knowledge of the principal eras (Ancient Greek through Contemporary), composers, genres, and cultural sources of Western European and World music.

**SLO B2: Musical Analysis**

Ability to visually and aurally identify and analyze form, compositional techniques, composers' style, and stylistic practices in art music and popular compositions from common eras and genres (Ancient Greek through Contemporary)

**SLO B3:** Ability to utilize appropriate musical and pedagogical terminology to discuss and write about music in its historical and cultural context

**SLO C: Performance: Students will execute stylistically accurate solo performances at the prescribed level of technical proficiency.**

**SLO C1:** Technical abilities commensurate with the demands of intermediate level repertoire for the student's primary instrument (including melodic and rhythmic accuracy, appropriate intonation and resonance, breath support and phrasing, and clear articulation.

**SLO C2:** Demonstration of appropriate performance etiquette including attire and stage decorum.

**SLO C3:** Ability to execute informed interpretive and stylistic decisions in compositions of various eras and styles.

**MUSIC COURSES**

**FA 111, 112, 211, 212, 311, 312, 411, and 412 Seminars**

**credit 1 hr.**

(Course descriptions for these seminars are on pages 78-79)

**ALL Major Courses and Ensembles must be taken sequentially.**

**Mus 000 Music Seminar**

**credit 0 hrs.**

This course offers an opportunity for students in the music area to perform and critique other performers in their area. Students share research and performance decorum, receive advice from external professionals, and are exposed to a wide array of practical topics in the field. Students must earn a passing grade of "C" and must take this course for a total of eight (8) semesters.

**Mus 111, 112, 211, 212, 311, 312, 411 Applied Lesson**

**credit 1 hr.**

The Applied Lesson consists of private instruction in the student's major instrument. Weekly assignments consist of standard solo literature with emphasis on technique, interpretation, and style. Instruments are designated by suffix: B-brass, D-percussion, P-piano, S-strings, V-voice, W-woodwind. (Prerequisite: Music Majors only.)

**Mus 113B, 114B, 213B, 214B, 313B, 314B, 413B, 414B Brass Ensemble credit 1 hr.**

The Brass Ensemble rehearses and performs a mixture of traditional and twentieth century music for Brass Ensemble. Participation is open to all students with experience on standard brass instruments and by consent of the director.

**Mus 113C, 114C, 213C, 214C, 313C, 314C, 413C, 414C Concert Choir  
(DESIGNATED SERVICE LEARNING COURSE)**

**credit 1 hr.**

This course is devoted to the study and performance of the highest caliber of choral literature, and includes such diversity as classical, musical theatre, spiritual, and contemporary gospel styles. It is required for all music majors with a concentration in voice or piano and open to all other students by audition or consent of the director.

**Mus 113D, 114D, 213D, 214D, 313D, 314D, 413D, 414D Percussion Ensemble  
(DESIGNATED SERVICE LEARNING COURSE)**

**credit 1 hr.**

The Benedict College Percussion Ensemble is designed to provide cultural enrichment and sound preparation for the modern day percussion educator/performer. Students are given an opportunity to learn proper playing and performance techniques on a variety of traditional and non-traditional percussive instruments. Open to all students by audition or consent of the director.

**Mus 113F, 114F, 213F, 214F, 313F, 314F, 413F, 414F****Female Vocal Ensemble****credit 1 hr.**

This course is devoted to the study and performance of a variety of music and musical arrangements for SSAA voicing. The core of the ensemble stems from the Concert Choir and is also open to all other female students by audition. (Prerequisite: Demonstrated music reading skills.)

**Mus 113I, 114I, 213I, 214I, 313I, 314I, 413I, 414I Instrumental Ensemble  
(DESIGNATED SERVICE LEARNING COURSE)****credit 1 hr.**

This course is devoted to the study and performance of a variety of music, musical arrangements, and transcriptions for woodwinds, brasswinds, and percussion. Required of all music majors with a concentration in band instruments and open to all other students by audition or consent of the director.

**Mus 113M, 213M, 313M, 413M Marching Band****credit 1 hr.**

The purpose of this ensemble is to provide cultural enrichment and music as an avenue of entertainment, public service, athletic, and academic support. Frequent performances are presented on and off-campus. Participation is open to all students with an instrumental background. Auditions are used as a means of placement.

**Mus 113S, 114S, 213S, 214S, 313S, 314S, 413S, 414S String Ensemble****credit 1 hr.**

This course is devoted to the study and performance of a variety of music, musical arrangements, and transcriptions for violin, viola, cello, and bass. Required of all music majors with a concentration in string instruments and open to all other students by audition or consent of the director.

**Mus 113V 114V, 213V, 214V, 313V, 314V, 413V, 414V Vocal Jazz Ensemble****credit 1 hr.**

The Vocal Jazz Ensemble explores jazz and pop musical styles, techniques, and improvisation. Standard and contemporary vocal jazz literature is emphasized. This ensemble serves as a small ensemble option for music majors with a concentration in voice and is open to all other students by audition or consent of the director.

**Mus 113W, 114W, 213W, 214W, 313W, 314W, 413W, 414W****Woodwind Ensemble****credit 1 hr.**

The Woodwind Ensemble rehearses and performs a variety of traditional and twentieth century music composed, arranged, and transcribed for Woodwind Ensemble. Membership is open to all students with experience on standard woodwind instruments and by consent of the director.

**Mus 114J, 214J, 314J, 414J Jazz Combo****credit 1 hr.**

The Jazz Combo provides historical reference, cultural enrichment and music performances involving the modern jazz format for the small ensemble. Participation is open to all students by audition or consent of the director.

**Mus 114P, 214P, 314P, 414P Pep Band****credit 1 hr.**

The Basketball Pep Band is an opportunity for all students with an instrumental background to provide public service through entertainment at basketball games and other related athletic events. Participation is by audition or consent of the director.

**Mus 114Z, 214Z, 314Z, 414Z Jazz Ensemble****credit 1 hr.**

The Jazz Ensemble provides historical reference, cultural enrichment, and performances in the traditional Big Band/Jazz Orchestra format. The ensemble studies and performs big band literature, including swing, modern, fusion, and symphonic jazz styles. Participation is open to all students by audition or consent of the director.

**Mus 115 Elementary Piano I****credit 1 hr.**

This course is designed to meet the piano proficiency requirement for all Music majors and provides an introduction to the piano keyboard in a classroom setting. Emphasis is placed on melodic and rhythmic note orientation, ear training, the playing of simple folk songs and beginning piano literature of various composers and styles.

**Mus 116 Elementary Piano II****credit 1 hr.**

This course is a continuation of MUS 115 Elementary Piano I and is designed to meet the piano proficiency requirement for all Music majors. (Prerequisite: Mus 115 Elementary Piano I.)

**Mus 117 Ear Training and Sight Singing I****credit 1 hr.**

This is the first of a four-semester sequence designed to develop aural and notation skills. Course content includes aural recall, melodic and rhythmic dictation, listening experiences, and score reading. (Prerequisite: Music Majors Only.)

**Mus 118 Ear Training and Sight Singing II****credit 1 hr**

This course is a continuation of Mus 117 and includes progressively advanced aural recall, melodic and rhythmic dictation, listening experiences, and score reading. (Prerequisite: Mus 117 Ear Training and Sight Singing I.)

**Mus 119 Diction for Singers****credit 1 hr.**

This course is designed to acquaint voice majors with phonetics through use of the International Phonetic Alphabet and its application to the singing of repertoire in English, Italian, German and French.

**Mus 131 Music Theory I****credit 3 hrs.**

This course is designed to acquaint students with the rudiments of music, including: major and minor scales, note values, pitch intensity, color, and rhythm. Emphasis is placed on visual and aural recognition of melodic and rhythmic patterns, intervals and chords. Students are also taught to read and write music and are introduced to basic ear training and sight singing, dictation, and note/square reading exercises. The elements of music are discussed, including pitch, duration, intensity, tempo, timbre, and rhythm. Drills in intervals, chords, and rhythmic patterns are included. (Prerequisite: Music Majors Only.)

**Mus 132 Music Theory II****credit 3 hrs.**

This course is the continuation of Mus 131 with focus on melodic, rhythmic, intervallic and chordal dictation. Terminology and technical concepts are emphasized, leading to musical analysis. Elements of music are discussed, including pitch, duration, intensity, tempo, timbre, and rhythm. Drills in intervals, chords, and rhythmic patterns are included. (Prerequisite: Mus 131 Music Theory I.)

**Mus 211E Electronic/Computer Music****credit 1 hr.**

This course is designed as a computer competency for Music Majors through the introduction to computer music notation software and midi interface technology. (Prerequisite: Music Majors Only.)

**Mus 215 Intermediate Piano I****credit 1 hr.**

This semester course is classroom setting. Emphasis is placed on technique and interpretation of folk and hymn tunes and piano literature. (Prerequisite: Mus 116 Elementary Piano II or the consent of the instructor.)

**Mus 216 Intermediate Piano II****credit 1 hr.**

This semester course is a continuing sequence of piano study at the intermediate level in a classroom setting. Emphasis is placed on technique and interpretation of folk and hymn tunes and intermediate piano literature. (Prerequisite: Mus 215 Intermediate Piano I or the consent of the instructor.)

**Mus 217 Ear Training and Sight Singing III****credit 1 hr.**

This course is a continuation of MUS 118 and is designed to increase students' knowledge of musical concepts through rhythmic, melodic, and chordal aural recall and dictation. (Prerequisite: Mus 118 Ear Training and Sight Singing II.)

**Mus 218 Ear Training and Sight Singing IV****credit 1 hr.**

This course is a continuation of Mus 217 and is designed to increase students' knowledge of musical concepts through rhythmic, melodic, and chord progressions, and four-part harmony dictation. (Prerequisite: Mus 217 Ear Training and Sight Singing III.)

**Mus 220 Music Appreciation****credit 2 hrs.**

The course is designed to survey the basic terms, techniques, and diverse styles of music from ancient to modern times; the major periods of Music history; and major composers and their works. An honors section is offered as Mus 220H.

**Mus 224 African American Church Music****credit 2 hrs.**

This course is an overview of Music in the African American worship experience. Its contents include instruction in managing, developing, and coordinating the total church Music program. This elective is open to Music Majors and other majors.

**Mus 226 Orchestration and Arranging****credit 2 hrs.**

This course provides students with direct instruction and hands-on application of fundamental concepts and techniques for the orchestration and arranging of musical compositions. The course explores the capabilities and limitations of instruments and voices, historic and electronic notational practices, techniques of transcribing, and score study. (Prerequisites: Music Majors Only; MUS 232 Theory IV.)

**Mus 231 Music Theory III****credit 3 hrs.**

The course includes part-writing, keyboard harmony, harmonic analysis from triads and their inversions through non-harmonic tones, the dominant seventh chord and its inversion, secondary dominants, and other seventh chords. Music studies are taken from various styles. Music Majors Only. (Prerequisite: Mus 132 Music Theory II.)

**Mus 232 Music Theory IV****credit 3 hrs.**

This course is an advanced study of the harmonic, structural, melodic, and rhythmic elements of music. Increased emphasis is placed on Music outside of the common period practice and on analytical techniques. This course also includes detailed study and practice of the organization of Music from the smallest structural units to large compound forms with direct application in music of composers from various periods. (Prerequisite: Music Majors Only, Mus 231 Music Theory III.)

**Mus 310 Junior Recital****credit 0 hr.**

Each music major must perform a thirty-minute recital in their area of Applied Study. Repertoire is assigned by the Applied Instructor and is representative of Baroque, Classical, Romantic and Contemporary styles. For students in the Music Industry Concentration, the recital is given in the Senior year as Mus 412, Senior Recital and Project. (Prerequisite: Successful completion of Applied Lesson through the sophomore year and passing of the juried Junior Recital Hearing.)

**Mus 320 History of Jazz****credit 2 hrs.**

This course is an overview of the history and current scholarship of jazz from its precursors to the present, highlighting the influences of African and European musical cultures. Students will study the musical elements of jazz styles within historical context. Emphasis is placed on the African diaspora, the origins of African American music, and representative composers and performers of various jazz styles.

**MUS 321 Concert Recording****(DESIGNATED SERVICE LEARNING COURSE)****credit 2 hrs.**

The course is an introduction to the concepts of the live concert recording. Microphone selection, characteristics, and placement, as well as the acoustic problems encountered in concert halls and other performing environments will be discussed. Students will have the opportunity to apply the lecture material by recording rehearsals and student recitals.

**Mus 322B/D/P/S/V/W Brass/Percussion/Piano/  
Strings/Vocal/Woodwind Pedagogy****credit 2 hrs.**

This course is designed to acquaint the student with current and traditional instrument issues, materials, instruction, terminology, and practical applications, including care of the instrument. Emphasis is placed on teaching philosophies, objectives, methodologies, and procedures specific to the student's applied instrument. (Prerequisites: Music Majors Only; MUS 311 Applied Lesson.)

**Mus 325 Jazz Improvisation****credit 2 hrs.**

This class will teach the fundamentals of jazz Improvisation, including jazz harmony, phrasing, swing rhythm, and jazz feel. Students will pursue improvisation through listening and transcribing recorded material in addition to review of chord/scale relationships. (Prerequisite: Mus 232 Music Theory IV.)

**Mus 326 Conducting I****credit 2 hrs.**

The course provides an introduction to the art of conducting, with emphasis upon mastery of fundamental beat patterns. Emphasis is on choral and instrumental conducting, hand and baton

techniques, and application through practical experience with organizations in the Music program. The course is designed to acquaint the student with the methods and organization of choral and instrumental groups in schools, churches, and communities and with the conducting of choral and instrumental music. (Prerequisite: Mus 232 Music Theory IV.)

**Mus 328 History of African American Music****credit 2 hrs.**

This course is an overview of the history and current scholarship of African American Music from the eighteenth century to the present.

**Mus 333 Music History and Literature I: The Middle Ages-Baroque Period credit 3 hrs.**

This course surveys the place of Music from the Middle Ages through the Baroque Period examining influences of the Ancient Greeks, the Christian Church, opera, chamber, keyboard, and ensemble music. The course also cites examples of melody, rhythm, harmony, timbre, texture, and form through the infusion of World Musics. (Prerequisite: Mus 231 Music Theory III.)

**Mus 334 Music History and Literature II:****Classical Period - Contemporary Times****credit 3 hrs.**

This course is a continuation of Music History and Literature II, and surveys the place of music in western civilization from the Classical Period to the present with emphasis on the sonata, symphony, opera, church music, and the concerto. The study includes topics related to World Musics, with emphasis on African and African American contributions to western music from the 1800s to the present. Music Majors only. (Prerequisite: Mus 232 Music Theory IV.)

**Mus 412 Senior Recital & Project****credit 1 hr.**

Students in the Music Industry Program must perform a thirty-minute recital in their major area of applied study and a thirty-minute presentation of their multimedia/studio portfolio. (Prerequisites: Passing of the juried Senior Recital Hearing; submission of the supporting music industry project to the instructor for approval at least two weeks prior to recital presentation.)

**Mus 420 Special Topics****credit 2 hrs.**

Designed to enable faculty to develop courses in the academic area of interest to them and to their students, this course will allow students to do in-depth exploration of a given topic. It may be repeated with departmental permission, provided the topic is different. (Prerequisite: graduating seniors only.)

**Mus 422 Recital and Document****credit 2 hrs. Students**

in the Music Program must perform a one-hour recital in their major area of applied study. Repertoire is assigned by the Applied Instructor and is representative of Baroque, Classical, Romantic, and Contemporary styles. (Prerequisites: Passing of the juried Senior Recital Hearing; supporting research document must be submitted for approval by the Music faculty at the Senior Recital Hearing.)

**Mus 423 Piano Literature****credit 2 hrs.**

This course is a survey of solo piano literature from the Baroque period through the present, giving students with applied piano background a foundation in graded piano literature in preparation for teaching the instrument in a class or studio setting. Emphasis includes reading and listening assignments, analysis and performance projects, and written midterm and final exams. The course also highlights piano literature by African American composers. (Prerequisite: Mus 312P Applied Lesson.)

**Mus 425 Conducting II****credit 2 hrs.**

This course is a continuation of the art of conducting, with emphasis upon mastery of coordination of the hands and body in beat pattern execution and interpretation. Emphasis is on choral and instrumental conducting, hand and baton techniques, and practical application and experience with a variety of musical organizations. (Prerequisite: Mus 326 Conducting I.)

**Mus 430 Music Business****credit 3 hrs.**

This course introduces the basic elements of the music business. Topics include copyright laws; musical arrangements and abridgements; recording and songwriting contracts; agents and managers; forming and managing ensembles; creation of press kits/promotion packets; marketing techniques; performing rights organizations; and unions.



**Mus 431 Form and Analysis**

**credit 3 hrs.**

This course is a study of various forms of composition, including song, dance, rondo, canon, fugue, and sonata forms. (Prerequisites: Mus 232 Music Theory IV and Mus 334 Music History and Literature II.)

**Mus 432 Composition**

**credit 3 hrs.**

This course is a study of elementary forms and traditional approaches to the organization of melody, harmony, and rhythm. Fundamental composition techniques will be utilized in order to instruct students in the creation of short musical works using appropriate music notation and form. (Prerequisites: Mus 232 Music Theory IV and Mus 334 Music History and Literature II.)

**Mus 435 Scoring for Film and Multimedia  
(DESIGNATED SERVICE LEARNING COURSE)**

**credit 3 hrs.**

Addressing the matrix of directorial vision and visual, narrative, and dramatic world of film, this course will examine a broad range of musical approaches and those requirements necessary for composing music for film and multimedia. Cultural, cinematic, and musical codes will be discussed and critiqued through critical analyses of seminar scores, scoring assignments, and collaborative director/composer interactions.

**Mus 440 Music Industry Internship**

**credit 3 hrs.** Students

will be assigned to studios and/or other corporate environments for on-the-job training. (Prerequisite: graduating senior.)





**PROGRAM OF STUDY IN MUSIC – Instrumental Concentration****FRESHMAN YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
Eng 135	Freshman Comp I	3		Eng 137	Freshman Comp II	3	
Math 132	Gen. College Math I	3		Math 134	Gen College Math II	3	
Bio 130	Gen. Biology and	3		Bio 130	Gen. Biology and	3	
Bio 110L	Gen. Biology Lab or			Bio 110L	Gen. Biology Lab or		
Phys 141	Gen. Physical Science	1		Phys 141	Gen Physical Science	1	
*Mus 000	Music Seminar	0		*Mus 000	Music Seminar	0	
*Mus 111B/				*Mus 112B/			
D/S/W	Applied Lesson	1		D/S/W	Applied Lesson	1	
*Mus 113I/S	Instrumental/String Ens	1		*Mus 114I/S	Instrumental/String Ens	1	
*Mus 115	Elementary Piano I	1		*Mus 116	Elementary Piano II	1	
*Mus 117	Ear Training & Sight Sing I	1		*Mus 118	Ear Training & Sight Sing II	1	
*Mus 131	Music Theory I	3		*Mus 132	Music Theory II	3	
FI 111	Freshman Seminar I	1		FI 112	Freshman Seminar II	1	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Hist 130	Intro to African American History	3		Mus 220	Music Appreciation	2	
HE 230	Health Education	3		Rel 120	Comparative Religion	2	
Art/The 220	Art or The Appreciation	2		Ec 130	Intro to Economics	3	
*Mus 000	Music Seminar	0		*Mus 000	Music Seminar	0	
*Mus 211B/				*Mus 212B/			
D/S/W	Applied Lesson	1		D/S/W	Applied Lesson	1	
*Mus 213I or S	Instrumental or String En	1		*Mus 214I or S	Instrumental or String En	1	
*Mus 217	Ear Training & Sight Sing III	1		*Mus 218	Ear Training & Sight Sing IV	1	
*Mus 231	Music Theory III	3		*Mus 232	Music Theory IV	3	
HASS 211	Sophomore Seminar I	1		HASS 212	Sophomore Seminar II	1	
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>17</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
PE	Physical Education	2		SS	Social Science of Choice	3	
Hist	2nd History Requirement	3		*Mus 000	Music Seminar	0	
Fr/Sp 233	Foreign Language	3		Mus 226	Orchestration and Arrang	2	
*Mus 000	Music Seminar	0		*Mus 312B/			
*Mus 311B/				D/S/W	Applied Lesson	1	
D/S/W	Applied Lesson	1		*Mus 314I/S	Instrumental/String Ens	1	
*Mus 313I/S	Instrumental/String Ens	1		*Mus 334	Music History and Lit. II	3	
HASS 311	Junior Seminar I	1		*Mus	Hist., Lit., or Ped. Elec	2	
*Mus 333	Music History and Lit. I	3		HASS 312	Junior Seminar II	1	
*Mus Elective	Hist., Lit. or Ped.	2		Mus 326	Conducting I	3	
<b>Total</b>			<b>16</b>	<b>Total</b>			<b>16</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>			<i><b>SCH</b></i>	<i><b>Second Semester</b></i>			<i><b>SCH</b></i>
*Mus 000	Music Seminar	0		*Mus 000	Music Seminar	0	
*Mus 411B/				*Mus 422	Senior Recital and Document	2	
D/S/W	Applied Lesson	1		*Mus 414I/S	Instrumental/String Ens	1	
*Mus 413I/S	Instrumental/String Ens	1		Mus 430	Music Business	3	
Mus 431	Form & Analysis	3		Mus 432	Music Composition	3	
	Electives	6		Mus	Elective	3	
HASS 411	Senior Seminar I	1		HASS 412	Senior Seminar II	1	
<b>Total</b>			<b>12</b>	<b>Total</b>			<b>13</b>

SCH in Major - 47

Total SCH - 128      Courses with Mus prefix: "C" or better required

**PROGRAM OF STUDY IN MUSIC – Piano Concentration****FRESHMAN YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
Eng 135	Freshman Comp I	3	Eng 137	Freshman Comp II	3
Math 132	Gen. College Math I	3	Math 134	Gen College Math II	3
Bio 130	Gen. Biology and	3	Bio 130	Gen Biology and	3
Bio 110L	Gen. Biology Lab or	1	Bio 110L	Gen. Biology Lab or	1
Phys 141	Gen. Physical Science		Phys 141	Gen Physical	
*Mus 000	Music Seminar	0	Science		0
*Mus 111P	Applied Lesson	1	*Mus 112P	Applied Lesson	1
*Mus 113C	Concert Choir	1	*Mus 114C	Concert Choir	1
*Mus 117	Ear Training & Sight Sing I	1	*Mus 118	Ear Training & Sight Sing II 2	1
*Mus 131	Music Theory I	3	*Mus 132	Music Theory II	3
FI111	Freshman Seminar I	1	FI 112	Freshman Seminar II	1
<b>Total</b>		<b>17</b>	<b>Total</b>		<b>17</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
Eng 231	World Literature I	3	Eng 232	World Literature II	3
Hist 130	Intro to African American H	3	Ec 130	Intro to. Economics	3
HE 230	Health Education	3	Rel 120	Comparative Religion	2
Art/The 220	Art or The Appreciation	2	*Mus 000	Music Seminar	0
*Mus 000	Music Seminar	0	*Mus 212P	Applied Lesson	1
*Mus 211P	Applied Lesson	1	*Mus 214C	Concert Choir	1
*Mus 213C	Concert Choir	1	*Mus 218	Ear Training Sight Sing IV	1
*Mus 217	Ear Training Sight Sing III	1	Mus 220	Music Appreciation	2
*Mus 231	Music Theory III	3	*Mus 232	Music Theory IV	3
HASS 211	Sophomore Seminar I	1	Mus Elective		1
<b>Total</b>		<b>18</b>	HASS 212	Sophomore Seminar II	1
			<b>Total</b>		<b>18</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
PE	Physical Education	2	SS	Social Science of Choice	3
Fr /Sp 233	Intermediate Fs/Sp	3	Mus 000	Music Seminar	0
Hist	2nd History Requirement	3	*Mus 226	Orchestration and Arrang	2
*Mus 000	Music Seminar	0	Mus 310	Junior Recital	0
*Mus 311P	Applied Lesson	1	*Mus 312P	Applied Lesson	1
*Mus 313C	Concert Choir	1	*Mus 314C	Concert Choir	1
*Mus 333	Music Hist and Lit I	3	*Mus 326	Conducting I	2
*Mus	Hist., Lit., or Ped. Elect	2	*Mus 334	Music History and Lit II	3
HASS 311	Junior Seminar I	1	*Mus	Hist, Lit, or Ped Elective	2
<b>Total</b>		<b>16</b>	HASS 312	Junior Seminar II	1
			<b>Total</b>		<b>15</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>		<i><b>SCH</b></i>	<i><b>Second Semester</b></i>		<i><b>SCH</b></i>
*Mus 000	Music Seminar	0	*Mus 000	Music Seminar	0
*Mus 411P	Applied Lesson	1	*Mus 422	Senior Recital and Document	2
*Mus 413C	Concert Choir	1	*Mus 414C	Concert Choir	1
*Mus 423	Piano Literature	2	Mus 430	Music Business	3
Mus 431	Form & Analysis	3	Mus 432	Music Composition	3
	Electives	6	Elective		3
HASS 411	Senior Seminar I	1	HASS 412	Senior Seminar II	1
<b>Total</b>		<b>14</b>	<b>Total</b>		<b>13</b>

SCH in Major - 47 Total SCH - 128

Courses with MUS prefix: "C" or better required

**PROGRAM OF STUDY IN MUSIC – Voice Concentration****FRESHMAN YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
Eng 135	Freshman Comp I	3	Eng 137	Freshman Comp II	3
Math 132	Gen. College Math I	3	Math 134	Gen College Math II	3
Bio 130	Gen. Biology and	3	Bio 130	Gen. Biology and	3
Bio 110L	Gen. Biology Lab or		Bio 110L	Gen. Biology Lab or	1
Phys 141	Gen. Physical Science	1	Phys 141	Gen Physical	
*Mus 000	Music Seminar	0	Science		0
*Mus 111V	Applied Lesson	1	*Mus 112V	Applied Lesson	1
*Mus 113C	Concert Choir	1	*Mus 114C	Concert Choir	1
*Mus 115	Elementary Piano I	1	*Mus 116	Elementary Piano II	1
*Mus 117	Ear Training & Sight Sing I	1	*Mus 118	Ear Training & Sight Sing II	1
*Mus 131	Music Theory I	3	*Mus 132	Music Theory II	3
SSeminar	Freshman Seminar I	1	FI 112	Freshman Seminar II	1
<b>Total</b>		<b>18</b>	<b>Total</b>		<b>18</b>

**SOPHOMORE YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
Eng 231	World Literature I	3	Eng 232	World Literature II	3
Hist 130	Intro to African American Hist3		Mus 220	Mus Appreciation	2
HE 230	Health Education	3	Ec 130	Intro to Economics	3
Art/The 220	Art/The Appreciation	2	Rel 120	Comparative Religion	2
*Mus 000	Music Seminar	0	*Mus 000	Music Seminar	0
*Mus 211V	Applied Lesson	1	*Mus 212V	Applied Lesson	1
*Mus 213C	Concert Choir	1	*Mus 214C	Concert Choir	1
**Mus 217	Ear Training and Sight Sing III1		*Mus 218	Ear Training and Sight Sing IV	1
*Mus 231	Music Theory III	3	*Mus 232	Music Theory IV	3
HASS 211	Sophomore Seminar I	1	Mus Elective		1
<b>Total</b>		<b>18</b>	HASS 212	Sophomore Seminar II	1
			<b>Total</b>		<b>18</b>

**JUNIOR YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
PE	Physical Education	2	SS	Social Science of Choice	3
Fr/Sp 233	Intermediate Fs/Sp	3	*Mus 000	Music Seminar	0
Hist	2nd History Requirement	3	Mus 226	Orchestration and Arrang	2
*Mus 000	Music Seminar	0	*Mus 310	Junior Recital	0
*Mus 311V	Applied Lesson	1	*Mus 312V	Applied Lesson	1
*Mus 313C	Concert Choir	1	*Mus 314C	Concert Choir	1
*Mus 333	Mus History and Lit I	3	*Mus 326	Conducting I	2
*Mus	Hist, Lit, or Ped Elective	2	*Mus 334	Music History and Lit. II	3
HASS 311	Junior Seminar I	1	*Mus	Hist., Lit, Ped Elective	2
<b>Total</b>		<b>16</b>	HASS 312	Junior Seminar II	1
			<b>Total</b>		<b>15</b>

**SENIOR YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*Mus 000	Music Seminar	0	*Mus 000	Music Seminar	0
*Mus 411V	Applied Lesson	1	*Mus 414C	Concert Choir	1
*Mus 413C	Concert Choir	1	*Mus 422	Senior Recital and Document	2
Mus 431	Form and Analysis	3	Mus 430	Music Business	3
	Electives	6	Mus 432	Music Composition	3
HASS 411	Senior Seminar I	1	Elective		3
<b>Total</b>		<b>12</b>	HASS 412	Senior Seminar II	1
			<b>Total</b>		<b>13</b>

SCH in Major - 47

Courses with Mus prefix: "C" or better required

Total SCH - 128 Major Courses

**PROGRAM OF STUDY IN MUSIC - Music Industry Concentration****FRESHMAN YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Eng 135	Freshman Comp I		3	Eng 137	Freshman Comp II		3
Math 132	Gen. College Math I		3	Math 134	Gen College Math II		3
Bio 130	Gen. Biology and		3	Bio 130	Gen. Biology and		3
Bio 110L	Gen. Biology Lab or			Bio 110L	Gen. Biology Lab or		
Phys 141	Gen. Physical Science		1	Phys 141	Gen Physical Science		1
*Mus 000	Music Seminar		0	*Mus 000	Music Seminar		0
*Mus 111	Applied Lesson		1	*Mus 112	Applied Lesson		1
*Mus 113	Music Ensemble		1	*Mus 114	Music Ensemble		1
*Mus 115	Elementary Piano I		1	*Mus 116	Elementary Piano II		1
*Mus 117	Ear Training & Sightsinging		1	*Mus 118	Ear Training & Sightsinging		1
*Mus 131	Music Theory I		3	*Mus 132	Music Theory II		3
FI 111	Freshman Seminar I		1	FI 112	Freshman Seminar II		1
<b>Total</b>			<b>18</b>	<b>Total</b>			<b>18</b>

**SOPHOMORE YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Eng 231	World Literature I		3	Eng 232	World Literature II		3
Hist 130	Intro to African American Hist3			Ec 130	Intro to Economics		3
HE 230	Health Education		3	Rel 120	Comparative Religion		2
Art/The 220	Art or Theatre Appreciation		2	*Mus 000	Music Seminar		0
*Mus 000	Music Seminar		0	*Mus 212	Applied Lesson		1
*Mus 211E	Electronic/Computer Music		1	*Mus 214	Music Ensemble		1
*Mus 211	Applied Lesson		1	Mus 220	Music Appreciation		2
*Mus 213	Music Ensemble		1	*Mus 232	Music Theory IV		3
*Mus 231	Music Theory III		3	HASS 212	Sophomore Seminar II		1
HASS 211	Sophomore Seminar I		1	<b>Total</b>			<b>16</b>
<b>Total</b>			<b>18</b>				

**JUNIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
PE	Physical Education		2	SS	Social Science of Choice		3
Fs/Sp 233	Intermediate Fs/Sp		3	*Mus 000	Music Seminar		0
Hist	2nd History Requirement		3	Mus 226	Orchestration and Arrang		2
*Mus 000	Music Seminar		0	*Mus 312	Applied Lesson		1
*Mus 311	Applied Lesson		1	*Mus 314	Music Ensemble		1
*Mus 313	Music Ensemble		1	Mus 320	History of Jazz		2
*Mus 333	Music History and Lit. I		3	*Mus 326	Conducting I		2
*Mus 321	Concert Recording		2	*Mus 334	Music History and Lit. II		3
HASS 311	Junior Seminar I		1		Mus Elective		1
<b>Total</b>			<b>16</b>	HASS 312	Junior Seminar II		1
				<b>Total</b>			<b>16</b>

**SENIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*Mus 000	Music Seminar		0	*Mus 000	Music Seminar		0
*Mus 411	Applied Lesson		1	*Mus 412	Senior Recital and Project		1
*Mus 413	Music Ensemble		1	*Mus 430	Music Business		3
*Mus 431	Form & Analysis		3	*Mus 432	Music Composition		3
*Mus 435	Scoring for Film Multimeida		3	*Mus 440	Music Industry Intern		3
	Mus Elective		2		Elective		1
	Elective		3	HASS 412	Senior Seminar II		1
HASS 411	Senior Seminar I		1	<b>Total</b>			<b>12</b>
<b>Total</b>			<b>14</b>				

Total SCH - 128 SCH in Major 57

Courses with Mus prefix: "C" or better required

## THEATRE

The Theatre Area is designed to offer courses that will enhance the liberal arts education and provide opportunities for training and creative expression through the art form known as theatre. The Benedict College Performing Arts Company utilizes a 265-seat proscenium stage. Live theatrical and musical experiences for the artistic, cultural, and educational enrichment for the College and the surrounding community are provided.

### Mission Statement of the Theatre Area

The Theatre Area aims to develop an understanding of and an appreciation for theatre as an art form; stimulate intellectual understanding and discourse regarding the human conditions as reflected in his-toric and contemporary theatrical endeavors; provide instructional and performance experiences to enhance creative self-expression; and develop an awareness of theatre as a powerful tool for social change.

## THEATRE COURSES

### The 110 Movement for the Theatre

credit 1 hr.

This course is an introduction to basic physical skills, including relaxation, flexibility and manipulation of the body at rest and in motion. The course will train performers in methods for placing the body and using the stage. (May be repeated for up to 2 hours credit)

### The 120 Voice & Diction

credit 2 hrs.

This course provides practical study of vocal (speech) production, stressing articulation, diction, and projection for theatrical performances in diverse spaces and styles.

### The 220 Theatre Appreciation

credit 2 hrs.

This course is a study of the basic principles, facts and theories to provide an understanding of and an appreciation for the art form known as theatre. The special focus of the course is on the artists of the theatre and the live theatre experience. Close attention is paid to the contributions of African American artists in all facets of theatre development and production.

### The 334 African American Theatre

credit 3 hrs.

This course is a study of historical and contemporary plays, playwrights, actors, methods, and analyses of the African American Theatre.



## SOCIAL SCIENCES AND CRIMINAL JUSTICE DEPARTMENT

The mission of the Social Sciences and Criminal Justice Department is to become an exemplary, growth-oriented teaching and research unit within the School of Humanities, Arts and Social Sciences. Its aim is to offer the highest quality programs in a nurturing atmosphere by attracting and retaining dedicated, credentialed faculty who excel in teaching, student mentoring, scholarly research, and service to the community. It further aims to provide applied technological learning opportunities designed to advance the intellectual, analytical, and communication skills of its graduates.

Courses offered within the Department of Social Sciences and Criminal Justice are designed to promote social responsibility and ethical values, improve quality and understanding of life, and encourage cultural awareness and appreciation for diversity. The faculty of the Department of Social Sciences and Criminal Justice is committed to research and community services, and it encourages research by preparing students in research methods and analysis.

### Courses Required For The Degree

#### Criminal Justice General

CJ	231	Introduction to Criminal Justice
CJ	235	Theories in Criminology
CJ	331	Introduction to Law Enforcement
CJ	332	Corrections System
CJ	333	The Court System
CJ	334	Juvenile Delinquency
CJ	430	Criminal Justice Research I
CJ	431	Criminal Justice Research II
CJ	437	Minorities, Crime, and Social Policy
CJ	438	Contemporary Issues in Criminal Justice
CJ		Electives (9)
SSCJ	440	Internship

#### TOTAL HOURS REQUIRED 42

#### Criminal Justice/Corrections Concentration

CJ	231	Introduction to Criminal Justice
CJ	235	Theories in Criminology
CJ	331	Introduction to Law Enforcement
CJ	332	Corrections System
CJ	333	The Court System
CJ	332A	Probation, Pardon, and Parole
CJ	332C	Theories and Methods of Offender Treatment
CJ	334	Juvenile Delinquency
CJ	430	Criminal Justice Research I
CJ	431	Criminal Justice Research II
CJ	432A	Prison, Violence, Gangs, and Subcultures
CJ	432C	Alternatives to Imprisonment
CJ	437	Minorities, Crime, and Social Policy
CJ	438	Contemporary Issues in Criminal Justice
SSCJ	440	Internship

#### TOTAL HOURS REQUIRED 45

#### Criminal Justice/Courts Concentrations

CJ	231	Introduction to Criminal Justice
CJ	235	Theories in Criminology
CJ	331	Introduction to Law Enforcement
CJ	332	Corrections System
CJ	333	The Court System
CJ	333A	Constitutional Law
CJ	333C	Substantive Criminal Law

CJ	334	Juvenile Delinquency
CJ	430	Criminal Justice Research I
CJ	431	Criminal Justice Research II
CJ	433A	Courts and Social Policy
CJ	433C	Legal Aspects in Contemporary Society
CJ	437	Minorities, Crime, and Social Policy
CJ	438	Contemporary Issues in Criminal Justice
SSCJ	440	Internship

**TOTAL HOURS REQUIRED 45****Criminal Justice/Law Enforcement Concentration**

CJ	231	Introduction to Criminal Justice
CJ	235	Theories in Criminology
CJ	331	Introduction to Law Enforcement
CJ	331A	Report Writing
CJ	331C	Public and Private Security
CJ	332	Corrections System
CJ	333	The Court System
CJ	334	Juvenile Delinquency
CJ	430	Criminal Justice Research I
CJ	431	Criminal Justice Research II
CJ	431A	Crime, Detection and Investigation
CJ	431C	The Police and the Constitution
CJ	437	Minorities, Crime, and Social Policy
CJ	438	Contemporary Issues in CJ
SSCJ	440	Internship

**TOTAL HOURS REQUIRED 45****History**

Hist	131	World Civilization I
Hist	132	World Civilization II
Hist	231	U. S. History I
Hist	232	U. S. History II
Hist	334	History of Africa
Hist	335	History of Europe I –or -Hist 336 History of Europe II
Hist	337	African American History I
Hist	338	African American History II
Hist	433	Contemporary Issues in the Study of History
Hist	437	Reading, Writing, & Thinking History I
Hist	438	Reading, Writing, & Thinking History II
SSC	440	Internship

Two history electives must be chosen from the following: 233, 234, 331, 339, 430, 431, 435, 436 and 439.

**TOTAL HOURS REQUIRED 36**

REQUIRED COURSES FOR ALL POLITICAL SCIENCE MAJORS (13 courses, 39 hours)

POLS	230	Introduction to Political Science
POLS	233	American National Government
POLS	234	Introduction to International Relations
SSCJ	333	Social Statistics
POLS	332	Scope and Methods of Political Science
POLS	333	Introduction to Political Thought
POLS	431	Modern Political Thought
POLS	434	Comparative Politics
POLS	437	Political Science Applied Research I
POLS	438	Political Science Applied Research II



SSCJ	440	Internship
ENG	237	Oral Communications
Csc	131	Introduction to Computer

**ELECTIVES or DECLARED MINOR REQUIREMENTS (14 Hours)**

4 to 5 elective courses at 300 or 400 Levels. These electives may also constitute the requirements for a declared minor.

**REQUIRED COURSES FOR THE CONCENTRATION IN AMERICAN GOVERNMENT AND**

**POLITICS (5 courses, 15 hours)**

POLS	330	State and Local Government or POLS 331 Municipal Government
POLS	338	American Political Parties and Elections
POLS	430A	The U.S. Congress
POLS	430B	The U.S. Presidency
POLS	430C	The U.S. Supreme Court

**REQUIRED COURSES FOR THE CONCENTRATION IN INTERNATIONAL RELATIONS**

(5 courses, 15 Hours)

GEO	331	World Regional Geography
POL	335	United States Foreign Policy
S	334A	Theories of International Relations
POL	433A	International Law and Organizations
S	433B	International Political Econom

**Psychology**

Psy	230	Introduction to Psychology
Psy	232	African American Psychologists
Psy	233	Careers in Psychology
Ps	331	Social Psychology
Psy	335	Laboratory in Psychology
SSCJ	333	Social Science Statistics
SSCJ	334	Research Methods
Psy	336	Theories of Personality
Psy	430	Psychological Theory
Psy	431	Abnormal Psychology
Psy	438	Senior Research Project I
Psy	439	Senior Research Project II
SSCJ	440	Internship

One psychology elective must be chosen from the following: 300-400 level courses:

Psy	330	Human Growth and Development
Psy	337	Psychology of the African American Experience
Psy	338	Applied Psychology
Psy	339	Human Sexual Behavior
Psy	432	Cognitive Psychology
Psy	433	Psychology of Health and Medicine
Psy	434	Clinical Psychology
Psy	435	Advanced Experimental Psychology
Psy	436	Psychological Measurements
Psy	437	Psychology of Alcohol and Drug Use

**TOTAL HOURS REQUIRED 39****Religion and Philosophy**

Phil	230	General Philosophy
Rel	230	Principles of Christian Theology
Phil	330	Critical Thinking and Logic

Rel	433	The Synoptic Gospels
Rel	338	Foundations of Christian Education
Rel	430	African American Religious History
Rel/Phil	435	Applied Research
Phil	430	Social Ethics
SSCJ	440	Internship
Rel	331A	Old Testament
Rel	331C	New Testament

One philosophy elective and one religion elective must be chosen from the following courses:

Phil	235	African American Philosophy
Rel	332	Eighth Century Prophets
Rel	333	Philosophy of Religion or
Rel	335	Public Worship
Rel	400	Seminar in Religion
Rel	431	Black Theology
Rel	432	Religious Thoughts of Dr. Martin Luther King, Jr. and Malcolm X
Rel	439	Readings in Religion
Phil	431	Trends in Modern Philosophy

(Majors must take SSCJ440 and any four (4) philosophy courses and any five (5) religion courses above level 200.)

### **TOTAL HOURS REQUIRED 33**

#### **Sociology**

Soc	230	Introduction to Sociology
Soc	330	Social Problems
Soc	332	Sociological Theory
Soc	232a	Ethnic Identity and Race Relations in the Diaspora
Soc	336a	Deviance and Social Control
Phil	330	Critical Thinking
SSCJ	333	Social Science Statistics
SSCJ	334	Research Methods
Soc	339	Cultural Anthropology
Soc	433	Applied Research I
Soc	434	Applied Research II
Soc	439a	The Sociology of Gender
SSCJ	440	Internship

Three sociology electives must be chosen from the following: 300-400 level courses:

Soc	239	Urban Demographics
Soc	331	Social Psychology
Soc	337	Sociology of Family
Soc	338	Sociology of Sport and Leisure
Soc	430	Race and Ethnic Relations
Soc	431	African American Sociologists
Soc	432	Sociology of Religion
Soc	435	Medical Sociology
Soc	436a	Technology and Social Change
Soc	437	Sociology of Education
Soc	438	Social Stratification
Soc	439a	The Sociology of Gender

### **TOTAL HOURS REQUIRED 39**

#### **Required Internship**

Students enrolled in the Department are required to complete, during the senior year, an Internship that closely corresponds with their specific major and program of study. Students must enroll in the course(s) for internship credit: SSCJ 440 Internship

### Required Activities

All Social Sciences and Criminal Justice majors are required to submit and successfully defend a senior paper relevant to their major area of study prior to graduation.

### SERVICE-LEARNING

Each student is required to complete a minimum of 120 hours of approved service-learning activities for graduation with the specifications required on page 56.

### Honors Courses

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education courses or in regular classes. Students interested in more information should confer with the Honors Program Director. Listed below are the Honors courses offered in this department:

Hist	131H	World Civilization I
Hist	132H	World Civilization II
Hist	231H	U. S. History I
Hist	232H	U. S. History II
Hist	430H	The Civil Rights Movement

### STUDENT LEARNING OUTCOMES (Criminal Justice)

**SLO A: Students will demonstrate an understanding of criminological theories, concepts, & approaches and their application. Primarily, students should be able to define the major criminological theories and major findings developed to describe the root causes of criminality. Our assessment of whether criminal justice majors have achieved Program Learning Outcome 1 is divided into four sections: assessment methods; expected performance; outcomes; and use of results.**

**SLO B: Students will demonstrate knowledge of the basic structure and functions of the main components of the criminal justice system: law enforcement, courts, and corrections. Primarily, students should be able to:**

**SLO B1:** Describe the criminal justice system and its components

**SLO B2:** Demonstrate in-depth knowledge of substantive areas within the discipline of criminal justice.

**SLO B3:** Compare, contrast, and discuss the components of the criminal justice system.

**SLO C: Students will utilize critical thinking and analytical skills to evaluate methods, professional criminal justice area reports and other formats of criminal justice data, including primary data sources. Most importantly, students should be able to do the following:**

**SLO C1:** Demonstrate an understanding of fundamental concepts and data regarding the criminal justice system.

**SLO C2:** Assess and critically evaluate social science research as it applies to the field of criminal justice.

**SLO C3:** Display a working knowledge of the application of quantitative or qualitative research methods to the field of criminal justice

### CRIMINAL JUSTICE COURSE DESCRIPTION

All students must pass CJ 231, Introduction to Criminal Justice, with a grade of "C" or higher, prior to enrolling in any other Criminal Justice course.

#### CJ 231 Introduction to Criminal Justice

#### (DESIGNATED SERVICE-LEARNING COURSE)

**credit 3 hrs.**

This course is designed to provide undergraduate students with an overview of the criminal justice system including: law enforcement, courts, and corrections. The course will provide students with critical knowledge about the fundamentals of Criminal Justice including the basic concepts, knowledge of criminal and Juvenile Justice Agencies and the Department of Home Land Security.

**CJ 235 Theories in Criminology****credit 3 hrs.**

During the study of this course, the foundations of criminological thought will be studied through the works of early theorists, including: Bentham, Lombroso, Ferri, Marx and Dubois. Also explored during the study of this course will be contemporary theorists such as Merton, Hernstein, Wilson, Kleck, and Williams, along with the Classical, Positive, and Chicago Schools of Thought. The course examines past and contemporary theories of crime causation. The materials for this course will provide critical resources relevant for the overall understanding of paradigms in criminology. Prerequisite: CJ231

**CJ 331 Introduction to Law Enforcement****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The purpose of this course is to provide with an overview of law enforcement, and/or policing, with emphasis on functions and with emphasis on functions such as law enforcement, order maintenance, field operations, and public service. The course will examine pertinent issues in law enforcement including but not limited to exclusionary rule, community relations, and management styles etc. Prerequisite: CJ 231

**CJ 332 Correction Systems****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course will provide students an overview of correctional philosophies and practices; it will also provide alternatives to corrections-probation, pardon, and parole techniques [halfway houses, etc.]. This course is a multidisciplinary study of corrections from the early 1800's to the present. This course focuses on the roles of corrections for offenders and society. This course starts with a historical and philosophical view of the development of corrections and focuses on the adult offenders. Prerequisites: CJ 231.

**CJ 333 The Court System****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course is designed to provide the jurisdiction, policies, and procedures of courts in the administration of criminal justice and the judicial process from arrest, conviction or acquittal. Prerequisite: CJ 231.

**CJ 334 Juvenile Delinquency****credit 3 hrs.**

This course focuses on the specific characteristics of juvenile criminal behavior, including: detection, analysis, prevention, and treatment methodology. This course will also provide a detailed overview of the juvenile justice system, from its beginnings to the current state of the institution, which will include a review of police work with juveniles, pretrial procedures, the juvenile court system and the juvenile correctional system. Major court rulings that have shaped contemporary juvenile justice will be presented as well. Prerequisite: CJ 231

**CJ 430 Criminal Justice Research I****credit 3 hrs.**

This course is the first of two semester courses designed to introduce students to research methods used in criminology and criminal justice. Through lecture, discussion and activities associated with a research proposal, the different methods of conducting research are presented. The content of this course is designed so that by the end of the semester, students will have developed an understanding of criminal justice research methods and knowledge of conducting scientific research based on the research topic selected. Students will formulate and submit a written research proposal that includes research questions and research design appropriate for addressing the research. This course is for majors only. Prerequisites: MATH 132 & MATH 134 or MATH 138 & Math 140 and SSCJ 333.

**CJ 431 Criminal Justice Research II****credit 3 hrs.**

This course is the second of two courses designed to focus on criminal justice research process. The basic methodologies used in social science research are covered. The purpose of this course is to provide students the opportunity to utilize their research proposal design and complete a senior research paper in the social sciences. The course also prepares students to evaluate the research of others and to design and conduct their own research. The required senior paper will be completed in this course. This course is for majors only. Prerequisite: A grade of "C" or higher in CJ 430.

**CJ 437 Minorities, Crime, and Social Policy****credit 3 hrs.**

The involvement of minorities, specifically, African-American in crime and the criminal justice system. Emphasis will be directed towards the political and social dynamics that influence judicial decision making and the role of democracy and punishment in the courts. The analysis will also focus the historical and contemporary structure of American law, policy, and procedure and its application to minority offenders.

**CJ 438 Contemporary Issues in Criminal Justice****credit 3 hrs.**

This course is an examination of basic methodological and statistical concepts in criminology. Emphasis will be directed towards understanding the scientific method and problem solving specific to the criminal justice system, including forensic sciences, and computer and biotech applications. Prerequisites: SSCJ 333.

**SSCJ 439 Special Topics (Elective)****credit 3 hrs.**

The course is designed to enable faculty to develop interdisciplinary topics of special interest to them and to their students that are not listed in the regular course offerings. This will be a 400 level elective course.

**SSCJ 440 Internship****credit 3 hrs.**

This course is designed as a senior-level course, which allows students to gain practical experience, by working within one of the criminal justice core areas: courts, corrections, or law enforcement. Students have the opportunity of combining theory with practice. Enrollment for this course is reserved only for seniors with approval from advisor, internship instructor and the department chair.

**COURSES FOR LAW ENFORCEMENT CONCENTRATION****CJ 331A Report Writing****credit 3 hrs.**

This course introduces the student to the basic concepts of writing effective and concise reports with emphasis on communication and public relations skills and the analysis of court data and court document preparation. Prerequisite: CJ 231.

**CJ 331C Public and Private Security****credit 3 hrs.**

This course is an overview of public and private security in contemporary society; the course covers a wide range of areas including historical development, terrorism, homeland security, current practices and standards, public figures, privacy issues, and contemporary security measures.

**CJ 431A Crime Detection and Investigation****credit 3 hrs.**

This course is the introduction to the lawful gathering and evaluation of information concerning criminal acts. This course provides special attention to the fundamentals of investigation, the organization and management of the investigation process including evidence processing, interrogation, and expert testimony accounts.

**CJ 431C The Police and the Constitution****credit 3 hrs.**

/This course is a study of the leading constitutional cases which directly impacts the operational policies and procedures of the police, including the exclusionary rule, amendments, and training mandates.

**COURSES FOR CORRECTIONS CONCENTRATION****CJ 332A Probation, Pardon, and Parole****credit 3 hrs.**

This course is designed to highlight issues such as sentencing patterns and problems, prison overcrowding issues, release options, and administrative procedures. (Formerly CJ 232)

**CJ 332C Theories and Methods of Offender Treatment****credit 3 hrs.**

This course provides the analysis which will focus on the theories and techniques applied in probation, parole, and corrections to influence the values, attitudes, and behaviors of individuals adjudicated guilty by the criminal justice system. This course will also address public policy and treatment alternatives.

**CJ 432A Prison Violence, Gangs, and Subculture****credit 3 hrs.**

The study of this course will provide the student the etiology, prevention strategies, programs, and theoretical models for prison subculture; an analysis of gang activity, group dynamics, and domination in correctional settings; and an examination of drug abuse, mental illness, homicide/suicide, and sexual deviance within prison environments.

**CJ 432C Alternatives to Imprisonment****credit 3 hrs.**

This course will provide student with correctional alternatives to imprisonment, including community service practices, halfway houses, group homes, work release programs, and educational release programs. This course will demonstrate the role of the community and citizen as it relates to the cor-rectional process.

**COURSES FOR COURTS CONCENTRATION****CJ 333A Constitutional Law****credit 3 hrs.**

This course is an examination of the central principles surrounding constitutional law, including indi-vidual rights and civil liberties, history and American jurisprudence, judicial review, and contemporary practices.

**CJ 333C Substantive Criminal Law****credit 3 hrs.**

This course is an examination of the central theme surrounding criminal law, which includes the sub-stantive elements defining criminal conduct for specific crimes and the various exculpatory conditions for criminal conduct.

CJ 433A Courts and Social Policy

**(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course will demonstrate the role of the courts in determining social policy and its relationship to criminal justice and criminology. The course will emphasize the political and social variables that influ-ence judicial decision-making and the role of democracy and punishment in the courts.

**CJ 433C Legal Aspects in Contemporary Society****credit 3 hrs.**

The study of this course will provide students with relevant aspects of consumer law, family law, and tort law. Criminal law will be analyzed. The course will demonstrate the judicial process, including liability issues, civil rights, legal amendments, rules of evidence, and the role of the prosecution and defense in legal proceedings.



**Program of Study in Criminal Justice – General****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Math 132L Gen. College Math II Lab		Math 134L Gen. College Math II Lab	
Hist 130 Intro to African Amer. History	3	Ec 130 Intro to Economics	3
Rel 120 Comparative Religion	2	ESc 130 Gen. Env. Health Science	3
Science Requirement and	3	ESc 110L Gen. Env. Health Science or	1
Science Requirement Lab or	1	Science Requirement	
Phys 140 Gen. Earth Science		CSc 131 Intro. to Computers	3
PE Physical Education	2	FI 112 Freshman Seminar II	1
FI Freshman Seminar I	1	<b>Total</b>	<b>17</b>
<b>Total</b>	<b>18</b>		

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*CJ 231 Intro. to Criminal Justice	3	*CJ 235 Theories in Criminology	3
Fr 233 French or Ar 233		Eng 232 World Literature II	3
Sp 233 Spanish (Inter.) or Arabic	3	Soc 230 Intro. to Sociology	3
Hist 231 U.S. History I	3	Eng 237 Oral Communication	3
Eng 231 World Literature I	3	Art 220 Art Appreciation or	
Art 220 Art Appreciation or		Mus 220 Music Appreciation or	
Mus 220 Music Appreciation or		The 220 Theatre Appreciation	2
The 220 Theatre Appreciation	2	HE 230 Health Education	3
Psy 230 Intro. to Psychology	3	HASS 212 Sophomore Seminar II	1
HASS 211 Sophomore Seminar I	1	<b>Total</b>	<b>18</b>
<b>Total</b>	<b>18</b>		

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*CJ 331 Intro to Law Enforcement	3	*CJ 332 Corrections System	3
*CJ 333 The Court System	3	*CJ 334 Juvenile Delinquency	3
SSCJ 333 Social Science Statistics	3	PolS 336 Intro. to Public Admin	3
*CJ Electives CJ Concentration	6	PolS 330 Amer. State and Local Gov.	3
HASS 311 Junior Seminar I	1	PolS Elective	3
<b>Total</b>	<b>16</b>	HASS 312 Junior Seminar II	1
		<b>Total</b>	<b>16</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*CJ 430 Criminal Just. Research I	3	*CJ 431 Criminal Just. Research II	3
*CJ 437 Minorities, Crime & Soc. Policy	3	*CJ Elective CJ Concentration	3
*CJ 438 Contemporary Issues in CJ	3	*SSCJ 440 Internship Program	3
Psy 431 Abnormal Psychology	3	Elective	2
HASS 411 Senior Seminar I	1	HASS 412 Senior Seminar II	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>

Total SCH - 128

\*SCH in Major - 39

\*Requires a "C" or better

Note: Students will be advised to follow a Criminal Justice concentration (elective courses) during their Junior year first semester.

Higher level Math courses may be substituted for Math 132 or Math 134.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have completed Fs 130 or Sp 130.



**Program of Study in Criminal Justice – Corrections Concentration****FRESHMAN YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
Eng 135	Freshman Composition I	3	Eng 137	Freshman Composition II	3
Math 132	Gen. College Math I	3	Math 134	Gen. College Math II	3
Math 132L	Gen. College Math I Lab		Math 134L	Gen. College Math II Lab	
Hist 130	Intro to African Amer. History	3	Ec 130	Intro to Economics	3
Rel 120	Comparative Religion	2		Science Requirement	4
PE	Physical Education	2	CSc 131	Intro. to Computers	3
	Science Requirement and	3	F 112	Freshman Seminar II	1
	Science Requirement Lab	1		Total	17
FI 111	Freshman Seminar I				
	<b>Total</b>	<b>18</b>			

**SOPHOMORE YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*CJ 231	Intro. To Criminal Justice	3	*CJ 235	Theories in Criminology	3
Fr 233	French or Ar 233		Eng 232	World Literature II	3
Sp 233	Spanish (Inter.)	3	Soc 230	Intro. to Sociology	3
Hist 231	U.S. History I	3	Eng 237	Oral Communication	3
Eng 231	World Literature I	3	Art 220	Art Appreciation or	
Art 220	Art Appreciation or		Mus 220	Music Appreciation or	
Mus 220	Music Appreciation or		The 220	Theatre Appreciation	2
The 220	Theatre Appreciation	2	HE 230	Health Education	3
Psy 230	Intro. to Psychology	3	HASS 212	Sophomore Seminar II	1
HASS 211	Sophomore Seminar I	1		<b>Total</b>	<b>18</b>
	<b>Total</b>	<b>18</b>			

**JUNIOR YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*CJ 331	Intro to Law Enforcement	3	*CJ 332	Corrections System	3
*CJ 333	The Court System	3	*CJ 334	Juvenile Delinquency	3
SSCJ 333	Social Science Statistic	3	PolS 336	Intro. to Public Admin	3
*CJ 332A	Probation, Pardons & Par	3	*CJ 332C	Theories and Methods of	3
PolS 330	Amer. State and Local G	3	The 120	Voice and Diction	2
HASS 311	Junior Seminar I	1	HASS 312	Junior Seminar II	1
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>	

**SENIOR YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*CJ 430	Criminal Just. Research I	3	*CJ 431	Criminal Just. Research II	3
*CJ 437	Minorities, Crime & Soc. Policy	3	*CJ 432C	Alternative to Imprison	3
Psy 431	Abnormal Psychology	3	*CJ 438	Contemporary Issues in CJ	3
*CJ 432A	Prison, Violence, Gangs	3	*SSCJ 440	Internship Program	3
HASS 411	Senior Seminar I	1	HASS 412	Senior Seminar II	1
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>13</b>	

Total SCH - 128

\*SCH in Major - 45

\*Requires a "C" or better

Note: Students will be advised to follow a Criminal Justice concentration (elective courses) during their Junior year first semester.

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the Math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

**Program of Study in Criminal Justice – Law Enforcement Concentration****FRESHMAN YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 132	Gen. College Math I	3		Math 134	Gen. College Math II	3	
Math 132L	Gen. College Math I Lab			Math 134L	Gen. College Math II Lab		
Hist 130	Intro to African Amer. Hist.	3		Ec 130	Intro to Economics	3	
Rel 120	Comparative Religion	2			Science Requirement	4	
PE	Physical Education	2		CSc 131	Intro. to Computers	3	
	Science Requirement and	3		FI 112	Freshman Seminar II	1	
	Science Requirement Lab	1		<b>Total</b>		<b>17</b>	
FI 111	Freshman Seminar I						
1							
	<b>Total</b>		<b>18</b>				

**SOPHOMORE YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*CJ 231	Intro. to Criminal Justice	3		*CJ 235	Theories in Criminology	3	
Fr 233	French or Ar 233			Eng 232	World Literature II	3	
Sp 233	Spanish (Inter.)	3		Soc 230	Intro. to Sociology	3	
Hist 231	U.S. History I	3		Eng 237	Oral Communication	3	
Eng 231	World Literature I	3		Art 220	Art Appreciation or		
Art 220	Art Appreciation or			Mus 220	Music Appreciation or		
Mus 220	Music Appreciation or			The 220	Theatre Appreciation	2	
The 220	Theatre Appreciation	2		HE 230	Health Education	3	
Psy 230	Intro. to Psychology	3		HASS 212	Sophomore Seminar II	1	
HASS 211	Sophomore Seminar I	1		<b>Total</b>		<b>18</b>	
	<b>Total</b>		<b>18</b>				

**JUNIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*CJ 331	Law Enforcement System	3		*CJ 332	Corrections System	3	
*CJ 333	The Court System	3		*CJ 334	Juvenile Delinquency	3	
SSCJ 333	Social Science Statistics	3		PolS 336	Intro. to Public Admin	3	
*CJ 331A	Report Writing	3		*CJ 331C	Public and Private Secu	3	
PolS 330	Amer., State, & Local Govt	3		The 120	Voice and Diction	2	
HASS 311	Junior Seminar I	1		HASS 312	Junior Seminar II	1	
	<b>Total</b>		<b>16</b>	<b>Total</b>		<b>15</b>	

**SENIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*CJ 430	Criminal Just. Research I	3		*CJ 431	Criminal Just. Research II	3	
*CJ 437	Minorities, Crime & Soc. Policy	3		*CJ 438	Contemporary Issues in CJ	3	
Psy 431	Abnormal Psychology	3		*CJ 431C	The Police and Constitu	3	
*CJ 431A	Crime Detection & Invest.	3		*SSCJ 440	Internship Program	3	
HASS 411	Senior Seminar I	1		HASS 412	Senior Seminar II	1	
	<b>Total</b>		<b>13</b>	<b>Total</b>		<b>13</b>	

Total SCH - 128

\*SCH in Major - 45

\*Requires a "C" or better

Note: Students will be advised to follow a Criminal Justice concentration (elective courses) during The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

**Program of Study in Criminal Justice – Corrections Concentration****FRESHMAN YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
Eng 135	Freshman Composition I	3	Eng 137	Freshman Composition II	3
Math 132	Gen. College Math I	3	Math 134	Gen. College Math II	3
Math 132L	Gen. College Math I Lab		Math 134L	Gen. College Math II Lab	
Hist 130	Intro to African Amer. History	3	Ec 130	Intro to Economics	3
Rel 120	Comparative Religion	2		Science Requirement	4
PE	Physical Education	2	CSc 131	Intro. to Computers	3
	Science Requirement and	3	F 112	Freshman Seminar II	1
	Science Requirement Lab	1	<b>Total</b>		<b>17</b>
FI 111	Freshman Seminar I				
<b>Total</b>		<b>18</b>			

**SOPHOMORE YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*CJ 231	Intro. To Criminal Justice	3	*CJ 235	Theories in Criminology	3
Fr 233	French or Ar 233		Eng 232	World Literature II	3
Sp 233	Spanish (Inter.)	3	Soc 230	Intro. to Sociology	3
Hist 231	U.S. History I	3	Eng 237	Oral Communication	3
Eng 231	World Literature I	3	Art 220	Art Appreciation or	
Art 220	Art Appreciation or		Mus 220	Music Appreciation or	
Mus 220	Music Appreciation or		The 220	Theatre Appreciation	2
The 220	Theatre Appreciation	2	HE 230	Health Education	3
Psy 230	Intro. to Psychology	3	HASS 212	Sophomore Seminar II	1
HASS 211	Sophomore Seminar I	1	<b>Total</b>		<b>18</b>
<b>Total</b>		<b>18</b>			

**JUNIOR YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*CJ 331	Intro to Law Enforcement	3	*CJ 332	Corrections System	3
*CJ 333	The Court System	3	*CJ 334	Juvenile Delinquency	3
SSCJ 333	Social Science Statistic	3	PolS 336	Intro. to Public Admin	3
*CJ 332A	Probation, Pardons & Par	3	*CJ 332C	Theories and Methods of	3
PolS 330	Amer. State and Local G	3	The 120	Voice and Diction	2
HASS 311	Junior Seminar I	1	HASS 312	Junior Seminar II	1
<b>Total</b>		<b>16</b>	<b>Total</b>		<b>15</b>

**SENIOR YEAR**

<b>First Semester</b>		<b>SCH</b>	<b>Second Semester</b>		<b>SCH</b>
*CJ 430	Criminal Just. Research I	3	*CJ 431	Criminal Just. Research II	3
*CJ 437	Minorities, Crime & Soc. Policy	3	3	*CJ 432C Alternative to Imprison	3
Psy 431	Abnormal Psychology	3	*CJ 438	Contemporary Issues in CJ	3
*CJ 432A	Prison, Violence, Gangs	3	*SSCJ 440	Internship Program	3
HASS 411	Senior Seminar I	1	HASS 412	Senior Seminar II	1
<b>Total</b>		<b>13</b>	<b>Total</b>		<b>13</b>

Total SCH - 128

\*SCH in Major - 45

\*Requires a "C" or better

Note: Students will be advised to follow a Criminal Justice concentration (elective courses) during their Junior year first semester.

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the Math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

**STUDENT LEARNING OUTCOMES (History)****SLO A: Historical Content Knowledge**

**SLO A1:** Identify historical narratives of peoples worldwide with an emphasis on those of the African Diaspora.

**SLO A2:** Identify the key social, economic, political, cultural, and technological developments that have animated African-American history, African history, United States history, and European history.

**SLOA3:** Recognize and describe historical chronology and contingency.

**SLOA4:** Identify the temporal sequence in which events occurred and explain factors that have triggered change and continuity over time

**SLO B: Historical Analysis**

**SLOB1:** Construct a reasoned historical argument that is based on appropriate evidence.

**SLO B2:** Evaluate and analyze sources for their credibility, position, and perspective.

**SLO B3:** Distinguish between secondary and primary sources and determine when it is appropriate to use each.

**SLO B4:** Accurately cite and structure essays and bibliographies.

**SLO B5:** Distinguish between secondary and primary sources and determine when it is appropriate to use each

**SLO B6:** Situate materials within a proper historical context

**SLO B7:** Understand where materials are located, how to get access to them, and how to read and gather them.

**SLO B8:** Analyze multiple perspectives within bodies of historical scholarship and among his-torical actors.

**SLO C: Explore multiple historical and theoretical viewpoints that provide perspective on the past, recognizing the ongoing provisional nature of knowledge**

**SLO C1:** Identify and construct a historical argument within the context of a broader historiographical movement.

**SLO C2:** Determine the different influences on perspectives (such as author, audience, agenda, and source base) between two or more secondary sources.

**SLO D: Effective Written and Verbal Communication Demonstrate proper citation and format**

**SLO D1:** Students will be able to accurately cite and structure essays and bibliographies using Turabian format

**SLO E: Deliver a formal presentation on a historical topic**

**SLO E1:** Orally narrate an event from the past.

**SLO E2:** Lead and facilitate classroom discussions

**SLOE3:** Integrate technology in presentations (i.e. PowerPoint)

**SLO F: Write effectively, using the conventions of standard American English**

**SLO F1:** Write a paper with minimal grammatical errors

**SLO F2:** Develop a well-defined and supported thesis

**SLO F3:** Coherently organize a paper (i.e., chronological, emphatic, general to specific, comparison, thematic)

**SLO G: Historical Research Process: Demonstrate mastery of the basic principles of historical research.**

**SLO G1:** Students will be able to analyze primary sources and use them in service of advancing their own arguments

**SLO G2:** Generate significant, open-ended questions about the past and devise a research strategy to find evidence to answer these questions.

**SLO G3:** Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.

**SLO H: Make original contributions to historical scholarship**

**SLO H1:** Students will be able to situate their own original arguments within a broader body of historical scholarship

**SLO I: Demonstrate professional ethics and skills in research.**

**SLO H1:** Students will be able to distinguish between original and plagiarized work

**SLO H2:** Appropriately credit and build on scholars' work, i.e. proper citation.

## **HISTORY COURSE DESCRIPTION**

### **Geog 331 World Regional Geography**

**credit 3 hrs.**

This course is the study of how geographical features and patterns interact with political processes to create a constantly evolving political landscape. Studies in World Regional Geography can be local, regional or global in scale. In this course, we are most concerned with the global scale because global outcomes are often driven by local phenomena.

### **Hist 130 Introduction to African American History**

**credit 3 hrs.**

This course traces major developments in African American people from their ancient African origins through medieval kingdoms to the Atlantic slave trade and subsequent enslavement and emancipation in the Americas to the modern struggle for civil rights. Particular emphasis will be placed on Reconstruction, post Reconstruction policy, cultural and educational developments civil rights, leadership, and contemporary issues and concerns.

### **Hist 131 World Civilization I**

**credit 3 hrs.**

This course surveys ancient and medieval civilizations from their origins through the Renaissance. Egypt, Mesopotamia, Greece, Rome, Africa, and the ancient Near East, China, and India are studied. The impact of these early civilizations upon the development of modern civilization is emphasized. An honors section is offered as Hist 131 (H).

### **Hist 132 World Civilization II**

**credit 3 hrs.**

This course is a survey of the evolution of civilization since 1660. Emphasis is placed on the rise of the modern nation state, the ascendancy of the Western powers, and the growth of the "Third World" nations in the wake of World War II. Concurrently, attention is given to the development of science, the arts, and social and political institutions as they interrelate worldwide. An honors section is offered as Hist 132 (H).

### **Hist 231 U.S. History I (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

This course is a survey of the history of the United States from its European background and colonization through the Civil War. This course traces the development of the political, economic, social, and cultural institutions of the United States. An honors section is offered as Hist 231 (H).

### **Hist 232 U. S. History II (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

This course is a survey of the growth and development of the United States from reconstruction to the present. Particular emphasis is given to the impact of the Afro-American on the development of the United States during the 19th and 20th centuries. An honors section is offered as Hist 232 (H).

### **Hist 331 United States Military Policy**

**credit 3 hrs.**

This course is a study of the history of American military policy as expressed in American military institutions, experience and traditions in peace and war from colonial times to the present. Emphasis is on the relationship between the military and other entities in American society and on the role of the military in the establishment, expansion, preservation and development of the nation.

### **Hist 334 History of Africa**

**credit 3 hrs.**

This course is a survey of African History from earliest times to the present, with particular emphasis placed on the modern period.

**Hist 335 History of Europe I****credit 3 hrs.**

This course treats Europe in detail from the beginning of the French Revolution in 1789 to the beginning of World War I in 1914. Particular attention is paid to the rise of nationalism, the social, cultural, and political impact of industrialism, and European colonialism.

**Hist 336 History of Europe II****credit 3 hrs.**

This course traces the conduct of World Wars I and II and their impact upon the history of Europe. It analyzes the causes and effects of the Cold War, the end of colonialism, and the recent background of current events in Europe.

**Hist 337 African American History I****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course examines the nature of African societies—their social, religious, educational, cultural and political systems before the arrival of Europeans, African exploration of the Americas, and comparative studies of reactions to enslavement and resistance in the Americas through the Civil War.

**Hist 338 African American History II****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course focuses on the social, political and cultural means and strategies used by African Americans to cope with discrimination and racism as they attempted to access American society immediately after emancipation up to the Civil Rights period. African American responses such as Black Nationalism, emigration, migration, participation in the military, and their creation of an American vision will be examined against the background of Reconstruction, rescinding of the promises of emancipation, and the establishment of segregation and Jim Crow.

**Hist 339 U. S. History, 1914 to the Present****credit 3 hrs.**

This course traces political, economic, diplomatic, and military history From World War I to the present. The course emphasis is on the ethnic, technological, political, and cultural developments of this period in American History.

**Hist 430 The Civil Rights Movement in the United States****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides a comprehensive study of the Civil Rights Movement in the twentieth century. The course will examine the scholarly, political, social and economic issues related to the movement. An honors section is offered as Hist 430 (H).

**Hist 431 Asian History****credit 3 hrs.**

This course is a survey of Far Eastern History beginning with the arrival of European mariners. The theme of the course is the relationship between the Far East and the Western powers. The student is introduced to the geography, resources, principles, cultures, and strategic nature of Asia. The impact of colonialism is traced from its beginnings through its decline to the present. The course explores the effect of colonialism in Asia on the colonizers and the colonized, leading to a broader understanding of the conflicting motivations that underlie current events in the Far East.

**HIST433 Contemporary Issues in the Study of History****credit 3 hrs**

This course will allow students to better utilize their strengths and expand learning. This course will further develop writing, reading, and critical thinking skills, prepare students for graduate school, and introduce new topics of study. Students will be introduced to more historical actors, events, and timelines. This course will help students gain the mastery they need to analyze historical evidence, formulate theses, and write effectively

**Hist 435 History of Latin America and the Caribbean****credit 3 hrs.**

This course is a survey of Latin America and the Caribbean, tracing their history since contact by Columbus. The region's political history is examined from the early struggles among the colonial powers up through the Post-World War II independence of most Caribbean islands. At the same time, the student studies the geographic, economic, and the ethnic aspects of the region. Course is offered in alternate years.

**Hist 436 African American Profiles****credit 3 hrs**

This course will be a scholarly treatment of the biographical histories of prominent African Americans. Currently, many noted African American life experiences receive only surface treatment



in other courses. This course will provide the student with more in-depth analysis of the life and impact of prominent African American From the early 17th to present.

### **Hist 437 Reading, Writing and Thinking History I**

**credit 3 hrs**

This is the first of the two required courses designed to provide students with the opportunity to integrate their substantive and theoretical knowledge in history to their individual research projects. This course focuses on the methods of historical inquiry, including critical analysis and interpretation of a world wide range of primary and secondary sources as well as finding a research topic and developing a proper research proposal.

### **Hist 438 Reading, Writing and Thinking History II**

**credit 3 hrs**

This is the second required course designed to allow students to use what they have learned by re-searching and writing a significant and original historical paper, the Senior Paper, based on the pro-posal developed in the preceding Hist 437. Prerequisite: Hist 437

### **Hist 439 Methods and Materials in the Teaching of Social Studies**

**credit 3 hrs.**

This course is a study of the theory and the application of new strategies in methods and materials of teaching social studies. Emphasis is given to the use of audio-visual and other procedures that maybe used in the classroom to achieve competency-based instruction. Emphasis is placed on the processes of inquiry and discovery, the development of concepts, and the analysis of values and strategies for teaching current and controversial issues.

### **SSCJ 439 Special Topics (Elective)**

**credit 3 hrs.**

The course is designed to enable faculty to develop interdisciplinary topics of special interest to them and to their students that are not listed in the regular course offerings. This will be 400 level elective courses.

### **SSCJ 440 Internship**

**credit 3 hrs.**

This course encompasses the practical application of ideas, theories, and concepts emphasized in the classroom. Students are assigned to both private and public agencies and are supervised by the agency and the instructors at Benedict College. Students may be assigned appropriate non-agency activities at the discretion of their academic advisor.

### **SSCJ 111,112, 211, 212, 311, 312, 411, 412 Seminars**

**credit 1 hr. ea.**

(Course descriptions for all seminars are on pages 77-78)





**Program of Study in History****FRESHMAN YEAR**

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
Eng 135	Freshman Composition	3	Eng 137	Freshman Composition II	3
Math 132	Gen. College Math I	3	Math 134	Gen. College Math II	3
	Science Requirement and	3		Science Requirement and	3
	Science Requirement Lab	1		Science Requirement Lab	1
	-or- Science Requirement			-or - Science Requirement	
PE	Physical Education	2	Hist 132	World Civilization II	3
Hist 131	World Civilization I	3	Rel 120	Comparative Religion	2
FI 111	Freshman Seminar I	1	FI 112	Freshman Seminar II	1
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>16</b>

**SOPHOMORE YEAR**

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
Eng 231	World Literature I	3	Eng 232	World Literature II	3
*Hist 231	U.S. History I	3	*Hist 232	U.S. History II	3
The 220	Theatre Appreciation		Hist 130	Intro to African Amer.	3
Mus 220	Music Appreciation or		The 220	Theatre Appreciation or	
Art 220	Art Appreciation	2	Mus 220	Music Appreciation or	
Soc 230	Intro to Sociology	3	Art 220	Art Appreciation	2
Fs 233	French or Ar 233		PolS 230	Intro to Government	3
Sp 233	Spanish (Inter.)	3	PolS 233	American Natl. Government	3
Ec 130	Introduction to Econ	3	HASS 212	Sophomore Seminar II	1
HASS 211	Sophomore Seminar I	1		<b>Total</b>	<b>18</b>
	<b>Total</b>	<b>18</b>			

**JUNIOR YEAR**

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
Hist 335	Hist. of Europe I	3	*Hist 334	History of Africa	3
*Hist 337	African American Hist	3	Hist 336 or Hist. of Europe II		3
Eng 331	Amer. & Afro Amer Lit	3	*Hist 338	African American Hist.	3
Geo 331	World Regional Geog	3	Eng 332	Amer. & Afro Amer Lit I	3
HE 230	Health Education	3	*Hist Ele (300-400 level)		3
HASS 311	Junior Seminar I	1	HASS 312	Junior Seminar II	1
*HASS	Elective (300-400 level)	3		<b>Total</b>	<b>16</b>
	<b>Total</b>	<b>19</b>			

**SENIOR YEAR**

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
*Hist 437	Read., Writing, Think	3	*Hist 438	Read. Writing & Think.	3
Hist Ele (300-400 level)	Anthropology	3	*SSCJ 440	Internship	3
*HASS Ele (300-400 level)		3	HASS Ele (300-400 level)		2
*Hist433	Contemporary Issues	3	HASS Ele (300-400 level)		3
HASS 411	Senior Seminar	1	HASS 412	Senior Seminar II	1
	<b>Total</b>	<b>13</b>		<b>Total</b>	<b>12</b>

Total SCH - 128

\*SCH in Major - 36

\*Requires a "C" or better

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

## STUDENT LEARNING OUTCOMES (Political Science)

### SLO A: Proficiency in Analytic and Critical Thinking

SLO A1: Students will be able to recognize and summarize the basic concepts and theories (including ancient and modern political thoughts) used in the field of political science.

SLO A2: Student will be able to identify and define basic concepts used in the Study of politics and government.

SLO A3: Students will be able to design an individual research paper, including a review of the literature, the formulation of research questions and/or hypothesis, the choice of an appropriate research method for the collection and analysis of data, and the writing of the research proposal.

### SLO B: Proficiency in International Relations Analysis.

SLO B1: Student will be able to recognize and summarize the basic theories in International Relations realism, liberalism, Marxism, Feminism).

SLO B2: Student will be able to apply basic theories in International Relations to analyze current events in different areas of world politics.

### SLO C: Proficiency in the analysis of the U.S. Government and politics

SLO C1: Student will be able to recognize and analyze the political institutions within the federal and local governments in the United States

SLO C2: Student will be able to recognize the major political institutions in the state and federal governments, and explain their interactions.

### SLO D: Proficiency in Oral and Written Communication

SLO D1: Student will be able to complete an individual senior research paper based on the discipline's guideline and rubric.

SLO D2: Student will defend a senior research paper before a panel of faculty members.

## POLITICAL SCIENCE COURSES

### PolS 230 Introduction to Political Science

#### (DESIGNATED SERVICE-LEARNING COURSE)

credit 3 hrs.

An introduction to the discipline of political science, examining its foundation and relationships to other social science disciplines. This course also emphasizes the major concepts, theories and ideologies used in the study of political behavior, phenomena, and processes in a changing world.

### PolS 233 American National Government

#### (DESIGNATED SERVICE-LEARNING COURSE)

credit 3 hrs.

The course is an introduction to the principles and problems of government and the political process with particular emphasis on American national government. The course focuses on the evolution, organization, and powers of the national government. Particular emphasis is placed upon the role of the national government in current affairs.

### PolS 234 Introduction to International Relations

credit 3 hrs.

This course is a study of the interaction of forces, factors, and institutions of international politics, including an examination of the concepts and problems involved.

### PolS 330 American State & Local Government

#### (DESIGNATED SERVICE-LEARNING COURSE)

credit 3 hrs.

This course examines the development and content of state constitutions, special reference is made to the political, administrative, and judicial systems of South Carolina. Attention is focused on the problems that occur in the relations between state and local government.

### PolS 331 Municipal Government

#### (DESIGNATED SERVICE-LEARNING COURSE)

credit 3 hrs.

The course is a study of contemporary municipal government in the United States with reference to types, legal aspects, organizations, and functions. Attention is given to financial and personnel politics and elements in intergovernmental relations involving city, state, and national government.

**PolS 332A Scope and Methods of Political Science** **credit 3 hrs.**

An introduction to the philosophy, logic and methods of social and political analysis. The course examines the development of political science discipline, the scientific methods, the ethical issues in social science research; and research design.

**POLS 333 Introduction to Political Thought** **credit 3 hrs.**

A survey of the major political theories and ideologies, through an examination of the major texts and thinkers of the Western political tradition. Emphasis is placed on their contributions to human society. Prerequisite: Political Science 332.

**POLS 334A Theories of International Relations** **credit 3 hrs.**

Analysis and evaluation of main theories of international relations, including realist, neo-realist, liberal, neo-liberal, Gramscian, Marxist, feminist, and post-modernist approaches. Emphasis is placed on the contributions of the theories to an understanding of contemporary world politics.

**PolS 335 United States Foreign Policy** **credit 3 hrs.**

This course analyses the principles and practices of the United States foreign policy from the founding of the country to the present time. Emphasis will be put on the institutional framework for the initiation and execution of the United States foreign policy, as well as on its impacts on selected areas around the world.

**PolS 336 Introduction to Public Administration** **credit 3 hrs.**

This is a survey of the evolution of Public Administration as a discipline and as a process. This course studies the organization and management of governmental affairs relating to the concept of the state.

**PolS 337 American Law and Regulations** **credit 3 hrs.**

Designed to introduce the student to the principal forms of American law—constitutional, statutory, common as well as judicial rulings and administrative regulations, the course provides the student with a general background relevant to the political process, governmental administration, and law enforcement, including judicial interpretation and review.

**PolS 338 American Political Parties and Elections  
(DESIGNATED SERVICE-LEARNING COURSE)** **credit 3 hrs.**

The course analyzes the evolution, structure, role, functions, and techniques of American political parties and how they are influenced by special interests and pressure groups. Emphasis is placed on party platforms, nominating devices and campaign strategies.

**POLS 430A The U.S. Congress** **credit 3 hrs.**

Comprehensive study of the American legislative process emphasizing the development and operation of the U.S. Congress. The interaction of Congress with other political institutions will also be examined.

**POLS 430B The U.S. Presidency** **credit 3 hrs.**

Examination of the office of President with attention to its historical and constitutional development, to presidential selection, and to the various roles, powers, functions, and problems attendant to the contemporary Presidency.

**POLS 430C The U.S. Supreme Court** **credit 3 hrs.**

Comprehensive study of the American judicial system emphasizing the development and operation of the U.S. Supreme Court. The interaction of U.S. Supreme Court with other political institutions will also be examined.

**PolS 431 Modern Political Thought** **credit 3 hrs.**

This course examines in depth some of the most influential political theories and ideologies of the modern age (from Machiavelli through the twentieth century). Emphasis is placed upon the content of these theories and ideologies, as an understanding of contemporary politics.

**PolS 432 Readings in Political Science** **credit 3 hrs.**

The course, through the selection of appropriate readings, deals with the concepts and subject matter of political science. Through individual research and the preparation of a major paper, the student may focus on a particular area of political science or public administration.

**POLS 433A International Law and Organizations****credit 3 hrs.**

This course examines the origins of international norms and the creation of institutions to develop, entrench, and enforce international them. Emphasis is placed on the United Nations and the major regional organizations, such as the European Union, the African Union and NAFTA.

**POLS 433B International Political Economy****credit 3 hrs.**

This course examines the relationship between politics and economics on the national and international levels, focusing on the impact of political forces on the functioning of the international economic system.

**PolS 434 Comparative Politics****credit 3 hrs.**

This course surveys the different types of political systems of the contemporary world, in order to understand their similarities and differences. Emphasis is placed on the constitutional principles, governmental institutions, and political problems of democratic countries (such as the United Kingdom, France, Germany and Japan), communist and post-communist countries (such as Russia and China), as well as developing countries (such as Nigeria).

**PolS 436 Political Change and Modernization  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course is a systematic exploration of theories of political change including an examination of the impact of change in the socio-economic system. The implications of these theories for exploring the experience of both Western and new states are considered. Enrollment is by permission of instructor only.

**PolS 437 Applied Political Science Research I  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This is the first of two required courses designed to provide students with the opportunity to integrate their substantive and theoretical knowledge in Political Science to their individual research project. This course focuses on topic selection, literature review and proposal writing. Prerequisite SSCJ 333 and SSCJ 334.

**PolS 438 Applied Political Science Research II  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This is the second required courses designed to provide students with the opportunity to integrate their substantive and theoretical knowledge in Political Science to their individual research project. This course focuses on data collection, data analysis, and the writing of the senior paper. Prerequisite: PolS 437.

**SSCJ 439 Special Topics (Elective)****credit 3 hrs.**

The course is designed to enable faculty to develop interdisciplinary topics of special interest to them and to their students that are not listed in the regular course offerings. This will be 400 level elective courses.

**SSCJ 440 Internship****credit 3 hrs.**

The course involves a placement of students in selected agencies to work in specific areas requiring particular professional skills in city, state, and national government. A report of this activity is expected upon conclusion of placement. Students may be assigned to appropriate kinds of non-agency activity by permission of the major area advisor.

**SSCJ 111, 112, 211, 212, 311, 312, 411, 412 Seminars****credit 1 hr. ea.**

(Course descriptions for all seminars are on pages 77-78.)

## Program of Study in Political Science – Concentration in American Government and Politics

### FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Math 132L Gen. College Math I Lab		Math 134L Gen. College Math II Lab	
Science Requirement and	3	Science Requirement and	3
Science Requirement Lab	1	Science Requirement Lab	1
-or- Science Requirement		-or- Science Requirement	
Hist 131 World Civilization I	3	CSc 131 Introduction to Computer	3
Hist 130 Intro to African American	3	Rel 120 Comparative Religion	2
FI 111 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>16</b>

### SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Eng 237 Oral Communications	3	*PolS 234 Intro to International Relations	3
PE Physical Education	2	Ec 130 Intro to Economics	3
*PolS 230 Intro to Political Science	3	Soc 230 Intro to Sociology	3
HE 230 Health Education	3	The 220 Theatre Appreciation or	
The 220 Theatre Appreciation or Art 220		Art Appreciation or	
Art 220 Art Appreciation or		Mus 220 Music Appreciation	2
Mus 220 Music Appreciation	2	Fr 233 French or Ar 233	
HASS 211 Sophomore Seminar I	1	Sp 233 Spanish (Inter.) or Arabic	3
<b>Total</b>	<b>17</b>	HASS 12 Sophomore Seminar I	1
		<b>Total</b>	<b>18</b>

### JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*PolS 233 Amer. National Gov't	3	*PolS 330 American State & Local or	3
*PolS 333 Intro to Political Thought	3	*PolS 331 Municipal Government	3
*PolS 332 Scope and Methods	3	PolS 338 American Political Parties & Elec.	3
*SSCJ 333 Social Sciences Statist	3	Elective	3
Elective	3	Elective	3
HASS 311 Junior Seminar I	1	HASS 311 Junior Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

### SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*PolS 431 Modern Political Thought	3	*PolS 430B The U.S. Presidency	3
*PolS 430A The U.S. Congress	3	*PolS 430C The U.S. Supreme Court	3
*SSCJ 440 Internship	3	*PolS 434 Comparative Politics	3
Elective	2	*PolS 438 Applied PolS Research II	3
*PolS 437 Applied PolS Research I	3	HASS 412 Senior Seminar II	1
HASS 411 Senior Seminar I	1	<b>Total</b>	<b>13</b>
<b>Total</b>	<b>15</b>		

Total SCH - 128

SCH in majors – 48

\*Requires a "C" or better

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

Eng 230 Advanced Composition is the prerequisite for Eng 430 Technical Writing.

**Political Science – Concentration in International Relations****FRESHMAN YEAR**

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Math 132L Gen. College Math I Lab		Math 134L Gen. College Math II Lab	
Science Requirement and	3	Science Requirement and	3
Science Requirement Lab	1	Science Requirement Lab	1
–or- Science Requirement		–or- Science Requirement	
Hist 131 World Civilization I	3	CSc 131 Introduction to Computer	3
HIST 130 Intro to African Amer. History	3	Rel 120 Comparative Religion	2
FI 111 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>16</b>

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 237 Oral Communications	3	Eng 232 World Literature II	3
Eng 231 World Literature I	3	*PoIS 234 Intro to International Relations	3
HE 230 Health Education	3	230 Intro to Sociology	3
The 220 Theatre Appreciation or		The 220 Theatre Appreciation or	
Art 220 Art Appreciation or		Art 220 Art Appreciation or	
Mus 220 Music Appreciation	2	Mus 220 Music Appreciation	2
PE Physical Education	2	Ec 130 Intro to Economics	3
*PoIS 230 Intro to Political Sci	3	Fs 233 French or Ar 233	
HASS 211 Sophomore Seminar I	1	Sp 233 Spanish (Inter.) or Arabic	3
<b>Total</b>	<b>17</b>	HASS 212 Sophomore Seminar II	1
		<b>Total</b>	<b>18</b>

**JUNIOR YEAR**

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*PoIS 233 Amer. National Gov't	3	*PoIS 330 American State & Local or	3
*PoIS 333 Intro to Political Thought	3	*PoIS 331 Municipal Government	3
*PoIS 332 Scope and Methods	3	PoIS 338 American Political Parties & Elec.	3
*SSCJ 333 Social Sciences Statist	3	Elective	3
Elective	3	Elective	3
HASS 311 Junior Seminar I	1	HASS 311 Junior Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

**SENIOR YEAR**

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*PoIS 431 Modern Pol. Thought	3	*PoIS 438 Applied Pols Research II	3
*PoIS 437 Applied Pols Research I	3	*PoIS 434 Comparative Politics	3
*PoIS 433A Internat. Law and Organization	3	*PoIS 433B Internat. Pol. Economy	3
SSCJ 440 Internship	3	Elective	2
Elective	3	HASS 412 Senior Seminar II	1
HASS 411 Senior Seminar I	1	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		

Total Major SCH - 128

SCH in Major – 39

\*Requires a "C" or better

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

*Minor in political science*, which is available to any student enrolled at Benedict College.

Require students who choose to take a minor in political science to complete at least 12 hours in the discipline, and pass all courses with a grade of at least a "C" (or 2.0 on a 4.0 scale)

The following courses as the required courses for the minor in political science:

- POLS 230 Introduction to Political Science
- POLS 233 American National Government
- POLS 234 International Relations OR POLS 335 United States Foreign Policy
- POLS 431 Modern Political Thought

## **STUDENT LEARNING OUTCOMES (Psychology)**

**SLO A: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Primarily, students should be able to:**

**SLO A1:** Identify basic theories, concepts, and major findings in the foundational fields of study in psychology.

**SLO B: Demonstrate knowledge and ability to apply basic research and analytical skills used in the areas of psychology including critical inquiry, hypothesis testing, research design, data analysis and interpretation. Specifically, students should be able to:**

**SLO B1:** Explain the different research methods used in the areas of psychology.

**SLO B2:** Interpret research and theory to develop appropriate research questions or hypotheses.

**SLO B3:** Design basic studies to address research questions or hypotheses using appropriate research methodologies.

**SLO C: Demonstrate the ability to effectively communicate psychological material in a variety of oral and written formats. Particularly, students should be able to perform the following:**

**SLO C1:** Demonstrate effective writing skills by utilization of professional writing conventions (APA guidelines) to present psychological material.

**SLO C2:** Synthesize appropriate information from psychological sources and develop a well-organized, logical presentation of psychological material.

## **PSYCHOLOGY COURSES DESCRIPTION**

### **Psy 213 Careers in Psychology**

#### **(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 1 hr.**

This course is designed to provide the student with career guidance and an overview of current trends in psychology. Topics include types of careers available and required preparation for careers.

### **Psy 222 African American Psychologists**

**credit 2 hrs.**

This course provides an in-depth analysis of the theory, research, and careers of both early and contemporary African American psychologists.

### **Psy 230 Introduction to Psychology**

**credit 3 hrs.**

The aim of this course is to introduce the students to the basic concepts in the scientific study of human behavior and mental processes. This includes research methods, psychological theory, development learning, memory, cognition, intelligence, perception, motivation, emotion, personality theory and assessment, psychological disorders, therapy and social psychology.

### **Psy 330 Human Growth and Development**

**credit 3 hrs.**

This course provides an integrated study of the human life span from the prenatal period through middle childhood adolescence and the stages of early and late adulthood. Central to the course are the theories, principles, and processes by which change takes place in the physical, cognitive, and affective areas of development. Multicultural issues as they relate to social, educational, and familial factors will be addressed.



**Psy 331 Social Psychology****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course deals with the study of how personality and behavior are influenced by the social context. Topics include socialization, communication, attitudes, interpersonal perception, personal identities, and social interaction. Appropriate for non-majors. This course is cross listed with Soc 331.

**SSCJ 333 Social Sciences Statistics****credit 3 hrs.**

Statistics is approached as a tool in social research and in applied social sciences. Measures of central tendency and dispersion, probability, tests of significance, and correlation are covered.. Prerequisites: Math 132 and Math 134 or Math 138 and Math 140.

**SSCJ 334 Research Methods****credit 3 hrs.**

This course fully describes the scientific method with emphasis on critical evaluation of research. De-scriptive and experimental research methods are covered. Students gain hands-on experience with the steps in the research process. Prerequisites: Math 132 and Math 134 or Math 138 and Math 140.

**Psy 335 Laboratory in Psychology****credit 3 hrs.**

Research methods and statistical procedures are interrelated in practical exercises. Prerequisites: SSCJ 333 and SSCJ 334.

**Psy 336 Theories of Personality****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides an overview of the field of personality psychology. Classic and contemporary theoretical Frameworks for understanding personality development are examined, and personality as-sessment and modern research are covered.

**Psy 337 Psychology of the African American Experience****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course examines psychological theory and research as applied to the development of personality, identity, perceptions and attitudes unique to the African American experience.

**Psy 338 Applied Psychology****credit 3 hrs**

This course surveys the practical application of psychological knowledge in various contexts, including clinical, educational, industrial, and family psychology.

**Psy 339 Human Sexual Behavior****credit 3 hrs**

Psychological theory and research on human sexual behavior are covered. Topics include pioneer and current research, gender differences, cultural influences, attitudes and behavior related to sexual functioning and dysfunction, sexual orientation, and sexually aggressive behavior.

**Psy 430 Psychological Theory****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The foundations of psychological thought are studied through the works of both early and contemporary theorists.

**Psy 431 Abnormal Psychology****credit 3 hrs.**

This course is designed to provide an overview of the scientific theories, research, and therapeutic interventions concerning behaviors that have been identified as "abnormal." Various psychological dis-orders are examined and the effect of these disorders on individual adjustment, interpersonal relations, and the society as a whole are addressed.

**Psy 432 Cognitive Psychology****credit 3 hrs.**

Theory and empirical research on human information processing and performance are examined. Topics include: attention, perception, learning, memory, reasoning, language, problem solving, and creativity.

**Psy 433 Psychology of Health and Medicine****credits 3 hrs.**

This course surveys, from a research-based perspective, the physical, behavioral, and psychological factors that contribute to health risks and diseases. Various behaviors and attitudes that relate to health enhancement, disease prevention, safety, and rehabilitation are identified. The role of the medical profession and issues involved in seeking medical care and adhering to health care regimens also are examined.

**Psy 434 Clinical Psychology****credit 3 hrs.**

This course is a survey of clinical practice. Topics include the professional training of clinical practitioners, the techniques of assessment and intervention, and application to family violence, depression, anxiety, and juvenile and criminal offenders.

**Psy 435 Advanced Experimental Psychology****credit 3 hrs.**

Various experimental designs and appropriate statistical tests are covered. This course includes both lecture and laboratory exercises.

**Psy 436 Psychological Measurements****credit 3 hrs.**

The historical development, critical assessment and current uses of various techniques are covered. Attention is given to measurement of personality, interest, aptitudes, attitudes, intelligence, clinical assessment, and therapeutic outcomes.

**Psy 437 Psychology of Alcohol and Drug Use****credit 3 hrs.**

Theory and research of substance abuse is the focus of this course. Topics include prevalence of use, medical consequences, pharmacological effects, physiological and psychological causes and treatment.

**Psy 438 Senior Research Project I****credit 3 hrs.**

This is the first of two courses in which the senior research paper will be completed. In this course, students will choose a research topic and write a research paper in APA style, which includes a review of literature and a proposed research design. Students must earn a grade of "C" or higher to matriculate to the next course, Senior Research Project II. Prerequisites: PSY 230, SSCJ 333, SSCJ 334, and MATH 132, MATH 134, or MATH 138 and MATH140.

**Psy 439 Senior Research Project II****credit 3 hrs**

This is the second of the two courses in which the senior research paper will be completed. In this course, students will complete the research project begun in the PSY 438 course and must successfully defend their research before a faculty panel. The research paper and defense fulfills the requirement for the senior paper for psychology majors. Prerequisite: PSY 438.

**SSCJ 439 Special Topics (Elective)****credit 3 hrs.**

The course is designed to enable faculty to develop interdisciplinary topics of special interest to them and to their students that are not listed in the regular course offerings. This will be a 400 level elective course.

**SSCJ 440 Internship****credit 3 hrs.**

This is a practicum in community psychology. A supervised field experience in an agency applying psychological principles, theory, and research is available to students with advanced standing.

**Program of Study in Psychology****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Math 132L Gen. College Math I Lab		Math 134L Gen. College Math II Lab	
Science Requirement and	3	Science Requirement and	3
Science Requirement Lab	1	Science Requirement Lab	1
Hist 132 World Civilization II	3	Hist 130 Intro to African Amer. Hist.	3
PE Physical Education	2	CSc 131 Introduction to Computer	3
Rel 120 Comparative Religion	2	FI 112 Freshman Seminar II	1
FI 111 Freshman Seminar I	1	<b>Total</b>	<b>17</b>
<b>Total</b>	<b>18</b>		

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Ec 130 Intro to Economics	3	Eng 237 Oral Communication	3
*Psy 230 Intro to Psychology	3	The 220 Theater Appreciation or	
HE 230 Health Education	3	Mus 220 Music Appreciation or	
Soc 230 Intro to Sociology	3	Art 220 Art Appreciation	2
The 220 Theater Appreciation or		*Psy 222 African American Psy.	2
Mus 220 Music Appreciation or		*Psy 213 Careers in Psychology	1
Art 220 Art Appreciation	2	Hist 231 US History I	3
HASS 211 Sophomore Seminar I	1	HASS 212 Sophomore Seminar II	1
<b>Total</b>	<b>18</b>	PolS Political Science Elective	3
		<b>Total</b>	<b>18</b>

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*Psy 331 Social Psychology	3	*SSCJ 334 Research Methods	3
SSCJ 333 Social Science Statist	3	Elective	2
*Psy 335 Laboratory in Psychology	3	Phil 330 Critical Thinking & Logic	3
*Psy 336 Theories of Personality	3	Hist 232 U.S. History II	3
Fs 233 French or		Eng 331 Amer. & African Amer. Lit I or	
Sp 233 Spanish (Inter.) or Arabic	3	Eng 332 Amer. & African Amer. Lit II	3
HASS 311 Junior Seminar I	1	HASS 312 Junior Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*Psy 430 Psychological Theory	3	*SSCJ 440 Internship	3
*Psy 439A Senior Research Project I	3	*Psy 439C Senior Research Project II	3
*Psy 431 Abnormal Psychology	3	SS Elective (300-400 level)	3
Geo 331 World Regional Geog.	3	SS Social Science Elective	3
HASS 411 Senior Seminar I	1	4 HASS 1 2 Senior Seminar II	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>13</b>

Total SCH - 128

SCH in Major - 36

Requires a "C" or better

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs130 or Sp 130

**STUDENT LEARNING OUTCOMES (Religion and Philosophy)**

**SLO A:** Students will be able to identify the founders and major tenets of the world's religions.

**SLO B:** Students will explain, analyze, and evaluate the fundamental issues that shape the biblical canon and philosophical reasoning.

**SLO C:** Students will be able to articulate the thought of the major theologians and philosophers of the Western tradition and the ethical issues that shape their thinking.

**SLO D:** Student will be able to effectively communicate the thought of the major philosopher, ministers, and theologians that have shaped the black liberation tradition in the United States and the larger African Diaspora.

**RELIGION AND PHILOSOPHY COURSE DESCRIPTION PHILOSOPHY COURSES****Phil 230 General Philosophy****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

The course introduces the student to the most significant philosophical approaches man has made toward the understanding of his environment. Emphasis will be placed on analysis and interpretation of reasoned statements and fallacious arguments in order to achieve clear, critical thinking.

**Phil 235 African American Philosophy****credit 3 hrs**

Introduction of personalities representative of the African American philosophical tradition. Insight into the general character of his tradition and its general character of this tradition and its distinctive style of philosophizing. This course also emphasizes issues of social philosophy, ethics, and religion in the African American communities.

**Phil 330 Critical Thinking and Logic****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course introduces students to the basic rules for valid reasoning. Students learn how to assess arguments critically by others and how to construct valid arguments. Deductive, inductive and propositional logic are covered. Prerequisites: Math 134.

**Phil/Rel 333 Philosophy of Religion****credit 3 hrs.**

This course exposes the student to the historical problems and challenges posed by reason to religious belief systems.

**Phil 430 Social Ethics****credit 3 hrs.**

A study of the problems of the moral life as related to contemporary social, political and economic trends; the character of the individual; and the philosophical foundations of morality form the subject matter of this course.

**Phil 431 Trends in Modern Philosophy****credit 3 hrs.**

The course guides the student in an examination of current philosophical trends and their contemporary representatives. In addition, all modern systems are noted, including idealism, naturalism, materialism, existentialism, theistic and nihilistic realism, pragmatism, humanism, and logical positivism. Prerequisite: Phil 230.

**RELIGION COURSES****Rel 120 Comparative Religion****credit 2 hrs.**

This course is a comparative study of the world's major religions and how they are interrelated. A genuine appreciation of the tenets of each of the religions will be pursued for the purpose of minimizing historical biases in Western thinking regarding non-Christian religions.

**Religion 230 Principles of Christian Theology****credit 3 hrs.**

This course introduces the student to the nature, purpose, aims, and content of Christian theological reflection. Sources, methodologies, doctrine and major figures and movements will be examined, both in historical and contemporary settings.

**Rel 331A Old Testament (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

The course is intended to give the student an appreciation of the literature, history, basic presuppositions, and convictions of ancient Israel as they are reflected in the Old Testament. It further seeks to enable the student to make these presuppositions and convictions relevant to contemporary times.

**Rel 331C New Testament (DESIGNATED SERVICE-LEARNING COURSE) credit 3 hrs.**

The course seeks to guide the student toward understanding why Jesus of Nazareth is regarded as the central figure of the movement that produced and is reflected in the New Testament literature. It further seeks to lead the student to an examination of personalities and convictions found in this literature, with an eye toward application relevant to the present. Prerequisite: Rel 231.

**Rel 332 Eighth Century Prophets****credit 3 hrs.**

The course is designed to expose the student to the historical context, convictions, writings, and relevance of the great Hebrew prophets. Particular emphasis is placed on Amos, Hosea, Jeremiah, Micah, and Isaiah. Prerequisite: Rel 231.

**Rel/Phil 333 Philosophy of Religion****credit 3 hrs.**

This course exposes the student to the historical problems and challenges posed by reason to religious belief systems. The relationship between faith and reason will be explored as it relates to theistic arguments, divine knowledge and human free will, miracles, life after death, the problem of evil, religion and science, and religious diversity.

**Rel 433 The Synoptic Gospels****credit 3 hrs.**

This course will examine the chronological, historical, and theological interrelationship of the four gospels (known as synoptic). Specific attention will be given to the time, place, and cultural milieu out of which each of the gospel authors wrote with a view to a fuller understanding of their differing theological emphasis regarding the Christ event. Prerequisite: Rel 232.

**Rel 335 Public Worship****credit 3 hrs.**

The course is designed to expose the student to the elements in the construction of and leadership in African American formal service of worship, to examine the shape liturgies, to critique pulpit decorum and practice, and to demonstrate acquired expertise in conducting a worship service.

**Rel 338 Foundations of Christian Education****credit 3 hrs.**

This course is an overview of the biblical, theological, philosophical and psychological foundations of Christian education in the local church. Primary emphasis is placed on the organization, pedagogical and evaluative dimensions of Christian education ministry at all levels of instruction for the purpose of learning to effectively communicate the church's understanding of the faith.

**Rel 400 Seminar in Religion****credit 0 hrs.**

This course is offered under the Continuing Theological Education Program as a public relations seminar for pastors and the community in religious education.

**Rel 430 African American Religious History****credit 3 hrs**

This course examines the religious history of African Americans from their pre-colonial African roots to the contemporary setting. Primary emphasis is given to the religion of the slave and the emergence of the institutional black church for the purpose of providing the student with a foundation for critically assessing the contemporary black church regarding the black liberation struggle.

**Rel 431 Black Theology****credit 3 hrs.**

This course surveys the origin and development of one of the most controversial theological perspectives in the contemporary period. Primary emphasis will be placed on the historical development in both society and the academy that led to the emergence of a distinctively black theology.

**Rel 432 The Religious Thoughts of Martin Luther King and Malcolm X credit 3 hrs.**

This course surveys the life and religious thought of two of America's most influential black leaders. Emphasis will be placed on the formative factors that shaped each man's thought and their understanding of the role religion plays in effectuating human liberation

**Rel/Phil 435 Applied Research****credit 3 hrs.**

This course facilitates the writing of the Senior Paper. It is required for all Religion/Philosophy majors. Prerequisites: SSCJ 333 and SSCJ 334.

**Rel 439 Readings in Religion****credit 3 hrs.**

In this doctoral seminar style course, a classic work(s) author(s) in the field of religion broadly conceived is selected and given a thorough reading for the purpose of honing the pre-theological student's reading comprehension and analytical skills.

**SSCJ 439 Special Topics (Elective)****credit 3 hrs.**

The course is designed to enable faculty to develop interdisciplinary topics of special interest to them and to their students that are not listed in the regular course offerings. This will be 400 level elective courses.

**SSCJ 440 Internship****credit 3 hrs.**

This course, designed primarily for seniors, allows students to integrate their coursework with the practical challenges of ministry. Students are placed in local churches, hospitals, correctional facilities, community centers and recreational facilities and evaluated by both the faculty coordinator and site supervisor.

**SSCJ 111,112, 211, 212, 311, 312, 411, 412 Seminars****credit 1 hr. ea.**

(Course descriptions for all seminars are on pages 77-78.)



## Program of Study in Religion and Philosophy

### FRESHMAN YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 132	Gen. College Math I	3		Math 134	Gen. College Math II	3	
Math 132L	Gen. College Math I Lab			Math 134L	Gen. College Math II Lab		
	Science Requirement and	3			Science Requirement and	3	
	Science Requirement Lab	1			Science Requirement Lab	1	
	-or- Science Requirement				-or- Science Requirement		
PE	Physical Education	2		CSc 131	Intro. to Computers	3	
Rel 120	Comparative Religion	2		Hist 132	World Civilization II	3	
Hist 131	World Civilization I	3		FI 112	Freshman Seminar II	1	
FI 111	Freshman Seminar I	1		<b>Total</b>		<b>17</b>	
<b>Total</b>		<b>18</b>					

### SOPHOMORE YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Fr 233	French or Ar 233			HE 230	Health Education	3	
Sp 233	Spanish (Inter.) or Arabic	3		Soc 230	Intro to Sociology	3	
PolS 230	Intro to Government	3		Hist 130	Intro to African Amer.	3	
Eng 237	Oral Communication	3		Ec 130	Intro to Economics	3	
Eng 230	Advanced Composition	3		Art 220	Art Appreciation or		
Art 220	Art Appreciation or			Mus 220	Music Appreciation or		
Mus 220	Music Appreciation or			The 220	Theater Appreciation	2	
The 220	Theater Appreciation	2		HASS 212	Sophomore Seminar I	1	
HASS 211	Sophomore Seminar I	1		<b>Total</b>		<b>18</b>	
<b>Total</b>		<b>18</b>					

### JUNIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*Rel331A	Old Testament	3		*PHIL235	African Am. Phil	3	
*PHIL230	Gen Philosophy	3		Eng 331	African American Lit. I or		
	Elective	3		Eng 332	African American Lit. II	3	
Eng230	Advanced Composition	3		*REL331C	New Testament	3	
SSCJ 333	Social Science Statist	3		*REL330	Critical Thinking	3	
HASS 311	Junior Seminar I	1		SSCJ 334	Research Methods	3	
<b>Total</b>		<b>16</b>		HASS 312	Junior Seminar II	1	
				<b>Total</b>		<b>16</b>	

### SENIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*REL433	Synoptic Gospel	3		*REL430	African AM, Rel Hist	3	
*PHIL430	Social Ethics	3		*SSCJ 440	Internship	3	
*Rel/Phil 435	Applied Research	3		*REL431	Black Theology	3	
Eng 430	Technical Writing	3			Elective	2	
HASS 411	Senior Seminar I	1		HASS 412	Senior Seminar II	1	
<b>Total</b>		<b>13</b>		<b>Total</b>		<b>12</b>	

Total SCH - 128

SCH in Major – 36 30

Requires a "C" or better

Note: In addition to the general college requirements, most must complete the following: Any four courses numbered 200 and above with Rel/Phil 333 satisfying a requirement in one category, not both. The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.



**STUDENT LEARNING OUTCOMES (Sociology)**

**SLO A: Theory - Students can Demonstrate Familiarity with the Historical Rise of Theoretical Perspectives, the Role of Theory in the Discipline, and the individuals who advanced major works in the field. This SLO highlights the role of theory and the three major theoretical perspectives: symbolic interactionism, functional analysis, and conflict theory such that the student will be able to specifically:**

- SLO A1:** Identify, compare, and contrast the major theoretical orientations in substantive areas of sociology;
- SLO A2:** Describe how theory contributes to sociological knowledge; and
- SLO A3:** Explain how theories are influenced by the historical and cultural context in which they were developed.

**SLO B: Methods - Students can demonstrate their knowledge of empirical evidence and diverse research methods and methodology, including sociological research design, data analysis and interpretation. This SLO focuses on various research designs including qualitative and quantitative methods such that the student will be able to specifically:**

- SLO B1:** Identify the basic methodological approaches and describe the general role of methods in building sociological knowledge and testing theory;
- SLO B2:** Recognize the difference between types of variables, basic methods for gathering data; and the methodology that these actions are based on;
- SLO B3:** Design a research project and compile, critically analyze, and synthesize data collected electronically and then present this information in appropriate written, visual, and verbal formats.

**SLO C: Critical Thinking - Students can demonstrate their ability to think critically and analyze sociological issues, social institutions, values, and norms. This SLO highlights critical and logical analysis of sociological issues, social intuitions, values and norms such that the student will be able to specifically:**

- SLO C1:** Identify the connections between the core concepts in the discipline of Sociology;
- SLO C2:** Explain the connections between the core concepts in the discipline of sociology.
- SLO C3:** Critically assess a published research report and explain how the study could have been improved.

**SLO D: Sociological Imagination - Students can discuss how sociology and the sociological imagination uniquely contribute to our understanding of social life and the connections between an individual's personal challenges and social problems. This SLO focuses on the discipline of sociology and its role in contributing to our understanding of social reality such that the student will be able to specifically:**

- SLO D1:** Demonstrate their understanding of the sociological perspective;
- SLO D2:** Describe how sociology is similar to or differs from other social sciences;
- SLO D3:** Apply the sociological imagination, perspective, sociological principles, and concepts to their own lives and the lives of others.

**SLO E: Social Complexity and Structural Inequality - Students should be able to demonstrate an appreciation for social, cultural, and political diversity and show their understanding of structures and processes of local and global inequalities, across dimensions such as race, class, and gender. This SLO is concerned with the core concepts in sociology and how they are interrelated such that the student will be able to specifically:**

- SLO E1:** Articulate the significance of differentiations like race, ethnicity, minority group, social class, and gender, and explain the significance of concepts like social change, groups, socialization, stratification, social structure, prejudice, discrimination, institutions, deviance and culture;

**SLO E2:** Analyze the reciprocal relationships between self and society; and

**SLO E3:** Question how institutions influence each other and individuals

## **SOCIOLOGY MAJOR**

Sociology is the systematic study of social life and the social causes and consequences of human behavior. Sociology covers a wide range of subjects including family, crime, religion, race, social class, culture, work, health, and sports. In fact, few fields of study have such a broad scope and wide relevance for research, theory, and application of knowledge as sociology, and few majors offer their students a more diverse range of career opportunities.

The Sociology major is designed to provide a liberal arts foundation for embarking upon a wide range of career paths including those in human services and in business and industry. Sociology majors who enter human services work with youths at risk, elderly persons, or people experiencing problems related to poverty, substance abuse, or the justice system. Those who enter the business world work in sales, marketing, customer relations, and human resources. For students who plan to further their education, a major in Sociology prepares them for graduate studies in law, business, education, counseling, medicine, politics, public administration, social work, or criminology. In addition, the solid base sociology majors receive in research design, data analysis, and sociological concepts gives them a competitive edge in today's information society.

The sociology major requires a minimum of 36 semester hours of coursework in sociology. A grade of "C" or better must be earned in sociology courses for them to be credited toward the major. Majors must complete the following required Sociology courses: SOC 230, 232a, 239, 330, 332, 336a, 339, 433, 434, 438, 439a, and Phil 330, SSCJ 333, 334 and 440. Electives in Sociology may be selected from SOC 331, 337, 435, 437 and 439.

## **SOCIOLOGY COURSE DESCRIPTION**

### **Soc 230 Introduction to Sociology**

**(DESIGNATED SERVICE-LEARNING COURSE)**

**credits 3 hrs.**

The course is a survey of the scope, methods, and general principles of sociology. Topics emphasized include culture, group behavior, social interaction, inequality, social institutions, and social change.

### **Soc 232a Ethnic Identity and Race Relations in the Diaspora**

**(DESIGNATED SERVICE-LEARNING COURSE)**

**credits 3 hrs.**

This course focuses on the development of ethnic identity as a unique dimension in the development of the social self within a diverse society. Patterns of race relations are examined throughout the African Diaspora including international patterns of structural inequality

### **Soc239 Urban Demographics**

**credits 3 hrs.**

This course is designed to introduce the students to the basic areas of demography an urbanization such as; fertility, mortality, migration, population aging, the social dynamic of urbanization, urban social structure, and theories of urban development. Finally, the class introduces the use of demographic analysis for urban problem solving and reviews current issues in the field.

### **Soc 330 Social Problems**

**credits 3 hrs.**

This course addresses traditional areas of social problems analysis (i.e., poverty, sexism, racism, child abuse, crime, etc.); however, students are encouraged to place the study of social problems in a broader social system context. Seen From this perspective, emphasis is given to the process by which social problems are constructed within society.

### **Soc 331 Social Psychology**

**(DESIGNATED SERVICE-LEARNING COURSE)**

**credits 3 hrs.**

The study of how personality and behavior are influenced by the social context. Topics include socialization, communication, attitudes, interpersonal perception, personal identities, and social interaction. Appropriate for non-majors. This course is cross-listed with Psy 331.

### **Soc 332 Sociological Theory**

**credits 3 hrs.**

The foundations of sociological thought are studied through the works of the early theorists Marx, Durkheim and Weber. African American theorists covered include DuBois, Frazier, William Julius Wilson and Elijah Anderson.

**SSCJ 333 Social Science Statistics****credit 3 hrs.**

Statistics is approached as a tool in social research and in applied social sciences. Measures of central tendency and dispersion, probability, tests of significance, and correlation are covered. Prerequisites: Math 132 and Math 134 or Math 138 and Math 140.

**SSCJ 334 Research Methods****credit 3 hrs.**

This course fully describes the scientific method with emphasis on critical evaluation of research. Experimental, observation, and survey research designs are covered. Students gain hands-on experience with the steps in the research process. Prerequisites: Math 132 and Math 134 or Math 138 and Math 140.

**Soc 336a Deviance and Social Control**

Biological, psychological, and sociological theories of causes of deviance are critically examined with a focus on the social construction of categories of crime and the creation of criminality. Both traditional and contemporary forms of deviance are examined with a focus on the relationship between cultural values and the social processes by which deviance is created and dealt with in the United States. The social construction of categories of crime, public concern, media influence, reform movements and solutions to crime are also covered.

**Soc 337 Sociology of Family****credits 3 hrs.**

This is a survey course that covers the social and cultural forces that influence the formation and maintenance of social relationships with special attention to marriage and family forms and functioning. Additionally the course will compare social/cultural patterns and implications for individuals, groups and society. The course includes (but is not limited to) a focus on social aspects of relationship formation (male selection), familial roles, parental roles, sexuality, gender, and the life cycle among African Americans.

**Soc 339 Cultural Anthropology****credit 3 hrs.**

This survey course focuses on the major concepts, theories and methods employed by anthropologists to understand social and cultural aspects of human experience. The course explores world views and belief systems of different people in their particular contexts. The course explores topics such as religion and ritual, language and symbols, gender and families, individual and cultural identity, power and control, violence, conflict, and social change. The course investigates human diversity and culture through a variety of written and visual descriptions of different groups. The investigation of other cultures helps students become more aware of their own cultural patterns and develop a critical perspective of their own cultural biases.

**Soc 433 Applied Research I****credits 3 hrs**

This course provides the student with an opportunity to further develop research skills by conducting research. This is the first of two courses in the development of senior paper. This course is devoted to selection of a research problem, review of literature, and development of measurements.

**Soc 434 Applied Research II****credits 3 hrs**

This course is the second part of the senior research project and is devoted to collection and analysis of data, culminating in a final presentation of the senior research paper to the faculty and students.

**Soc 435 Medical Sociology****credits 3 hrs.**

This course explores cross-cultural concepts of disease. The organization of medical institutions is examined. Social inequality in health care is also covered.

**Soc436a Technology and Social Change****credits 3 hrs.**

This course examines the theories and models of social change and the social implications of emerging and cutting edge technology with an emphasis on recent developments as they relate to sociology and sociological research. The course investigates social movements, collective behavior, and political change related to technology adoption.

**Soc 437 Sociology of Education****credits 3 hrs.**

Sociological analysis of education as a basic institution constitutes the course content. Major emphasis includes the formal and informal organization of educational systems, the relationship of education to socialization and the major trends in education.

**Soc 438 Social Stratification****credits 3 hrs.**

This course is an analysis of inequalities of social class in the United States. Topics include distribution of wealth, power, occupational prestige, and occupational mobility. Correlates of class such as educational opportunities, health, and family stability are explored.

**SSCJ 439 Special Topics (Elective)****credit 3 hrs.**

The course is designed to enable faculty to develop interdisciplinary topics of special interest to them and to their students that are not listed in the regular course offerings. This will be a 400 level elective course.

**Soc439a The Sociology of Gender****credits 3 hrs.**

This course is designed to introduce the students to the social definitions of gender and the impact of these definitions on women's and men's lives. Specifically we will examine gender socialization, practices, and inequality in the United States and globally paying particular attention to the influence of gender on interpersonal relationships, family, education, the workplace, and other pertinent areas of social life. Concepts such as feminist theory, human sexuality, power, macro and micro social issues will also be covered.

**SSCJ 440 Internship****credits 3 hrs.**

The course requires volunteer work in a state or federal agency. Students may substitute other kinds of practical learning experience, subject to approval of the department chair.

**HASS 111,112, 211, 212, 311, 312, 411, 412 Seminars****credit 1 hr. ea.**

(Course descriptions for all seminars are on pages 77-78.)

**Program of Study in Sociology****FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 132 Gen. College Math I	3	Math 134 Gen. College Math II	3
Math 132L Gen. College Math I Lab		Math 134L Gen. College Math II Lab	
Science Requirement	3	Science Requirement	3
Science Requirement Lab	1	Science Requirement Lab	1
Phys Science Requirement		Science Requirement	
Ec 130 Intro Economics	3	Hist 132 World Civilization II	3
Hist 131 World Civilization I	3	CSc 131 Introduction to Computers	3
FI 111 Freshman Seminar I	1	Rel 120 Comparative Religion	2
<b>Total</b>	<b>17</b>	FI 112 Freshman Seminar II	1
		<b>Total</b>	<b>19</b>

**SOPHOMORE YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Hist 130 Intro to African American Hist.	3	*Soc 232a Ethnic Identity and Race Relations in the Diaspora	3
Fr 233 French or Ar 233		Hist 232 232 US/African American II	3
Sp 233 Spanish (Inter.) or Arabic	3	The 220 Theatre Appreciation or	
*Soc 230 Intro to Sociology	3	Mus 220 Music Appreciation or	
HE 230 Health Education	3	Art 220 Art Appreciation	2
The 220 Theatre Appreciation or		PolS 230 Intro to Government	3
Mus 220 Music Appreciation or		Psy 230 Intro to Psychology	3
Art 220 Art Appreciation	2	HASS 212 Sophomore Seminar II	1
HASS 211 Sophomore Seminar I	1	<b>Total</b>	<b>18</b>
<b>Total</b>	<b>18</b>		

**JUNIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
Geo 331 World Regional Geography	3	*SSCJ 334 Research Methods	3
*SSCJ 333 Social Science Statistics	3	*Soc 332 Sociological Theory	3
*Soc 339 Cultural Anthropology		Eng 332 Amer. and African Amer Lit II	3
Eng 331 Amer. and African Amer Lit I	3	*Soc 336a Deviance and Social Control	3
Soc 239 Urban Demographics	3	*Phil 330 Critical Thinking	3
PE Physical Education	2	HASS 212 Junior Seminar II	1
HASS J 311 Junior Seminar I	1	<b>Total</b>	<b>16</b>
<b>Total</b>	<b>15</b>		

**SENIOR YEAR**

<i><b>First Semester</b></i>	<i><b>SCH</b></i>	<i><b>Second Semester</b></i>	<i><b>SCH</b></i>
*Soc 330 Social Problems	3	*Soc 436a Technology and Social Change	3
*Soc 439a Sociology of Gender	3	Soc 438 Social Stratification	3
*Soc 433 Applied Research I	3	*Soc 434 Applied Research II	3
Elective	2	*SSCJ 440 Internship	3
HASS 411 Senior Seminar I	1	HASS 412 Senior Seminar II	1
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>13</b>

\*Total SCH - 128

\*SCH in Major – 42

Requires a C or better

The Department will also accept MATH 138 College Algebra and MATH 140 Precalculus to satisfy the math requirement.

Foreign Language Prerequisite: Student must take a placement test prior to enrolling in Fs 233 or Sp 233 or must have complete Fs 130 or Sp 130.

**CLUBS, ORGANIZATIONS AND SPECIAL PROGRAMS IN THE SOCIAL SCIENCES AND CRIMINAL JUSTICE DEPARTMENT**

**PRE-LAW CURRICULUM FOR STUDENTS CONSIDERING LAW SCHOOL**

There is no prescribed or recommended major that will assure or even facilitate admission to law school. Law schools throughout the country rely on a combination of GPA, LSAT scores, and other factors to determine which applicants to accept. Students desiring to pursue a career in Law are well advised however to develop their skills in written and oral communication, reading and critical thinking (logic). Knowledge of government and the role played by law can be valuable. The Social Sciences and Criminal Justice Department offers a number of courses in Political Science, History, Sociology, and Philosophy which would be helpful to students hoping to attend Law School. Pre-law students not majoring in such disciplines may wish to take a number of these courses as electives. They would include, but not be limited to, the following:

CJ	231	Intro to Criminal Justice
CJ	331	Intro to Law Enforcement
CJ	333	The Court System
CJ	333A	Constitution Law
CJ	333C	Substantive Criminal Law
CJ	431C	The Police and The Constitution
CJ	438	Contemporary Issues in Criminal Justice
PolS	230	Introduction to Government
PolS	233	American National Government
PolS	330	American, State and Local Government
PolS	431	Modern Ideologies
PolS	433	History of Political Thought
Hist	339	U.S. History, 1914 to The Present
Soc	330	Social Problems
SSCJ	333	Social Science Statistics
SSCJ	334	Research Methods
Phil	330	Critical Thinking and Logic
Phil	430	Social Ethics

**NATIONAL ASSOCIATION OF BLACKS IN CRIMINAL JUSTICE (NABCJ)**

The Benedict College Chapter of the National Association of Blacks in Criminal Justice (NABCJ) supports the organization's national mission to act upon the needs, concerns, and contributions of African Americans and other people of color as they relate to the administration of equal justice. Membership in the student chapter of the National Association of Blacks in Criminal Justice give student members the opportunity to participate in scholarship competitions, special events, local, regional and national networking and conference attendance. Membership is open students who are not a criminal justice major.

**ALPHA PHI SIGMA**

The Alpha Epsilon Iota Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society recognizes and promotes high scholarship among BC students actively engaged in collegiate preparation for professional services and invites only students with a 3.2 major and cumulative grade point average.

**Alpha Theta Iota Chapter of Pi Sigma Alpha**

The Alpha Theta Iota Chapter of Pi Sigma Alpha, the National Political Science Honor Society states one of its purposes is " to stimulate scholarship and intelligent interest in political science. " The society functions at the national level, sponsoring programs and events of value to the profession and teaching of political science, and at the chapter level.

# SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

## MISSION

The School of Science, Technology, Engineering and Mathematics (STEM) is committed to producing leaders in the fields of biology, chemistry, environmental health science, computer science, mathematics, physics, computer engineering, electrical engineering, environmental engineering, and transportation engineering and logistics studies. Students desiring careers in other engineering disciplines may choose our physics-engineering dual degree program which provides flexibility to obtain both a B.S. in physics and B.S. in another engineering area offered by one of our partner institutions.

## ORGANIZATION

The School of STEM provides curriculum and experiences that facilitate discovery and application of knowledge in preparation for graduate studies, professional service and significant contribution to the greater scientific community. The School is organized into three departments: Biology, Chemistry and Environmental Health Science; Mathematics and Computer Science; and Physics and Engineering.

### Administration

Dr. Samirsubas Raychoudhury, Dean  
Mrs. Fereshtah Zahed, Interim Assistant Dean

### Departments

#### Biology, Chemistry and Environmental Health Science

Dr. Larry L. Lowe, Chair

#### Mathematics and Computer Science

-Dr. Negash Begashaw, Interim Chair

#### Physics and Engineering

Dr. Fouzi Arammash, Chair

## BIOLOGY, CHEMISTRY, AND ENVIRONMENTAL HEALTH SCIENCE DEPARTMENT

## MISSION

The Biology, Chemistry, and Environmental Health Science Department (BCEHS) is committed to producing leaders in the fields of biology, chemistry, and environmental health science. Recognizing the crucial role in science, the BCEHS Department provides research opportunities to all interested and qualified students as part of their undergraduate education. The department also offers courses that satisfy the senior research paper requirement and the General Education and Service Learning requirements for the college.

### Biology Courses Required for Degree:

Bio	137	Principles of Biology I
Bio	117L	Principles of Biology I Lab
Bio	138	Principles of Biology II
Bio	118L	Principles of Biology II Lab
Bio	238	Genetics
Bio	218L	Genetics Lab
Bio		Electives (4 sch)
Bio	339	Microbiology
Bio	319L	Microbiology Lab
Bio	331	Comparative Anatomy
Bio	311L	Comparative Anatomy Lab, or
Bio	334	Vertebrate Embryology
Bio	314L	Vertebrate Embryology Lab
Bio	430	Senior Research in Biology (A Senior Research Paper is Required)
Bio	434	Plant Physiology
Bio	414L	Plant Physiology Lab, or



Bio	435	Vertebrate Physiology
Bio	415L	Vertebrate Physiology Lab
Sci	410	Health and Science Seminar
Bio	438	Cell and Molecular Biology
Bio	418L	Cell and Molecular Biology Lab
Total SCH in Major - 36		

**Chemistry Courses required for Degree:**

Chem	137	Principles of Chemistry I
Chem	117L	Principles of Chemistry I Lab
Chem	138	Principles of Chemistry II
Chem	118L	Principles of Chemistry II Lab
Chem	237	Organic Chemistry I
Chem	217L	Organic Chemistry I Lab
Chem	238	Organic Chemistry II
Chem	218L	Organic Chemistry II Lab
Chem	333	Analytical Chemistry
Chem	313L	Analytical Chemistry Lab
Chem	334	Instrumental Methods of Analysis
Chem	314L	Instrumental Methods of Analysis Lab
Chem	335	Inorganic Chemistry
Chem	315L	Inorganic Chemistry Lab I
Chem	421	Scientific Writing
Chem	430	Senior Research in Chemistry (A Senior Research Paper is Required)
Chem	431	Physical Chemistry I
Chem	437	Biochemistry
Chem	417L	Biochemistry Lab
Chem	411L	Physical Chemistry I Lab
Chem	432	Physical Chemistry II
Chem	412L	Physical Chemistry II Lab
Chem		Electives (3 sch Lecture, 1 sch Lab)
Sci	410	Health and Science Seminar
Total SCH in Major - 49		

**Environmental Health Courses Required for Degree:**

ESc	131	Principles of Environmental Health Science
ESc	111L	Principles of Environmental Health Science Lab
ESc	230	Solid/Hazardous Waste Control
ESc	331	Air Pollution Control
ESc	332	Industrial Hygiene
ESc	430	Environmental Health Administration (A Senior Research Paper is Required)
ESc	435	Biostatistics
ESc	436	Epidemiology
ESc	439	Water/Wastewater Treatment
ESc	419L	Water/Wastewater Treatment Lab
Sci	410	Health and Science Seminar
ESc	340	Environmental Internship I
ESc	440	Environmental Internship II
ESc	434	Toxicology
Total SCH in Major - 36		

**SERVICE-LEARNING**

Each student is required to complete a minimum of 120 hours of approved service –learning activities for graduation with the specifications required on page 56.

**Honors Courses**

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education courses or in regular classes.

Students interested in more information should confer with the Honors Program Director. The Honors course offered in this department is Bio 438H Cell and Molecular Biology.

## **COURSES FOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS MAJORS**

### **Sci 330 Methods and Materials for Teaching Science** **credit 3 hrs.**

The course is designed to present the methodologies of teaching sciences in secondary schools. Consideration is given to the organization of course content and emphasis is placed on methods and materials which provide for differentiated instruction. Methodologies and strategies for teaching the handicapped will be included, and teaching reading will be emphasized. The selection, utilization, production, and evaluation of audio-visual materials and selected technological aids are also stressed. Required for science teaching majors. Twenty (20) hours of practicum are required. Three 1-hour lecture periods. Prerequisite: Permission of the instructor.

### **Sci 335 Biomedical Research Techniques** **credit 3 hrs.**

This course presents a variety of scientific laboratory techniques in a problem oriented laboratory setting. Among the topics to be covered are laboratory safety, humane use of animals, accurate measurement of volumes and weight, electrophoresis, isoelectric focusing, spectrophotometric analysis, column chromatography, high pressure liquid chromatography, extraction of nucleic acids, restriction digests, and Southern blotting.

### **Sci 410 Health and Science Seminar** **credit 1 hr.**

The Health and Science Seminar is designed to present special topics in the biomedical and physical sciences. Evaluation is based on attendance, summaries of seminar presentations, student presentations, and a research paper.

### **STEM 233 Introduction to Data and Graph Analysis** **credit 3 hrs.**

This course will cover the basic principles, methods, logic and the language of statistics relevant to the fields of science, technology, engineering and mathematics. Many of the topics will be selected from health related areas. Topics will include introduction to statistics and probability. Students will use technology and become familiar with analyzing data using statistical software packages. Prerequisite: Math 140

### **STEM 331 Scientific Writing** **credit 3 hrs.**

This course is an orientation to the use of scientific literature and scientific writing. Topics to be covered include computerized literature searches and the preparation of bibliographies, use of abstracts and indices, reading and summarizing scientific literature, and preparation of scientific manuscripts including lab reports, research papers and journal articles in correct scientific form. Students will be trained in the use of word-processing, computer data base search, and the use of technologies as higher order thinking and problem solving skills. Prerequisites: Eng 137, and one of the listed courses from student's program of study - Bio 138, Chem 138, ESC 131, Phys 241 or Phys 243.

## **BIOLOGY**

### **Student Learning Outcomes (Biology)**

#### **SLO A: Complexity of Living Things**

**SLO A1:** Students will be able to identify key structural and functional components of prokaryotic and eukaryotic cells and to demonstrate knowledge of the role of chemistry, macromolecules and organelles in living organisms.

**SLO A2:** Students will be able to define, discuss and evaluate the interactive communities of life on earth to include: taxonomy, the diversity of life, natural selection and energy exchange within global ecosystems.

**SLO A3:** Students will be able to define, describe and interpret relationships between biological theory and factors which affect the health and well-being of organisms within the context of internal and external environments.

**SLO B: Research Skills and Professional Development**

**SLO B1:** Students will demonstrate development of abilities to communicate scientific data and ideas in oral and written formats based on scientific methodologies utilizing appropriate technologies.

**SLO B2:** Students will be required to show ability to perform research and to incorporate data from experiments and from library and electronic resources into concise scientific communications.

**SLO B3:** Students will demonstrate the acquisition of technical skills, professional behavior and ethical practices suitable for careers and post-baccalaureate studies in the biological sciences, health-care and related areas.

**BIOLOGY COURSES****STEM 111,112, 211, 212, BCEH 311, 312, 411, 412 Seminars****credit 1 hour ea.**

(Course descriptions for all seminars are on pages 77-78.)

**Bio 130 General Biology****credit 3 hrs.**

General Biology is an integrated service course in the biological sciences, including botany and zoology. Topics include taxonomy, anatomy, physiology, genetics, and ecology. This course does not count for credit toward the Biology major requirements. Science majors should take Bio 137 and Bio 117L and Bio 138 and Bio 118L.

**Bio 110L General Biology Lab****credit 1 hr.**

General Biology Lab is an integrated hands-on service course in the biological sciences. Topics include lab safety, metric system, scientific method, study of chemical reactions, microscopy, study of cell structure and function, study of mitosis in animal and plant cells, taxonomy, genetics, and dissection of animal and plant specimens. This course runs concurrently with General Biology lecture (Bio 130). This course does not count for credit toward biology major requirements. Two laboratory hours per week.

**Bio 137 Principles of Biology I****credit 3 hrs.**

This course is an introduction to the study of biology and is intended for biology majors. Basic principles common to all living things are emphasized. Topics covered include: scientific method, the chemical basis of life, cell theory, genetics, heredity, ecology and natural selection. Three 1-hour lecture periods.

**Bio 117L Principles of Biology I Laboratory****credit 1 hr.**

This course is an introduction to the biology laboratory including laboratory safety, scientific methodology, measurement techniques and analysis, basic life chemistry, cell structure and function, fundamentals of heredity, taxonomy and the diversity of life. Weekly laboratory reports and a lab final are included. Three laboratory hours per week.

**Bio 138 Principles of Biology II****(DESIGNATED SERVICE-LEARNING COURSE IN THE BIOLOGY AND ENVIRONMENTAL HEALTH SCIENCE PROGRAMS)****credit 3 hrs.**

A continuation of Principles of Biology I. Topics covered include: prokaryotic and eukaryotic metabolic pathways, the anatomy and physiology of organ systems in plants and animals, and evolutionary patterns in the Metaphyta and Metazoa. Prerequisite: Bio 137 and Bio 117L.

**Bio 118L Principles of Biology II Laboratory****credit 1 hr.**

A continuation of Bio 117L. Topics include photosynthesis, nutrition, gas exchange, internal transport, neurons & neural control, chemical control and ecology. Weekly laboratory reports and a lab final are included. Prerequisites: Bio 117L. Three laboratory hours per week.

**Bio 212 Medical Terminology****credit 1 hr.**

This course is designed to increase students' knowledge and usage of medical and scientific terminology by examining stems, prefixes, and suffixes. One hour per week.

**233 Human Anatomy and Physiology I****credit 3 hrs.**

The structural and functional characteristics of man's ten organ system are covered. Basic concepts of the human body are presented to non-science majors. Principal topics covered include levels of organization, support, movement, and integration. Three 1-hour lecture periods. This course does not count as a biology elective for biology major or minor requirements. Prerequisite: Bio 130 and Bio 110L with a grade of "C" or above or permission of the instructor.

**Bio 234 Human Anatomy and Physiology II****credit 3 hrs.**

A continuation of Human Anatomy and Physiology I. Topics covered include coordination, processing, transportation, and reproduction. Three 1-hour lecture periods. This course does not count as a biology elective for biology major or minor requirements. Prerequisites: Bio 233 with a grade of "C" or better.

**Bio 238 Genetics****credit 3 hrs.**

An introduction to transmission and biochemical genetics is presented. Selected topics in population genetics are treated. The emphasis is placed on those aspects of genetics which relate to human health and to current social issues.

**Bio 218L Genetics Lab****(DESIGNATED SERVICE –LEARNING COURSE)****credit 1 hr.**

This course provides hands-on laboratory experience in genetic probability, DNA extraction and agarose gel electrophoresis, human fingerprinting patterns, bacteria mutagenesis, genetic drift, and applied human genetics. Laboratory safety will also be reviewed. Submission of two formal laboratory reports is required for this course. Both classical and modern-day genetic techniques will be used. Prerequisite: Bio 118L. Three laboratory hours per week.

**Bio 313, Bio 317, Bio 413, and Bio 417 Special Topics in Biology****credit 1 hr.**

Topics of special interest to students and faculty are treated in depth. The format emphasizes student-faculty interaction. One hour per week. Prerequisite: Bio 138, Chem 138, Bio 118L, Chem 118L.

**Bio 330 Evolution****credit 3 hrs.**

This course is a study of the theory of evolution and of the processes involved. The development of the concept of evolution and its influence on other aspects of science will be emphasized. Theories concerning the origin of life and the organisms found in geological periods will be included. Basic concepts of population genetics will be introduced. Prerequisite: Bio 138 and Bio 118L or permission of the instructor.

**Bio 333 Ecology****credit 3 hrs.**

The course studies the relationship between organisms and their environment emphasizing the climatic, edaphic, physiologic, and biotic principles involved. Applications to human welfare and environmental medicine are considered.

**Bio 313L Ecology Lab****credit 1 hr.**

This course presents field and laboratory methods related to a variety of ecological measurements. Experimental results are integrated with ecological principles and the literature. One 3-hour laboratory period. Prerequisite: Bio 138 and Bio 118L. Three laboratory hours per week.

**Bio 331 Comparative Anatomy****credit 3 hrs.**

The structural, functional, and phylogenetic relationships among chordates are presented using representative examples. Emphasis is focused on the taxonomy, integument, skeletal, muscular and nervous systems of vertebrates. Prerequisite: Bio 138 and Bio 118L. Three 1-hour lecture per week.

**Bio 311L Comparative Anatomy Lab****credit 1 hr.**

The structural, functional, and phylogenetic relationships among chordates are presented using representative specimens, microscopy, models, and dissection. Emphasis is focused on the taxonomy, integument, skeletal, muscular and nervous systems of vertebrates. Three laboratory hours per week. Prerequisite: Bio 118L.

**Bio 332 Invertebrate Zoology****credit 3 hrs.**

This course presents a comparison of representatives of the major invertebrate animal phyla with emphasis on anatomy, physiology, life style, and life histories. Prerequisites: Bio 138 and Bio 118L.

**Bio 312L Invertebrate Zoology Lab****credit 1 hr.**

This course consists of laboratory experiments conducted to learn collection techniques routinely used in population and taxonomic studies to acquire experience in utilizing taxonomic keys and to conduct field and laboratory studies. Three laboratory hours per week.

**Bio 334 Vertebrate Embryology****credit 3 hrs.**

The processes of vertebrate development, emphasizing human development, are studied. Lecture and laboratory sessions cover gametogenesis, fertilization, cleavage, histogenesis, organogenesis, placentation, and delivery. Endocrine regulation of reproduction is stressed. Laboratories use Frog, chick, and pig embryos. Relevant medical and social issues are analyzed. Prerequisite: Bio 138 and Bio 118L.

**Bio 314L Vertebrate Embryology Lab****credit 1 hr.**

This laboratory complements the lecture with a comparison of frog, chick, and pig embryos. Histological, preserved, and selected living materials are studied to illustrate gametogenesis, fertilization, and development of the vertebrate embryo from zygote through the differentiation of organ systems in amphibian, avian and mammalian embryos. Three laboratory hours per week.

**Bio 335 Principles of Human Anatomy and Physiology I****credit 3 hrs.**

This course is the first semester of the two semester course sequence, Bio 335 and emphasizes physiology of body tissues and systems and includes relevant aspects of anatomy and histology. The course is for majors and intended to be an alternative Bio 233. It covers the following topics and systems of the human organism: human structural and functional organization, basic chemistry, cell structure and function and transport, foundations of cell metabolism, histology, the integumentary system, the skeletal system, the muscular system, the nervous system, and special senses. The subject matter will be related to clinical and health-related issues. Prerequisites: Bio 137, Bio 117L, Bio 138, Bio 118L, Chem 137, Chem 117L, Chem 138, Chem 118L.

**Bio 315L Principles of Human Anatomy and Physiology I Lab****credit 1 hr.**

The first semester of a two-semester laboratory sequence, the laboratory is a hands-on experience designed to complement the lectures. Three laboratory hours per week.

**Bio 336 Principles of Human Anatomy and Physiology II****credit 3 hrs.**

The second semester of the two semester course sequence, Bio 336, this course applies essential concepts From Bio 335. It is for majors. It covers the following topics and systems of the human organism: endocrine system, cardiovascular system, lymphatic system and immunity, respiratory system, digestive system, urinary system, and reproduction and development system. The subject matter will be related to clinical and health-related issues. Prerequisites: Bio 137, Bio 117L, Bio 138, Bio 118L, Chem 137, Chem 117L, Chem 138, Chem 118L, Bio 335, Bio 315L.

**Bio 316L Principles of Human Anatomy and Physiology II Lab****credit 1 hr.**

The second semester of a two-semester laboratory sequence, the laboratory is a hands-on experience designed to complement the lectures. Three laboratory hours per week.

**Bio 337 Nutrition****credit 3 hrs.**

Nutrients and their physiological and biochemical utilization by the human body are studied. National and international perspectives are included in three 1-hour lecture periods. Prerequisite: Bio 138 and Bio 118L.

**Bio 339 Microbiology****credit 3 hrs.**

Structural, cultural, and physiological characteristics of microorganisms and their role in health and nature are treated. The principles of immunology and virology are also discussed. Prerequisites: Bio 138, Bio 118L, Chem 138, and Chem 118L.

**Bio 319L Microbiology Lab****(DESIGNATED SERVICE –LEARNING COURSE)****credit 1 hr.**

This course consists of laboratory experiments conducted to familiarize students with basic skills required to work and use bacteria. Subjects will include aseptic techniques, types of media, microscopy, pure culture isolation, and staining to identify bacteria. Students will isolate and grow pure culture of *E. coli* by using selective media. They will also identify and characterize bacteria by differential staining. Three laboratory hours per week.

**Bio 430 Senior Research in Biology****credit 3 hrs.**

In pursuing individual research in biological sciences, the student is involved in intensive library study and laboratory research under the direction of a faculty member. A senior research paper using standard AIBS scientific writing style followed by an oral presentation to the faculty is required. Prerequisite: Bio 138 and 238.

**Bio 432 Cell Biology****credit 3 hrs.**

A comprehensive study of the structure and function of living cells is made. Topics included are cell organization; the physical and chemical components of the cell; methods for the study of the cell; cell metabolism; cytogenetics; and the molecular biology of the cell (nucleic acid structure and function, protein synthesis, mutation, gene expression, gene regulation). Prerequisites: Bio 138, Bio 118L, Chem 138, and Chem 138L.

**Bio 412L Cell Biology Lab****credit 1 hr.**

This lab is an introductory course in biosciences research. Students learn to splice DNA, conduct DNA electrophoresis, transform bacteria, use a light microscope, work with solutions, dilutions, and pipet-tors, plot real data, keep a laboratory record, and document methodology. Three laboratory hours per week.

**Bio 434 Plant Physiology****credit 3 hrs.**

The principle functions of the green plants, including photosynthesis, gas exchange, and water and environmental responses are presented. Prerequisites: Bio 138, Bio 118L, Chem 138, and Chem 118L.

**Bio 414L Plant Physiology Lab****credit 1 hr.**

This lab is an introduction to basic principles of growth of plant systems designed to stimulate student learning of basic concepts and appreciation of the plant world upon which humans depend. Students will learn physical processes in plants, functions of plant tissues, metabolism, and growth and development. They will test nutrients found in plants such as in germinating seeds and flowers. Three laboratory hours per week.

**Bio 435 Vertebrate Physiology****credit 3 hrs**

Basic functions of the vertebrate body are studied in terms of physical and chemical principles. The important functions of the circulatory, digestive, respiratory, glandular, muscular, nervous, and reproductive systems are discussed. Three 1-hour lecture periods. Prerequisites: Bio 138, Bio 118L, Chem 138, Chem 118L and Phys 241.

**Bio 415L Vertebrate Physiology Lab****credit 1 hr.**

Basic functions of the vertebrate body are studied in terms of physiological and chemical principles. The laboratory is a hands-on experience designed to complement the lectures. Experiments are conducted on the following: cellular events; muscular system; cardiovascular system; urinary system; digestive system; respiratory system; endocrine system; skeletal system; glandular system; nervous system; reproductive systems; cellular metabolism; immune system; and electrolyte balance. Three laboratory hours per week.

**Bio 438 Cell & Molecular Biology****credit 3 hrs.**

This course is a comprehensive study of the structure and function of cells, including biochemistry and molecular approaches. Topics to be covered include cellular organization, metabolism, nucleic acid structure and function, protein synthesis, gene expression, and regulation. Prerequisites: Bio 138, Bio 118L, Bio 238, Bio 218L, Chem 238, and Chem 318L. An honors section is offered.

**Bio 418L Cell & Molecular Biology Lab****credit 1 hr.**

This laboratory provides hands-on laboratory experience in differential ultracentrifugation, protein assays and linear least-squares analysis, anatomy and evolution of the genome, bacteria gene regulation, simulated DNA sequencing and DNA database analysis, and DNA manipulation. Laboratory safety is also reviewed. Submission of two formal laboratory reports is required for this course. Both classical and modern-day molecular biology techniques are used. Prerequisites: Bio 138, Bio 238, Chem 238, Bio 118L, Bio 218L, and Chem 218L. Three laboratory hours per week.

**Bio 450 In-Service Training and Instrumentation****credit 5 hrs.**

This course involves the study of the basic principles of microscopy (including histotechniques, instrumentation theory, and application), as well as in-service training. Two-fifths of the course deals with theory and laboratory exercises; three-fifths of the course consist of on-the-job experience in a health agency or institution based on the student's career interests. Students spend the last weeks of the semester, for a total of 135 hours, on the job. Prerequisites: Senior standing and permission of the instructor.

**PROGRAM OF STUDY IN BIOLOGY FOR PRE-HEALTH PREPARATIONS**

Biology majors preparing for entry into health professional schools to pursue careers in medicine, dentistry, optometry, osteopathy, veterinary medicine, pharmacy and the allied health professions should follow the Program of Study in Biology. In addition, students interested in primary health care careers such as medicine and dentistry will strengthen their potential for admission to and success in such schools with the addition of Math 144 Calculus II, Chem 437 Biochemistry, Bio 335 and Bio 336 Principles of Human Anatomy and Physiology I and II, Bio 438 Cell and Molecular Biology, and other upper level science courses.





## Program of Study in Biology

### FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Bio 137 Principles of Biology	3	*Bio 138 Principles of Biology	3
*Bio 117L Principles of Biology Lab	1	*Bio 118 Principles of Biology Lab	1
Eng 135 Freshman Composition I	3	Eng 137 Freshman Comp II	3
Math138 College Algebra	3	Math 140 Precalculus	4
Ec 130 Intro to Economics	3	Hist 130 African American Hist/History	3
Rel 120 Comparative Religion	2	PE Physical Education	2
FI 111 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

### SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Chem 137 Prin. Of Chemistry	3	*Bio 238 Genetics	3
Chem 117I Prin. Of Chemistry Lab	1	*Bio 218L Genetics Lab	1
Eng 231 World Literature I	3	Chem 138 Prin. Of Chemistry	3
Math 143 Calculus I	4	Chem 118L Prin. Of Chemistry Lab	1
Sp, Ar, or Fr 233 Foreign Language	3	Eng 232 World Literature II	3
Mus 220 Music Appreciation	2	CSc 230 Visual Basics or	
STEM 211 Sophomore Seminar I	1	STEM 233 Data Analysis	3
<b>Total</b>	<b>17</b>	Art 220 Art Appreciation or	
		The 220 Theater Appreciation	2
		STEM 212 Sophomore Seminar II	1
		<b>Total</b>	<b>17</b>

### JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Bio 331 Comp Anat. And		Phys 242 Gen. Physics II	4
*Bio 311L Comp Anat. Lab or		Chem 238 Organic Chemistry II	3
*Bio 334 Vertebrate Embryology	3	Chem 218L Organic Chemistry II Lab	1
*Bio 314L Vertebrate Embryology Lab	1	HE 230 Health Education	3
*Bio 339 Microbiology	3	Hist (World Civ or U.S.)	3
*Bio 319L Microbiology Lab	1	Soc or PolSc or Psy Gen.Ed. Req.	3
Phys 241 Gen. Physics I	4	STEM 312 Junior Seminar II	1
Chem 237 Organic Chemistry I	3	<b>Total</b>	<b>18</b>
Chem 217L Organic Chemistry I	1		
STEM 311 Junior Seminar I	1		
<b>Total</b>	<b>17</b>		

### SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Bio 435 Vertebrate Physiology		*Bio 438 Cell and Molecular Biol.	3
*Bio 415L Vertebrate Physiology Labor		*Bio 418L Cell and Molecular Biol. Lab	1
*Bio 434 Plant Physiology	3	General Elective	4
*Bio 414L Plant Physiology Lab	1	*Bio 430 Senior Research in Biology	3
Chem 333 Analytical Chemistry		STEM 412 Senior Seminar II	1
Chem 313L Analytical Chemistry Lab or		<b>Total</b>	<b>12</b>
Chem 437 Biochemistry			
Chem 417L Biochemistry Lab or			
Chem 438 Topics in Biochemistry	3		
Chem 418L Topics in Biochemistry Lab	1		
*Bio Elective	4		
*Sci 410 Health and Science Seminar	1		
STEM 411 Senior Seminar I	1		
<b>Total</b>	<b>14</b>		

\*Total SCH - 128

Total SCH – 128 \*SCH in Major – 36

Bio Electives\*: Bio 212, Bio 313, Bio 317, Bio 330, Bio 332, Bio 312L, Bio 333, Bio 313L, Bio 334, Bio 314L, Bio 335, Bio 315L, Bio 336, Bio 316L, Bio 337, Bio 413, Bio 417, Bio 432, Bio 412L, Bio 450,,Chem 333, Chem 313L, Chem 334, Chem 314L, Chem 335, Chem 315L, Chem 336, Chem 337, Chem 447, Chem 417L, Chem 438, Chem 418L, Esc 230, Esc 331, Esc 332, Esc 333, Esc 334, Esc 314L Esc 335, Esc 315L, Esc 434, Esc 435, Esc 436, Esc 439, Esc 419L, Esc 441, STEM 233, STEM 331, Sci 330, and Sci 335.

**CHEMISTRY****STUDENT LEARNING OUTCOMES (Chemistry)**

**Students completing the major will be able to:**

1. Master a broad set of chemical knowledge in the basic areas of chemistry (organic, inorganic, analytical, physical and biological chemistry) and apply them to solve problems.
2. Examine and evaluate chemistry knowledge, laboratory skills, scientific method, data collection, and analysis through effective written and oral communication skills.
3. Demonstrate knowledge of effective use of computers in chemistry applications and information retrieval skills.

**STUDENT LEARNING OUTCOMES (Radio Chemistry)**

**Students completing this area of chemistry contration will be able to:**

1. Explain and apply basic cincepts, principles and theories of radiochemistry.
2. Describe the interactions of radition with matter and radiation dectection and measurements.

**CHEMISTRY COURSES**

**STEM 111,112, 211, 212, BCEH 311, 312, 411, 412 Seminars**  
(Course descriptions for all seminars are on pages 77-78.)

**credit 1 hr. ea.**

**Chem 130 General Chemistry**

**credit 3 hrs.**

This survey course introduces chemistry to non-science majors through common substances and consumer products that are immersed in our lives. Topics include basic inorganic, organic biochemistry, foods, fuels, plastics, cosmetics, detergents, environmental chemistry, etc.

**SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS 235****Chem 110L General Chemistry Lab**

**credit 1 hr.**

This course complements the general chemistry course for non-science majors (Chem 130). It features regular hands-on laboratory sessions and intergrated web-based virtual laboratory experiemnts that allow instructors to determine the process of scientific inquiry while students apply laboratory methods to reinforce concepts thay are learning.

**Chem 137 Principles of Chemistry I**

**credit 3 hrs.**

This course is a study of the fundamental principles of general chemistry, including atomic structure, chemical bonding, chemical equations, periodic properties of elements, and some descriptive chemistry as it relates to industrial processes.

**Chem 117L Principles of Chemistry I Lab**

**credit 1 hr.**

This is a one semester laboratory course on experiments and experimental techniques in general chemistry. The physical and chemical properties of matter, measurements, classification of chemical reactions, safe handling of chemicals, and recording and understanding of laboratory data and calculations are examined. Three laboratory hours per week. Corequisite: Chem 137.

**Chem 138 Principles of Chemistry II**

**credit 3 hrs.**

A continuation of Chem137, the course includes introduction to the study of solution chemistry, colloidal systems, oxidation-reduction reactions, chemical equilibrium, and thermo-chemistry. Basic concepts of organic chemistry and qualitative analysis are also stressed. Prerequisite: Chem 137 and Chem 117L.

**Chem 118L Principles of Chemistry II Lab**

**credit 1 hr.**

This is a one semester laboratory course that is a continuation of Chem 117L on experiments and experimental techniques in general chemistry with emphasis on chemical equilibrium, solutions, kinetics, acids and bases titrations, and the qualitative inorganic analysis of cations and anions. Prerequisite: Chem 117L with at least a C. Corequisite: Chem 138. Three laboratory hours per week.

**Chem 231 Fundamentals of Radiochemistry**

**credit 3 hrs.**

The course is designed to build a basic familiarity with radiation science. Introducing chemical properties in radiation and radiochemistry as it applies to chemical analysis in the physical and biological sciences. It will emphasize radioactive decay, hot atom chemistry, nuclear dating methods, and nucleo-synthesis of elements. This course can also serve as an elective course for biology, Chem 138 with a grade of "C" or higher.

**Chem 211L Fundamental of Radiochemistry Lab****credit 1 hr.**

The laboratory investigations are designed to expose students to current technologies and instrumentations in the field of radiochemistry. Three laboratory hours per week.

**Chem 237 Organic Chemistry I****(DESIGNATED SERVICE–LEARNING COURSE IN BIOLOGY, CHEMISTRY, AND ENVIRONMENTAL HEALTH SCIENCES)****credit 3 hrs.**

This course is a study of the fundamental laws and theories of organic chemistry, emphasizing the preparation of typical organic compounds; qualitative and quantitative organic analysis; hydrocarbons and their halogen, oxygen, and nitrogen derivatives; and an introduction to amino acids and carbohydrates. Prerequisite: Chem 138 and Chem 118L.

**Chem 217L Organic Chemistry I Lab****credit 1 hr.**

This course develops an examination of fundamentals of and practice in organic synthesis, separation, purification, and the identification of organic compounds. Microscale experimental techniques will be emphasized. Experiments include: recrystallization, distillation, extraction, chromatography, spectroscopy, and structure determination. Corequisite: Chem 237. Three laboratory hours per week.

**Chem 238 Organic Chemistry II****(DESIGNATED SERVICE–LEARNING COURSE)****credit 3 hrs.**

A continuation of Chem 237, this course emphasizes alkyl and aromatic compounds, including aldehydes, ketones, carboxylic acids, and ketoacids. Prerequisite: Chem 237.

**Chem 218L Organic Chemistry II Lab****credit 1 hr.**

A course that offers a continuation of the examination of the fundamentals of and practice in organic synthesis, separation, purification, and the identification of organic compounds. Microscale experimental techniques will be emphasized. Experiments include: spectroscopy, kinetics, multi-step syntheses, and structure determination. Prerequisite: Chem 237, Chem 217L. Corequisite: Chem 238. Three laboratory hours per week.

**Chem 328 Laboratory Techniques in Materials Science****credit 2 hrs.**

This course provides basic theories in material characterization using modern instruments and hands-on skills in processing materials. It requires both regular lectures and laboratory experiments. Topics include X-Ray Diffraction, IR/UV Spectroscopy, BET Surface Analysis, Thermal Gravity Analysis, Differential Scanning Calorimetry, chemical synthesis, particle dispersal and heat treatment. Prerequisites: Chem 337 or permission of the instructor.

**Chem 331 Internships in Radiochemistry****credit 3 hrs.**

This course is designed to expose the students to full-time involvement in an actual "on-the-job" situation in an industrial or research laboratory under the tutelage of a selected preceptor. A department faculty member will work closely with the student and preceptor and assumes responsibility for making the final evaluation and assigning a grade. A list of research sites to include but not be limited to programs at Department of Energy national laboratories and affiliated university sites, will be provided to the students prior to enrollment. This course is a requirement for chemistry majors with a concentration in radiochemistry. Prerequisites: Chem 231

**Chem 332 Directed Studies in Radiochemistry****credit 3 hrs.**

The directed study course is designed for students with advanced level interest in radiochemistry. Students may satisfy the requirements of this course through directed study under Benedict College faculty, enrollment in designated courses at Clemson University, South Carolina State University, or other designated partners, and/or collaborative studies involving the aforementioned. Approval is based on academic appropriateness. A suggested course list will be made available to students prior to course enrollment. This course is a requirement for chemistry majors with a concentration in radiochemistry. Prerequisites: Chem 231 and Chem 211L.

**Chem 333 Analytical Chemistry****credit 3 hrs.**

This course is an introduction to the principles of quantitative analytical techniques. Prerequisite: Chem 138 and Chem 118L.

**Chem 313L Analytical Chemistry Lab****(DESIGNATED SERVICE –LEARNING COURSE)****credit 1 hr.**

This is a one-semester laboratory course on the application of the techniques of quantitative analysis, standard volumetric and gravimetric techniques with focus on the handling of chemical apparatus, measurement, and treatment of analytical data are covered. Three laboratory hours per week. Prerequisite: Chem 138 and Chem 118L with at least a C. Corequisite: Chem 333.

**Chem 334 Instrumental Methods of Analysis****credit 3 hrs.**

This course is designed to provide students with an understanding of some common instrumental techniques which can be used in industry and research applications. These techniques include electrochemical, potentiometric, electrogravimetric and coulometric methods of analysis. Other techniques studied include spectroscopic methods of analysis, the theory of molecular absorption spectroscopy analytical separations by extraction and ion exchange, and an introduction to chromatographic methods and applications of chromatography. Prerequisites: Chem 237, Chem 217L, Chem 333 and Chem 313L.

**Chem 314L Instrumental Methods of Analysis Lab****(DESIGNATED SERVICE –LEARNING COURSE)****credit 1 hr.**

This is a one semester laboratory course on the application of techniques of instrumental analysis in areas of atomic and molecular spectroscopy, mass spectrometry, electroanalytical chemistry, and chromatography. Prerequisite: Chem 333 and Chem 313L with at least a C. Corequisite: Chem 334. Three laboratory hours per week.

**Chem 335 Inorganic Chemistry****credit 3 hrs.**

This course encompasses the structure of the atom, bonding models in inorganic chemistry, the solid state, the structure and reactivity of the covalent bond, chemical forces, acid-base chemistry, chemistry in aqueous and nonaqueous solutions, molecular orbital theory, the theory of coordination chemistry and coordination chemistry-structure, descriptive chemistry of transition metals and organometallic chemistry. Prerequisites: Chem 138 and Chem 118L.

**Chem 315L Inorganic Chemistry Lab****(DESIGNATED SERVICE –LEARNING COURSE)****credit 1 hr.**

Laboratory experiments in inorganic synthesis and spectroscopic methods in inorganic chemistry. Corequisite: Chem 335. Three laboratory hours per week.

**Chem 336 Medicinal Chemistry****credit 3 hrs.**

This is an introductory level medicinal chemistry course that provides students with a detailed explanation of the molecular mechanism of drug action. The following topics will be covered: drug development process; drug approval process; receptors; drug interaction; pharmacodynamics; pharmacokinetics; and quantitative structure activity relationships. Some of the following classes of drugs will be discussed in detail-antibacterial, antiviral, and antitumor drugs; drugs that work on the central nervous system, analgesics, etc. Three one-hour lecture periods. Prerequisites: Chem 238 and Chem 218L.

**Chem 337 Introduction to Advanced Material****credit 3 hrs.**

The course introduces fundamental theories and applied techniques in advanced materials and provides students with insight into fields of new energy, environmental remediation, and nanotechnology. Topics include atomic structure, chemical bonding, solid structure, phase changes, materials processing, and applications. Prerequisite: Chem 137/138 or Phys 243/244 or permission of the instructor.

**Chem 421 Scientific Writing****credit 2 hrs.**

This is a fundamental course in the review of the concepts and theory of scientific writing. The course will provide students with knowledge in fundamental approaches used in scientific communications. Students will also be introduced to the underlying principles of technical writing in chemistry and the communication styles of different chemical literatures. Prerequisite: Permission of the Instructor.

**Chem 430 Senior Research in Chemistry****credit 3 hrs**

Students may elect to do directed laboratory research accompanied by literature review of recent trends on the subject of research interest under faculty supervision or engage in research internship

in government or other academic research institutions. Students may also elect an intensive library review of chemical/biology journals on contemporary topic of interest. Senior papers incorporate theoretical backgrounds, research methods and analytical methodologies as well as appropriate format used in chemical and or biological literatures will be presented to faculty. Prerequisite: Chem. 421.

**Chem 440 Research or Directed Individual Study****credit 1-4 hrs.**

The student may elect to do individual research or specific chemical problems, including intensive library and laboratory research under the direction of a faculty member or engage in on-the-job training in government agencies or industrial companies. Prerequisite: Permission of the instructor.

**Chem 431 Physical Chemistry I****credit 3 hrs.**

This course is a study of atomic and molecular structure; properties and thermodynamics of gases, liquids, and solids; and the relationships of various physical properties to structure and reactivity. A research paper is required. Prerequisites: Chem 238, Chem 218L, Phys 244 and Math 144.

**Chem 411L Physical Chemistry Lab****credit 1 hr.**

Introduction to methods and techniques used in the physical chemistry laboratory, including experiments in calorimetry, phase equilibria, reaction kinetics, and transport properties. Three laboratory hours per week.

**Chem 432 Physical Chemistry II****credits 3 hrs.**

Fundamental principles of theoretical chemistry are treated in a quantitative manner. Emphasis is placed on topics which are particularly applicable to an understanding of industrial chemical principles. Topics include chemical equilibria and kinetics, electrochemistry, photochemistry, quantum chemistry, statistical mechanics, and colloids. A senior research paper is required. Prerequisite: Chem 431, Chem 411L.

**Chem 412L Physical Chemistry II Lab****credit 1 hr.**

A continuation of Chem 411L with an introduction to methods and techniques in computational chemistry and spectroscopy. Three laboratory hours per week.

**Chem 437 Biochemistry****credit 3 hrs.**

This course covers the chemistry of lipids, carbohydrates, proteins, nucleic acids, and enzymes and briefly considers vitamins, steroids, hormones, and clinical procedures. Prerequisite: Chem 238 and Chem 218L.

**Chem 417L Biochemistry Lab****credit 1 hr.**

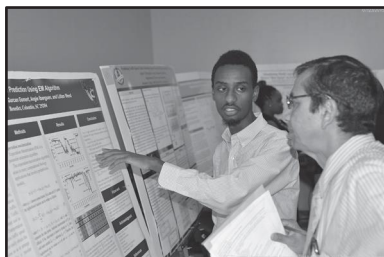
The experiments in this laboratory course have been designed to acquaint the students with the basic skills necessary to perform biochemical studies. The course will cover, for instance, protein purification, acid-base studies, spectrophotometric protein assay, subcellular fractionation, exclusion, ion exchange chromatography, and electrophoresis. Prerequisite: Chem 238 and Chem 218L. Corequisite: Chem 437. Three laboratory hours per week.

**Chem 438 Topics in Biochemistry****credit 3 hrs.**

This course deals with the chemistry of lipids, carbohydrates, proteins, and nucleic acids. Techniques of protein purification and separation will be emphasized. Prerequisites: Chem 238 and permission of the Instructor. An honors section is offered. Prerequisite: Chem 437 and Chem 417L.

**Chem 418L Topics in Biochemistry Lab****credit 1 hr.**

The experiments in this laboratory involve the purification and separation of proteins, carbohydrates, and nucleic acids. Corequisite: Chem 438. Three laboratory hours per week.



## Program of Study in Chemistry

### FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Chem 137 Gen. Prin. Of Chem	3	*Chem 138 Gen. Prin. Chem II	3
*Chem 117L Gen. Prin. Of Chem Lab	1	*Chem 118L Gen. Prin. Chem II Lab	1
PE Physical Education	2	Eng 137 Freshman Composition	3
Eng 135 Freshman Composition	3	Math 143 Calculus I	4
Math 140 Pre-Calculus	4	Hist 130 Intro to African Amer	3
Hist (World Civ or U.S.)	3	FI 112 Freshman Seminar II	1
FI 111 Freshman Seminar I	1	Ec 130 Intro to Economics	3
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>18</b>

### SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Math 144 Calculus II	4	Math 237 Diff Equations I	3
*Chem 237 Organic Chemistry I	3	*Chem 238 Organic Chemistry II	3
*Chem 217L Organic Chemistry I Lab	1	*Chem 218L Organic Chemistry II Lab	1
STEM 211 Sophomore Seminar I	1	STEM 212 Sophomore Seminar II	1
Rel 120 Comparative Religion	2	He 230 Health Education	3
CSc 135 Prin of Prog with C++	3	STEM 233 Data Analysis	3
The 220 Theater Appreciation		<b>Total</b>	<b>17</b>
Mus 220 Music Appreciation or			
Art 220 Art Appreciation	2		
<b>Total</b>	<b>19</b>		

### JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Math 241 Calculus III	4	Phys 244 Prin. Of Physics II	4
*Chem 333 Analytical Chemistry	3	*Chem 334 Instrum Meth of Analy	3
*Chem 313L Analytical Chemistry Lab	1	*Chem 314L Instrum Meth of Analy Lab	1
Phy 243 Prin of Physics I	4	STEM 312 Junior Seminar II	1
STEM 311 Junior Seminar I	1	The 220 Theater Appreciation	
FR or Ar or SP 233 Foreign Language	3	Mus 220 Music Appreciation or	
<b>Total</b>	<b>16</b>	Art 220 Art Appreciation	2
		*Chem 335 Inorganic Chemistry	3
		*Chem 315L Inorganic Chemistry Lab	1
		<b>Total</b>	<b>15</b>

### SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Chem 431 Physical Chemistry I	3	*Chem 432 Physical Chemistry II	3
*Chem 411L Physical Chemistry I Lab	1	*Chem 412L Physical Chemistry II Lab	1
*Chem Elective	3	STEM 412 Senior Seminar II	1
STEM 411 Senior Seminar II	1	Soc Science Req. Gen Ed	3
*Chem 437 Biochemistry	3	*Sci 410 Health and Science	1
*Chem 413L Biochemistry Lab	1	*Chem 430 Senior Research in Chemistry	3
*Chem 421 Scientific Writing	2	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>14</b>		

SCH in Major - 49

Total SCH - 128

Major Courses

Chem Electives Chem 231 Chem 211L, Chem 331, Chem 332, Chem 440, Chem 437, Chem 417L, and Chem 438, Chem 418L.

Students are encouraged to take Biochemistry, Research or Directed Individual Study as electives during their Junior year. Desired courses for a major in chemistry are Phys 345 Modern Electronics and Math 236 Probability and Statistics: programming language courses are recommended as electives.

## Program of Study in Chemistry Radiochemistry

### Concentration FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>
*Chem 137 Prin. of Chemistry	3
*Chem 117L Prin. of Chemistry Lab	1
Eng 135 Freshman Composition	3
Math 140 Pre-Calculus	4
Hist (U.S. or World Civ.)	3
FI 111 Freshman Seminar I	1
Rel 120 Comparative Religion	2
<b>Total</b>	<b>17</b>

<i>Second Semester</i>	<i>SCH</i>
Eng 137 Freshman Composition I	3
Math 143 Calculus I	4
Hist 130 Intro/Af/Am Hist	3
FI 112 Freshman Seminar II	1
*Chem 138 Prin. Chem II	3
*Chem 118L Prin. Chem II Lab	1
Ec 130 Intro to Economics	3
<b>Total</b>	<b>18</b>

### SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3
Math 144 Calculus II	4
*Chem 237 Organic Chemistry	3
*Chem 217L Organic Chemistry Lab	1
STEM 211 Sophomore Seminar	1
The 220 Theatre Appreciation or	
Mus 220 Music Appreciation or	
Art 220 Art Appreciation	2
CSc 135 Principles of Programming.	3
<b>Total</b>	<b>17</b>

<i>Second Semester</i>	<i>SCH</i>
Eng 232 World Literature II	3
He Health Education	3
*Chem 238 Organic Chemistry II	3
*Chem 218L Organic Chemistry II Lab	1
STEM 212 Sophomore Seminar I	1
The 220 Theatre Appreciation or	
Mus 220 Music Appreciation or	
Art 220 Art Appreciation	2
*Chem 231 Fundamen of Radiochem.	3
*Chem 211L Fundamen. of Radiochem. Lab	1
<b>Total</b>	<b>17</b>

### JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>
Math 333 Vector Calculus	3
*Chem 333 Analytical Chemistry	3
*Chem 313L Analytical Chemistry Lab	1
Phy 243 Prin of Physics I	4
STEM 311 Junior Seminar I	1
Fr,Sp, or Ar 233 Foreign Language	3
CSc 230 Visual Basics or	
STEM 233 Data Analysis	3
<b>Total</b>	<b>18</b>

<i>Second Semester</i>	<i>SCH</i>
Phys 244 Prin. Of Physics II	4
STEM 312 Junior Seminar II	1
Soc Science Req. Gen. Ed	3
*Chem 335 Inorganic Chemistry	3
*Chem 315L Inorganic Chemistry Lab	1
Math 237 Diff. Equations I	3
<b>Total</b>	<b>15</b>

### SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>
*Chem 431 Physical Chemistry	3
*Chem 411L Physical Chem I Lab	1
STEM 411 Senior Seminar I	1
*Chem 331 Intern in Radiochemistry	3
*Chem 336 Directed Studies in	
Radiochemistry	3
*Phys 337 Radiation Physics	3
<b>Total</b>	<b>14</b>

<i>Second Semester</i>	<i>SCH</i>
*Chem 432 Physical Chemistry II	3
*Chem 412L Physical Chemistry II Lab	1
STEM 412 Senior Seminar II	1
General Elective	1
*Sci 410 Health and Science Sem.	1
*Chem 430 Senior Research in Chemistry	3
PE Physical Education	2
<b>Total</b>	<b>12</b>

Total SCH - 128

SCH in Major - 49

\*Major Courses



## ENVIRONMENTAL HEALTH SCIENCE

### STUDENT LEARNING OUTCOMES (Environmental Health Science)

**SLO A: Possess a basic body of knowledge appropriate to the environmental health science discipline.**

**SLO A1:** Knowledge Base1- Demonstrate knowledge of the negative impacts to health and the environment of key criteria pollutants such as lead, ozone, sulfur dioxide, carbon monoxide, and particulate matter.

**SLO A2:** Knowledge Base 2 - Apply understanding of the terminology, concepts, theories, and skills of the discipline.

**SLO B: Have a fundamental knowledge of how to apply the scientific method of investigation to hypothesis generation, testing, and analysis (Methods). We expect students to:**

**SLO B1:** Methods 1-Demonstrate research skill by conducting basic laboratory or field skills in their area of interest or expertise.

**SLO C: Communicate effectively in written, oral and visual formats using appropriate technological techniques for diverse stakeholders in a variety of forums (Communication):**

**SLO C1:** Communications 1: Communicate effectively in written, oral and visual forums with the use of writing, speaking and technological techniques with diverse stakeholders.

**SLO D: Professionalism and Ethics: Work collaboratively and ethically (Professionalism & Ethics). We expect students to:**

**SLO D1:** Demonstrate the ability to work effectively and collaboratively as a team member.

**SLO D2:** Demonstrate the ability to seek ethical solutions to environmental health problems.

**SLO E: Possess ability to design a plan to prevent or otherwise address environmental problems and potential problems within communities and work place environments (Problem Solving). We expect students to:**

**SLO E1:** Design a plan to prevent or otherwise address environmental problems and potential problems within communities and work place environments.

## ENVIRONMENTAL HEALTH SCIENCE COURSES

**STEM 111,112, 211, 212,BCEH 311, 312, 411,and 412 Seminars**  
(Course descriptions for all seminars are on pages 77-78.)

**credit 1 hr. ea.**

**ESc 130 General Environmental Health Science**

**credit 3 hrs.**

A comprehensive discussion of the impact of environmental pollution in the three global life support zones of water, air, and soil and the resultant adverse health effects. The course emphasizes interactions between living and non-living components of ecosystems. It also focuses on how those interactions help or harm humans and their environments. This course does not count for credit toward the Environmental Health Science major requirements. Science majors should take ESc 131 and ESc 111L.

**ESc 110L General Environment Health Science Lab**

**credit 1 hr.**

This course complements the environmental science course for non-science majors, and it allows students to conduct hands-on analyses of environmentally relevant document such as graphs, tables, charts, and case studies. The course also instructs students on the components of the scientific method and incorporates activities to assist students in understanding and using that scientific method. Three laboratory hours per week.

**ESc 131 Principles of Environmental Health Science**

**credit 3 hrs.**

This course for Environmental Health Science (EHS) is a scientific introduction and exposure to knowledge relating to the origins of and methods of addressing concerns within our geological, atmospheric and hydrological environments. Methods and procedures for monitoring and controlling pollution in residential and occupational settings will be explored. Characterization and control of physical, chemical, biological and radiological pollutants to air, water, soil, and food will

be presented. A minimum grade of "C" is required in this course before students may enroll in advanced Environmental Health Science courses.

**ESc 111L Principles of Environmental Health Science Lab** **credit 1 hr.**

The laboratory course is project oriented with students completing multi-week investigations culminating in a self-designed research project. Three laboratory hours per week.

ESc 230 Solid and Hazardous Waste Control

**(DESIGNATED SERVICE –LEARNING COURSE)** **credit 3 hrs.**

A study of solid and hazardous waste with emphasis on landfill, incineration, composting, and recycling as safe disposal procedures. Topics include: the evolution of solid and hazardous waste management; roles of legislative and governmental agencies; on-site handling, storage and processing; transfer and transport; processing techniques and equipment; recovery of resources, conversion products and energy; safe disposal of solid and hazardous waste and residual material; and planning and management development, selection, and implementation. Additionally, engineering principles will be used to solve waste disposal problems where applicable. Three 1-hour lecture periods. Prerequisites: Bio 138 and Bio 118L.

**ESc 331 Air Pollution Control**

**(DESIGNATED SERVICE –LEARNING COURSE)** **credit 3 hrs.**

An overview of current air pollution problems, the chemistry of air pollution and polluted atmospheres, potential human health effects, air pollution control technology, and laws regulating air pollution. Three one-hour periods. Students will also have the option to complete a related United States Environmental Protection Agency Air pollution course. Prerequisites: ESc 131, ESc 111L, and Math 138.

**ESc 332 Industrial Hygiene**

**(DESIGNATED SERVICE – LEARNING COURSE)** **credit 3 hrs.**

Course contents entail a study of health and safety in single and multiple living units as well as in industrial settings. Safety and healthy use of materials, equipment, and supplies will be analyzed in various residential and occupational settings. Health and safety considerations of personnel and facilities will be revealed and analyzed. Prerequisites: ESc 131, ESc 111L, Bio 138, Bio 118L, Chem 138 and Chem 118L.

**ESc 333 Disease Vectors and Control**

**credit 3 hrs.**

This course represents a study of the vectors responsible for arthropod-borne diseases of medical and veterinary importance; emphasis is on morphology, natural history, ecology, and behavior of vectors in relation to disease transmission and their control. Three one-hour lecture periods with an option to complete the U.S. Center for Disease Control Vectorborne Disease Control course. Prerequisites: ESc 131, ESc 111L, Bio 138, Bio 118L, Chem 138, and Chem 118L.

**ESc 334 Food and Milk Products Sanitation**

**credit 3 hrs.**

This course is a study of the sanitary controls and environmental health practices employed in the production, processing, and retailing of food and milk products. Also included are food sanitation regulation, involving food storage preparation and service. Three one-hour lecture periods. The course may serve as an elective for environmental health science and other STEM majors.. Course allows students the option of also completing the U. S. Centers for Disease Control Foodborne Disease Control course. Prerequisite: ESc 131 and ESc 111L or permission of the instructor.

**ESc 314L Food and Milk Products Sanitation Lab**

**credit 1 hr.**

This course complements the lecture component for food and milk product course, and it is intended primarily for environmental health science, biology, or chemistry majors. The course includes analysis of biological, physical, and chemical aspects of food. Additionally, the course provides laboratory instruction on procedures for inspecting food facilities and investigating food borne illnesses. Three laboratory hours per week.

**ESc 335 Environmental Forensics & Analysis****credit 3 hrs**

This course provides skills and experience in the field of environmental forensics and chemistry. It will provide opportunities for critical assessment and analysis of priority pollutants through techniques such as carbon aging, chemical finger prints and physical dispersion. Prerequisite: Chem 138 and Chem 118L.

**ESc 315L Environmental Forensics & Analysis Lab****credit 1 hr.**

Students learn the services provided by a crime lab; the scientific and legal constraints placed upon criminalists; the theory and practice of collecting, preserving, and analyzing of physical evidence. Laboratory experiences include analysis of microscopic evidence, identification and individualization of physical and chemical objects, development of latent fingerprints, rolling and classification of fingerprints, some instrumental analysis, and thin layer and paper chromatography. Three laboratory hours per week.

**ESc 340 Environmental Internship I****credit 3 hrs**

Each student is required to complete in two consecutive internship courses a minimum of six semester credit hours (6 SCH) and a minimum of 180 clock hours of field training in an appropriate setting approved by the advisor. Each internship course will count 3 semester credit hours and will require a minimum of 90 clock hours of field internship experience. This experience will primarily be acquired during summer months, however the experience may be acquired during the regular academic term only when the student is able to acquire the minimum number of field clock hours without interruption. The student will apply analytical environmental techniques employed in the chemical and biological assessment of environmental quality. Prerequisite: ESc 131 and ESc 111L and permission of the advisor.

**ESc 430 Environmental Health Administration****credit 3 hrs.**

This course addresses the structure and administration of environmental health organizations with emphasis on the legal and financial basis of programs and the management practices utilized in present programs. A senior research paper is required. Three 1-hour lecture periods. Prerequisites: ESc 131, Esc 111L, Bio 138, Bio 118L, Chem 138 and Chem 118L or permission of the instructor.

**ESc 434 General Environmental Toxicology****credit 3 hrs.**

This course presents applications of basic anatomical, biochemical, and physiological principles and assessment of environmental pollutants which potentially can produce health hazards, with approaches towards effectively reducing these threats. Content is presented in three 1-hour lecture periods. Prerequisites: ESc 131, Esc 111L, Bio 138, Bio 118L, Chem 138, and Chem 118L or permission of the instructor.

**ESc 435 Biostatistics****credit 3 hrs.**

This course will cover the basic principles, methods, logic and language of statistics From a health perspective. Topics include: summary statistics; basic probability; discrete and continuous random variables; sample size determination; distributions (Normal, Poisson, Bionormal, Hypergeometric); estimation and hypothesis testing and confidence intervals; t-test; Analysis of Variance (ANOVA); simple and multiple linear regression; correlation. Prerequisite: ESc 131 and Math 138, or permission of the instructor.

**ESc 436 Epidemiology****credit 3 hrs.**

Course contents present principles of epidemiologic thinking; measures of disease frequency and association, rates, etiology, prevention and control; determinants of disease and distribution factors influencing health and disease in populations; study design and analysis; indices of disease and health; epidemiology methods used in the investigation of health efforts of environmental exposures. Prerequisites: ESc 131, Esc 111L, Bio 138, and Bio 118L.

**ESc 439 Water Supply Wastewater Treatment and Environmental Health  
(DESIGNATED SERVICE –LEARNING COURSE)****credit 3 hrs.**

This course addresses the role of liquid wastes in human health; evaluation of source, treatment, and disposal facilities; and the study of the properties, distribution and utilization at water in nature and man-made systems. Laboratory and field studies are conducted using both qualitative and quantitative approaches. Prerequisites: Esc 131 and ESc 111 L, senior EHS major, or permission of instructor.

**ESc 419L Water Supply Wastewater Treatment and Environmental Health Lab****credit 1 hr.**

This course is the laboratory complement to the water and wastewater lecture course. It provides students an understanding of the process and procedures that are used to treat both water and wastewater. Simulated treatment procedures are conducted to assist students in better understanding treatment plant facilities and equipment. Analyses of water for specific chemicals and conditions will also be conducted. Three laboratory hours per week.

**ESc 441 Research or Directed Individual Study****credit 1-4 hrs.**

The student may elect to conduct individual research on a specified environmental health problem, including intensive library and laboratory research, under the direction of a faculty member or under joint direction of a mentor while engaged in on-the-job training in a governmental agency or company. Prerequisite: Permission of the instructor.

**ESc 440 Environmental Internship II****credit 3 hrs.**

This course is a continuation of ESc 340x and all requirements of that course also apply to this follow-up course. For example, this 3 SCH course also requires that students taking the course must acquire a minimum of 90 field internship clock hours beyond the 90 hours acquired within the first half of this two-part course. ESc 440 must be taken immediately after taking ESc 340; however, the two courses may be taken concurrently only when the student is able to acquire all 180 field internship clock hours without interruption. Prerequisite: ESc 131 and ESc 111L or permission of the instructor.



## PROGRAM OF STUDY IN ENVIRONMENTAL HEALTH SCIENCE

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Composition	3	Eng 137 Freshman CComposition	3
Math 138 College Algebra	3	Math 140 Precalculus	4
Bio 137 Prin. of Biology I	3	Bio 138 Prin. of Biology II	3
Bio 117L Prin. of Biology I Lab	1	Bio 118L Prin. of Biology II Lab	1
*Esc 131 Prin. Environ. Health Science	3	FI 112 Freshman Seminar II	1
*Esc 111L Prin. Envir. Health Science Lab	1	Rel 120 Comparative Religion	2
FI 111 Freshman Seminar I	1	CSc 131 Intro to Computers	3
Ec 130 Intro to Economics	3	<b>Total</b>	<b>17</b>
<b>Total</b>	<b>18</b>		

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Chem 137 Prin. of Chem I	3	Chem 138 Prin. of Chem II	3
Chem 117L Prin. of Chem I Lab	1	Chem 118L Prin. of Chem II Lab	1
Soc Science Gen. Ed.		STEM 212 Sophomore Seminar II	1
Hist (World Civ. Or U.S.)	3	Hist 130 African American History	3
Requirement	3	Sp/FR/Ar233 Foreign Language anLanguage	3
The 220 Theater Appreciation		The 220 Theater Appreciation or	
Art 220 Art Appreciation or		Mus 220 Music Appreciation or	
Mus 220 Music Appreciation	2	Art 220 Art Appreciation	2
*Esc 230 Solid Hazard Waste	3	HE 230 Health Education	3
STEM 211 Sophomore Seminar I	1	<b>Total</b>	<b>19</b>
<b>Total</b>	<b>19</b>		

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Phys 241 Gen. Physics I	4	*Esc 332 Industrial Hygiene	3
Chem 237 Organic Chemistry I	3	Bio 233 Human Anatomy	3
Chem 217L Organic Chemistry I Lab	1	BCEH 312 Junior Seminar II	1
Chem 333 Analytical Chemistry	3	*Esc 331 Air Pollution Control	3
Chem 313L Analytical Chemistry Lab	1	PE Physical Education	
STEM 311 Junior Seminar I	1	STEM Junior Seminar II	2
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>

## PRE-SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Esc 340 Environmental Internship	3	*Esc 440 Environmental Internship	3

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Esc 430 Env. Health Adm	3	*Esc 434 Toxicology	3
*Esc 439 Water/Wastewater Treat	3	*Esc 435 Biostatistics	3
*Esc 419L Water/Waste Treat Lab	1	*Esc 436 Epidemiology	3
Bio 339 Microbiology	3	STEM 412 Senior Seminar II	1
Bio 319L Microbiology Lab	1	*Sci 410 Health and Science Seminar	1
STEM 411 Senior Seminar I	1	General Electives	1
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>

\*SCH in Major - 36

Total SCH - 128

\*Major Courses

## CLUBS, ORGANIZATIONS AND SPECIAL PROGRAMS IN THE BIOLOGY, CHEMISTRY AND ENVIRONMENTAL HEALTH SCIENCE DEPARTMENT

### SOUTH CAROLINA NASA SPACE GRANT CONSORTIUM PROGRAM (SCSG)

The South Carolina NASA Space Grant Consortium exists to implement the National Space Grant Act of 1988 in South Carolina. Within the larger context of national science and technology initiatives, we promote activity in research, education, and public service related to the NASA mission. The goals/ objectives are: 1. Increase access, understanding, development, and utilization of resources in four areas: space, Earth system science, biological sciences, and aeronautics; 2. Encourage cooperative programs among colleges and universities, state organizations, business and industry, and precol-lege interests; 3. Enhance interdisciplinary research, education and public service activities; 4. Recruit and train students, educators, and professionals, especially women and underrepresented groups; 5. Promote a strong science, mathematics, and technology base throughout all levels of South Carolina education; and 6. Facilitate statewide communication of NASA opportunities and programs.

### BETA KAPPA CHI SCIENCE HONOR SOCIETY

Beta Kappa Chi is open to students majoring in any of the natural sciences, mathematics, or computer science. To qualify, students must: have a minimum cumulative grade-point average of 3.1 with no grade below "C"; and have completed 60 hours of course work in their programs of study, with two semesters of which must be at Benedict College.

### THE STUDENT ENVIRONMENTAL HEALTH ASSOCIATION (SEHA)

The Student Environmental Health Association is open to students in good academic standing. These students promote environmental stewardship within the campus and the surrounding communities.

### THE NATIONAL ORGANIZATION FOR THE PROFESSIONAL ADVANCEMENT OF BLACK CHEMISTS AND CHEMICAL ENGINEERS (NOBCChE)

The Benedict College Chapter of the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) supports the Organization's national mission to build an eminent cadre of people of color in science and technology. The Organization promotes careers in science and technology, and encourages college students to pursue graduate degrees in the science, technology, engineering and mathematics (STEM) disciplines. Student member opportunities include leadership development; participation in special events, projects and presentations; local, regional, national and global networking and conference attendance.





## MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

### MISSION

The mission of the Mathematics and Computer Science Department is to provide courses, training and innovative learning opportunities leading to baccalaureate degrees in Mathematics and Computer Science. The curriculum offers a comprehensive educational experience for students in these areas in preparation for graduate studies and professional employment. In keeping with the philosophy and mission of Benedict College, the Department provides mathematics and computer science courses for all majors as part of the general education studies. The Department's approach assures that the entire student body receives collegiate level skills in mathematics and computer science.

### REQUIREMENTS

Students with a major in the Department must complete the required courses in their field. All incoming Freshman Mathematics and Computer Science majors who have taken College Algebra and Pre-Calculus in high school will be given Math 138 and Math 140 exemption tests to determine if they may enroll in Calculus I, Math 143, or if they need to take College Algebra, Math 138, and Pre-Calculus, Math 140 as prerequisites. Students who did not take College Algebra and Pre-Calculus in high school are required to take College Algebra, Math 138, and Pre-Calculus, Math 140 before taking Calculus I, Math 143. Students are advised to follow programs of study as outlined and to consult with their major area advisors before enrolling in courses.

In conjunction with successful completion of courses outlined in their major program of study, students enrolled in the Department are required to complete a professional internship which closely correlates with their specific major during their junior or senior year. Students must enroll in the Department's Internship course to receive credit for their internship experience and submit and successfully defend a senior research paper relevant to their major area of study prior to graduation. Senior research paper development is a topic addressed in the Department's Senior Research and Professional Experience course (MCS 430).

Honors classes are offered to students who show a propensity for excellence and maintain the required GPA. Interested students should contact the Dean of the Honors Program.

### GRADUATION REQUIREMENTS

#### Pure Mathematics

#### Mathematics Courses Required for Degree

Math	143	Calculus I
Math	144	Calculus II
Math	136	Introduction to Mathematical Software
Math	230	Linear Algebra
Math	241	Calculus III
Math	233	Introduction to Advanced Mathematics
Math	236	Probability and Statistics
Math	237	Differential Equations I
Math	334	Complex Variables
Math	335	Number Theory
Math	336	Discrete Mathematics
Math	337	Abstract Algebra I
Math	338	Abstract Algebra II
Math	339	History of Mathematics
Math	437	Mathematical Analysis I
Math	438	Mathematical Analysis II
Math		Electives
MSc	430	Senior Research and Professional Experience



**GRADUATION REQUIREMENTS****Applied Mathematics****Mathematics Courses Required for Degree**

Math	143	Calculus I
Math	144	Calculus II
Math	136	Introduction to Mathematical Software
Math	230	Linear Algebra
Math	241	Calculus III
Math	233	Introduction to Advanced Mathematics
Math	236	Probability and Statistics
Math	237	Differential Equations I
Math	238	Differential Equations II
Math	330	Optimization I
Math	332	Optimization II
Math	334	Complex Variables
Math	336	Discrete Mathematics
Math	339	History of Mathematics
Math	431	Numerical Analysis I
Math	437	Mathematical Analysis I
Math	438	Mathematical Analysis II
MCS	430	Senior Research and Professional Experience Elective
Math		Elective

**Computer Science Courses Required for Degree**

CSc	135	Principles of Programming with C++
CSc	136	Algorithm Design and Programming with C++, I
CSc	138	Algorithm Design and Programming with C++, II
CSc	234	Theory of Computations
CSc	235	Digital Logic
CSc	333	Data Structures and Algorithms
CSc	337	Computer Organization and Architecture
CSc	338	Intro to Artificial Intelligence
CSc	339	Data Communications and Networking
CSc	431	Programming Languages
CSc	434	Database Management Principles
CSc	436	Operating Systems
CSc	439	Special Topics in Computer Science
MCS	430	Senior Research and Professional Experience Elective
CSc		Elective

**Required Internship**

Students enrolled in Computer Science are required to complete, during the junior or senior year, a period of Internship that closely correlates with their specific major and program of study. Students must enroll in the following course for internship credit:

MCS 430 Senior Research and Professional Experience

**Required Activities**

Prior to graduation, all Mathematics and Computer Science majors are required to present a senior research paper in the presence of senior research committee and other faculty members in the department. Their research papers must be approved and signed by the senior research committee. Senior research paper development is a topic addressed in the following course:

MCS 430 Senior Research and Professional Experience

## SERVICE-LEARNING

Each student is required to complete a minimum of 120 hours of approved service-learning activities for graduation with the specifications required on page 55.

### Honors Courses

Honors courses are writing intensified, technologically enhanced, and internationally focused. All Benedict College students may enroll in Honors courses with the permission of the instructor. Students may earn honors credits in designated General Education courses or in regular classes. Students interested in more information should confer with the Honors Program Director. Honors courses offered in this department are:

Math138H College Algebra

Math140H Precalculus

## STUDENT LEARNING OUTCOMES (Computer Science)

**SLO A:** An ability to apply algorithmic principles, and computer science theory in the modeling and design of software systems;

**SLO B:** An ability to design and evaluate a computer-based system including but not limited to hardware, process, or component to meet desired needs;

**SLO C:** An ability to plan and conduct a research project, communicates effectively with a range of audiences, and demonstrate commitment to ethical and professional responsibilities.

**STEM 111,112, 211, 212, and MCS 311, 312, 411, 412 Seminars** credit 1 hr. ea.  
(General Course descriptions for seminars are on pages 7-78.)

## COMPUTER SCIENCE COURSES

**CSc 131 Introduction to Computers** credit 3 hrs.

Provides a general overview of the history, impact, and general use of computers. Basic computer concepts and data management are explored with emphasis on the applications of computers in the different disciplines.

**CSc 132 Introduction to Computing Concepts** credit 3 hrs.

This course is an overview of computer concepts, with an introduction to hardware and software. Covering basic computer concepts, binary derivative number systems, programming logic, operating systems, networking, and social, ethical, and professional issues of computing. (Computer Science Computer Information Science and Mathematics majors)

**CSc 135 Principles of Programming I with C++** credit 3 hrs.

The course is a study of the programming language C++ including data types, arrays, input/output, control flow, functions, and program structure. The course covers creating and debugging projects in Integrated Development Environments. Prerequisites: CSC132 or permission of instructor

**CSc 136 Algorithm Design and Programming with C++, I** credit 3 hrs.

This is a study of concepts and properties of fundamental computing algorithms using C++. The course covers structured programming, problem solving methods, and program design in C++. Prerequisites: CSC 135

**CSc 138 Algorithm Design and Programming with C++, II** credit 3 hrs.

A continuation of CSC136 with focus on Object-Oriented Programming, STL, Dynamic Memory Management, Recursion, and Advanced Level Algorithm implementation. Prerequisites: CSC 136

**CSc 230 Visual Basic** credit 3 hrs.

Course content includes an introduction to problem-solving techniques and study of Visual Basic components and concepts and program development process. Programming topics in Visual Basic to include analysis, design and code development of Graphic User Interface (GUI).

**CSc 231 Assembly Language** credit 3 hrs.

This is a study of assembly language for IBM PC compatible systems. Course covers registers, instruction formats, I/O coding, debugging and testing techniques. Prerequisites CSC 135, Math140

**CSc 232 Computer Graphics****credit 3 hrs.**

The course presents fundamentals of computer graphics including detailed investigation of supporting hardware and software. Emphasis on primitive, two and three dimensional viewing and innovation in text representations. Prerequisites: CSc 138

**CSc 233 Programming in FORTRAN****credit 3 hrs.**

Course covers programming in FORTRAN language with applications in chemistry, physics, statistics and engineering. It also includes numerical techniques and implementation of efficient algorithms. Prerequisites: CSc 135 or permission of the instructor

**CSc 234 Theory of Computations****credit 3 hrs.**

This course presents formal models of computation such as finite state automata, push down automata, and Turing Machines. Formal definitions of languages, problems, and language classes including recursive, recursively enumerable, regular, and context free languages. Proofs of program properties including correctness are emphasized. Prerequisites: Math 336 and an ability to write programs (CSc 135 or CSc 132 or CSc138 and CSc 231.

**CSc 236 Business Programming****credit 3 hrs.**

The course introduces the concepts of Business Programming. It provides the students with understanding how technology can be used to create business value and make knowledgeable decisions concerning the planning, development and implementation of information technology resources to increase organizational effectiveness and create a strategic advantage. Prerequisites: CSC 132 or permission of instructor

**CSc 237 Java Programming****credit 3 hrs.**

This course covers fundamental Java Programming concepts, which include Java constructs, objects and applications, exceptions, and elementary graphics and user interfaces. It also includes threads, input/output, networking, graphics manipulation, native methods, and graphical user interface design. Prerequisite: CSc 138 or permission of the instructor.

**CSc 239 Introduction to Multimedia Computing****credit 3 hrs.**

This course explores basic concepts of multimedia applications including text, graphics, sound, animation and the integration of these components. Topics include web page design, testing, uploading and maintaining the applications. Programming languages include HTML, Java and Java Script. Prerequisite: CSC 136

**CSc 235 Digital Logic****credit 3 hrs.**

This is a study of basic concepts of the binary system, logic gates, combination logic, memory elements, sequential logic, processors and control logic design. Prerequisites: CSc 231 and Math 140 CSc 132.

**CSc 333 Data Structures and Algorithms****credit 3 hrs.**

This course presents advanced data structures such as stacks, queues, priority queues, heaps, trees, and graphs. The course discusses advanced algorithms and recursion using ADT. The course also focuses on time and space efficiencies of the algorithms, Big O, Big Theta, and Big Omega notations. Prerequisite: CSC 138

**CSc 335 File Organization and Processing****credit 3 hrs.**

This course presents characteristics and utilization of a variety of storage devices. The concepts of sequential, direct, and index sequential access are discussed. Some file related algorithms and techniques are studied. Prerequisite: CSC 138

**CSc 337 Computer Organization and Architecture****credit 3 hrs.****(DESIGNATED SERVICE-LEARNING COURSE FOR COMPUTER SCIENCE)**

This study is a multilevel view of computer systems and organizations, interconnection of basic components, input-output control, and parallel and pipeline processing. Prerequisite:: CSc 235.

**CSc 338 Introduction to Artificial Intelligence****credit 3 hrs.**

This course introduces principles and techniques of artificial intelligence systems. It includes sub-symbolic artificial intelligence, search strategies and heuristic problem solving techniques, knowledge representation formalism, automatic logical deduction, expert systems, artificial intelligence applications. Prerequisites: CSc 333 and Math 336.

**CSc 339 Data Communication and Networking****credit 3 hrs.**

This is an overview of data communication, data terminals, architecture of networking, message switching, error checking, and emphasis on ring network and language. Prerequisite: CSc 337.

**CSc 340 Windows Programming with C#****credit 3 hrs**

This course focuses on learning .NET programming environment, Event-based programming, and Windows programming using C# language. The course will include Microsoft Visual Studio .NET IDE, C# language syntax, control structures, exception handling, Windows graphical user interface, Graphics and Multimedia, Files and Stream, XML, Database SQL, and ADO.NET. Prerequisite: CSc 138.

**CSc 341 Web Programming with C#****credit 3 hrs.**

This course continues learning .NET programming environment in application to Web design. The course will include Database SQL and ADO.NET, ASP.Net, Web Forms and Web Controls, ASP .NET and Web Services. Prerequisite: CSc 340.

**CSc 430 Principles of Unix****credit 3 hrs.**

This course covers the design and history of the Unix operating system. It details the process and file system data structures, Shell programming in Unix and use of process-forking functionality of Unix to simplify complex problems. Also covered are interprocess communication and coordination and device drivers and streams as interface to hardware features. Prerequisite: CSc 333.

**CSc 431 Programming Languages****credit 3 hrs.**

This is an introduction to formal languages and automatic processes; a review of basic data types and structures; control structures and data flow; and implementation of these in a variety of languages (C, C++, Lisp, Prolog, ADA, Modula-2). Prerequisites: CSc 333 and Math 144.

**CSc 432 Compiler Theory****credit 3 hrs.**

This course is a discussion of compiler techniques used in generating machine language code. Topics include scanning, parsing, code generation, optimization, and error recovery. Prerequisites: CSc 333 and Math 144.

**CSc 434 DataBase Management****credit 3 hrs.**

This is the study of organization and design of database systems. Database models and fundamentals of database design are introduced. Topics include database structure and processing, with emphasis on relational database and SQL.

**CSc 435 Software Engineering Principles****(DESIGNATED SERVICE-LEARNING COURSE FOR COMPUTER SCIENCE)****credit 3 hrs.**

This course provides practical experience in Software Systems design. The course develops and integrates skills in applied Computer Science, project management, communication, problem solving, and design methodology. Prerequisites: CSc 138

**CSc 436 Operating Systems ++ (DESIGNATED SERVICE-LEARNING COURSE FOR COMPUTER SCIENCE)****credit 3 hrs.**

This is a basic study of computer architecture and operating systems. Topics include: instruction sets, I/O and interrupt structures, addressing schemes, microprogramming, procedures implementation, memory management, system structures and evaluation, and recovery procedures. Prerequisite: CSc 335 or CSc 337.

**CSc 438 Simulation and Modeling****credit 3 hrs.**

This is an introduction to simulation techniques including: discrete models, queuing theory, stochastic systems, and system dynamics. Prerequisites: CSc 333 and Math 144 or Math 336.

**CSc 439 Special Topics in Computer Science  
(DESIGNATED SERVICE-LEARNING COURSE)**

**credit 3 hrs.**

This course covers advanced topics in Computer Science and includes Artificial Intelligence and human-computer interfaces (HCI). Prerequisites: CSc 333, Math 144, Math 336.

**MCS 430 Senior Research and Professional Experience  
(DESIGNATED SERVICE-LEARNING COURSE FOR COMPUTER SCIENCE)**

**credit 3 hrs.**

The course focuses on reading, discussion, investigation, and preparation and presentation of reports on selected topics in Mathematics or Computer Science, under faculty supervision. The course also covers ethical, professional, and social responsibilities of graduates. Prerequisites: Professional Internship of at least 150 hours or permission of instructor.



## PROGRAM OF STUDY IN COMPUTER SCIENCE

## FRESHMAN YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I		3	Eng 137	Freshman Composition I		3
Math140	Precalculus		4	Math 143	Calculus I		4
Hist	World Civilization			Hist 130	African American Hist		3
	or US Hist		3	FI 112	Freshman Seminar II		1
FI 111	Freshman Seminar I		1	*CSc 136	Algorithm Design & Prog I		
*CSC 135	Principals of Programming I				With C++		3
	WithC++		3	Rel 120	Comparative Religion		2
Ec 130	Intro to Economics		3	PE	Physical Education		2
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>18</b>

## SOPHOMORE YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
CSC 138	Algorithm Design and Prog		3	Eng 232	World Literature II		3
	II With C++						
Math 144	Calculus II		4	Math 336	Discrete Mathematics		3
Eng 231	World Literature I		3	STEM 212	Sophomore Seminar II		1
Th 220	Theater Appreciation or			Th220	Theater Appreciation or		
Art 220	Art Appreciation or			Mus220	Music Appreciation or		
Mus 220	Music Appreciation		2	Art 220	Art Appreciation		2
STEM 211	Sophomore Seminar I		1	*CSc 234	Theory of Computations		3
Fr or Ar, Sp 233	Foreign Language		3		PolSc or Soc or		
*CSC 235	Digital Logic		3		Psy Gen.Ed. Requirement		3
	<b>Total</b>		<b>19</b>	HE 230	Health Education		3
					<b>Total</b>		<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Phys 243	Prin of Physics I		4	Math 236	Probability and Statistics		3
STEM 311	Junior Seminar I		1	Math 237	Differential Equations		3
*CSc 333	Data Structures						
	& Algorithms		3	STEM 312	Junior Seminar II		1
Math 230	Linear Algebra		3	*CSc 339	Data Communications		
*CSc337	Computer Organization and				& Networking		3
	Architecture		3	CSC	Elective		3
*CSC 338	Intro to Artificial Intel		3		<b>Total</b>		<b>13</b>
	<b>Total</b>		<b>17</b>				

## SENIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*CSc 435	Software Engineering Prin		3	*CSc 436	Operating Systems		3
*CSc 431	Programming Languages		3	*CSc	Elective		3
Eng 430	Technical Writing		3	STEM 412	Senior Seminar II		1
STEM 411	Senior Seminar I		1	*CSc 439	Special Topics in		
*MCS 430	Senior Research &		3		Computer Science		3
	Professional Experience			CSC 434	Database Management		3
	<b>Total</b>		<b>13</b>		<b>Total</b>		<b>13</b>

SCH in Major - 42

Total SCH - 128 \*Major Courses

CSC Electives: 3

Students to select From the following CSc elective courses: CSc 232 Computer Graphics, CSc 233 Programming in FORTRAN, CSc 236 Business Programming, CSc 237 Java Programming, CSc 231 Assembly Language, CSc 335 File Organization and Processing, CSc 430 Principles of Unix, CSc 434 Database Management, CSc 239 Introduction to Multimedia Computing, CSc 340 Windows Programming with C#, and CSc 341 Web Programming with C.

## APPLIED COMPUTING MINOR

### Information Technology Track (School of STEM)

It's designed to apply practical information technology of scientific data processing and analysis in different STEM areas such as Biology, Chemistry, Physics, etc.

- Students will be able to demonstrate the ability to apply the fundamental mathematical data analysis methods used in information technology. (SLO A(1))
- Students will be able to demonstrate the ability to use the related information technology in practical scientific data analysis and processing. (SLO A(2))
- Students will demonstrate the skills to process and analyze scientific data in their disciplines. (SLO B(1))

**Students will be able to choose two of the following alternative courses (credit 6 hrs) to strengthen the scientific data analysis skills upon their needs:**

- MATH 336 Discrete Mathematics
- MATH 435 Statistical Methods
- MATH 431 Numerical Analysis I
- MATH 432 Numerical Analysis II

Students will be able to choose two of the following alternative courses (credit 6 hrs) to apply the information technology to facilitate scientific data analysis:

- CSC 338 Introduction to Artificial Intelligence
- CSC 434 Database Management
- CSC 438 Simulation and Modeling
- CSC 439 Special Topics in Computer Science

### Management Information Track (School of Business and School of Continuing Education)

#### Required Courses:

- ACC 432 Accounting Information Systems (Not for Accounting Major)
- MGT 332 Business Information Systems
- MKT 339 Internet Marketing

Other course candidates are (students may select one 3 or 6 credit hrs course from this group):

- CSC 236 Business Programming
- CSC 335 File Organization and Processing
- CSC 434 Database Management

### Mass Communication Track (School of HASS)

- Students will be able to use the research toolbox focused on methods of data structuring, manipulation and reporting resulting in effective data journalism. (SLO A(1))
- Students will navigate and use data visualization methods and the emerging tools that support data visualization in media. (SLO A(2))
- Students will acquire an understanding of organizational information systems and data-driven decision support. (SLO B(1))

#### Required Courses:

- MASS 234 Reporting for New Media
- MASS 431 Digital Imaging Technology
- MASS 436 Research Methods in Mass Communication (special section)

Students will be able to choose one of the following three alternative courses, available either in the Spring or the Fall semesters:

- CSC 236 Business Programming
- MGT 332 Business Information Systems
- MKT 339 Internet Marketing



**Music Industry Concentration Track****Required Courses:**

- Mus 211E Electronic Computer Music
- Mus 321 Concert Recording
- Music 435 Scoring for Film and Multimedia
- Mus 440 Music Industry Internship

**Choose One of the following courses:**

- CSC 236 Business Programming
- CSC 335 File Organization and Processing
- CSC 434 Digital Imaging Technology

**Interdisciplinary Studies Track (School of Continuing Education)****Required Courses:**

- CSC 236 Business Programming
- MKT 339 Internet Marketing
- MASS 431 Digital Imaging Technology

**Students will be able to choose ONE of the following alternative courses:**

- CSC 335 File Organization and Processing
- CSC 434 Database Management

**Student Learning Outcomes:**

**SLO A:** Students will be able to apply fundamental computer skills to solve contemporary technology based research and business challenges.

**SLO B:** Students will be able to appreciate the value of an advanced information technology education that is applicable to various disciplines.

**STUDENT LEARNING OUTCOMES (Applied Mathematics)****GS: General Skills**

**GS 1:** Solve mathematical problems

**GS 2:** Formulate strategies for solving advanced applied mathematics problems

**GS 3:** Communicate, both verbally and in writing, mathematical ideas at a variety of levels from technical to intuitive

**AM: Applying Mathematics**

**AM 1:** Demonstrate knowledge of problem formulation, problem solving, and modeling techniques central to applications of mathematics

**AM 2:** Be able to manipulate and analyze numerical and graphical data in such a way as to draw reasonable inferences and conclusions

**AM 3:** Represent functional relationships using numerical, graphical, and/or analytic symbolic means

**AM 4:** Competently use calculators, spreadsheets, programming language, specialized mathematical and statistical software and/or other appropriate technology to implement mathematical algorithms, to assist in solving mathematical problems

**MR: Mathematical Reasoning**

**MR 1:** Read, understand, formulate, explain, and apply mathematical statements

**MR 2:** Distinguish between valid and fallacious arguments

**MR 3:** State and apply important results in key mathematical areas, with the ability to provide proof-based arguments of these and related results

**MR 4:** Use a variety of techniques - such as mathematical induction, proof by contradiction, or previously proven theorems - to prove mathematical statements

## MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT STUDENT LEARNING OUTCOMES ( (Pure Mathematics)

### GS: General Skills

**GS 1:** Solve mathematical problems

**GS 2:** Formulate strategies for solving theoretical problems

**GS 3:** Communicate, both verbally and in writing, mathematical ideas at a variety of levels from technical to intuitive

### AM: Applying Mathematics

**AM 1:** Demonstrate knowledge of problem formulation, problem solving techniques central to theoretical mathematics

**AM 2:** Represent functional relationships using symbolic means

**AM 3:** Competently use programming language, specialized mathematical software and/or other appropriate technology to implement mathematical algorithms, to assist in solving mathematical problems

### MR: Mathematical Reasoning

**MR 1:** Read, understand, formulate, explain, and apply mathematical statements

**MR 2:** Distinguish between valid and fallacious arguments

**MR 3:** State and apply important results in key mathematical areas, with the ability to provide proof-based arguments of these and related results

**MR 4:** Use a variety of techniques - such as mathematical induction, proof by contradiction, or direct application of axioms and previously proven theorems - to prove mathematical statements

## MATHEMATICS COURSES

### Math 132 General College Mathematics I

**credit 3 hrs.**

This course is designed to cultivate an appreciation of the significance of mathematics in daily life and develop students' mathematical skills in problem solving. Topics include Set Theory, Number theory and the real number system, Equations and Inequalities, Consumer Mathematics and Financial Management.

### Math 134 General College Mathematics II

**credit 3 hrs.**

This course is an introduction to non-technical applications of mathematics in the modern world. The course is designed to cultivate an appreciation of the significance of mathematics in daily life and develop students' mathematical reasoning. Topics include Algebra: Graphs, Functions and Linear System. Geometry, Counting Methods and Probability Theory, and Statistics  
Prerequisite: Math 132.

### Math 136 Introduction to Mathematical Software

**credit 3 hrs.**

This course provides an introduction to the use of software packages which are useful to mathematics students. Among the packages are Maple and Mathematica for symbolic computing, TeX and LaTeX for mathematical documents, and Matlab for numerical computing. The aim of the course is to provide the student with some basic skills in the use of this software without attempting complete coverage. A deeper knowledge of the software will be easy to obtain after completing this course. There are no prerequisites for the course, other than basic computer literacy and knowledge of elementary mathematics. It is recommended that the course should be taken during the first two years of undergraduate studies.

### Math 138 College Algebra

**credit 3 hrs.**

The course covers rational expressions, roots and radicals, quadratic equations, relations and functions, graph of polynomial and rational functions, zeros and factors of polynomial functions, matrices and determinants, systems of equations and inequalities.

### Math140 Precalculus

**credit 4 hrs.**

The course covers exponential and logarithmic functions, linear programming, trigonometry, laws of sine and cosine, trigonometric forms of complex numbers, sequences and counting principles.  
Prerequisite: Math 138.

**Math 143 Calculus I****credit 4 hrs.**

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, and derivatives of algebraic and transcendental functions of one variable, with applications of differential calculus to real-world problem areas. Upon completion of this course, students should be able to apply differentiation techniques to algebraic and transcendental functions. An introduction to integration concludes the course. Prerequisite: MATH 140 (Pre-Calculus) or its equivalent.

**Math 144 Calculus II****credit 4 hrs.**

This course is a continuation of Calculus I, covering integration, sequence, and infinite series. It is designed for students working on a degree in science, mathematics, computer science, and those planning on certain types of graduate work. Prerequisite: MATH 143 (Calculus I) or its equivalent.

**Math 230 Linear Algebra****credit 3 hrs.**

The course covers matrices and systems of linear equations: Gaussian elimination, Echelon form, matrix operations, matrix inverse, solution sets of systems of linear equations, real-world applications; vector spaces and linear transformations: vector space, the image space, orthogonal basis, Gram-Schmidt Theorem; determinants and eigenvalue problems; properties of determinants, Cramer rule, characteristic polynomial, Eigenspaces, diagonalization; Eigenvalues and applications: Prerequisite: Math 144.

**Math 241 Calculus III****credit 4 hrs.**

This course extends ideas of single variable calculus to higher dimensions and is aimed primarily at students whose majors are science, engineering or mathematics. The focus is on multi-dimensional calculus, including the study of functions of several variables, partial derivatives, and optimization problems using various techniques. Topics covered include vectors, vector-valued functions, parametric curves and three dimensional surfaces. Prerequisite: Math 144.

**Math 233 Introduction to Advanced Mathematics****credit 3 hrs.**

This course will introduce students to logical reasoning and mathematical proofs. Students will make the transition from calculation based mathematics to the theory of mathematics. This course serves as a bridge to advanced topics in mathematics. Prerequisite: Math 144.

**Math 236 Probability and Statistics ++****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This is an introductory course in statistics and covers frequency distributions; graphic representations of frequency distributions; measures of central tendency and variations: Bayes's Theorem; Discrete and continuous distributions, Inferential Statistics .

**Math 237 Differential Equations I****credit 3 hrs.**

This course addresses covers elementary ordinary differential equations of first order, higher order linear equations, D-operator techniques, and Laplace transform and series method and applications to the physical sciences and engineering. Prerequisite: Math 144.

**Math 238 Differential Equations II****credit 3 hrs.**

The Course covers theoretical aspects of the solutions of differential equations, proof of the existence and uniqueness of such solutions, power series methods, linear systems of differential equations including the eigenvalue method for homogeneous systems, introduction to nonlinear systems. introduction to partial differential equations and boundary value problems. Prerequisite: Math 237.

**Math 330 Optimization I****credit 3 hrs**

The new course will give an introduction to linear optimization and to integer linear optimization. Emphasis will be given to model formulation, basic theory solution techniques and algorithms, and to the use of modeling software. Topics covered will include linear programming formulations, the simplex algorithm, duality, and integer programming formulations. This is a course for students at the junior level. Prerequisites: Math 230.

**Math 332 Optimization II****credit 3 hrs**

This course will provided an integrated view of the theory, algorithms, and the applications of key network optimization problems with applications to several areas including scheduling, transportation, and others.. Emphasis will be on powerful algorithm strategies, rigorous analysis of the algorithms, and data structures for their implementation. Prerequisite: Math 330

**Math 331 Modern Geometry****credit 3 hrs.**

This study presents Euclid geometry: the origin of geometry, axiomatic method; Euclid's first four postulates; Incidence geometry: models, isomorphism of models, projective and affine plane; the discovery of non-Euclidean geometry: Hilberts axioms, Neutral geometry, Hyperbolic geometry; geometric transformations: applications of geometric problems, motions and similarities, automorphisms of the Cartesian Models in the Poincare Model. Prerequisite: Math 233

**Math 334 Complex Variables****credit 3 hrs.**

The course covers the complex plane, functions of a complex variable, Cauchy-Riemann equations, complex integration, theorems of Morera and Liouville, power series, singular points, residues, Laurent expansion, contour integration, and elementary conformal mappings. Prerequisite: Math 241

**Math 335 Number Theory****credit 3 hrs.**

This course covers the essential, core material for a number theory course. Topics covered include divisibility, primes, factoring, and greatest common divisors; congruence; Polynomial congruence, the Chinese Remainder Theorem; Diophantine equations; Dirichlet's theorem on primes. Prerequisite: Math 233

**Math 336 Discrete Mathematics****credit 3 hrs.**

The course covers logic, propositional logic, predicate logic, proof techniques, mathematical induction, recursion analysis algorithms, recurrence relations, sets and combinations, principle of inclusion and exclusion, permutation and combinations, generating functions, graphs and trees, binary relations and Warshall's algorithm, decision trees, and Hamiltonian circuits, minimal spanning tree. Prerequisite: Math 144

**Math 337 Abstract Algebra I****credit 3 hrs.**

This course will serve as a first level introduction to the principles and concepts of the primary structures of algebra: groups, rings, and fields. This course is for students working on a degree in mathematics and for others with the necessary background who are interested. Prerequisite: Math 233.

**Math 338 Abstract Algebra II****credit 3 hrs.**

This course is a continuation of Abstract Algebra I. The course covers, Ring theory (ideals, polynomials, factorization), Advanced linear algebra (quadratic forms, canonical forms), and Field theory (extensions, Galois theory, solvability in radicals). This course is for students working on a degree in mathematics and for others with the necessary background who is interested. Prerequisite: Math 337.

**Math 339 History of Mathematics****credit 3 hrs.**

This course introduces students to the historical development of mathematics. Students will be ex-posed to problem-solving methods and techniques. This course will cover the development of mathematics from early counting to the present.

**Math 435 Statistical Methods****credit 3 hrs.**

This course is designed to give the students the fundamental ideas of statistical analysis that is not necessarily in a mathematically rigorous fashion. The logic of statistical procedure will be developed without resorting to mathematical derivations or proofs. It is hoped that they will motivate students in pursuing further studies in statistics. The course will cover random variables and their distributions; samples and sampling distributions, sampling and nonsampling errors; estimation, determination of the sample size, use of statistical software packages; hypothesis testing, relationship between hypothesis testing and confidence interval estimation; hypothesis concerning the population variance and standard deviation; hypothesis testing two populations; analysis of variance, simple regression and correlation, multiple correlation and regression; nonparametric statistics; statistical decision making. Prerequisite: Math 236.

**Math 436 Applied Probability****credit 3 hrs.**

This course is designed as an intermediate course in applied probability for students in mathematics, computer science, physics-engineering, management, and biological and physical science. The course covers basic probability; discrete random variables; joint distributions and independent random variables; expected values; covariance and correlation; special discrete random variables; (binomial, geometric, negative binomial, hypergeometric), multinomial, and Poisson, moments and moment generating functions; Markov Chains; Markov property, simple queuing systems, steady-state probabilities, continuous random variables, probability density functions; joint probability distributions; special continuous random variables; (exponential, normal, gamma, and Weibull); and counting and queuing processes, (Bernoulli, Poisson). Prerequisite: Math 144 and 236.

**Math 437 Mathematical Analysis I****credit 3 hrs.**

This is a study of techniques of proof, sets, functions, structure of real numbers, the completeness axiom, density of rational numbers in real numbers, epsilon-delta argument, sequences to include convergence, limit theorems, monotone sequences and subsequences, continuity of functions, continuity and sequences, differentiation to include definitions and Mean Value Theorem. Prerequisite: Math 233.

**Math 438 Mathematical Analysis II****credit 3 hrs.**

The course covers sequences (revisited), Bolzano-Weierstrass Theorems, Cauchy sequences, limits at infinity; continuity of functions to be revisited including limits of functions, uniform continuity, and discontinuities, integrals and its properties, the Fundamental Theorem of Calculus, convergence and divergence of infinite series, absolute and conditional convergence, sequences and series of functions, power series. Prerequisite: Math 437.

**Math 439 Special Topics in Mathematics  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides students with topics in areas of mathematics not included in the regular course offerings. Contents and prerequisites vary; written permission to enroll is required. This course serves both to give students an appreciation of mathematics and expose students to different areas of mathematics to spark their interest in further study mathematics topics.

**Math 431 Numerical Analysis I****credit 3 hrs.**

This course covers interpolation; approximations; numerical differentiation and integration. Prerequisites: Math 336, Math 144, and Math 126 CSc 138.

**Math 432 Numerical Analysis II****credit 3 hrs.**

This course covers numerical techniques in linear algebra. Numerical solution of transcendental equations, systems of linear equations, Milne's method, Runge-Kutta method, modeling of continuous discrete systems, approximation to computer based functions, Prerequisite: Math 431.

**MCS 430 Senior Research and Professional Experience  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides students with experience in the fields of mathematics and/or computer science and involves on-the-job training in an organization, agency, business or industry. Student must be classified as a junior or senior. The internship assignment must be approved by the Internship Committee of the department. In addition, students will work independently on a research topic of interest to them under the guidance of a faculty member and present their findings at the end of the semester.

## PROGRAM OF STUDY IN PURE MATHEMATICS

## FRESHMAN YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
*Math 143	Calculus I	4		*Math 144	Calculus II	4	
Hist	World Civilization or US Hist	3		*Math 126	Intro to Math. Software	2	
FI 111	Freshman Seminar I	1		Hist 130	African Amer. History	3	
Ec 130	Intro to Economics	3		FI 112	Freshman Seminar II	1	
CSc 135	Principles of Prog. I with C	3		PE	Physical Education	2	
<b>Total</b>			<b>17</b>	<b>Total</b>			<b>15</b>

## SOPHOMORE YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 230	Advanced Composition	3		The 220	Theatre Appreciation or		
Eng 231	World Literature I	3		Mus 220	Music Apprciation or		
*Math 241	Calculus III	4		Art 220	Art Appreciation	2	
*Math 233	Into to Adv. Math	3		Eng 232	World Literature II	3	
STEM 211	Sophomore Seminar I	1		*Math 230	Linear Algebra	3	
The 220	Theater Appreciation or			*Math 236	Probability & Statistics	3	
Mus 220	Music Appreciation or			STEM 212	Art Appreciation	1	
Art 220	Art Appreciation	2		*Math 237	Differential Equations I	3	
He 230	Health Education	3		Fr. Sp. or Ar 233	Foreign Language	3	
<b>Total</b>			<b>19</b>	<b>Total</b>			<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*Math 337	Abstract Algebra I	3		*Math 338	Abstract Algebra II	3	
*Math 335	Number Theory	3		*Math 334	Complex Variables	3	
Phys 243	Prin. of Physics I	4		Phys 244	Prin. of Physics II	4	
*Math 339	History of Mathematics	3		PolSc or Soc or Psy Gen Ed. Requirement		3	
STEM 311	Junior Seminar I	1		STEM 312	Junior Seminar II	1	
*Math 336	Discrete Mathematics	3		<b>Total</b>			<b>14</b>
<b>Total</b>			<b>17</b>				

## SENIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Math	Math Elective	3		*Math 438	Mathematical Analysis II	3	
*Math 437	Mathematical Analysis I	3		STEM 412	Senior Seminar II	1	
Math	Math Elective	3			Math Elective	3	
	Free Elective	5			Math Elective	3	
STEM 411	Senior Seminar I	1			Free Elective	3	
<b>Total</b>			<b>15</b>	<b>Total</b>			<b>13</b>

SCH in Major - 50

Total SCH - 128

\*Major Courses

Mathematics Electives: Students are required to earn a grade of "C" or better.

Students to select From the following Math elective courses: Math 238 Differential Equation II, Math 330 Linear Optimization, Math 435 Statistical Methods, Math 436 Applied Probability, MC 431 Numerical Analysis I, and Math 331 Modern Geometry.

Students are required to earn a grade of "C" or better in the mathematics elective course and other required STEM Courses

## PROGRAM OF STUDY IN MATHEMATICS –CONCENTRATION APPLIED MATHEMATICS

### FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Rel 120 Comparative Religion	2	*Math 144 Calculus II	4
Hist World Civilization or		*Math 126 Intro to Math Software	2
US Hist	3	Hist 130 African American Hist	3
*Math 143 Calculus I	4	FI 112 Freshman Seminar II	1
FI 111 Freshman Seminar I	1	PE Physical Education	2
*CSc 135 Principles of Prog I with C++	3	<b>Total</b>	<b>15</b>
EC 130 Intro to Economics	3		
<b>Total</b>	<b>19</b>		

### SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Eng 230 Advanced Composition	3	The 220 Theatre Appreciation	2
The 220 Theatre Appreciation or		*Math 230 Linear Algebra	3
Art 220 Art Appreciation	2	*Math 236 Probability & Statistics	3
*Math 241 Calculus III	4	*Math 238 Differential Equations II	3
*Math 233 Intro to Advance Math	3	STEM 212 Sophomore Seminar II	1
**Math 237 Differential Equations I	3	<b>Total</b>	<b>15</b>
STEM 211 Sophomore Seminar I	1		
<b>Total</b>	<b>19</b>		

### JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Math 330 Optimization I	3	*Math 334 Complex Variables	3
*Math 339 History of Mathematics	3	*Math 332 Optimization II	3
Sp, Fr, or Ar 233 Foreign Language	3	*Math 336 Discrete Mathematics	3
Phys 243 Princ. of Physics I	4	Pol. Sci. or Soc. or Psy.	3
STEM 311 Junior Seminar I	1	Phys 244 Princ of Physics II	4
<b>Total</b>	<b>14</b>	STEM 312 Junior Seminar II	1
		<b>Total</b>	<b>17</b>

### SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Math 437 Mathematical Analysis I	3	*Math 438 Mathematical Analysis II	3
*Math 431 Numerical Analysis I	3	STEM 412 Senior Seminar I	1
Math Math Elective	3	Free Elective	3
Math Math Elective	3	*MCS 430 Senior Research	3
Free Elective	3	Math 432 Numerical Analysis II	3
STEM 411 Senior Seminar I	1	<b>Total</b>	<b>13</b>
<b>Total</b>	<b>16</b>		

SCH in Major - 56

Total SCH - 128

\*Major Courses

Students are required to earn a grade of "C" or better in the mathematics elective course and other required STEM Courses

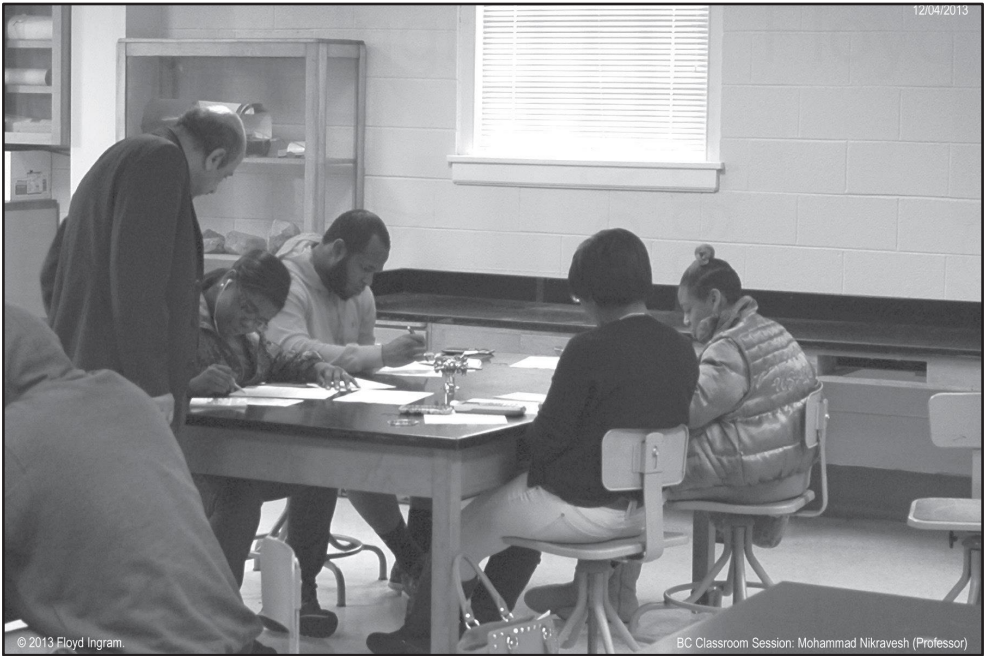
Mathematics Electives: Students are required to earn a grade of "C" or better in the following mathematics courses: Math 435 Statistical Methods, Math 436 Applied Probability, MCS 432 Numerical Analysis II, Math 337 Abstract Algebra I, Math 338 Abstract Algebra II.



**CLUBS AND ORGANIZATIONS IN THE MATHEMATICS AND  
COMPUTER-SCIENCE DEPARTMENT**

**MATHEMATICS AND COMPUTER SCIENCE CLUB**

The Mathematics and Computer Science Club provides opportunities for students majoring in these two disciplines to participate in seminars, field trips and other enrichment activities. Students in the club also provide tutoring for high school students, as well as college students who need help in mathematics and computer courses.



## PHYSICS AND ENGINEERING DEPARTMENT

### Mission

The mission of the Physics and Engineering Department is to serve as an effective pipeline for training and developing a new generation of scientists and engineers capable of finding solutions to current and future societal technical problems.

The department offers coursework and hands-on experience that facilitates discovery and application of knowledge in preparation for professional service, graduate study, and significant contributions to the scientific community.

Benedict College is one of only two undergraduate Environmental Engineering programs in South Carolina that trains and empowers engineers who will become effective stewards and champions of environmental justice and sustainability and provides a workforce pipeline increasing the number of minorities in the environmental engineering field.

### REQUIREMENTS

Students with a major in the department must complete the required courses in their field. A minimum grade of "C" must be earned in all major courses as well as in all courses taken From the School of STEM such as Mathematics, Computer Science, Physics etc. All incoming Freshman Physics and Engineering majors who have taken College Algebra and Pre-Calculus in high school will be given Math 138 and Math 140 exemption tests to determine if they may enroll in Math 143 Calculus or if they need to take Math 138 College Algebra. and Math 140 Pre Calculus as prerequisites. Students who did not take College Algebra and Pre-Calculus in high school are required to take Math 138 College Algebra, and Math 140 Pre-Calculus before taking Math 143 Calculus I . Students are advised to follow their programs of study as outlined and to consult with their major area advisors before enrolling in courses.

#### Computer Engineering Courses Required for Degree:

CSc	231	Assembly Language
CSc	333	Data Structures and Algorithms
CSc	337	Computer Organization and Architecture
CSc	435	Software Engineering Principles
CSc	436	Operating Systems
EE	241	Circuits I
EE	242	Circuits II
EE	243	Electronics I
EE	330	Systems and Signals
EE	431	Communication Systems
EE	332	Digital Signal Processing
CE	241	Digital Logic
CE	332	Embedded Systems
CE	436	VLSI Systems Design
CE	418	Senior Design Project I
CE	428	Senior Design Project II

#### Electrical Engineering Courses Required for Degree:

CSc	231	Assembly Language
CE	241	Digital Logic
CE	332	Embedded Systems
EE	241	Circuits I
EE	242	Circuits II
EE	243	Electronics I
EE	330	Systems and Signals
EE	333	Electromagnetics
EE	334	Electronics II
EE	431	Communication Systems
EE	332	Digital Signal Processing



EE	418	Senior Design Project I
EE	428	Senior Design Project
EE	433	Electrical Energy and Power Systems

#### **Environmental Engineering Courses Required for Degree:**

ES	439	Water/Wastewater Treatment
c	419L	Water/Wastewater Treatment Lab
ES	230	Solid Hazd.Wast. Management
ENVE	431	Soil/GW Pollution Remediation & Site Assessment
ENVE	230	Environmental Engineering Fundamentals I
ENVE	210	Environmental Engineering Fundamentals I Lab
ENVE	231	Enviro. Eng Fundamentals II
ENVE	330	Aquatic Chemistry
ENVE	341	Introduction to Fluid Mechanics
ENVE	337	Groundwater Hydrology
ENVE	427	Senior Design Project I
ENVE	428	Senior Design Project II
ESc	331	Air Pollution Control

#### **Physics Courses Required for Degree:**

Phys	243	Principles of Physics I
Phys	244	Principles of Physics II
Phys	331	Statics
Phys	332	Dynamics
Phys	334	Thermal Physics
Phys	336	Electricity and Magnetism
Phys	346	Modern Electronics
Phys	431	Modern Physics I
Phys	432	Modern Physics II
Phys	434	Advanced Modern Physics Laboratory

#### **Transportation Engineering and Logistics Studies Courses Required for Degree:**

TRP	230	Introduction to Transportation
TRP	331	Transportation Planning
TRP	333	Supply Chain Management
TRP	335	Traffic Engineering
TRP	332	Transportation Policy and Regulatory Analysis
TRP	337	Highway Design
TRP	330	Internship
Ec	431	Urban Economics
TRP	432	Transportation System Environmental Analysis
TRP	434	Traffic Flow Theory
TRP	435	Intelligent Transportation Systems
TRP	418	Senior Design Project I
TRP	428	Senior Design Project II

#### **Required Senior Design Project**

EE	418	Senior Design Project I
EE	428	Senior Design Project II
CE	418	Senior Design Project I
CE	428	Senior Design Project II
TRP	418	Senior Design Project I
TRP	428	Senior Design Project II
ENVE	427	Senior Design Project I
ENVE	428	Senior Design Project II

**Required Activities**

**All Physics and Engineering majors are required to present a senior research paper prior to graduation. Senior research paper development is a topic addressed in the following courses:**

PENG 411 Senior Seminar I  
PENG 412 Senior Seminar II

**SERVICE-LEARNING**

Each student is required to complete a minimum of 120 hours of approved service –learning activities for graduation with the specifications required on page 56.

**STUDENT LEARNING OUTCOMES (Computer Engineering)****SLO A: Apply knowledge of mathematics, science, and engineering and technology**

SLO A1: Apply principles of mathematics (algebra, calculus, and differential equations, and discrete mathematics) to the solution of design problems.

SLO A2: Apply relevant scientific principles to the formulation and solution of design problems.

**SLO B: Design and conduct experiments, as well as to analyze and interpret data**

SLO B1: Use appropriate scientific methodology and instruments to conduct experiments.

SLO B2: Identify and utilize appropriate data analysis methods and software packages to analyze experimental data

SLO B3: Demonstrate ability to generate graphs, tables and figures from experimental data.

**SLO C: Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability**

SLO C1: Identify and prioritize constraints on process.

SLO C2: Utilize appropriate tools and information/knowledge to draft a design that satisfies the constraints.

SLO C3: Evaluate the degree to which the design satisfies the constraints.

**SLO D: Identify, formulate, and solve engineering problems**

SLO D1: Identify the problem.

SLO D2: Gather related information and resources.

SLO D3: Apply related theory to solve the problem.

**SLO E: Demonstrate ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.**

SLO E1: Develop and/or interpret designed flow charts of processing systems. SLO E2: Use available resources to build testing prototypes.

**SLO F: Demonstrate ability to communicate effectively (orally and in writing)**

SLO F1: Write clearly using standard English and with appropriate use of technical terms.

SLO F2: Effectively convey technical concepts orally.

**SLO G: Demonstrate ability to function on multidisciplinary teams**

SLO G1: Contribute knowledge/skills/tasks to successful completion of team project.

**SLO H: Demonstrate an understanding of professional and ethical responsibility**

SLO H1: Identify professional situations in which a conflict of interest may exist.

**SLO I: Attain broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context and knowledge of contemporary issues**

SLO I1: Articulate the cost versus efficiency of a proposed design.

**SLO J: Demonstrate commitment to, recognition of the need for, and an ability to engage in life-long learning**

SLO J1: List the advantages of professional certification.

SLO J2: Demonstrate commitment to continuing professional development.

## **STUDENT LEARNING OUTCOMES**

### **(Electrical Engineering and Computer Engineering)**

**SLO A: This learning outcome is concerned with the ability of the student to apply the knowledge of mathematics, science, and engineering in solving engineering problems (Students are expected to be able to:**

SLO A1: Analyze circuits and find voltages and currents using source transformations and mesh analysis

SLO A2: Analyze electronic DC and AC circuits and find voltages and currents and overall gain

SLO A3: Find values for currents and voltages in circuits with resistors, inductors and capacitors using KVL and KCL methods

SLO A4: Analyze low-pass, high-pass, band-pass, and band-reject filters using inductors, capacitors, resistors, and operational amplifiers

SLO A5: Analyze digital circuits including sequential and combination logic (Computer Engineering only).

**SLO B: This learning outcome is concerned with the ability of the student to design and conduct experiments, as well as to analyze and interpret data (ABET b). Students are expected to be able to:**

SLO B1: Find voltages and currents for resistive circuits theoretically and compare to measurements using lab instruments

SLO B2: Find voltages and currents for circuits with transistors theoretically and compare to measurements using lab instruments

**SLO C: This learning outcome is concerned with the ability of the student to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability). Students are expected to be able to:**

SLO C1: Design low-pass and high-pass RC or RL filters using passive and active circuit elements

SLO C2: Use the Laplace transform and work back and forth between time domain and the frequency domain

SLO C3: Use the Z transform and work back and forth between time domain and the frequency domain

SLO C4: Design a system, component, or process to meet desired needs within realistic constraints

## **COMPUTER AND ELECTRICAL ENGINEERING COURSES**

### **ENGR 110 Introduction to Engineering**

**1 credit hr.**

This course introduces engineering to students, particularly those who are interested in an engineering profession. It covers engineering ethics, team work, communication skills, and other engineering topics. One lecture per week. Prerequisite: None

### **ENGR 111 Engineering Computing and Skills I**

**1 credit hr.**

This course is the first of a sequence of two courses that address basic problem solving skills and computing using MATLAB and Excel. One -hour lab week. Corequisite: Math 138

**ENGR 112 Engineering Computing and Skills II****1 credit hr.**

This course is the second of a sequence of two courses that addresses basic problem solving skills and computing using Matlab . One -hour lab per week. Pre Requisite: ENGR 111 or permission of Instructor

**ENGR 121 Engineering Graphics I****credit 2 hrs.**

This course is an introduction to computer-aided engineering graphics, covering fundamentals of CAD, 2D drawings, lettering, dimensioning, sketching, and geometric construction.

**ENGR 122 Engineering Graphics II****credit 2 hrs.**

This course is a continuation of Engr 121 and involves the application of CAD, orthographic projection, sectional views, 3D drawing and introduction to the graphic kernel system.

**EE 241 Circuits I****credit 4 hrs.**

Linear circuit analysis and design course. Topics include fundamental concepts of charge, current, voltage and power; passive and active circuit elements, phasers and impedances; mesh and nodal analysis; Thevenin's and Norton's Theorems; source transformations, and AC power calculations. Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisite: Math 143

**EE 242 Circuits II****credit 4 hrs.**

A continuation of Circuit Analysis I. Additional topics are: Transient response for RL, RC, and RLC circuits, Laplace transforms and circuit theory, Passive and Active filter types, Operational Amplifiers, and Fourier series analysis. Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisite: EE 241.

**EE 243 Electronics****credit 4 hrs.**

Intro to solid state devices: the p-type and the n-type junctions; Diodes and applications; BJT Biasing and small signal analysis; BJT amplification; CMOS Biasing and small signal analysis, CMOS amplification; Switching circuits using Diodes, BJT, and CMOS circuits; Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisite: Math 143 and EE 241.

**EE 330 Systems and Signals****credit 3 hrs.**

Analysis of linear systems: classical and modern; Systems and differential equations; Fourier series and transform; Laplace transform and its applications; transfer functions and impulse response; Introduction to analogue filter design. Prerequisite: Math 144 and EE 242.

**EE 332 Digital Signal Processing****credit 3 hrs.**

Discrete-time systems; Difference equations; Z-transform; Discrete time Fourier transform; and discrete Fourier transform; Frequency spectrum and sampling theorem. Digital filter design; Realization and implementation of Digital filters; Discrete - time systems; design of digital filters; Introduction to random signals and power spectral estimation. Prerequisite: EE 330.

**EE 333 Electromagnetics****credit 3 hrs.**

Basic concepts of electrostatics and magnetostatic; boundary conditions for dielectric and magnetic materials; Poisson's and Laplace's equations; time-varying fields and Maxwell equations; plane wave propagation in free space; dielectrics and conductors; transmission lines. Prerequisite: Phys 244. Corequisite: Math 333.

**EE 334 Electronics II****credit 3 hours**

Theory and Application of linear integrated circuits. Topics include ideal and real operational amplifiers, Frequency response and compensation, active filters, comparators, and wave for generators. Prerequisite: EE 243.

**EE 418 Senior Design Project I (DESIGNATED SERVICE-LEARNING COURSE) credit 1 hr.**

Planning, design, construction and/or management of an engineering project that handles contemporary engineering problems under the supervision of one or more faculty members. The course allows the student to apply the knowledge attained from the various courses of the undergraduate program to prepare the proper approach of solution to his or her project problem. One lecture per week. Prerequisite: Graduating Senior.

**EE 428 Senior Design Project II (DESIGNATED SERVICE-LEARNING COURSE)****credit 2 hrs.**

Continuation of EE 418. Students are expected to complete their chosen design project. It is required that the student submit a well written report and to defend his or her project in front of



faculty and students. Two lectures per week. Prerequisite: EE 418.

**EE 431 Communication Systems****credit 3 hrs.**

Spectral analysis and signal transmission channel design; amplitude, Fsequecy, phase, and pulse modulation systems; Fsequecy - division and time -division multiplexes systems; digital communication; noise and its effects in modulation systems. Prerequisite: EE 330.

**EE 433 Electric Energy and Power Systems****credit 3 hrs.**

Mechanical and Electromagnetic Fundamentals; three-Phase circuits; transformers; AC machinery fundamentals, synchronous machines, parallel operation of synchronous generators; induction motors, DC motors; transmission lines; power system representation and equations; introduction to power-flow studies; Symmetrical Faults, Unsymmetrical faults and computer based projects will be assigned. Prerequisite: EE 333.

**EE 434 Control Systems****credit 3 hrs.**

Control system analysis and design: classical and modern; transfer functions, state-space techniques; time domain analysis and design; Fsequecy domain analysis and design; stability analysis; prototyping; Prerequisite: EE 330.

**EE 439 Special Topics in Electrical Engineering****credit 3 hrs.**

Course covers advanced topics in systems and signals, communication systems and digital signal processing. Prerequisite: Graduating senior.

**CE 241 Digital Logic****credit 4 hrs.**

Basic concepts of the binary system; logic gates; combinational and sequential logic design and analysis. Students will be introduced to the design using Spice and Hardware. Prerequisites: CSc 231 and Math 143.

**CE 332 Embedded Systems****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

Microprocessor architecture, instruction set and operation; assemblers and assembly language programming; write, assemble, link, execute, and debug programs running on a single board microcomputer; interface the single board microcomputer to a variety of peripheral devices using serial and parallel communications; interrupt control; measure the execution times of programs running on a single board microcomputer. Prerequisite: CE 241.

**CE 418 Senior Design Project I****DESIGNATED SERVICE-LEARNING COURSE)****credit 1 hr.**

Planning, design, construction and/or management of an engineering project that handles contemporary engineering problems under the supervision of one or more faculty members. The course allows the student to apply the knowledge attained From the various courses of the undergraduate program to prepare the proper approach of solution to his or her project problem. One lecture per week. Prerequisite: Graduating Seniors.

**CE 428 Senior Design Project II****(DESIGNATED SERVICE-LEARNING COURSE)****2 credit hrs**

Continuation of CE 418. Students are expected to complete their chosen design project. It is required that the student submit a well written report and to defend his or her project in Fson of faculty and students. Two lectures per week. Prerequisite: CE 418.

**CE 436 VLSI System Design****credit 3 hrs.**

This course focuses on the design and synthesis of Very Large Scale Integrated (VLSI) chips using CMOS technology for complex digital systems using integrated circuit cells as building blocks and employing hierarchical design methods. Commercial design software will be used for laboratory exercises. An overview of VLSI computer-aided design (CAD) tools and theoretical concepts in VLSI architectures and algorithms will also be discussed. Prerequisites: EE 243, and CSc 337.

**CE 439 Special Topics in Computer Engineering****credit 3 hrs.**

Course covers advanced topics in embedded systems and VLSI system design. Prerequisite: Graduating senior.

## PROGRAM OF STUDY IN COMPUTER ENGINEERING

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Freshman Composition II	3
Math 143 Calculus I	4	Math144 Calculus II	4
Hist World Civil or US History	3	CSc 136 Algorithm Design and Programming with C++, I	3
Ec 130 Intro to Economics	3	Hist 130 African American History	3
ENGR 110 Intro to Engineering	1	PE Physical Education	2
Engr 111 Engineering Computing & Skills I	1	Rel 120 Comparative Religion	2
FI 111 Freshman Seminar I	1	ENGR 112 Engineering Computing	1
<b>Total</b>	<b>16</b>	FI 112 Freshman Seminar II	1
		<b>Total</b>	<b>19</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Math 237 Differential Equations	3	CSc 138 Algorithm Design and Programming with C++, II	3
Phys 243 Prin. Of Physics I	4	Math 336 Discrete Mathematics	3
*CSc 231 Assembly Language	3	Phys 244 Prin. of Physics II	4
*CE 241 Digital Logic	4	*EE 242 Circuits II	4
*EE 241 Circuits I	4	*EE 243 Electronics I	4
STEM 211 Sophomore Seminar I	1	STEM 212 Sophomore Seminar II	1
<b>Total</b>	<b>19</b>	<b>Total</b>	<b>19</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Math 230 Linear Algebra	3	Math 236 Probability and Statistics	3
*EE 330 Systems and Signals	3	*EE 332 Digital Signals Processing	3
*CSc 333 Data Structures and Algorithms	3	*CE 332 Embedded Systems	3
*CSc 337 Computer Organization & Architecture	3	SP or FS or AR 233 Foreign Language	3
Eng 231 World Literature I	3	ENG 232 World Literature II	3
STEM 311 Junior Seminar I	1	STEM 12 Junior Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*CE 418 Senior Design Project I	1	*CE 428 Senior Design Project II	2
*EE 431 Communication Systems	3	*CSC 436 Operating Systems	3
*CSc 435 Software Engineering	3	HE 230 Health Education	3
*CE 436 VLSI Systems Design	3	The/Mus/Art The/Mus/Art Appreciation	2
The/Art/Mus 220 The/Art/Mus appreciation	2	Soc/Psy/PolSci	3
STEM 411 Senior Seminar I	1	STEM 412 Senior Seminar II	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>14</b>

SCH in Major - 49

Total SCH - 132

\*Major Courses

**PROGRAM OF STUDY IN ELECTRICAL ENGINEERING****FRESHMAN YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 143	Calculus I	4		Math 144	Calculus II	4	
HIST	World Civil. or US History	3		CSc 136	Algorithm Design and Programming With C++, I	3	
Ec 130	Intro to Economics	3		Hist 130	African American History	3	
FI 111	Freshman Seminar I	1		PE	Physical Education	2	
ENGR 111	Engineering Comp and Skills I	1		Rel 120	Comparative Religion	2	
	<b>Total</b>		<b>15</b>	ENGR 112	Engineering Comp and Skills II	1	
				FI 112	Freshman Seminar II	1	
					<b>Total</b>		<b>19</b>

**SOPHOMORE YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Math 237	Differential Equations	3		Math 230	Linear Algebra	3	
Phys 243	Prin. Of Physics I	4		Math 336	Discrete Mathematics	3	
*CSc 231	Assembly Language	3		Phys 244	Prin. Of Physics II	4	
*CE 241	Digital Logic	4		*EE 242	Circuits II	4	
*EE 241	Circuits I	4		*EE 243	Electronics I	4	
STEM 211	Sophomore Seminar I	1		STEM 212	Sophomore Seminar II	1	
	<b>Total</b>		<b>19</b>		<b>Total</b>		<b>19</b>

**JUNIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
Math 241	Calculus III	4		Math 236	Probability and Statistics	3	
*EE 330	Systems and Signals	3		Phys 332	Dynamics	3	
*EE 333	Electromagnetics	3		*EE 332	Digital Signal Processing	3	
*EE 334	Electronics II	3		*CE 332	Embedded Systems	3	
ENG 231	World Literature I	3		ENG 232	World Literature II	3	
STEM 311	Junior Seminar I	1		STEM 312	Junior Seminar II	1	
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>16</b>

**SENIOR YEAR**

<b>First Semester</b>			<b>SCH</b>	<b>Second Semester</b>			<b>SCH</b>
*EE 418	Senior Design Project I	1		*EE 428	Senior Design Project	2	
*EE 431	Communication Systems	3		*EE 434	Control Systems	3	
*EE 433	Elect. Energy Power Systems	3		HE 230	Health Education	3	
The/Art/Mus 220	The/Art/Mus Appreciation	2		The/Art/Mus 223	The/Art/Mus Appreciation	2	
SP or FS or AR 233	Foreign Language	3			Soc/Psy/ PolSci	3	
STEM 411	Senior Seminar I	1		STEM 412	Senior Seminar II	1	
	<b>Total</b>		<b>13</b>		<b>Total</b>		<b>14</b>

SCH in Major - 46

Total SCH - 132

\*Major Courses

**STUDENT LEARNING OUTCOMES (Environmental Engineering)****SLO A: Apply knowledge of mathematics, science, and engineering and technology**

SLO A1: Apply principles of mathematics (algebra, calculus, and differential equations) to the solution of design problems.

SLO A2: Apply relevant scientific principles to the formulation and solution of design problems.

**SLO B: Design and conduct experiments, as well as to analyze and interpret data**

SLO B1: Demonstrate ability to follow experimental protocols.

SLO B2: Use appropriate scientific methodology and instruments to conduct experiments.

SLO B3: Identify and utilize appropriate data analysis methods and software packages to analyze experimental data

SLO B4: Demonstrate ability to generate graphs, tables and figures From experimental data.

SLO B5: Utilize appropriate statistical theory to design experiments.

**SLO C: Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manu-facturability, and sustainability**

SLO C1: Identify and prioritize constraints on process.

SLO C2: Utilize appropriate tools and information/knowledge to draft a design that satisfies the constraints.

SLO C3: Evaluate the degree to which the design satisfies the constraints.

**SLO D: Identify, formulate, and solve engineering problems**

SLO D1: Identify the problem.

SLO D2: Gather related information and resources.

SLO D3: Apply related theory to solve the problem.

SLO D4: Test validity of solution

**SLO E: Demonstrate ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.**

SLO E1: Develop and/or interpret designed flow charts of processing systems.

SLO E2: Use available resources to build testing prototypes.

**SLO F: Demonstrate ability to communicate effectively (orally and in writing)**

SLO F1: Write clearly using standard English and with appropriate use of technical terms.

SLO F2: Effectively convey technical concepts orally.

**SLO G: Demonstrate ability to function on multidisciplinary teams**

SLO G1: Contribute knowledge/skills/tasks to successful completion of team project.

**SLO H: Demonstrate an understanding of professional and ethical responsibility**

SLO H1: Identify professional situations in which a conflict of interest may exist.

SLO I: Attain broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context and knowledge of contemporary issues

SLO I1. Articulate the environment impacts of a proposed design.

**SLO J: Demonstrate commitment to, recognition of the need for, and an ability to engage in life-long learning**

SLO J1: List the advantages of professional certification.

SLO J2: Demonstrate commitment to continuing professional development.

**COURSE DESCRIPTIONS FOR THE ENVIRONMENTAL ENGINEERING PROGRAM****ENGR 110 Introduction to Engineering****credit 1 hr.**

This course introduces engineering to students, particularly those who are interested in an engineering profession. It covers engineering ethics, team work, communication skills, and other engineering topics. One lecture per week. Prerequisite: None.

**ENGR 111 Engineering Computing and Skills I****1 credit hr.**

This course is the first of a sequence of two courses that address basic problem solving skills and computing using MATLAB and Excel. One -hour lab week. Corequisite: Math 138

**ENGR 112 Engineering Computing and Skills II 1****credit hr.**

This course is the second of a sequence of two courses that addresses basic problem solving skills and computing using Matlab . One -hour lab per week. Prerequisite: ENGR 111 or permission of Instructor.

**ENVE 230 Environmental Engineering Fundamentals I  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides knowledge of environmental elements with insight into quantitative analysis and design where applicable. Topics include mass and energy transfer and balances; environmental chemistry; mathematics of growth and decay; risk assessment and management; surface water pollutants, biological and chemical oxygen demands; eutrophication; water supply systems and drinking water standards; wastewater treatment systems and effluent standards; groundwater flow, contaminant transport, and remediation technologies. Prerequisite: ENGR 110, Bio 137, Chem 137.

**ENVE 210L Environmental Engineering Fundamentals Lab****credit 1 hr.**

Students will gain knowledge and skills relevant to analysis of environmental data, and participate in hands-on activities that reinforce the theoretical principles covered in ENVE 230. Laboratory experiments will be designed to accentuate instrumentation and equipment used in combination with physical, chemical, and biological processes that control material fate and transport in environmental and engineered systems. Prereq: CHEM 138 and CHE 118L or permission of instructor.

**ENVE 231 Environmental Engineering Fundamentals II  
(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course provides knowledge of environmental elements with insight into quantitative analysis and design where applicable. Topics include waste and pollution prevention; remedial and corrective actions at contaminated sites; air pollution sources, control technologies, and atmospheric stability; ambient air quality standards and indoor air quality; global temperature, greenhouse effect and warming potential; global energy balance, carbon emission, and stratospheric ozone depletion; solid waste management, landfill disposal, combustion, composting, and recycling; medical waste; and environmental law, ethics, and justice. Field trips are integrated into the classes. Prerequisite: ENVE 230.

**ENVE 330 Aquatic Chemistry****credit 3 hrs.**

Students will learn about physical chemistry particularly relevant to aqueous settings. Subjects covered in the class will include: dissolution, precipitation, chemical equilibrium, acid-base reactions, oxidation and reduction reactions, and Henry's Law. Other concepts to be learned include alkalinity, buffering, and water hardness. The laboratory component of the class will focus on measuring such parameters as pH, alkalinity, hardness, and demonstrating concepts such as precipitation, PKa and pKb, equilibrium, and oxidation and reduction reactions. Both wet-chemistry and analytic chemistry techniques may be used. Prerequisite: CHEM 138, CHEM 118L, and ENVE 231.

**ENVE 333 Sustainable Engineering****credit 3 hrs.**

Sustainable engineering involves the responsible use of resources in a way that does not compromise the ability of future generations to meet their own needs. Shifting to sustainable engineering requires review of the short and long-term social, economic, and environmental impacts of engineering solutions. We will examine processes for sustainable land development and resource use, perform life cycle assessments, and review cases of sustainable engineering solutions at the local and global scale. Prerequisite: ENVE 231.

**ENVE 337 Groundwater Hydrology****credit 3 hrs.**

This course covers fundamentals of subsurface flow and transport, emphasizing the role of groundwater in the hydrologic cycle, the relation of groundwater flow to geologic structure, and the management of contaminated groundwater. The class includes laboratory and computer demonstrations. Prerequisite: ENVE 341.

**ENVE 341 Introduction to Fluid Mechanics****credit 4 hrs.**

Introduction to fluid mechanics, including hydrostatics and fluid flow. Includes principles of mass, momentum, and energy conservation. Other topics include conduit flow, pump systems, and open channel flow. Laboratory experiments familiarize students with laboratory techniques and instrumentation. Prerequisite: Phys 243 and Math 237.

**ENVE 427 Senior Design Project I****DESIGNATED SERVICE-LEARNING COURSE)****credit 2 hrs.**

Planning, design, construction and/or management of an engineering project that handles contemporary engineering problems under the supervision of one or more faculty members. The course allows the student to apply the knowledge attained From the various courses of the undergraduate program to prepare the proper approach of solution to his/her project problem. One lecture per week. Prerequisite: Graduating Senior.

**ENVE 428 Senior Design Project II****(DESIGNATED SERVICE-LEARNING COURSE)****credit 2 hrs.**

This course is a continuation of ENVE 427. Students are expected to complete their chosen design project. It is required that the student submit a well written report and to defend his/her project in front of faculty, staff and students. Two lectures per week. Prerequisite: ENVE 427

**ENVE 431 Soil and Groundwater Pollution****Remediation and Site Assessment****credit 3 hrs.**

This course will cover common pollutants of soil and groundwater associated remediation technologies used by environmental practitioners, including pump and treat, chemical oxidation/reduction and bioremediation. The course will also contain a unit on assessment of contaminated sites. Prerequisites: ENVE 231 and ENVE 337.

## PROGRAM OF STUDY IN ENVIRONMENTAL ENGINEERING

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp. I	3	Eng 137 Freshman Comp. II	3
Bio 137 Principles of Biology I	3	Math 144 Calculus II	4
Bio 117L Bio I Lab	1	Ec 130 Intro to Economics	3
Math 143 Calculus I	4	Rel 120 Comparative Religion	2
ENGR 111 Engineering Computing & Skills I	1	ENGR 112 Engineering Computing & Skills II	1
FI 11 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
Hist 130 African American History	3	HIST World Civil. or US History	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Math 237 Differential Equations	3	Chem138 Principles of Chemistry II	3
*ENVE 230 Env. Engineering Fund I	3	Chem118L Chem II Lab	1
*ENVE 210L Env. Engring Fund I Lab	1	*ENVE 231 Env. Engineering Fund II	3
CHEM 137 Principles of Chemistry I	3	*ENVE 341 Intro to Fluid Mechanics	4
CHEM 117L Chem I Lab	1	Phys 244 Princ. of Physics II	4
Phys 243 Princ. of Physics I	4	STEM 212 Sophomore Seminar II	1
STEM 211 Sophomore Seminar I	1	<b>Total</b>	<b>19</b>
<b>Total</b>	<b>19</b>		

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
SPorFSorAR233 Foreign Language	3	Math 26 Probab & Stat	3
*ENVE Elective	3	**ENVE 337 Groundwater Hydrology	3
Math 241 Calculus III	4	Phys 332 Dynamics	3
Phys 331 Statics	3	The/Art/Mus 220 The/Art/Mus Appreciation	2
PE Physical Education	2	*ENVE 330 Aquatic Chemistry	3
STEM 311 Junior Seminar I	1	STEM 312 Junior Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*ESC 439 Water/Wastewater Treatment3		He 230 Health Education	3
*ESC 419L Water/Wastewater Trea. Lab 1		*ENVE 428 Senior Design Project II	2
*ENVE 427 Senior Design Project I	2	The/Art/Mus 220 The/Art/Music Appreciation	2
*ESC230 Solid Hazd.Wast.Management 3		Pol Sci, Sociology, or Psychology	3
*ENVE 431 Soil/GW Pollution Remediation		Phys 334 Thermal Physics	3
& Site Assessment	3	*ESc 331 Air Pollution Control	3
STEM 411 Senior Seminar I	1	STEM 412 Senior Seminar II	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>17</b>

SCH - 132

SCH in Major 37

Students must earn a minimum grade of "C" or better in elective courses.

ENVE Electives: Chem 231 Fundamentals of Radiochemistry, ENVE 331 Soil Science, ENVE 333 Sustainable Engineering, ESc 335 Environmental Forensics, ENVE 430 Environmental Microbiology, ESc 434 Toxicology



**TRANSPORTATION ENGINEERING AND LOGISTICS STUDIES  
STUDENT LEARNING OUTCOMES****SLO A: Apply knowledge of mathematics, science, and engineering and technology (ABET a)**

SLO A1: Apply principles of mathematics (algebra, calculus, and differential equations) to the solution of design problems

SLO A2: Apply relevant scientific principles to the formulation and solution of design problems.

**SLO B: Design and conduct experiments, as well as to analyze and interpret data (ABET b)**

SLO B1: Demonstrate ability to follow experimental protocols.

SLO B2: Use appropriate scientific methodology and instruments to conduct experiments.

SLO B3: Identify and utilize appropriate data analysis methods and software packages to analyze experimental data

SLO B4: Demonstrate ability to generate graphs, tables and figures from experimental data.

SLO B5: Utilize appropriate statistical theory to design experiments/systems modeling.

**SLO C: Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability (ABET c)**

SLO C1: Identify and prioritize constraints on process.

SLO C2: Utilize appropriate tools and information/knowledge to draft a design that satisfies the constraints.

SLO C3: Evaluate the degree to which the design satisfies the constraints.

**SLO D: Identify, formulate, and solve engineering problems (ABET e)**

SLO D1: Identify the problem.

SLO D2: Gather related information and resources.

SLO D3: Apply related theory to solve the problem.

SLO D4: Test validity of solution

**SLO E: Demonstrate ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. (ABET k)**

SLO E1: Develop and/or interpret designed flow charts of processing systems.

SLO E2: Use available resources to build testing prototypes.

**SLO F: Demonstrate ability to communicate effectively (orally and in writing) (ABETg)**

SLO F1: Write clearly using standard English and with appropriate use of technical terms.

SLO F2: Effectively convey technical concepts orally.

**SLO G: Demonstrate ability to function on multidisciplinary teams (ABET d)**

SLO G1: Contribute knowledge/skills/tasks to successful completion of team project. SLO H:

Demonstrate an understanding of professional and ethical responsibility (ABET f) SLO H1:

Identify professional situations in which a conflict of interest may exist.

**SLO I: Attain broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context and knowledge of contemporary issues (ABET h, j)**

SLO I1: Articulate the impacts of transportation projects on intersecting systems

**SLO J: Demonstrate commitment to, recognition of the need for, and an ability to engage in life-long learning**

SLO J1: List the advantages of professional certification

SLO J2: Demonstrate commitment to continuing professional development.

**Courses in Transportation Engineering and Logistics Studies****TRP 230 Introduction to Transportation****credit 3 hrs.**

This course will introduce the student to the fundamentals of transportation engineering – From planning and design to operations. The multimodal nature of transportation will be demonstrated by studying non-highway modes. The relationship of transportation to other disciplines – even disciplines outside engineering – will become clear. Perhaps most important, the student will see how a transportation engineer can – and should – practice the profession in today's world. Prerequisite: Math 143 or permission of the instructor.

**TRP 330 Internship****credit 3 hrs.**

Internship integrates classroom study with planned and supervised experiences in business, government, and social institutions outside the formal classroom environment. Field work experiences must be appropriate and lend themselves to direct supervision by an assigned coordinator. If field work spaces cannot be secured off campus, research/other positions at the College will be used to provide the equivalent experiences necessary to fulfill this requirement. Additionally, a senior research paper will be written.

**TRP 331 Transportation Planning****credit 3 hrs.**

The course will help students focus on transportation planning and analysis methods. The following transportation topics will be covered: (a) transportation problems, (b) transportation data, (c) transportation planning tools for alternatives analysis, (d) behavioral basis of transportation planning models, and (e) interactions among stakeholders that include local, regional and state officials, citizens and interest groups. Overall, students will have a chance to learn about transportation models and also contribute ideas to real-life transportation projects. Prerequisite: TRP 230 or permission of the instructor.

**TRP 332 Transportation Policy and Regulation Analysis****credit 3 hrs.**

This course will cover the relationship between land use and transportation, landmark transportation planning-related policies, traditional four-step planning process and the respective mathematical models and algorithms, noise and air quality issues, and transportation systems capacity analysis. Prerequisite: TRP 230 or permission of the instructor.

**TRP 333 Supply Chain Management****credit 3 hrs.**

Design and management of systems that coordinate information and material flows within and between firms in a supply chain. Addresses planning basics, system alternatives, and advanced value stream synchronization. Management activities and models in the areas of sourcing, inventory management, and logistics that help frame, structure, and solve decisions that pertain to various aspects of supply chain management. Prerequisite: permission of the instructor.

**TRP 334 Hazardous Material Transportation****credit 3 hrs.**

The maintenance and cleaning of transportation vehicles such as trucks, automobile, and rail car can result in broad array of contaminants in wastewater, which can affect the drinking systems. This course will tackle environmentally friendly and sustainable methods for cleaning and maintenance without harming the environment. Prerequisite: TRP 230 or permission of the instructor.

**TRP 335 Traffic Engineering****credit 3 hrs.**

This course deals with the technical aspects of traffic engineering. It covers the analytical procedures and computational methods employed in a wide variety of tasks related to traffic operations and control. A person who completes this course will be able to identify operational problems to carry out traffic engineering studies and evaluate alternative solutions. Prerequisite: TRP 230 or permission of the instructor.

**TRP 337 Highway Design****credit 3 hrs.**

The course aims to provide a basic understanding of highway design principles. The geometric design portion will focus on the safety, economic and operational repercussions of alternative design strategies and standards. Pavement design will be treated in the context of a pavement management system. Prerequisite: TRP 230 or permission of the instructor.

**TRP 418 Senior Design Project I****(DESIGNATED SERVICE-LEARNING COURSE)****credit 1 hr.**

Planning, design, construction and/or management of an engineering project that handles contemporary engineering problems under the supervision of one or more faculty members. The course allows the student to apply the knowledge attained from the various courses of the undergraduate program to prepare the proper approach of solution to his or her project problem. One lecture per week. Prerequisite: Graduating Senior.

**TRP 428 Senior Design Project II****(DESIGNATED SERVICE-LEARNING COURSE)****credit 2 hrs.**

Continuation of TRP 418. Students are expected to complete their chosen design project. It is required that the student submit a well written report and to defend his or her project in front of faculty and students. Two lectures per week. Prerequisite: TRP 418.

**TRP 432 Transportation System Environmental Analysis****credit 3 hrs.**

This course will cover the impact and effect of the transportation industries on the environment. Sectors such as the air, bulk haulage, and maritime, commercial and private transportation will be studied in reference to fuel consumption, fuel type, and emissions. Alternative fuel and sustainable transportation will also be discussed. Prerequisite: TRP 230 or permission of the instructor.

**TRP 433 Application of GIS and GPS in Transportation****credit 3 hrs.**

This course is designed to introduce students to many aspects of a Geographical Information System (GIS) and Global Positioning System (GPS). The course includes basic GPS concepts, spatial data types, modeling, and management in GIS; theory, operation, application of GPS, and use of these technologies to solve transportation problems. Prerequisite: TRP 335 or permission of the instructor.

**TRP 434 Traffic Flow Theory****credit 3 hrs.**

This course explores relations among speed, density, and flow of vehicular traffic; deterministic as well as stochastic models of traffic flow; and applications of traffic flow theory to solution of traffic problems. Prerequisite: TRP 335 or permission of the instructor.

**TRP 435 Intelligent Transportation Systems****credit 3 hrs.**

The purpose of this subject is to introduce students to the basic elements of Intelligent Transportation Systems (ITS), focusing on technological, systems and institutional aspects. Topics include advanced traveler information systems; transportation network operations; commercial vehicle operations and intermodal freight; public transportation applications; ITS and regional strategic transportation planning, including regional architectures: ITS and changing transportation institutions, ITS and safety, ITS as a technology deployment program, research, development and business models, ITS and sustainable mobility, travel demand management, electronic toll collection, and ITS and road-pricing. Prerequisite: TRP 230 or permission of the instructor.

**TRP 436 Simulation Studies in Transportation****credit 3 hrs.**

This course covers modeling and simulation principles with applications to transportation engineering. Students will use simulation tools (e.g., VISSIM, Synchro) and conduct studies to address current research issues for transportation systems. It covers modeling approaches with a focus on continuous and discrete simulation, and surveys applications for complex systems across a variety of engineering domains. Prerequisite: TRP 335 or permission of the instructor.

**TRP 437 Traffic Safety****credit 3 hrs.**

The course examines how death, injury and property damage and the public perception of risk detract communities from achieving their goals. The specific issues relate to transportation safety goals, relevant frameworks, and the selection of safety countermeasures and their evaluation in terms of specific criteria. We will discuss the emerging concepts in safety such as "Safe Communities" and Intelligent Transportation Systems (ITS) countermeasures. Prerequisite: TRP 335 or permission of the instructor.

**TRP 438 Freight Logistics****credit 3 hrs.**

In today's business environment, the creation of customer value is a key driver of competitive advantage. At the enterprise level, the design of the value chain is intimately linked with the management of a supply chain. An effective supply chain must be configured to deliver customer

value while also maintaining crucial cost advantages. To minimize system-wide costs, firms increasingly rely on new tools for modeling the full supply chain to integrate the firm's logistics and operations. Prerequisite: TRP 230 or permission of the instructor.

**EC 431 Urban Economics****credit 3 hrs.**

This course reinforces the microeconomic tools necessary for understanding, analyzing, and managing transportation firms and industries. The subjects covered will include costs, pricing behavior, inter-modal competition, and strategic decision making.

Prerequisite: EC 130 or permission of the instructor.

**Mgt 435 Advanced Logistics****credit 3 hrs.**

This course will offer in-depth analytical tools for supply chain management, including linear programming, manufacturing procedures, network analysis, inventory management, location theory, etc. The course will comprise computer applications, case studies and seminars. Prerequisites: TRP Fseight Logistics, Mgt 331 or permission of the instructor.



## PROGRAM OF STUDY IN TRANSPORTATION ENGINEERING AND LOGISTICS STUDIES

### FRESHMAN YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 135	Freshman Composition I	3		Eng 137	Freshman Composition II	3	
Math 143	Calculus I	4		Hist 130	African American Hist	3	
CSc 136	Algorithm Design and Programming with C++, I	3		Math 144	Calculus II	4	
Rel 120	Comparative Religion	2		Math 336	Discrete Mathematics	3	
ENGR 110	Intro to Engineering	1		ENGR 112	Engineering Computing & Skills	1	
ENGR 111	Engineering Computing & Skills	1		CSc 138	Algorithm Design and Programming with C++, II	3	
EC 130	Intro to Economics	3		FI 112	Freshman Seminar II	1	
FI 111	Freshman Seminar I	1		<b>Total</b>		<b>18</b>	
<b>Total</b>		<b>18</b>					

### SOPHOMORE YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
Eng 231	World Literature I	3		Eng 232	World Literature II	3	
Phys 243	Prin. of Physics I	4		Phys 244	Prin. of Physics II	4	
Chem 137	Prin. of Chem I	3		Chem 138	Prin. of Chem II OR		
Chem 117L	Prin. of Chem I Lab OR	1		Chem 118L	Prin. of Chem I Lab OR		
Bio 137	Prin. of Biology I			Phys 140	Gen. Earth Science		
Bio 117L	Prin. of Biology I Lab OR			Math 237	Differential Equations	3	
ESc 131	Prin. Environ. Health Sci			Math 236	Probability and Statistics	3	
ESc 111L	Prin. Envir. Health Sci. Lab or			SPorFSorAR233	Foreign Lang I/LanLanguage	3	
*TRP 230	Intro to Transportation	3		PE	Physical Education	2	
Math 230	Linear Algebra	3		STEM 212	Sophomore Seminar II	1	
STEM 211	Sophomore Seminar I	1		<b>Total</b>		<b>19</b>	
<b>Total</b>		<b>18</b>					

### JUNIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*TRP 331	Transportation Planning	3		*TRP 332	Transportation Policy & Rep. Analysis	3	
*TRP 333	Supply Chain Management	3		*TRP 337	Highway Design	3	
*TRP 335	Traffic Engineering	3		PolSc or Soc or Psy		3	
Hist	World Civilization or US History	3		*TRP 330	Internship	3	
STEM 311	Junior Seminar I	1		The/Art/Mus 220	The/Art/Mus Appreciation	2	
The/Art/Mus 220	The/Art/Mus Appreciation	2		HE 230	Health Education	3	
<b>Total</b>		<b>15</b>		STEM 312	Junior Seminar II	1	
				<b>Total</b>		<b>18</b>	

### SENIOR YEAR

<i>First Semester</i>			<i>SCH</i>	<i>Second Semester</i>			<i>SCH</i>
*EC 431	Urban Economics	3		*TRP 432	Transportation System Environmental Analysis	3	
*TRP 435	Intelligent Transportation Systems	3		*TRP 434	Traffic Flow Theory	3	
Mgt 433	Organization Theory	3		*TRP 428	Senior Design Project II	2	
*TRP 418	Senior Design Project I	1			Free Elective Course	3	
CSc 333	Data Structure and Algorithms or			STEM 412	Senior Seminar II	1	
Math 330	Linear Optimization	3		<b>Total</b>		<b>12</b>	
STEM 411	Senior Seminar I	1					
<b>Total</b>		<b>14</b>					

SCH in Major 36 Total SCH 132

\*Major Courses

Students to select From the following Transportation Engineering and Logistics Studies Electives: TRP 334 Hazardous Material Transportation, TRP 433 Application of GIS and GIS in Transportation, TRP 436 Simulation Studies in Transportation, TRP 437 Traffic Safety, TRP 438 Freight Logistics, Mgt 335 Human Resources Management, Mgt 435 Advanced Logistics, Math 435 Statistical Methods, Math 436 Applied Probability, CSc 438 Simulation and Modeling, ESc 230 Solid/Hazardous Waste Control, ESc 331 Air Pollution Control, EC 335 Introduction to Econometrics.

## STUDENT LEARNING OUTCOMES (Physics)

**SLO A: Knowledge of fundamental principles of physics and the application of knowledge in solving physics problems. We expect students to articulate and apply principles of physics in solving physics problems in the four major areas of Physics.**

SLO A1: articulate and apply fundamental principles of mechanics (statics and dynamics) in solving statics and dynamics problems.

SLO A2: articulate and apply fundamental principles of electricity and magnetism in solving electricity and magnetism problems.

SLO A3: articulate and apply fundamental principles of thermodynamics in solving thermodynamics problems.

SLO A4: articulate and apply fundamental principles of modern physics in solving modern physics problems.

**SLO B: Experimental skills. We expect students to submit a written Laboratory report after performing their experiment. In the report, students must**

SLO B1: demonstrate an understanding of the theory behind physics experiment.

SLO B2: demonstrate an ability to set up physics experiment and be able to collect, analyze and interpret data.

SLO B3: demonstrate ability to identify and discuss all sources of error in physics experiment.

**SLO C: Communication skills - We expect students to give an oral presentation and a written report on any principle of physics topic of their choice. They must include and demonstrate the following in their oral presentation and in their written report**

SLO C1: an understanding of principles of physics topic of choice

SLO C2: an understanding of any relevant theoretical work related to the topic of choice SLO C3: an understanding of any relevant experimental work related to the topic of choice

## PHYSICS COURSES

**STEM 111, 112, 211, 212, and PENG 311, 312, 411, 412 Seminars** credit 1 hr. ea.  
(General Course descriptions for seminars are on pages 77-78.)

**Phys 140 General Earth Science** credit 4 hrs.

This course is an introductory survey of the earth and its environment. Subjects include physical and historical geology, meteorology, oceanography, planet earth, and the solar system. Three 1-hour lecture periods and one 2-hour laboratory period.

**Phys 141 General Physical Science** credit 4hrs.

General Physical Science is an integrated basic survey of the physical sciences including physics, chemistry, geology, astronomy and meteorology. Laboratory exercises parallel and supplement the work in the classroom. Three 1-hour lecture periods and one 2-hour laboratory period.

**Phys 241 General Physics I** credit 4 hrs.

This course covers the fundamentals of physics including mechanics, waves, and heat. Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisite: Math 138 and Math140.

**Phys 242 General Physics II** credit 4 hrs.

A continuation of general physics I. The course covers electricity, magnetism, light, and an introduction to modern physics. Three 1- hour lecture periods and one 2-hour laboratory period. Prerequisite:

**Phys 243 Principles of Physics I (SERVICE –LEARNING REQUIREMENT) credit 4 hrs.**

This is a Calculus based introduction to principles of mechanics, wave motion, and thermal physics. Three 1-hour lecture periods, and one 2-hour laboratory period. Prerequisite: Math 143.



**Phys 244 Principles of Physics II****(DESIGNATED SERVICE-LEARNING COURSE)****credit 4 hrs.**

A continuation of Principles of Physics, topics covered includes electricity and magnetism, light and optics. Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisite: Phys 243.

**Phys 331 Statics****credit 3 hrs.**

This course covers the principles of statics including vector calculus, distributed forces, equilibrium of rigid bodies, trusses, frames, beams, and various types of friction. Three 1-hour lecture periods. Prerequisites: Math 143; Corequisite Phys 243.

**Phys 332 Dynamics****credit 3 hrs.**

This course covers the principles of dynamics, including particles dynamics, work and energy, harmonic motion, systems of particles, moving coordinate systems, and rigid body motion. Three 1-hour lecture periods. Prerequisites Math 143; Corequisite: Phys 243.

**Phys 333 Mechanics of Materials****credit 3 hrs.**

This course provides students with concepts underlying strength of materials under various load conditions. Subjects include stress and strain, shearing and torsion, deflection of beams, columns, statically indeterminate members, and inelastic behavior. Three 1-hour lecture periods. Prerequisite: Phys 331.

**Phys 334 Thermal Physics****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This course covers thermodynamic processes, the first and second laws, enthalpy, entropy, Carnot cycle, principles of equilibrium, thermodynamic potential, kinetic theory and introductory statistical mechanics. Three 1-hour lecture periods. Prerequisites: Phys 243.

**Phys 335 Analytical Mechanics****credit 3 hrs.**

This course covers Newton's laws of motion applied to particle dynamics, systems of particles, and rigid bodies. Introduction to Lagrange's equations, tensor algebra, and analytical techniques such as approximations, expansions, and dimensional analysis. Three 1-hour lecture periods. Prerequisite: Phys 243, Corequisite Math 333.

**Phys 336 Electricity and Magnetism****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This is a study of advance treatment of electrostatic fields, dielectrics, steady current, electromagnetic induction, magnetic fields, magnetic materials, electromagnetic waves and Maxwell's equations. Three 1-hour lecture periods. Prerequisite: Phys 244; Corequisite: Math 333.

**Phys 337 Radiation Physics****credit 3 hours**

Topics covered include the atomic nucleus, radioactivity, radioactive decay, interaction of radiation with matter, gas, and scintillation counters, and semiconductor detectors. Prerequisites: Phys 244

**Phys 343 Principles of Physics III****credit 4 hrs.**

This is an introduction to Modern physics including relativity, quantum theory, atomic, nuclear and solid state physics. Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisites: Phys 244.

**Phys 346 Modern Electronics****credit 4 hrs.**

This course covers the fundamentals of semiconductor electronics, including D.C. and A.C. circuits theory, diodes, transistors, other semiconductor devices, amplifier circuits and integrated circuits. Three 1-hour lecture periods and one 2-hour laboratory period. Prerequisites: Phys 244.

**Phys 430 Directed Individual Study****credit 1-3 hrs.**

Students engage in directed intensive training and research in the areas of their professional interest. Students may also engage in on-the-job training in government agencies or industrial companies. Two hours of laboratory work per week required per credit hour. Prerequisite: Permission of the instructor.

**Phys 431 Modern Physics I****(DESIGNATED SERVICE-LEARNING COURSE)****credit 3 hrs.**

This study covers advance treatment of relativity, quantum effect, structure of atoms. Three 1-hour lecture periods. Prerequisite: Phys 244.



**Phys 432 Modern Physics II****credit 3 hrs.**

A continuation of Modern Physics I, the course includes nuclear physics, molecular physics, solid state physics, and elementary particles. A senior research paper is required. Three 1-hour lecture periods. Prerequisite: Phys 431.

**Phys 433 Advanced Mechanics****credit 3 hrs.**

This course covers advanced classical mechanics, including generalized coordinates and Lagrangian and Hamiltonian dynamics. Three 1-hour lecture periods. Prerequisite: Phys 335.

**Phys 434 Advanced Modern Physics Laboratory****credit 3 hrs.**

This course covers advanced laboratory experiments, projects, and techniques in modern physics. Prerequisite: Phys 431.

**Phys 436 Introduction to Quantum Mechanics****credit 3 hrs.**

This course introduces general principles of quantum mechanics, physical operators, wave equation and perturbation theory. Three 1-hour lecture periods. Prerequisite: Phys 431.

**Phys 438 Solid State Physics****credit 3 hrs.**

This course is an introduction to solid state physics, covering crystal structure, band theory, semiconductors, and magnetism. Three 1-hour lecture periods. Prerequisite: Phys 431.

**Phys 439 Nuclear Physics****credit 3 hrs.**

This course covers nuclear physics and its application, including radioactive decay, nuclear reactions, nuclear structure, nuclear reactors, and radiation health physics. Three 1-hour lecture periods. Prerequisites: Phys 431.

**Phys 441 Optics****credit 4 hrs.**

This course covers geometrical and physical optics, the wave nature of light, lenses and optical instruments, interferometers, gratings, thin films, and polarization. Three 1-hour lecture periods, and one 2-hour laboratory period. Prerequisite: Phys 244.

**CLUBS AND ORGANIZATIONS IN****THE PHYSICS AND ENGINEERING DEPARTMENT****National Society of Black Engineers (NSBE)**

The Benedict College Chapter of the National Society of Black Engineers (NSBE) supports the organization's national mission of increasing the number of culturally responsible Black engineers who excel academically, succeed professionally and positively impact the community. Student member opportunities include leadership development; participation in special events, projects and presentations; and regional and national networking and conference attendance.

**Society of Women Engineers (SWE)**

The mission of (SWE) is to "stimulate women to achieve full potential in careers as engineers and leaders, expand the image of the engineering profession as a positive force in improving the quality of life, and demonstrate the value of diversity." The department's chapter focuses on providing opportunities for female engineering students to network, build their resumes, and support each other in their engineering studies.

## PROGRAM OF STUDY IN PHYSICS

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Comp I	3	Eng 137 Freshman Composition II	3
Math 143 Calculus I	4	Math 144 Calculus II	4
Hist World Civilization or US History	3	CSc 136 Algorithm Design and Programming with C++ I	3
EC 130 Intro to Economics	3	HIST 130 African American History	3
REL 120 Comparative Religion	2	PE Physical Education	2
FI 111 Freshman Seminar I	1	FI 112 Freshman Seminar II	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Math 237 Differential Equations I	3	Math 238 Differential Equations II	3
*Phys 243 Prin. Of Physics I	4	*Phys 244 Prin. Of Physics II	4
Chem 137 Principles of Chemistry I	3	Chem 138 Principles of Chemistry II	3
Chem117L Principles of Chemistry I Lab1		Chem118L Principles of Chemistry II Lab	1
Eng 231 World Literature I	3	Csc 138 Algorithm. Design & Pog II Using C++ II	3
HE 230 Health Education	3	Eng 232 World Literature II	3
STEM 211 Sophomore Seminar I	1	STEM 212 Sophomore Seminar	1
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Math 241 Calculus III	4	Math 230 Linear Algebra	3
*Phys 331 Statics	3	*Phys 332 Dynamics	3
*Phys 334 Thermal Physics	3	*Phys 336 Electricity and Magnetism	3
The/Art/Mus 220 Th/Art/Mu Appreciation	2	*Phys 346 Modern Electronics	4
SPor FSorAR233 Foreign Language	3	The/Art/Mus220 Th/Art/Mu Appreciation	2
Electives	3	STEM 312 Junior Seminar II	1
STEM 311 Junior Seminar I	1	<b>Total</b>	<b>16</b>
<b>Total</b>	<b>19</b>		

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Phys 431 Modern Physics I	3	*Phys 432 Modern Physics II	3
Soc/Psy/Phil Soc Requirement	3	*Phys 434 Adv. Modern Physics Lab	3
Electives	6	Electives	5
STEM 411 Senior Seminar I	1	STEM 412 Senior Seminar II	1
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>

SCH in Major - 33

Total SCH - 128

\*Major SCH

## THE SCHOOL OF CONTINUING EDUCATION

### MESSAGE FROM THE DEAN

The Benedict College School of Continuing Education is committed to making educational opportunities available to adults and nontraditional populations throughout the metropolitan area and beyond. An array of credit courses are offered through the School of Continuing Education for those individuals interested in earning a degree. Adults can pursue studies in business, interdisciplinary studies, general education, and public safety administration and management. Non-credit professional development opportunities are provided through the School's Center for Lifelong Learning.

In an effort to effectively serve the educational needs of adults and nontraditional populations, and to be sensitive to their often challenging schedules, the School of Continuing Education offers classes in the evening and on Saturday. Some on-line courses are also available through the school in a blended format.

Benedict College has been of service in this community since 1870. When a degree, therefore, is earned from Benedict College, the degree is awarded from an institution with a tradition of excellence, service, and opportunity. You are invited to contact us today about advancing your educational goals. Remember, it is never too late to start or complete your degree, or simply enroll in some professional development courses. You can contact us at [www.benedict.edu/ce](http://www.benedict.edu/ce), or at (803) 705-4779.

#### ADMINISTRATION

Dr. Burnett Joiner, Dean

Dr. Hellenna L. Terrell, Assistant Dean

#### Staff

Ms. Linda Barnes, Academic Success Coordinator

Ms. JaQuanda Wright, Administrative Specialist

Dr. Peter Jackson, Professor

#### Membership and Affiliations

Midlands Educational Learning Consortium

#### Campus Activities and Organizations

Association of Continuing Education Students (ACES)

### MISSION OF THE SCHOOL OF CONTINUING EDUCATION

The School of Continuing Education is committed to providing quality education for adults and nontraditional students.

#### General Academic Policies And Procedures for Continuing Education

A summary of some of the major academic policies and procedures for the School of Continuing Education are presented here.

School of Continuing Education candidates for graduation must:

- complete at least 25% (or not less than 30 semester hours) of the courses needed for graduation at Benedict College
- have a minimum GPA of 2.0
- earn a minimum grade of "C" in all courses with INTD and IDS prefixes
- complete a minimum of sixty (60) credit hours of general education courses
- complete a minimum of 128 semester credit hours
- earn a minimum of a "C" grade in the following general education (core courses):

ENG 135      Freshman Composition I

ENG 137      Freshman Composition II

MATH 132    General College Math I

MATH 134    General College Math II

or

MATH 138    College Algebra

MATH 140    Pre-Calculus



Students pursuing the PSAM concentration must earn a minimum grade of “C” in all courses with PSAM and PSA prefixes.

The School of Continuing Education will not consider any transfer credits and grades that are less than a “C”, and from any institution that is not regionally accredited. The maximum number of hours a student can transfer is assessed on a case-by-case basis.

### **SEMINAR SERIES**

The Continuing Education program is comprised of nontraditional working adults. Candidates who are pursuing the Interdisciplinary Studies Degree are not required to complete the eight (8) semester credit hours in the Seminar Series. Students studying Business Administration with the General Business concentration are required to take the Junior and Senior Seminar classes only. All students, however, are expected to complete a minimum of 128 semester hours in order to qualify for graduation. In lieu of the seminar credits, students are encouraged to take courses that will enhance them personally, professionally, and that will further their career goals.

### **SERVICE LEARNING**

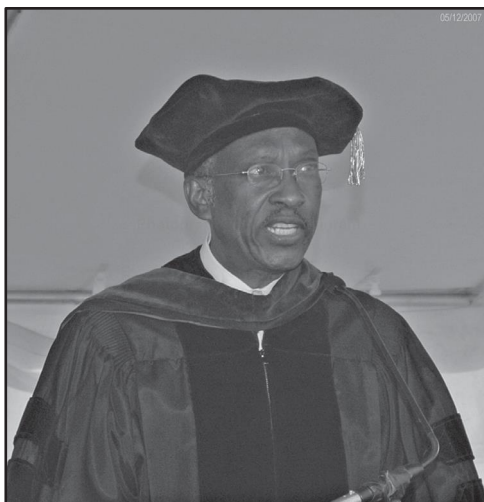
Continuing Education students are not required to complete the Service Learning experiences.

### **THE EVENING AND WEEKEND PROGRAMS**

In an effort to accommodate the educational needs of adults and nontraditional populations, and to be sensitive and responsive to their often challenging schedules, the School of Continuing Education offers both an evening and a weekend program. Both programs are designed to extend the resources of the College to adults and nontraditional population throughout the Columbia metropolitan area and beyond. The evening program is offered principally after the regular workday between the hours of 6:00 p.m. – 10:00 p.m., Monday – Friday. The Saturday program runs from 8:00 a.m. until 6:00 p.m. The major goal of the evening and weekend programs is to help the adult learner balance the need for educational improvement and lifelong learning with family obligations, work responsibilities and other commitments.

### **CREDIT FOR PRIOR LEARNING (CPL)**

The adult learner may be able to earn college credit for what they already know. Benedict College recognizes the relevance of classrooms without walls and that learning is a continuous and dynamic process that takes place in settings different than formal classrooms. The College will award credit for learning acquired as a result of professional experience and professional development activities such as workshops or other life experiences that meet the established criteria. The student, however, must be able to document and demonstrate the learning through one of the following:



**CLEP**

The College-Level Examination Program (CLEP) gives the candidate an opportunity to receive college credit for prior learning for what the student already knows by earning qualifying scores on a CLEP examination. The College-Level Examination Program offers 33 examinations in five subject areas, covering materials generally taught during the first two years of college.

**DSST**

DSST (formally DANTES Subject Standardized Tests) are examinations originated by the United States Department of Defense's Defense Activity for Non-Traditional Education Support (DANTES) Program. The program contains 38 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses. The program is endorsed by the American Council on Education.

**National CCRS**

National CCRS (formerly PONSI) reviews formal courses and educational programs sponsored by non-collegiate organizations and makes appropriate college-level credit recommendations for the courses and programs evaluated.

**ACE**

American Council on Education (ACE) offers a college credit recommendation service that has evaluated training courses and examinations sponsored by professional and nonprofit organizations, labor unions, corporation and government.

Contact the Office of the Dean of Continuing Education at (803) 705-4779 for additional information.

**THE CENTER FOR LIFELONG LEARNING**

The services available through The Center for Lifelong Learning are tailored to the needs of the working professional, business community, church constituents, retirees, and homemakers. The Center is designed to serve a wide array of populations through professional development programs, non-credit courses, courses for renewal, continuing education units (CEUs), certificates of completion, workshops, seminars, and specialized training.

**Majors:****Interdisciplinary Studies**

Concentration in: Public Safety Administration and Management

**General Business**

In collaboration with the College's Academic Departments and Schools, the School of Continuing Education facilitates the matriculation of working adult professionals and nontraditional populations seeking an opportunity to complete their baccalaureate degrees. In addition, evening and weekend enrollees can satisfy the general education requirements for many of the other majors offered by the College.

## THE BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES DEGREE CRITERIA FOR PROGRAM ADMISSIONS

### Admissions Policy

Benedict College School of Continuing Education gives serious consideration to every applicant who is committed to taking full advantage of the opportunity it provides to obtain a college education. The College makes its educational opportunities available to all such applicants interested in participating in its programs. However, each applicant must provide evidence of a reasonable probability of success in college before consideration for admission can be granted. Applicants who do not meet the Unrestricted Admission requirement may be admitted under the other admissions category or special categories as described in this section. However, the College reserves the right to deny admission to any applicant it judges unlikely to benefit from its programs. A copy of the admissions application can be obtained by calling the School of Continuing Education at (803) 705-4779, or on-line at [www.benedict.edu/ce](http://www.benedict.edu/ce).

### Applicants must:

- Complete the Benedict College School of Continuing Education application
- Submit official transcripts of all colleges attended
- Must be at least twenty-five years of age at the time of enrollment
- Must hold a daytime employment, be a homemaker, in-between employment, retirees or has other duties that may interfere with traditional day programs.
- Transfer students with less than 12 hours of college credit from a regionally accredited institution, will be required to have a high school diploma or GED

### Transient Students

Admission to courses for one semester or summer session may be granted to students from other colleges and universities whose courses of study have been approved by their academic deans or registrars. Such students are referred to as "transient students." All non-matriculating/transient students are required to submit a separate application for the academic semester or summer term, along with a completed academic course approval form from their college and their transcripts.

In addition to the admission requirements applicable to all native students, an international student must also satisfy all requirements as prescribed by the U.S. Immigration and Naturalization Service for approval to study in this country.

- Send a completed application, along with a \$60.00 non-refundable application fee, including all test scores, school records, and financial statements to the School of Continuing Education. Transcripts must be accompanied by a certified English translation, if not in English.
- Send bank statements or certified statements of financial ability showing that they can meet U.S. study costs. A \$3,500.00 deposit fee is required before the I-20 form is released.
- Submit evidence of proficiency in English adequate for doing college work. In cases where English is a second language, the student must submit a score of at least 500 on the Test of English as a Foreign Language (TOEFL) or a valid certificate of proficiency in English (ESL). In the absence of demonstrated and documented proficiency, the student must satisfactorily complete a course or courses in English.

### Special Admissions Non-degree Applicants

Non-degree applicants are persons who wish to take selected college courses without the intent of completing a degree program. These are persons who wish to attend college for the purpose of upgrading employment skills, for transferring credit to meet certain certification requirements, or for personal interest and enjoyment. These persons will be listed as non-degree students. They will not be subject to the usual requirements for admission, but they must give evidence of preparation and ability to successfully pursue college level courses. Such students may later become candidates for degree.

### Information for Veterans and Eligible Dependents

The Office of the Registrar and Student Affairs at Benedict College offers assistance and information on College programs and applications for education benefits to veterans and eligible



dependents. The Office of the Registrar certifies enrollment and transmits attendance records, degree requirements, and other information concerning veterans enrolled at Benedict to the Veterans Administration. Admission to the College should be obtained before the student applies for veterans benefits. The appropriate application forms for benefits will be sent with the offer of admission. Beginning students are urged to complete all forms and return them to the Office of the Registrar or to the School of Continuing Education at least eight weeks prior to enrollment. This time period will allow the processing of paperwork so that benefit checks will be available at the time of registration. In addition, the veteran should apply for a certificate of eligibility at the nearest Veterans Administration Regional Office at least eight weeks prior to the expected date of enrollment.

In order to be eligible for a full monthly allowance, a veteran must be registered for twelve or more credit hours per semester. Those registered for less than 12 credit hours are eligible for part-time compensation. Veterans are responsible for reporting any change in enrollment status or other previously reported information to the Veterans Administration and to the Office of the Registrar and Student Records.

### **Provisions for Disabled and Special Need Students**

The College makes provisions to accommodate disabled and special needs students. Facilities to accommodate students with physical handicaps include the Lamar Building, Learning Resources Center, the Human Resources Center, the Fine Arts/Humanities Center, Mather Hall, Oak Street and Haskell Dormitories, and the Milton Kimpson Center for Graduate Studies and Continuing Education. Services are available through the Office of the Coordinator of Special Student Services.

### **Rationale for Adult Learner Opportunities**

There are many working adults in the Columbia metropolitan area and beyond who desire to complete the bachelor's degree. This desire to complete the bachelor's degree grows out of a need to enhance the adult learner's personal and professional development, and to improve the quality of their lives. Due to multiple obligations, hectic work schedules, family responsibilities, church and community service commitments, however, many working adults have stopped out, dropped out, or simply delayed their education pursuit altogether. Additionally, many among the population of adults do not have the luxury of attending traditional undergraduate degree classes and programs. The Benedict College School of Continuing Education is designed to address this problem by reaching out to the adult nontraditional population to help them achieve their dream of earning a degree. Adult nontraditional learners who earn the bachelor's degree through the School of Continuing Education will join the ranks of other degree holders, and will enjoy an elevated potential for greater employment opportunities and personal fulfillment. They will have enhanced possibilities of improving their life chances, and uplifting their families and communities.

### **The Bachelor of Arts in Interdisciplinary Studies at Benedict College**

The Bachelor of Arts in Interdisciplinary Studies at Benedict College is designed to provide educational opportunities for adults and nontraditional students. Persons from various fields, backgrounds, and employment histories are offered a chance to complete their bachelor's degree. Often a degree for these individuals is necessary in order to obtain employment and to foster career enhancement. The interdisciplinary degree exposes students to a plethora of courses and learning experiences that are routed in interdisciplinary perspectives. Students are allowed the flexibility to develop a course of study that is consistent with, and appropriate to their goals, and career objectives. Part of the conditions for earning the degree is that the student is expected to complete the College's general education requirements, an interdisciplinary core, coursework in at least two disciplines, and a capstone experience. The totality of these experiences and others, prepare candidates for graduation with the essential tools to integrate multiple perspectives in the solution of problems, to think critically, and to articulate the fundamental principles that undergird each discipline and the field of interdisciplinary studies.

The School of Continuing Education Bachelor of Arts in Interdisciplinary 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 interdisciplinary perspectives.

### Degree Program

The School of Continuing Education awards the Bachelor of Arts in Interdisciplinary Studies. In addition, the School offers the Bachelor of Arts in Interdisciplinary Studies with a concentration in Public Safety Administration and Management; and students may complete a Bachelor of Science in General Business in collaboration with the School of Business and Economics. The School is administered by a Dean and an Assistant Dean, with the assistance of support staff and faculty. Full-time and adjunct faculties from the School of Continuing Education, the College's academic departments, as well as adjuncts from government, community and educational agencies are responsible for delivering the instructional program. The instructional program is student centered; adult focused, and designed to meet the educational needs of the adult students.



### Target Population

The target population for the School of Continuing Education is working adults and nontraditional populations 25 years of age and older who wish to complete the bachelor's degree for career enhancement and employment advancement. Other students may be admitted at the discretion of the Interdisciplinary Studies Program Committee or upon approval by the Dean of the School of Continuing Education.

### Career Positions and Employment Paths

The Bachelor of Arts in Interdisciplinary Studies is designed for career advancement or simply for self-enrichment. Students in Interdisciplinary Studies may consider careers and advancement in many fields, as well as graduate study. Some employment opportunities may include: Research Associate, Research Analyst, Management Coordinator, Purchasing Agent, Telecommunication Specialist, Analyst, Leadership Development Trainee, Senior Instructor/Clinical Mentee, Marketing Assistant, Integration Analyst, Marketing and Business Development, Project Specialist, Production Assistant, Program Youth Director, and Consultant. Individuals who pursue the Public Safety Administration and Management concentration will be equipped to help protect the general public from events that could endanger their safety. Among the career opportunities are: Emergency Management Services, Fire and Rescue Services, Law Enforcement, Corrections, Homeland Security, Armed Services, and other public safety professions.

Program Objectives

The educational objectives of the Bachelor of Arts in Interdisciplinary Studies degree are to allow Benedict College the opportunity to:

- 1. Provide meaningful instruction for adult learners which leads to the baccalaureate degree in a dynamic field.
- 2. Provide continuing education that will lead to certificates and other special designations that may be useful for a career in the external environments.
- 3. Prepare adult learners to enter and expand career paths which will result in leadership positions in business, education, church, government, community, and professional organizations.
- 4. Prepare adult learners for graduate and professional study.
- 5. Instill in adult learners a lifelong commitment to self-development, commitment to being the best, and a desire for public service.
- 6. Instill in adult learners a commitment to making the world a better place so they can be "Powers for Good in Society."
- 7. Encourage adult learners to undertake research to keep current in their fields and to contribute to the general advancement of knowledge in their disciplines.

Philosophy of the Curriculum:

The interdisciplinary studies curriculum embraces the philosophy that one must be willing to cross traditional disciplinary boundaries in order to create new knowledge, promote understanding and solve problems. A major underpinning of this philosophy is that interdisciplinary studies is a process of answering questions, solving problems, and addressing topics that are often too broad or complex to be dealt with adequately by a single discipline or profession. It becomes necessary, therefore, to draw upon the disciplinary perspectives and integrate their insights through the development of a more comprehensive perspective and view of thinking. The philosophy is based upon a way of thinking that encourages coordination as well as cooperation among disciplinary perspectives. Persons who desire to pursue a major in Interdisciplinary Studies are expected to prepare in two or more disciplinary areas and have a fairly broad understanding of the world. They are expected to possess clarity and precision in reading, writing, and speaking. Additionally, the focus of the curriculum is to produce graduates who possess good analytical, critical thinking, and basic research skills.

GRADUATION REQUIREMENTS

Adult nontraditional students with a major in Interdisciplinary Studies must complete the following:

General Education Requirements [60-61 schs]

All Students at Benedict College are required to complete a minimum of sixty credit hours of General Education.

Summary of Program Requirements for the Bachelor of Arts in Interdisciplinary Studies

	CREDIT
Mathematics (General College Math I and II, or any college level Math)	6-7 hrs.
English (Freshman Composition I and II, World Literature I and II)	12 hrs.
Humanities (Art Appreciation, Theatre Appreciation, Music Appreciation)	4 hrs.
Physical Education	2 hrs.
Foreign Language (Intermediate French or Intermediate Spanish or Arabic)	3 hrs.
Natural Sciences (8 hrs. of any college level Science)	8 hrs.
Social Sciences (3 hrs. in World Civilization or United States History; 3 hrs. in African-American History; 3 hrs. in Political Science, or Sociology, or Psychology; and 3 hrs. in Economics)	12 hrs.

Health Education	3 hrs.
Religion (Comparative Religion)	2 hrs.
Electives	8 hrs.
<b>Total</b>	<b>60-61 hrs.</b>

**Interdisciplinary Core Requirements [18 schs]**

IDS 339	Academic Literacy in INTD	3 hrs.
INTD 333	Foundations of INTD	3 hrs.
or		
INTD 430	Intro to INTD	3 hrs.
INTD 431	Contemporary Problems and Issues in INTD	3 hrs.
INTD 432	Effective Strategies for Intellectual Independence	3 hrs.
INTD 433	Research Strategies & Technology	3 hrs.
INTD 434	Capstone/Internship	3 hrs.

**Total:** **18hrs.**

**Interdisciplinary Major Courses \*students must earn a grade of “C” or better to graduate** **24 hrs.**

**Elective Courses:** **[26 sch]**

Students must complete courses in a variety of disciplines for personal enhancement and professional development.

General Education:	60 sch
Interdisciplinary Core Requirements:	18 sch
Interdisciplinary Major Courses:	24 sch
Elective Courses:	26 sch

**Total hours required for graduation:** **128 sch**

Each student’s program of study must be reviewed by an Interdisciplinary Studies Program Committee and approved by the Dean or Assistant Dean of the School of Continuing Education. The Program shall include a minimum of 24 hours of credit in courses at the 300 and 400 levels.

**ELECTIVE COURSES**

IDS 315	Special Problems	(1 sch)
INTD 320	Argumentation and Debate	(2 sch)
IDS 326	Special Problems	(2 sch)
INTD 330	Academic City	(3 sch)
INTD 337	Professional Public Speaking	(3 sch)
INTD 340	International Explorations	(4 sch)
IDS 423	Directed Study	(2 sch)
IDS 432	Special Problems	(3 sch)
IDS 435	Independent Study	(3 sch)
INTD 436	Statistics in INTD	(3 sch)

**STUDENT LEARNING OUTCOMES Interdisciplinary Studies**

**SLO A Analytical Thinker**

SLO A1 Develop analytical thinking skills and apply these skills in the discovery of the intellectual connections between disciplined based fields.

SLO A2 Identify a problem, identify evidence supporting the claim, describe opposing views, conduct thorough analysis, and draw conclusions across disciplines.

**SLO B Effective Communicator**

SLO B1 Will demonstrate clear, thoughtful communication and creative expression.

SLO B2 Will display the skills to write and speak clearly and effectively in an organized and purposeful manner.

SLO B3 Acquire the skills to identify and research a topic from various interdisciplinary perspectives, address problems that impact a global society and communicate findings in written form.

SLO B4 Acquire the skills to identify and research a topic from various interdisciplinary perspectives, address problems that impact a global society and communicate findings in an oral form.

## **COURSE DESCRIPTIONS**

### **INTD 320 Argumentation and Debate**

**credit 2 hrs.**

This course examines techniques for analyzing and constructing arguments.

### **INTD 330 Academic City**

**credit 3 hrs.**

This course is designed to present the student with an opportunity to explore a city within the United States or abroad from an interdisciplinary perspective. Attention is given to understanding the political, economical, sociological, and cultural significance of the city. Factors such as climate, race, ethnicity, technology, transportation, population, and education are explored. In addition, challenges and opportunities of the citizenry are explored.

### **INTD 333 Foundations of Interdisciplinary Studies**

**credit 3 hrs.**

This course serves as a gateway to the field of interdisciplinary studies. It provides a comprehensive coverage of the philosophy, research, practices, processes and theories that undergird the field of interdisciplinary studies. (PSAM candidates can substitute this course for INTD 430)

### **INTD 337 Professional Public Speaking**

**credit 3 hrs.**

This course is primarily designed for those students who seek public speaking competency for advancement in their career or public speaking competency as a profession.

### **INTD 340 International Explorations**

**credit 4 hrs.**

This course permits students to explore a city outside the United States or a country other than the United States from an interdisciplinary perspective. Attention is given to understanding the political and sociological significance of a number of factors that characterize the city or country including weather, socio-economic levels, mix of racial and ethnic groups, technological and transportation infrastructures, opportunities and challenges of the international city/country.

### **INTD 430 Introduction to Interdisciplinary Studies**

**credit 3 hrs.**

This course serves as a foundation for students pursuing a major in interdisciplinary studies. It is designed to provide the student with a broad general introduction to the field. Attention is given to the philosophy, research, practices, processes, and theories that undergird the field of interdisciplinary studies. In addition, some of the major characteristics of an interdisciplinarian are reviewed and discussed.

### **INTD 431 Contemporary Problems and Issues in Interdisciplinary Studies**

**credit 3 hrs.**

This course provides opportunities for students to further enhance their research, critical thinking, and reasoning skills by exploring contemporary national and international topics of debate.

### **INTD 432 Effective Strategies for Intellectual Independence**

**credit 3 hrs.**

This course is a continuation of INTD 431. This course is designed to further enhance reasoning, critical thinking, and research skills through reading and writing. Under the supervision of the thesis advisor and an instructor with expertise in the appropriate discipline, the students will engage in extensive research culminating in a scholarly research thesis which addresses a current issue. The required senior paper should be incorporated into the scholarly research experience.

### **INTD 433 Research Strategies & Technology**

**credit 3 hrs.**

This course incorporates competencies in research methodology and technological literacy. The required electronic portfolio and Senior paper should be incorporated into the scholarly research experience.

**INTD 434 Capstone/Internship****credit 3 hrs.**

This course includes the Senior paper and defense, articulation of content area correlation, and electronic portfolio. A draft of the thesis/portfolios must be completed by mid-semester. All thesis/portfolios must be completed and defended prior to graduation.

**INTD 435 Introduction to Research in Interdisciplinary Studies****credit 3 hrs.**

An introduction to basic research methods in interdisciplinary studies including research tools, topic selection, data collection, data analysis, technology usage and software applications. (PSAM candidates will substitute this course for INTD 433)

**INTD 436 Statistics in Interdisciplinary Studies****credit 3 hrs.**

An introduction to the use of statistical information and the relationship between research and procedures used to analyze research data.

**IDS 315 Special Problems****credit 1 hr.**

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

**IDS 326 Special Problems****credit 2 hrs.**

Open to qualified students to develop a problem solution through advanced study under the direction of a member of the faculty.

**IDS 339 Academic Literacy in Interdisciplinary Studies****credit 3 hrs.**

This course is designed to cultivate students' academic writing skills and employ processes and theoretical rationale involved in writing, reading and research. Multiple topics are covered and self-discipline is mandatory regarding attendance, class participation and preparation of this course.

**IDS 423 Directed Study****credit 2 hrs.**

Guided and intensive study in a special area of interdisciplinary studies.

**IDS 432 Special Problems****credit 3 hrs.**

Open to qualified students to develop a problem solution through advanced study under the direction of a member of the faculty.

**IDS 435 Independent Study****credit 3 hrs.**

A course that provides opportunity for students to develop and plan jointly with the course professor individualized projects or experiences which relate to interdisciplinary studies, a major concentration or core, career interests and preparation of the student.

### **Concentration in Public Safety Administration and Management**

Individuals serving in public safety careers focus on the prevention of and protection from events that could endanger the safety of the general public. They are specifically charged with keeping the general public from significant danger, injury/harm, or damage, such as crimes or disasters (natural or manmade). These critical services are typically provided by a core of emergency service agency personnel from emergency medical services, fire department and law enforcement. The administration and management of these services require strategic planning, preparedness strategies, inter-agency coordination and fiscal management skills. There are other agencies and organizations that contribute to the safety of the public as well. They include careers in: animal control, code enforcement, consumer protection, transportation, health services, traffic administration, utility inspection, parking enforcement and many more. The public relies upon these and a variety of other individuals and services to provide general safety and security in everyday life.

The Public Safety Administration and Management (PSAM) program concentration is designed for the public safety professional. It will provide the public safety professional with the knowledge and skills necessary to work with the general public, manage change in an organization, create innovation in organizations and utilize communication skills to solve social and organizational problems.

The target audiences for this concentration are the working professionals in emergency management services, fire and rescue services, law enforcement, corrections, homeland security, the armed forces, and other public safety professionals. This concentration focuses on the industry-specific knowledge that the field requires. The PSAM concentration provides the student



with the administrative and management skills, knowledge and abilities that are required for career advancement. This concentration is also designed to directly benefit the nontraditional populations and working public safety professionals who are seeking a career or promotional advancement in the public safety industries. The curriculum integrates training in administration, leadership and management applications with a moral and social perspective that prepares the public safety professional to make sound value judgments in their professional and personal lives.

**Interdisciplinary Studies Core Requirement (18 semester hours)**

IDS	339	Academic Literacy in INTD	3
INTD	333	Foundations of INTD	3
or			
INTD	430	Intro to INTD	3
INTD	431	Contemporary Problems and Issues in INTD	3
INTD	432	Effective Strategies for Intellectual Independence	3
INTD	433	Research Strategies & Technology	3
or			
INTD	435	Intro to Research in INTD	3
PSAM	439	Senior Capstone for Public Safety Management	3

**Concentration Requirements (minimum of 30 semester hours)**

The student must complete the courses listed below and select additional courses from the list of elective courses.

PSA	330	Intro to Public Safety Administration and Management	3
PSA	331	Contemporary Issues and Challenges in Public Safety Administration	3
PSA	430	Survey of Public Safety	3
PSA	431	Administrative Law	3
PSA	432	Public Finance	3
PSAM	332	Ethics in Public Safety	3
PSAM	333	Public Safety and Human Resource Management	3
PSAM	334	Cultural Diversity in Public Safety	3
PSAM	430	Strategic Planning in the Public Safety Environment	3
PSAM	431	Management and Leadership in Public Safety	3

**PSAM Electives**

PSAM	330	Pro Seminar on Interagency, Interoperability, Cooperation, Coordination and Communication	3
PSAM	331	Computer Applications in Public Safety	3
PSAM	336	Administration and Management in Public Safety	3
PSAM	432	Human and Community Services Delivery	3
PSAM	433	Counteracting Terrorism	3
PSAM	434	Risk Management in the Public Safety Environment	3
PSAM	435	Critical Incidents and Cross-Agency Coordination	3



## PROGRAM OF STUDY IN INTERDISCIPLINARY STUDIES

## FRESHMAN YEAR

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
*Math 132	Gen. College Math I	3	*Math 134	Gen College Math II	3
*Eng 135	Freshman Composition I	3	*Eng 137	Freshman Composition II	3
PE 122	Fitness for Life	2		Natural Science	
	Natural Science			(Bio 130/110L, Phys 140,	4
	(Bio 130/110L, Phys 140,			Esc 130/110L, Chem 130/110L)	
	ESc 130/110L, Chem 130/110L)	4		Social Science	
	Electives	3		(World Civilization, U. S. History)	3
	Total	15	Hlst 130	African American History	3
			<b>Total</b>		<b>16</b>

## SOPHOMORE YEAR

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
Eng 231	World Literature I	3	ENG 232	World Literature II	3
	Social Science (Political Science,		Ec 130	Intro to Economics	3
	Sociology, or Psychology)	3		Humanities (Art, Music or	
HE 230	Health Education	3		Theater Appreciation)	2
REL 120	Comparative Religion	2		Electives	9
	Humanities (Art, Music or		<b>Total</b>		<b>17</b>
	Theater Appreciation)	2			
Fs 233	Intermediate French or				
Sp 233	Intermediate Spanish or				
Ar 233	Intermediate Arabic	3			
	<b>Total</b>	<b>16</b>			

## JUNIOR YEAR

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
*IDS 339	Academic Literacy		*INTD 431	Contemporary Problems and	
	in INTD	3		Issues in INTD	3
*INTD 333	Foundations of INTD or		*INTD 432	Effective Strategies for	
*INTD 430	Intro to INTD	3		Intellectual Independence	3
	Electives	10		Electives	10
	<b>Total</b>	<b>16</b>	<b>Total</b>		<b>16</b>

## SENIOR YEAR

<i>First Semester</i>		<i>SCH</i>	<i>Second Semester</i>		<i>SCH</i>
*INTD 433	Research Strategies		*INTD 434	Capstone/Internship	3
	and Technology	3		Electives	13
	Electives	13	<b>Total</b>		<b>16</b>
	<b>Total</b>	<b>16</b>			

\*Students must earn grade of "C" or better

Total SCH - 128

Sch in Major - 21

PSAM 436	Weapons of Mass Destruction and Disaster Response	3
PSAM 437	Computer Forensics	3
PSAM 438	America's Homeland Security	3

## COURSE DESCRIPTIONS

### **PSA 330 Introduction to Public Safety Administration and Management credit 3 hrs.**

This course serves as an overview for the field of Public Safety Administration and Management. Attention is given to the administrative, managerial and leadership components of public safety organizations and agencies. Coordinated public safety approaches, 911 world views, ethical foundations, critical thinking, analysis, decision-making, and innovative solutions for pragmatic public safety problems are addressed.

### **PSA 331 Contemporary Issues and Challenges in Public Safety Administration**

**credit 3 hrs**

This course focuses on current challenges, issues and trends in the field of public safety administration and management.

### **PSA 430 Survey of Public Safety**

**credit 3 hrs.**

This course provides the student with a broad level of exposure to public safety issues and challenges. Attention is placed upon identifying and determining public needs and providing appropriate service delivery through program research and community input supported by budgeting and funding. Learning will be directed toward a comprehensive service delivery models involving multidisciplinary approaches.

### **PSA 431 Administrative Law**

**credit 3 hrs.**

This course examines the workings of administrative agencies and their power to make and enforce rules along with their power to investigate and adjudicate alleged violations. Attention is given to the means by which government administrators interact with these agencies and the constantly changing rules that are promulgated by administration agencies.

### **PSA 432 Public Finance**

**credit 3 hrs.**

This course provides the student with a firm understanding of all elements of public finance, from budget development to financial management, and from procurement to accounting and auditing. In addition, the course explores alternative sources of public safety funding available to local entities.

### **PSAM 330 ProSeminar on Interagency Interoperability, Cooperation, Coordination and Communication**

**credit 3 hrs.**

This course focuses on the need and ability of emergency responders to work seamlessly with other systems and to share information via voice and data signals on demand, in real time, when needed and as authorized within and across agencies. Attention is given to the emergency responders' ability to respond to catastrophic accidents or disasters and to work effectively together. Attention is also given to the public safety professionals' ability to plan for major predictable events such as super bowl, or in inauguration, or for disaster relief and recovery efforts.

### **PSAM 331 Computer Application in Public Safety**

**credit 3 hrs.**

This course focuses on selected computer applications important to the public safety professional and other current computer applications important to day-to-day functioning (power-point, access, excel, spreadsheets and so forth).

### **PSAM 332 Ethics in Public Safety**

**credit 3 hrs.**

Course explores the case issues and philosophies as they relate to personal and professional accountability in the public safety environment.

### **PSAM 333 Public Safety and Human Resource Management**

**credit 3 hrs.**

This course examines policies, behavior, and motives affecting recruiting, training evaluations, and current legal issues in human resources as they pertain to the administration and management of public safety personnel.

**PSAM 334 Cultural Diversity in Public Safety** credit 3 hrs.

This course explores the identification and analysis of various cultures and their diverse historical, economic and societal variations within the context of the public safety sector.

**PSAM 336 Administration and Management in Public Safety** credit 3 hrs.

This course looks at the importance of effective planning, organizing, administering and managing every facet of the public safety environment. Attention is given to managing and supervising employees, management and leadership styles and theories.

**PSAM 430 Strategic Planning in the Public Safety Environment** credit 3 hrs.

Strategic Planning for Public Safety Environment addresses the interests and needs of those currently working as professionals in the public safety arena. Attention is given to the fundamentals of strategic planning, and the application of strategic analysis and planning in the public safety environment. This course introduces the student to the development of strategic plans, the process of determining longterm and short-term goals and the management of public safety programs.

**PSAM 431 Management and Leadership in Public Safety** credit 3 hrs.

This course prepares candidates for public service leadership positions. Using readings, case studies, simulations, large and small group instructional strategies, candidates are presented with an array of management and leadership situations to work through with the class. The course enrollees are trained to address some of the most pressing issues regarding public safety facing the general public today and in the future.

**PSAM 432 Human and Community Services Delivery** credit 3 hrs.

This course surveys varying models and applications of public safety service delivery systems deployed throughout the United States.

**PSAM 433 Counteracting Terrorism** credit 3 hrs.

This course explores the current issues, shortcomings in public safety, preparation and proposed solutions strategies to address threats of terrorism in the United States are presented in the course.

**PSAM 434 Risk Management in the Public Safety Environment** credit 3 hrs.

This course helps the students to foresee and manage risk in the public safety environment. The courses focuses on the student being able to plan and analyze likely risks with both high and low impact and to develop mitigating strategies to help avoid being derailed should problems arise.

**PSAM 435 Critical Incidents and Cross-Agency Coordination** credit 3 hrs.

This course develops broad-based contingency planning and strategies, policies, and procedures that coordinate the activities of local, state, and federal agencies in response to critical incidents. Create models of cross-agency coordination that anticipate critical incident response.

**PSAM 436 Weapons of Mass Destruction and Disaster Response** credit 3 hrs.

This course examines all types of weapons of mass destruction and biological and chemical threats and disasters, and how to respond to such incidents. Enhance the enrollees understanding of the National Incident Management System (NIMS) and the Nation's Incident Command System, as well as their role in the response to and management of disasters.

**PSAM 437 Computer Forensics** credit 3 hrs.

This course explores basic approaches to analyzing information systems for evidence of illegal or inappropriate activities, and considers the legal, ethical, and policy implications of using forensic techniques to monitor technology systems.

**PSAM 438 America's Homeland Security** credit 3 hrs.

This course surveys the historical development, creation and purposes of the Department of Homeland Security and the corresponding National Strategy for Homeland Security as well as the effectiveness of such policies within a democracy.

**PSAM 439 Senior Capstone for Public Safety Management** credit 3 hrs.

## PROGRAM OF STUDY IN INTERDISCIPLINARY STUDIES

## PUBLIC SAFETY ADMINISTRATION AND MANAGEMENT CONCENTRATION

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*Math 132 Gen. College Math I	3	*Math 134 Gen. College Math II	3
*Eng 135 Freshman Composition I	3	*Eng 137 Freshman Composition II	3
PE 122 Fitness for Life	2	Natural Science	
Natural Science		(Bio 130/110L, Phys 140,	
(Bio 130/110L, Phys 140,		Esc 130/110L, Chem 130/110L)	4
ESc 130/110L, Chem 130/110L)	4	Social Science	
Elective	3	(World Civilization, U. S. History)	3
<b>Total</b>	<b>15</b>	Hist 130 African American History	3
		<b>Total</b>	<b>16</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Soc Science (Political Science,		Ec 130 Intro to Economics	3
Sociology, or Psychology)	3	Humanities (Art, Music or Theater Appreciation)	2
HE 230 Health Education	3	PSAM 330 ProSeminar in Interagency	
REL 120 Comparative Religion	2	Interoperability, Cooperation	
Humanities (Art, Music or		Coordination and Communication	3
Theater Appreciation	2	Electives	6
Foreign Language		<b>Total</b>	<b>17</b>
Fs 233 Intermediate French or			
Sp 233 Intermediate Spanish or			
Ar 233 Intermediate Arabic	3		
Electives	3		
<b>Total</b>	<b>19</b>		

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
^PSA 330 Intro to Public Safety		PSAM 331 Computer Application in	
Administration and MGMT	3	Public Safety	3
^IDS 339 Academic Literacy in INTD	3	^PSAM332 Ethics in	
^INTD 333 Foundations of INTD or		Public Safety	3
^INTD 430 Intro to INTD	3	^PSA 431 Administrative Law	3
^PSA 331 Contemporary Issues and		^INTD 431 Contemporary Problems	
Challenges in Public Safety		and Issues in INTD	3
Administration	3	^INTD 432 Effective Strategies for	
^PSA 430 Survey of Public Safety	3	Intellectual	
<b>Total</b>	<b>15</b>	Independence	3
		^PSAM333 Public Safety and	
		Human Resource MGMT	3
		<b>Total</b>	<b>18</b>

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
^PSAM 334 Cultural Diversity in		^PSA 432 Public Finance	3
Public Safety	3	^PSAM 439 Senior Capstone for	
^PSAM 430 Strategic Planning in		Public Safety Mgt	3
the Public Safety Environment	3	Electives	7
^PSAM 431 Management and		<b>Total</b>	<b>13</b>
Leadership in Public Safety	3		
^INTD 433 Research Strategies			
Technology or			
^INTD 435 Intro to Research in INTD	3		
Electives	3		
<b>Total</b>	<b>15</b>		

\*Students must earn grade of "C" or better

^SCH in Major - 48 Total SCH - 128

This capstone course is designed to help the student synthesize the administration and management theories related to public safety and develop a major research paper or a project that is shared with class, the faculty, and a jury of experts.

In collaboration with the School of Business and Economics, the General Business major is offered through the School of Continuing Education

## **STUDENT LEARNING OUTCOMES General Business**

### **SLO A – Common Core/Professional Competencies**

A1: Synthesize business information and knowledge to make decisions.

A2: Students will demonstrate proficiency in creating, evaluating and analyzing business models.

A3: Create a comprehensive business plan (including the following sections: cover page, table of contents, executive summary, company summary, marketing plan, management summary, financial plan, appendices) or research paper (including the following sections: abstract, introduction, literature review, methodology, results, discussion, references, appendices).

### **SLO B – Business Environment**

B1: Apply appropriate laws and decision-making skills to solve/analyze business problems

B2: Evaluate business practices from a global perspective.

B3: Apply quantitative skills to business problems with emphasis on economic modeling.

### **SLO C – Information Systems**

C1: Analyze business issues and develop effective presentations through the integration of contemporary software packages.

### **SLO D – Functional Area**

D1: Demonstrate a breadth and depth of knowledge beyond the common professional components through advanced and specialized courses, all aimed at meeting stakeholder's expectations in the functional areas of expertise.

D1(a) General Business

1. Demonstrate mastery in creating, evaluating and analyzing business models and/ or concepts.



## PROGRAM OF STUDY IN GENERAL BUSINESS

## FRESHMAN YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 135 Freshman Composition I	3	Eng 137 Freshman Composition II	3
Math 138 College Algebra	3	Math 140 Precalculus	4
Bio 137 Gen. Biology and		Bio 137 Gen. Biology and	
Bio 117L Gen Biology Lab or		Bio 117L Gen Biology Lab or	
ESc 130 Gen. Env. Health Science and		ESc 130 Gen. Env. Health Science and	
ESc 110L Gen. Env. Health Science Labor		ESc 110L Gen. Env. Health Science Lab	
or Phys 140 Gen. Earth Science or		Phys 140 Gen. Earth Science or	
Phys 141 Gen. Physical Science	4	Phys 141 Gen. Physical Science	4
*BA 130 Introduction to Business	3	Hist 130 Intro to African American History	3
PE Physical Education	2	Rel 120 Comparative Religion	2
Elective	1	Elective	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>

## SOPHOMORE YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
Eng 231 World Literature I	3	Eng 232 World Literature II	3
Fs/Sp 233 Foreign Language	3	Hist World Civilization or	
Psy/Soc Psychology or Sociology	3	American History	3
The 220 Theatre Appreciation or		HE 230 Health Education	3
Art 220 Art Appreciation or		The 220 Theatre Appreciation or	
Mus 220 Music Appreciation	2	Art 220 Art Appreciation or	
*Acc 231 Prin. of Financial Accounting	3	Mus 220 Music Appreciation	2
*Ec 230 Macroeconomics	3	*Acc 232 Prin. of Managerial Accounting	3
Elective	1	*EC 231 Microeconomics	3
<b>Total</b>	<b>18</b>	Elective	1
		<b>Total</b>	<b>18</b>

## JUNIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*BA 235 Business Statistics or		*BA 231 Business Communication	3
Math 236 Probability and Statistics	3	*BA 237 Business Law	3
*BA 230 Bus. Appl. Software	3	*BA 330 Quantitative Methods	3
*Mgt 330 Principles of Management	3	* Bus Elective	3
*Fin 330 Principles of Finance	3	* Bus. Elective	3
*Mkt 330 Principles of Marketing	3	BA 312 Junior Seminar II	1
* Bus Elective	3	<b>Total</b>	<b>16</b>
BA 311 Junior Seminar I	1		
<b>Total</b>	<b>19</b>		

## SENIOR YEAR

<i>First Semester</i>	<i>SCH</i>	<i>Second Semester</i>	<i>SCH</i>
*BA 433 International Business	3	*Mgt 437 Business Policy	3
Free Elective	2	Free Elective	2
* Bus. Elective	3	*BA 440 Internship	3
* Bus. Elective	3	* Bus. Elective	3
BA 411 Senior Seminar I	1	BA 412 Senior Seminar II	1
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>

SCH in Major - 66

Total SCH - 128

\*Major Courses

## **ACADEMIC SUPPORT AND ADJUNCT UNITS THE SCHOOL OF HONORS**

In 1986, Benedict College established an Honor's Program that became the Benedict College School of Honors in 2001. From its inception, the program was designed to establish a required curriculum increasing the rigor, challenge, and stimulation for Honors Scholars. The School creates a living and learning environment that centralizes Honors Scholars and other high achieving students with the goal of impacting the intellectualization of the entire campus and community. The School of Honors seeks to meet twenty-first century challenges facing the College, the local community, the State, the Nation, and the World. The School of Honors' mission is to enhance intellectual, cultural, social, spiritual, global, and career opportunities for highly selected, motivated, enthusiastic and critically inquisitive students. The School of Honors attempts to achieve its mission by providing exceptional stimulation and challenges to the participants, thus expanding their global horizons and academic expectations. Honors Scholars are expected to study, conduct research, and participate in academically challenging experiences, domestic and international. The distinguished Honors faculty from each academic department design all Honors courses to include a program of study that is writing and research intensified, technologically enhanced, and internationally focused.

### **THEME - SERVICE TO THE COLLEGE AND COMMUNITY, SERVICE TO THE NATION AND THE WORLD, THROUGH A COMMUNITY OF SCHOLARS**

#### **MOTTO**

**"SERVIO" ("I SERVE")**

#### **PROFESSIONAL AFFILIATIONS**

**National Association of African American Honors Programs, National Collegiate Honors Council, South Carolina Independent Colleges and Universities, Southern Regional Honors Council WE, Dubois National Honors Society**

#### **ADMINISTRATION**

Dr. Warren D. Robinson, Interim Dean,  
Ms. Laura E. Postell, Administrative Assistant

### **REQUIREMENTS AND EXPECTATIONS OF THE HONORS SCHOLAR**

To graduate with the distinction of School of Honors Graduate, a student must complete the following six requirements and the School of Honors required curriculum.

- Students must have maintained a cumulative GPA of 3.2.
- Students must have successfully completed 24 hours of honors courses.
- Students must have presented a scholarly paper at a discipline specific national, regional or honors conference.
- Students must have taken a graduate or professional entrance examination prior to graduation. Students must have applied to at least two graduate or professional schools prior to graduation.
- Students must have successfully written and defended a Senior Honors Thesis or Senior Project (in their respective major), in both written and electronic format.

Honors scholars are required to take a minimum of one graduate or professional entrance examination such as GMAT, GRE, LSAT, MAT, MCAT, or PRAXIS. All senior level Honors scholars are required to apply to at least two graduate or professional schools.

Honors scholars are encouraged to participate in honors related activities, including, Fall Convocation, Founder's Day Convocation, the Honors Lecture Series, Honors Induction Ceremony, Honda Campus All-Star Challenge, Honors Convocation, and other scholarly activities as communicated by the Dean. Students who successfully satisfy the requirements of the School of Honors will participate in the spring Annual Capstone Commencement Ceremony\* and will graduate with the distinction as School of Honors Graduates. During the Capstone Commencement Ceremony, the School of Honors Graduates are recognized for not only completing requirements for a degree, but as a School of Honors Graduate as well. These Honors scholars are adorned with the Benedict



College Academic Medallion of Honors\*\* and an honor's stole. This distinction will be denoted on the academic transcript and degree.

### **THE CAPSTONE CEREMONY\***

The premiere Capstone Ceremony was held on May 9, 1990. During all Capstone Ceremonies, the Torch of Knowledge is passed to a representative from the rising senior class. All School of Honors graduates receive Encomiums of Excellence and a Medallion of Honors. They are presented with Honors stoles which are worn with their academic regalia on Commencement Day. School of Honors graduates give special recognition to their parents who receive Encomiums of Parental Excellence and a yellow rose.

### **THE MEDALLION OF HONORS\*\***

To demonstrate their high academic achievement through the School of Honors, graduates receive the Medallion of Honors. The bronze medallion contains a "Lamp of Knowledge" sitting on a book with the words Honors Graduate and hangs on a purple ribbon. The medallion is worn by Honors seniors at formal convocation activities, graduation and it serves as a reminder of their commitment to word service. Its significance indicates high academic achievement by the student as a member of the Benedict College School of Honors. The Medallion of Honors is also a lifetime keepsake for the Honors Scholar who has achieved this high level of academic distinction at graduation.

### **THE SCHOOL OF HONORS CURRICULUM**

The major focus of the School of Honors Curriculum is to engage Honors students and faculty in intellectual inquiry beyond the mere classroom proper. Honors courses ensure that each student experiences an emphasis in writing, technology, research, leadership, and internationalism. As well, Honors courses afford students active participation in specific structural service learning and leadership development programs as community members of the School of Honors.

Honors courses at Benedict College are:

writing-intensive courses that acculturate Honors Scholars to the graduate and professional academic world, preparing them to conduct research and make intellectual contributions to their fields; technology-intensified courses that connect Honors Scholars to the global society; service educational oriented, thus providing opportunities on a campus-wide, local, state, national, and international level honing the Honors Scholars' special skills and developing expertise, especially via teaching; and internationally focused, thus encouraging students and faculty to engage in the critical dialectic of international issues and providing opportunities for proactive participation in these discourses.

### **HONORS CONTRACT**

An agreement between the Honors Scholar and the professor of a general studies course, with approval from the Office of the Dean of the School of Honors to contract non-honors designated courses for honors credit. The student earns honors credit in a general studies course by negotiating special scholarly activity (e.g. laboratory analysis, presentation of scholarly paper, providing instructional assistance). Honors Contract Hours can be arranged in all courses not designated as "H" or "Honors".

### **HONORS COURSES**

The School of Honors employs an interdisciplinary approach to systemically engaging students and faculty in research projects that require scholars to analyze, synthesize, and evaluate from multiple perspectives. The purpose is to provide an integrated understanding of the great themes of human inquiry and expression in science, politics, economics, social thought, the literatures and the arts.

**SCHOOL OF HONORS REQUIRED CURRICULUM****Required English Series****(6 Credits)**

ENG 135H/SL Freshman Composition I Honors/Service Learning (3 credits) ENG 137H/SL Freshman Composition II Honors/Service Learning (3 credits)

**Required Math Series****(minimum 6 Credits)**

MATH 138H College Algebra (3 credits)  
 MATH 140H Precalculus (4 credits)  
 MATH 143H Calculus I (4 credits)

**Required Research Series****(2 Credits)**

HON 411 Senior Research I (1 credit)  
 HON 412 Senior Research II (1 credit)

**Honors Electives Series****(10 credits Required)**

ART	220H	Art Appreciation	2 credits
BA	130H	Introduction to Businesss	3 credits
BIO	443H	Cell and Molecular Biology	3 credits
ED	230H	Historical & Philosophical Foundations of American Education	3 credits
ENG	230H	Advanced Composition	3 credits
ENG	231H/SL	World Literature I Honors/Service Learning	3 credits
HE	230 H	Health Education	3 credits
HIST	131H	World Civilization I	3 credits
HIST	132H	World Civilization II	3 credits
HIST	231H	US-Afro-American History to 1865	3 credits
HIST	232H	US-Afro-American History 1865 to present	3 credits
HIST	340H	The Civil Rights Movement	3 credits
MATH	138H	College Algebra	3 credits
MATH	140H	Precalculus	4 credits
MATH	143H	Calculus	4 credits
MUS	233H	Music History I	2 credits
MUS	220H	Music Appreciation	2 credits
REC	331H	Leadership and Group Dynamics	2 credits
SOC	339H	Cultural Anthropology	3 credits
TH	220H	Theatre Appreciation	2 credits
SP	232H	Spanish Conversation	3 credits
SW	436H	Women's Issues in Contemporary Society	3 credits
HON	220	Argumentation and Debate I	2 credits
HON	221	Argumentation and Debate II	2 credits
HON	330	Academic Cit	3 credits
HON	331	Contemporary Problems and Issues	3 credits
HON	332	Effective Strategies for Intellectual Independence	3 credits
HON	337	Research Strategies	3 credits
HON	338	Research Technology	3 credits
HON	340	International Exploration I	4 credits
HON	341	International Exploration II	4 credits
HON	440	Honors Internship	4 credits

**OAK STREET LIVING AND LEARNING ACADEMIC COMPLEX**

A Partnership Between the Division of Academic Affairs and the Division of Student Affairs

A goal for the School of Honors is to establish a structured and systemic community of scholarship for the matriculation of Benedict College students. One means in achieving this goal is through the establishment of the School of Honors Living and Learning Academic Complex. The redesign and implementation at Oak Street Academic Living and Learning Center is to provide a living and learning

facility with a state-of-the-art residential experience in an academic environment. The School of Honors Living and Learning Academic Complex focuses on educating Honors Scholars within the context of a real-world living environment. Thus, students embrace the concept of Learning to Live, Living to Serve, while they live up to what is to become the motto of the Benedict College School of Honors "SERVIO"—"I SERVE." The School of Honors Living and Learning Academic Complex provides Honors Scholars unparalleled access to the Benedict College honors faculty and administration, to peers, and to critical community constituents.

### **ADMISSIONS CRITERIA FOR RESIDENTS**

Each resident in the School of Honors Living and Learning Academic Complex must comply with the School of Honors Code of Conduct and must participate in the structured activities and programs facilitated by the School of Honors. The School of Honors Living and Learning Academic Complex at Oak Street will house Honors Scholars in suites or double rooms. High school students who have been admitted to the Freshman Honors Program may apply for residency in the School of Honors Living and Learning Academic Complex. Upper Division School of Honors scholars are eligible to apply for residency in the School of Honors Living and Learning Academic Complex on a first come, first served, basis. Upper division students with a grade point average of 3.2 or better who are not in the School of Honors may apply directly through the Office of Community Life or with special approval from the Dean of the School of Honors and with a letter of recommendation from a School of Honors Faculty member.

The School of Honors Living and Learning Academic Complex features a classroom, a computer center, a library, a conference suite, study rooms, lounges, a multipurpose room and laundry room.

The technology center computers are equipped with a fiber optic link to the College mainframe computer and library, as well as have electronic mail and Internet access. Cable and telephone services are provided in each suite. The Office of the Dean of the School of Honors and a faculty suite for Honors Faculty are housed in the School of Honors Living and Learning Academic Complex to provide unparalleled access for students, faculty, visiting scholars and parents.

## **SCHOOL OF HONORS CAMPUS ACTIVITIES AND ORGANIZATIONS**

### **FRESHMEN HONORS COHORT PROGRAM**

Scholars who receive the Trustee Club and Trustee Scholarships upon admissions to Benedict College are automatically placed in the Freshman Honors Cohort Program. Students in this program have demonstrated that they are scholars and have excelled in their academic performance prior to entering Benedict College. These students rank in the top 25% of their class or score at least 1000 on the SAT. This community of scholars lives and take a structured program of study together that leads to them earning 18 to 19 hours of Honors credit their first semester. The curriculum for these students is comprised of accelerated course work that is infused with enrichment and academic rigor. The Dean of the School of Honors academically advises Cohort students directly and guides their program of study for their first year. After earning 13 hours of credit and a cumulative 3.2 grade point average at Benedict College, these students are duly inducted into the School of Honors.

### **HONDA ALL-STAR CHALLENGE TEAM**

The Honda All-Star Challenge Academic Bowl Team is a group of students who represent the College in academic competitions and showcase their ability to answer questions in categories including science, current events, literature, history, and general knowledge.

### **HONORS STUDENT ASSOCIATION**

The Honors Student Association provides School of Honors scholars leadership opportunities and collective voice in the development of Honors activities which impact issues related to Honors education locally, nationally, and internationally.

**SCHOOL OF HONORS ACADEMIC & OUTREACH PROGRAMS**

**IN THE SPIRIT**

Honors Scholars serve as leaders in prayer and worship, while encouraging their colleagues throughout campus to participate in campus ministries, such as, Chapel Services, Dimensions in Meanings Week, and to participate in Community Ministries. These Scholars facilitate monthly prayer meetings, Bible study, worship services and other spiritual activities.

**PROJECT REACH/PROJECT IMPACT**

As a partner with the Office of Service Learning and Community Life, Honors Scholars provide tutorial services from 4:00 p.m. – 6:00 p.m. Monday through Thursday and at other times made by appointment in the Oak Street Living and Learning Academic Complex. Services are provided for elementary, middle, high school, and college students.



## ACADEMIC SUPPORT AND ADJUNCT UNITS

### LEARNING RESOURCES CENTER

The Benjamin F. Payten Learning Resources Center (Library), a newly renovated multi-purpose facility, provides a climate that is conducive to study, research, and library services/programs which enable the College to fulfill its obligations to students, faculty, and staff relative to the overall institutional mission and purpose.

The Library, centrally located on the College campus, consists of three levels: the plaza and mezzanine (upper) levels and the court (lower) level. Students, faculty and the community have access to information in varied formats which encompass print, electronic, and digital. The plaza level includes access to library services from the information service desk, as well as research assistance and reserve materials. Reference resources and the general collection, as well as current journal and periodicals are also located on the plaza level. The general collection is continued on the mezzanine level along with the African American and Juvenile collections, government publications, and past issues of journals and bound periodicals. All microform collections are located on the court level below the stairwell.

The Library makes available a variety of services and programs. Millennium, the library's online catalog allows users to access books, selected journal titles media resources, and government publications, both internal and external to the campus via the Internet. The Electronic Reference Center (ERC), located on the plaza level, provides a central location for students to access electronic databases, digital resources, the Internet, as well as immediate research assistance. The Information Literacy Program is tailored to meet the needs of students, as well as faculty, and staff through group seminars or individual consultation. These programs place emphasis on providing access to support research methodology and critical thinking, instruction, self-development, and lifelong learning skills for student, faculty, and staff. The court (lower) level of the Library includes Media Services and the Archives Center. Media Services provides access to a collection of visual, audio and digital resources that augment the College's academic curriculum. The Archives Center preserves historical materials that document the origin and development of Benedict College and the achievement of its officers, faculty, staff, students and alumni. Materials in the Archives Center are accessible to students and researchers according to established policies. In addition, the Library is a selected federal depository for U.S. government publications.

The library engages in cooperative initiatives that serve to broaden the scope of academic resources for its library constituents. The Partnership Among South Carolina Academic Libraries (PASCAL) organization, the Palmetto Academic Independent Library System (PAILS), and the Historically Black Colleges and Universities (HBCU) Library Alliance are collegial partnerships in which the library participates. Additionally, the library is a member of LYRASIS, the nation's largest cooperative regional network, and OCLC, Inc. (Online Computer Library Center, Inc.) an international bibliographic network.

The library's web page, <http://www.benedict.edu/lrc.html>, provides users with access to the staff, online catalog, electronic and digital resources, reference assistance, interlibrary loan, policies and procedures, and other types of related services.

The Learning Resources Center (Library) adheres to the standards of the American Library Association.

### SUMMER SCHOOL

The Benedict College Summer School currently consists of two four-week sessions and is coordinated through the Office of Academic Affairs. The summer school serves these purposes:

Students enrolled at Benedict may take courses to improve previous grades, raise their average, or advance their classification.

Students From other colleges may take courses for credit.

High school students may take courses during the summer before or after their senior year to qualify for advanced standing upon entrance to college.

Teachers may take courses for certification.

Others may take courses for degree or non-degree credit. Persons may audit courses.

### Office of International Programs (OIP)

Established in 2001, the OIP functions under the Office of Academic Affairs, and it works closely with faculty and administrators in the development and support of partnerships with institutions abroad.

#### The Mission of the OIP Is:

1. To expose students, faculty, and staff to the international dimensions of the world;
2. To assist the College in achieving its teaching, research and service mission of geographic, international, and ethnic diversity in its student body;
3. To prepare students for both full and active participation as socially conscious members of society;
4. To prepare students to fully participate in the socially conscious aspects of U.S. society and to continue to move the U.S. closer to global justice through equity for all.

#### International Admissions

Benedict College is proud of the diversity of its student body. The College has enrolled students from over fifty (50) countries around the world, and it continues to expand its recruitment efforts to include other countries.

Benedict College is authorized by the Bureau of Immigration and Customs Enforcement (ICE), formerly the United States Immigration and Naturalization Service (INS), to admit non-immigrant students into the United States.

#### When to Apply

##### Early Action Admission (EAA)

Through the EAA, students agree to enroll at the College, if admitted, and to withdraw all other applications. Students applying through this plan who have not completed their last year of high school should submit a mid-year high school report.

EAA Deadline: December 1, for fall admission of the following academic year.

EAA Response: January 30 for fall admission of the same year.

##### Regular Decision Admission (RDA)

Students not applying under the EAA plan will be considered under the RDA plan.

RDA Deadline: February 15, for admission in the fall of the same academic year.

RDA Response: March 15.

#### Freshman Students

Before applying for admission to Benedict College and before a Certificate of Eligibility for non-immigrant student status (Form I-20) for student visa can be issued, students seeking admission to the College must have earned a high school diploma or its equivalent. In addition, they must submit to the Office of International Programs (OIP) documents listed below:

1. Application for International Admission.
2. \$60.00 non-refundable application fee (Cannot be waived).
3. 300 word personal statement.
4. Original high school records: high school transcripts and national exit examinations, graduation minutes, or high school diploma.
5. Mid-year high school grades (only for students who have not completed their last year of high school at the time of application).
6. Test scores (Scholastic Aptitude Test (SAT), or American College Testing, (ACT).

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<sup>1</sup> Study Abroad requirements for international students enrolled at Benedict College are the same as for US students, except for Visa requirements. For country-specific Visa requirements, please contact the OIP directly, or visit [www.state.travel.org](http://www.state.travel.org).

7. Proof of English language proficiency (for students from non-English speaking countries only).
8. Proof of sufficient financial resources.
9. Copy of current, valid, passport.
10. One color passport-size photo.

Upon receipt of all the above documents, the OIP Admissions Committee will review them, and, if they are found to be in order, the student will be notified of a decision within four weeks of receipt of documents.

Incomplete applications will not be considered for review and admission.

### **Transfer Students**

Students who have completed one year of study at an accredited international institution may apply to BC as transfer students. With the exception of items 4, 5, and 6 on the Freshman Students section above, the requirements for Transfer Students are the same for students applying under this category. In addition, students must also submit an official copy of all previously attended college transcripts for evaluation.

### **Transient Students**

Non-degree seeking students and Exchange students who wish to enroll in a semester or year of study at the College may apply under this category. On the Application for Admission, they must check the Transient Student box to apply under this category. Exchange students applying to Benedict under the J-1 Visa Program are eligible to apply under this category.

### **OIP Programs, Academic Minors, Clubs and Associations**

- The Study Abroad Program (SAP)
- The Summer Cultural Internship for Students (SCIS)
- The International Faculty and Staff Exchange Program (IFSEP)
- The Senior Faculty Research Fellowship (SFRF)
- The Distinguished Visitors Series (DVS)
- The International Service Award (ISA)
- The Minor in Country Specific International Studies
- The Minor in Black Spanish Literature of the Americas
- The International Ambassadors Club (IAC)
- The International Students Association (ISA)
- The OIP Language Center (OIPLC)
- The International Institute for Teaching Enhancement (IITE)
- The United Nations Academic Impact (UNAI)

### **1. Study Abroad Program<sup>1</sup>**

#### **Study Abroad General Requirements:**

1. Have a minimum cumulative G.P.A. of 2.5 or better. This G.P.A. requirement may be higher for certain majors.
2. Have a minimum of two (2) semesters of full-time study at Benedict.
3. Be a full-time student in the semester of travel abroad.
4. **Take and pass** the Cultural Perspectives on International Travel Course prior to traveling abroad. The purpose of the course is to prepare students for travel to guest colleges and universities within the international community. The course is offered at the OIP as a one-credit hour block course, and it runs during both school semesters (AA 110 B01 and AA 110 B02)
5. Have a valid passport with expiration date of at least six (6) months beyond the end of the study abroad program duration.

<sup>2</sup> The OIP does not sponsor travel to countries with Department of State travel alerts.



6. Fill out the OIP Study Abroad Application Form (SAAF), (online at [www.benedict.edu/oip](http://www.benedict.edu/oip) [Students under 18 must have SAAF signed by parent(s)/legal guardian(s).]
7. Be in good academic, disciplinary, and judicial standing.
8. Complete all visa processes and requirements.
9. Complete all OIP required orientation sessions.
10. Complete a Study Abroad/Exchange Course Approval Form.
11. Be able to pay own airfare, personal-care expenses, international medical insurance, and visa fees.
12. Agree to make at least two (2) presentations to the Benedict community about study-abroad experience upon return.
13. Take the official language of the host country, if the language is other than English. This course can be used to fulfill the College's General Education language requirement.
14. Agree to abide by the rules and regulations of the host institution, including all security protocols.
15. Fill out the OIP Study Abroad Assessment/Evaluation Form (SAAEF) upon return.

### **Study Abroad Application and Deadlines.**

All students interested in the Benedict College Study Abroad Program must fill out an OIP Application for Study Abroad (ASA). The form can be found online [www.benedict.edu/oip](http://www.benedict.edu/oip) or at the OIP office located at 2318 Haskell Avenue. There are no fees associated with the application. Students must specify the semester they wish to travel and country of interest. The application deadlines are February 15 for the fall semester, and September 15 for the spring semester and summer programs.

### **Benedict College International Partners**

The OIP has signed Memoranda of Understanding (MOU) for exchange of faculty, students, and administrators with the following universities abroad: Universidad Tecnológica del Chocó in Colombia; the University of Ghana in Ghana; Yibin University in China; the University of Zululand in Kwa-Zulu Natal, South Africa; Al Akhawayn University in Morocco; Universidade de Fortaleza in Brazil; Yalova University in Turkey; Universidad del Pacifico in Colombia; Universidad de la Guajira in Colombia; Kaduna State University in Nigeria; The African Methodist Episcopal University in Monrovia, Liberia; Ghana Technology University College in Ghana; Bicol University in Philippines and Bhagat University and G.H.G. Khalsa College in Punjab, India. For specific information about any of the above programs, please contact the OIP.

### **Study Abroad Tuition, Room and Board**

#### **Parity Exchange Programs (PEPS)**

Parity Exchange Programs (**PEPS**) are designed to give Benedict College students the opportunity to study in colleges and universities where Benedict has an active Parity Exchange Program. Under these exchanges, the tuition, room and board at Benedict covers tuition, room and board at the international institution, and the student is responsible for passport, visa fees, international airfare, and personal expenses.

Non-Parity Exchange Programs (Non-PEPs) are designed to give BC students the opportunity to study in college and university settings where Benedict does not have an active Parity Exchange Program (PEP). The cost of the NPEPs is based on the international university cost for providing room and board, and books to Benedict students while they are in the international host country. Unlike the PEPs, where no funds are transferred between BC and the international institutions, under NPEPs, Benedict will have to transfer funds from the students account to the international host institution.

Before departing for a semester of study abroad, students must notify their Benedict College Housing Directors about their travel plans in order to secure housing facilities upon return.

### **Study Abroad Course Selection, Approval, and Registration Process**

Step 1. Students must fill out a Study Abroad Application Form.

<sup>2</sup> The OIP does not sponsor travel to countries with Department of State travel alerts. Students must go to [www.travel.state.gov](http://www.travel.state.gov) to view countries with travel alerts.

Step 2. Students must sign up for, take, and pass the Cultural Perspectives on International Travel Course.

Step 3 Students must obtain a Study Abroad Course Approval Form (SACAF), available at [www.benedict.edu/oip](http://www.benedict.edu/oip), or at the OIP.

Step 4. Students must plan and select their courses in consultation with their academic advisors, the Chair, the Dean, and the OIP Director.

Step 5. Upon selection of courses, the SACAF must be signed by the student, the student's advisor, the School Dean, the Director of Financial Aid, the Director of Student Financial Services, the Director of International Programs and the Director of the Office of the Registrars. The original SACAF remains with the Office of the Registrars and Student Records for course registration, and a copy remains at the OIP. All courses selected must conform to the student's program of study, and must be taken for academic credit transferable to Benedict College.

**Note:** Students who complete a semester of full-time study abroad (minimum 12 credit hours) will graduate with a Country Specific Minor in International Studies.

### **Study Abroad Course Load**

An international full academic exchange semester/year program should consist of a minimum of twelve (12) and a maximum of **fifteen (15)** academic credits per semester. Shorter terms are offered for specific programs, such as language, summer, and cultural programs.

### **Grade Transferring and Recording**

In cases where the host institution's mid-term schedule does not coincide with those of Benedict College, immediately upon semester completion, the host institution will forward the students' official final grades to the Office of Student Records for final recording in the students' transcripts.

**Note:** *It is the student's responsibility to ensure that the host institution forwards the transcripts to the Registrar's Office at Benedict College. Students are also advised to bring original transcripts upon their return to the College. The transcripts must be in a sealed envelope and must bear the signature of the respective host institution authority on the back flap of the sealed envelope.*

### **Documents Required for Study Abroad Travel**

#### **Letter of Admission from the International Host Institution**

Upon selection and approval of courses, the OIP will send the host institution abroad the biographical information of the student and the course selection information in order to request a letter of admission that will be used to satisfy one of the visa requirements. The letter of admission must indicate that costs for room and board, local transportation, and tuition are covered by the International Exchange Agreement. In some countries, additional forms must accompany the letter of admission. In China, for example, a JW202 form signed by the Regional Minister of Education must accompany the admissions letter for visa purposes. The OIP will request the additional forms from the host institution when required.

#### **General Assumption of Risk Form (GARF)**

All students must read and sign the GARF before traveling abroad. The form can be found online at [www.benedict.edu/oip](http://www.benedict.edu/oip) or at the OIP. The student will receive a copy of the form, and a copy will be kept at the OIP. If the student is a minor, this form must be read and signed by the student's parent(s)/legal guardian(s).

#### **Passport**

Students must present a copy of their valid passport before traveling abroad. Passports must be valid for at least six (6) months beyond the end of the exchange.

#### **Visa**

Some countries require that students obtain a visa from the U.S. Consular Office of that country. Students must consult with the OIP for countries requiring a visa, or they can visit [www.travel.state.gov](http://www.travel.state.gov).

### Medical Insurance

The Department of State (DOS) requires that all study abroad students obtain full medical coverage for the entire duration of their study abroad period, and there are NO exemptions to this rule. The policy must include worldwide 24/7 medical and emergency care, including the cost of security evacuation, and repatriation. The DOS maintains a list of travel insurance companies to choose from. For more information, you can visit: [http://travel.state.gov/travel/tips/health\\_1185.html](http://travel.state.gov/travel/tips/health_1185.html).

### Financial Aid

Financial Aid to support study abroad is available for those who qualify. Students must consult with the Office of Financial Aid for more information. It is the responsibility of traveling students to check with the financial aid office for term bills and financial aid application deadlines for the next academic semester/year.

### Study Abroad Assessment/Evaluation Form (SAAEF)

Upon return from the host country, students will be asked to fill out an SAAEF describing their semester abroad experience. The comments can be shared with prospective study abroad students and can be used for assessing and improving the Study Abroad Program.

### Foreign Students Attending Benedict College Under the Exchange Program

The selection process of students coming to the U.S. to participate in the J-1 exchange program at Benedict is conducted by the foreign institution. Foreign Students must fill out a Benedict College Foreign Student Exchange Application (FSEA), (available online at [www.benedict.edu/oip](http://www.benedict.edu/oip)). A personal statement stating the reason for choosing Benedict as their study abroad destination, a copy of their passport, and their original transcripts are also required. The documents must be sent to the OIP for review and admission. The FSEA includes the courses selected by the student in conjunction with their foreign advisors which will transfer to the student's program of study at the home institution. Once the student is admitted at BC, the OIP will issue an I-20 or a DS 2019 form for visa purposes. Foreign students must register as full-time students at Benedict and must take a full course load (minimum 12 credits), and are entitled to room and board and to enjoy the same privileges as Benedict students.

### The Summer Cultural Internship for Students (SCIS)

The OIP has partnered with some international organizations for student internships and cultural programs. The internships can be for a period of one week to three months, and can be tailored to suit the academic and cultural interests of the participant. More information about the SCIS is available at: [www.benedict.edu/oip](http://www.benedict.edu/oip).

**NOTE:** *Benedict College students who travel internationally during the Academic year or who travel at anytime in an official capacity for the College must do so through the OIP. OIP Handbooks are available online at: [www.benedict.edu/oip](http://www.benedict.edu/oip) or at the OIP.*

### The International Faculty and Staff Exchange Program (IFSEP)

This program allows for the exchange of faculty and administrators under J-1 visa sponsorship. Faculty interested in the exchange must send a letter of interest specifying the particular project they will be conducting at the host institution. The project must have the approval of the respective school's Dean, the OIP Director, and/or OIP Committee. In addition, participants in the IFSEP must follow guidelines and procedures for exchanges as specified on the OIP website.

### The Senior Research Faculty Fellowship (SRFF)

The OIP offers Benedict College faculty and staff the opportunity to interact with foreign counterparts in the exchange of knowledge, training, and culture. In order to qualify for the SRFF, interested participants must:

1. Fill out an SRFF Form (available online at [www.benedict.edu/oip](http://www.benedict.edu/oip)).
2. Present a proposal in their area of interest to the OIP. The proposal must specify the research or project to be conducted at the institution abroad, and must be approved by the respective School Dean, the OIP Committee, and the OIP Director.
3. Present one (1) letter of recommendation.

4. Obtain the appropriate visa, when required.
5. Obtain medical coverage as required by the Department of State
6. Attend all pre-departure orientation sessions.
7. Agree to abide by the rules and regulations of the host country, including following all security protocols.
8. Agree to make at least two (2) presentations at Benedict College upon return.
9. Agree to write a research paper to be submitted for publication.
10. Fill out an Assessment Form upon return.

### **The Distinguished Visitors Series (DVS)**

The purpose of this program is to offer the Benedict College community the opportunity to share the exchange of social, cultural, political, educational, and community knowledge with world leaders, celebrities, scholars, researchers, grassroots leaders, community organizers, and students. Benedict faculty, students, and administrators are encouraged to share with the OIP their interest in inviting to the campus a particular distinguished visitor.

### **The International Service Award (ISA) Scholarship**

This scholarship is offered to foreign high school graduates who have demonstrated community involvement within their local and/or international communities. To qualify for the ISA, a student must:

1. Follow international admission procedures as specified in this catalogue
2. Have a High School Diploma, or its equivalent
3. Have a GPA of 3.2 or better
4. Obtain 1 or 2 letters showing participation in local or international community-related activities in their home country.
5. Be a citizen of another country
6. Participate in two (2) international-related activities per month at Benedict College
7. Participate in other activities as required by the OIP
8. Agree to become a member of the International Students Association (ISA)
9. Work two (2) hours per week at the Office of International Programs

### **(OIP) Other Scholarships for Study Abroad Available to United States**

**Citizens** Following is a partial list of institutions that offer scholarships for study abroad:

- The Benjamin A. Gilman Scholarship [www.iie.org/gilman](http://www.iie.org/gilman)
- The Fulbright Scholarship [www.fulbright.org](http://www.fulbright.org)
- The United Negro College Fund [www.uncf.org](http://www.uncf.org)
- The Boren Awards for International Study [www.borenawards.org](http://www.borenawards.org)
- The Ambassadorial Rotary Scholarships [www.rotary.org](http://www.rotary.org) (Does not require US Citizenship)
- The Minor in Country Specific International Studies

This minor provides students with the opportunity to study the history, literature, culture, religion, language, and political economy of national people from within the country itself. Thus, not only do the students receive a formal education about the host country, but they also experience unfiltered insights to the country and people as they live. In addition, students expand their comparative knowledge of the United States and its people. Finally, students gain an opportunity to continue their own maturation and moral development from a perspective that provides actual rather than vicarious knowledge into the hopes and dreams, fears and anxieties of their world counterparts.

All students who complete a semester of full-time study (minimum 12 credit hours) abroad with grades of "C" or better in at least twelve (12) credit hours will graduate with a Country Specific Minor in International Studies.

### **The Minor in Black Spanish Literature of the Americas**

The purpose of this minor, though manifold in its long-term including attempting to influence the paradigms of education at HBCUs, has two short-term objectives: 1) to advance the academic study of the oral and written literature of the Spanish-Speaking Black Americas by those who create and sustain those oral and written traditions; and 2) to provide our students with the opportunity

to study the oral and written language from those who have created and sustain its production. To obtain this Minor, students must complete and pass all fifteen (15) credit hours abroad, as listed in the course descriptions under the English, Foreign Language and Mass Communication Department.

#### **The International Ambassadors Club (IAC)**

Students, faculty and staff who travel abroad may qualify to join the IAC. Admission to the IAC is subject to the participant having completed all required components of the program, including research and presentations upon return. Additionally, the IAC members can assist the OIP in orientation sessions and advising prospective travel abroad participants. An OIP Certificate of Achievement will be awarded to IAC members.

#### **The International Students Association (ISA)**

The International Students' Association (ISA) is a student-led organization that represents the specific interests of the increasing number of international students at Benedict College. The ISA promotes awareness and understanding of the international student community at Benedict, and creates opportunities for cultural exchange by organizing social events and coordinating a variety of programs designed to enrich student life on campus and to celebrate the geographic, international, and ethnic diversity represented at Benedict College. The OIP director is the ISA advisor.

#### **The OIP Language Center (OIPLC)**

The OIP Language Center offers local and international communities the opportunity to learn English as a Second Language. There are three (3) levels of total immersion, intensive classes: beginners, intermediate, and advanced. The classes are accompanied by out-of-classroom extracurricular activities, and the courses are conducted in the School of Continuing Education. See OIP website for more information.

#### **The International Institute for Teaching Enhancement (IITE)**

The goals and objectives of the IITE focus on providing a place where teachers, who are committed to teaching children of limited financial resources and compressed social horizons, can collaborate with their international peers and colleagues. They collaborate internationally in order to devise pedagogical paradigms that will improve the likelihood that the children that they come into contact with either as teachers or mentors will go on to make positive contributions to survival and development of the least enfranchised members of their own communities, states, and nations. By lifting up the least of us, the world rises.

#### **The United Nations Academic Impact (UNAI)**

The United Nations Academic Impact Initiative defines itself as "a global initiative that aligns institutions of higher education with the United Nations in actively supporting ten university accepted principles in the areas of human rights, literacy, sustainability and conflict resolution. UNAI also asks each participating college or university to actively demonstrate support of at least one of those principles each year." Benedict supports the principle of Human Rights and will host yearly activities on the subject matter.

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**STAFF ROSTER**  
**July 2015**  
**(Listed Alphabetically After the President)**

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Ms. Jessica Yvette Abercrombie...	Call Center .....	Assistant Manager, Call Center
Mrs. Jeannie Hopkins Adams .....	Library Services .....	Administrative Specialist
Ms. Linda C. Allen .....	Human Resources Office.....	Office Manager
Mr. Lynde Osca Allen.....	Registrar and Student Records .....	Records Coordinator
Ms. Bobbie Lenix Arthur.....	Student Financial Services .....	Student Financial Services Counselor
Mr. Troy LaShawn Asbury.....	Community Life.....	Community Life Coordinator
Ms. Keiauntae Michelle Askins.....	Benedict-Allen Community Development Center.....	Administrative Program Coordinator
Mr. Charles Perry Austin, Sr.....	Humanities, Arts and Social Sciences Office.....	Dean, Humanities, Arts and Social Sciences
Mr. Keith T. Bailey .....	Military Science (ROTC).....	Coordinator,
ROTC Mr. Ronnie Denard Baker .....	Athletics .....	Coach, Linebacker and Co-Defensive Coordinator
Ms. Marcel Lynette Barber .....	Admissions and Student Marketing .....	Recruiter/Coordinator, New Student Recruitment
Ms. Linda Joyce Barnes.....	Continuing Education Program .....	Administrative Specialist/ Coordinator, Student Development and Outreach
Mrs. Sheila B. Bashir .....	Academic Affairs Office .....	Administrative Secretary
Mr. Haywood McKinley Bazemore .	Campus Safety .....	Director, Campus Safety
Ms. Margaret Ann Bellamy .....	Community Life.....	Community Life Coordinator
Mr. Jesse Bellinger .....	Institutional Research and Assessment.....	Director, Research
Mrs. Ada Brown Belton .....	Alumni Relations.....	Assistant Vice President, Alumni Relations and Advancement Services
Mr. Herman D. Belton.....	Athletics .....	Golf Coach/Director, Athletics Promotions and Marketing
Ms. Crystal Belton-Lewis .....	Special Student Services.....	Administrative Specialist
Mr. Earl Bethea, Jr. ....	Community Life.....	Community Life Assistant
Ms. Christina R. Black.....	Child and Family Programs .....	Co-Teacher
Ms. Sul Maritza Black.....	Financial Aid Office.....	Assistant Vice President of Student Financial Aid and Scholarships
Ms. Wendy Goodwin Bolden.....	Science, Technology, Engineering and Mathematics .....	Administrative Assistant
Ms. Adriane Lacreteria Boyd .....	Business and Finance.....	Accounts Payable Officer
Ms. Cassidy Elaine Boyd.....	Assessment, Retention and Advisement Center .....	Coordinator, School of Business
Mr. Curtis Boyd, Jr.....	Freshman Institute .....	Academic Success Coach
Ms. Alicia LaShaun Briggs .....	Fine Arts.....	Administrative Specialist
Ms. Jackie Wilson Brown .....	Business and Finance.....	Director, Financial Accounting and Reporting
Mr. Phorode LeShan Brown .....	Child and Family Programs .....	Teacher Assistant
Ms. Tameka LaKeisha Brown .....	Advising Center .....	Coordinator, Student Services
Mrs. Donna Elaine Brown (Jamison)....	Human Resources Office.....	Benefits Manager
Ms. Kama-Maria Shantell Burton ..	Financial Aid and Scholarships .....	Administrative Specialist

Ms. Vivian Cunningham Bush .....	Physics and Engineering .....	Administrative Assistant
Ms. Angelik M. Byrd .....	Athletics .....	Operational Assistant, Football
Mrs. Dawn Mills Campbell.....	Institutional Research and Assessment..	Coordinator, Research
Mr. Terry Bernard Capleton .....	Student Financial Service .....	Financial Aid Counselor
Mr. Brian Lee Carlson .....	Campus Safety .....	Campus Safety Officer
Mrs. Tracy Y. Carn (Myers) .....	Upward Bound.....	Academic Coordinator
Ms. Loretta Renee Charles.....	Business Development Center .....	Administrative Specialist
Mr. Darron Clinton .....	Management Information Services.....	Systems Administrator
Mr. Kenyan Vincent Conner.....	Athletics .....	Offensive Coordinator
Ms. Barbara Simons Cook .....	Office of the President .....	Administrative Secretary II
Mr. Brian Renaldo Crawley.....	Library Services .....	Reference Librarian
Ms. Alicia Anita Davis .....	Business and Finance.....	Senior Accountant
Ms. Allyson Delores Davis .....	Community Life.....	Community Life Coordinator
Mr. Martie Tyrone Davis .....	Management Information Systems.....	Coordinator, Telecommunications
Miss Mary L. Davis .....	Student Activities.....	Director, Student Activities
Mr. Myron Davis.....	Associate Vice President for Academic Affairs Office.....	Manager, Faculty Database, Credentials and Technology
Ms. Roberta D. Davis .....	Student Records Office .....	Assistant Director, Student Records
Mr. Thomas Vincent Davis.....	Religious Services .....	Campus Minister
Ms. Vivian S. Davis .....	Freshman Institute .....	Student Learning Services Specialist
Mr. Kenneth Lewis Dawkins, Jr.....	Governmental Sponsored Program .....	Sponsored Program Administrator/ Administrative Assistant
Dr. George A. Devlin .....	Associate Vice President for Academic Affairs Office .....	Associate Vice President for Academic Affairs and Dean of Faculty
Mr. Towan Michael Deon Dicks ....	Community Life.....	Community Life Coordinator
Mr. Timothy Demond Diggs.....	Science, Technology, Engineering and Mathematics Office.....	Computing Laboratory Support Administrator, STEM
Ms. Jean K. Doster.....	Post Office .....	Manager, Post Office
Ms. Eva Loraine Dunbar .....	Athletics .....	Coordinator, Athletics Operations and Academics
Ms. Terry Roshell Edmond .....	Student Financial Services .....	Counselor
Mr. Douglas Wayne Edwards .....	Benedict-Allen Community Development Corporation .....	Construction Manager
Ms. Kimberly L. Edwards .....	Child and Family Programs .....	Teacher Assistant
Mr. Brandon Aquil Hamed Eggleston.	Campus Safety .....	Campus Safety Officer
Ms. Jarsalynn Maria Eichelberger .	Financial Aid Office.....	Financial Aid Administrator
Ms. Jennifer Lee Ellis.....	Child and Family Programs .....	Teacher's Assistant
Mr. George H. Elmore .....	Community Life.....	Community Life Coordinator
Mrs. Margaret English-Jones .....	Athletics .....	Compliance Coordinator
Ms. Alicia Entzminger .....	Center for Teaching and Learning .....	Administrative Specialist
Ms. Angelia Danete Exum .....	Community Life.....	Community Life Assistant
Mr. Lee Faber .....	Business and Finance .....	Fire Prevention and Environmental/ Life Safety Officer
Mr. Isaiah Felder, Jr. ....	Community Life.....	Area Coordinator
Ms. Sandi Bruce Foster.....	Post Office .....	Postal Clerk Assistant
Ms. Charnissia Trycheel Franklin...	Science, Technology, Engineering and Mathematics Office.....	Administrative Specialist

Mr. Sherrard Jamar Franklin .....	Campus Safety .....	Campus Safety Officer
Ms. Dawn S. (Holston) Frazier .....	Community Life.....	Community Life Assistant
Ms. Gwendolyn Frazier.....	Community Life.....	Community Life Coordinator
Mrs. Elaine Evans Funderburk.....	Business and Finance.....	Director, Contracting and Bidding Solitations
Ms. Jennifer Renee Garmany .....	Community Life.....	Community Life Assistant
Mr. Ahmad Rashad Garrison .....	Campus Safety .....	Campus Safety Officer
Ms. Nicole L. Garvin .....	Community Life.....	Interim Director, Community Life
Mr. Julian A. Gayden, III .....	Management Information Systems .....	Director, Computer Services
Ms. Sarah Wessell Giles .....	Business and Finance.....	Budget Manager
Ms. Tameka Shantay Glover.....	Child and Family Programs .....	Lead Teacher
Mrs. Tara Katrice Goddard .....	Child and Family Programs .....	Coordinator, Intake/Lead Teacher
Ms. Valerie Goodson .....	Alumni Relations and Advancement Services .....	Manager, Database and Accounting Services
Ms. Ashley Nicole Goodwin .....	Campus Safety .....	Campus Safety Officer
Ms. Corin Shavon Gordon.....	Humanities, Arts and Social Sciences Office.....	Administrative Specialist
Mr. Derrie L. Grant, Sr.....	Church Relations .....	Director, Church Relations
Mr. Gemayle Devar Green .....	Child and Family Programs .....	Student Services Coordinator
Mrs. Tondaleya Laquana Green-Jackson ...	Service Learning .....	Director, Service Learning
Ms. Tagliaferri D'Encencia Griffin ..	Student Financial Services .....	Administrative Specialist
Mr. Kenntrail Leon Grooms .....	Service Learning .....	Leadership Specialist
Ms. Linda Haggins .....	Food Services.....	Service Technician
Mrs. Angela Cyburn Hannibal .....	Governmental Sponsored Programs.....	Assistant Program Coordinator
Mr. Anthony Lamont Hardrick .....	Business and Finance/Physical Plant Auxiliary Services .....	Inventory Management Specialist
Mr. Tony E. Harris .....	Freshman Institute .....	Learning Specialist/Mathmatics
Mrs. Vareva Rena Harris.....	Institutional Advancement .....	Associate Vice President
Mrs. Joyce Henderson Hatten .....	Institutional Advancement Office.....	Administrative Assistant
Mr. William Hatten .....	Athletics .....	Recreational Aid
Ms. Deslyn Alicia Haywood.....	Financial Aid Office.....	Assistant Director, Financial Aid
Ms. Vicki Millicent Hemingway.....	Child and Family Programs .....	Teacher
Mr. Antonio Godfrey Henderson....	Management Information Systems.....	Technology Technician
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Mr. Eldridge Denae Herrin .....	Benedict-Allen Communit Development Corporation .....	Program Assistant
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Mr. Edwinne Don Holmes .....	Community Life.....	Community Life Coordinator
Miss Hortense "Kymm" Alberta Hunter...	Public Relations, Communications and Marketing .....	Assistant Vice President, Communications and Marketing
Mr. Frank Clarence Hyland .....	Athletics .....	Head Track and Field Coach
Mr. Floyd Ingram .....	Management Information Systems.....	Web Master
Mr. Terrence S. Izzard.....	Student and Academic Affairs .....	Associate Campus Minister, Student Development
Ms. Cheryl Jackson.....	Criminal Justice/Social Sciences .....	Administrative Specialist
Ms. Monique Lashaun Jackson ....	Admissions and Student Marketing ....	Admissions Counselor II

Ms. Tisha Jamaala Jackson .....	Child and Family Programs .....	Co-Teacher
Ms. LaToya Lanise Jackson-Scott.....	Management Information Systems .....	Telecommunications Officer
Mr. Bevan Edwin Jacobs.....	Campus Safety Office.....	Campus Safety Officer
Ms. Anna Mari Jagger .....	Campus Safety .....	Campus Safety Officer
Ms. Kristen JoyAnn Jamison.....	Management Information Systems.....	Administrative Assistant
Ms. Wylondria L. Jefferson.....	Governmental Sponsored Programs .....	Coordinator, Corporate and Major Gifts Prospect Research
Ms. Terry Yvette Jeffery .....	Business and Finance.....	Cashier
Mrs. Betty Alston Jenkins.....	Human Resources Office.....	Director, Human Resources
Ms. Janina Shareen Jenkins.....	Governmental Sponsored Programs .....	Manager, Corporate Major Gifts Stewardship/ Administrative Assistant
Mrs. Danielle Whaley Johnson .....	Freshman Institute .....	Coordinator, Student Effort and Parent Services
Mrs. Doris Wright Johnson.....	Institutional Advancement Office.....	Assistant Vice President, Institutional Advancement
Mr. Julian Brian Johnson .....	Business and Finance.....	Payroll Officer
Ms. Sonya Fayenesa Johnson .....	Career Planning and Placement Office.....	Career Coordinator
Miss Bridget Jones.....	Student Affairs Office.....	Associate Vice President for Student Affairs
Mr. Jeffrey Raynard Jones.....	Athletics .....	Assistant Coach, Basketball
Ms. Mae Frances Jones .....	Library Services .....	Librarian, Acquisitions
Ms. Marilyn Veronica Keenan.....	Call Center.....	Director, Call Center
Ms. Josephine S. Kennedy.....	Student Records Office .....	Coordinator II, Student Services/ Veterans Certification
Mr. Lemuel Terronce Kennedy.....	Campus Safety .....	Campus Safety Officer
Ms. Lola Lysaundria Kennedy .....	Financial Aid Office.....	Financial Aid Administrator
Mrs. Deborah Lynn Kinard.....	Upward Bound.....	Assistant Director, Upward Bound
Mr. Ronald M. Kinsey .....	Community Life.....	Community Life Assistant
Mr. Gary E. Knight .....	Student Affairs Office.....	Vice President for Student Affairs
Mr. Jerry Lenard Knightner .....	Community Life.....	Community Life Coordinator
Mrs. Mildred Lavern Lenix.....	Community Life.....	Area Coordinator
Mr. Kaanan Jharell Lewis.....	Library Services .....	Technical Assistant, Library
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Ms. Jennifer Michelle Logan .....	Academic Support Services .....	Learning Specialist, Writing
Mr. Ivoryington Manning.....	Management Information Systems.....	Laboratory Coordinator/ Technology Technician
Mr. Marvin Wylie Marrow.....	Campus Safety .....	Campus Safety Officer
Ms. Verna Christine Mayers .....	Freshman Institute .....	Assistant Dean
Ms. Tikisha Renee McAdams.....	Management Information Services.....	Operation Coordinator
Mr. William C. McAmis, Jr.....	Mathematics and Computer Sciences/EARDA .....	Animal Care Technician
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Ms. Karen Mack McKenzie .....	Freshman Institute .....	Administrative Assistant

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Mr. Daniel Charles Murphy .....	Business and Finance Office .....	Chief Information Officer
Ms. Kendra Elaine Myers .....	Child and Family Programs .....	Lead Teacher
Mrs. Karen Clarisse Nelson .....	Student Financial Services .....	Collections Officer
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Ms. Tamiko Rochelle Newborn.....	International Programs .....	Administrative Specialist
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Mrs. Delrene L. Oliver .....	Financial Aid Office.....	Financial Aid Administrator
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Mr. Samuel Madison Paschal, Jr. ..	Management Information Systems.....	POISE Administrator
Mr. Ric Pauling .....	Campus Safety .....	Campus Safety Officer, Captain
Ms. Tonisha Larria Pearson .....	Business Administration .....	Administrative Specialist
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Ms. Laura Elaine Postell .....	School of Honors Office .....	Administrative Specialist
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Ms. Felicia Kay Robinson .....	School of Business Office .....	Administrative Assistant
Ms. Barbara Roeback .....	Health, Physical Education and Recreations.....	Administrative Specialist
Mr. Peter C. Rossi .....	Library Services .....	Catalog Librarian



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Ms. Karen Williams Rutherford.....	Career Planning and Placement Office .....	Coordinator, Career Services
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Mr. Larry K. Salley .....	Benedict-Allen Community Development Corporation .....	Executive Director, Benedict-Allen Community Development Cooperation
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Mr. Patrick Odonnell Scarborough	Student Activities.....	Student Activities Assistant
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Ms. Joyce L. Seabrook.....	Benedict-Allen Community Development Corporation .....	Administrative Secretary
Mr. Alton Eugene Shell .....	Academic Support Services and Special Projects.....	Instructional Technology Specialist
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Mr. Earnest Lee Simmons .....	Campus Safety .....	Campus Safety Officer
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Dwayne Leon Smiling.....	Science, Technology, Engineering and Mathematics .....	Program Manager, HBCU-UP
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Ms. Louise Smith.....	Library Services .....	Librarian, Multimedia
Ms. Sabrina Elizabeth Smith .....	Child and Family Programs .....	Teacher
Mr. Robert Charlton Squirewell .....	Management Information Systems.....	Director, Management Information Systems
Ms. Debra Johnson Stuckey .....	Community Life.....	Community Life Coordinator
Mr. Darrell Suber.....	Athletics .....	Coach, Linebacker
Ms. Joyce Dear Suber.....	Community Life.....	Community Life Assistant
Ms. Adrea L. Summers (Cruel) .....	Child and Family Programs .....	Teacher
Mr. LaQuan Aldajuwon Sumpter ...	Campus Safety .....	Certified Campus Safety Officer
Ms. Lateya Louquette Sumpter.....	Upward Bound II.....	Coordinator
Mrs. Patricia L. Swinton .....	Office of the President .....	College's First Lady
Mr. Dennis David Switzer .....	Athletics .....	Director, Sports Information
Ms. Tiffany Rose Tarver .....	Admissions and Student Marketing .....	Admissions Counselor I
Mr. Gary Lee Taylor.....	Athletics .....	Head Tennis Coach, Men and Women/Physical Education Instructor
Ms. Boudre Rene Thomas.....	Service Learning/Leadership Development ...	Program Assistant
Mr. Fredrick Thomas.....	Athletics .....	Pool Manager/Swim Intramurals Assistant
Ms. Jacqueline D. Thomas.....	Campus Safety .....	Campus Safety Officer
Mr. Antonio Landis Thompson .....	Student Financial Services .....	Counselor
Ms. JaJuana J. Thompson .....	Admissions and Student Marketing .....	Recruiter
Mrs. Phyllis L. Thompson .....	Admissions and Student Marketing Assistant	Vice President of Admissions and Student Marketing
Ms. Sharling Peashell Thompson..	Business and Finance.....	Manager, Procurement Services
Ms. Margaret Louise Tillman .....	Science, Technology, Engineering and Mathematics Office.....	Administrative Specialist
Mr. John Henry Tucker, Jr. ....	Business and Finance.....	Assistant Vice President for Physical Plant

Ms. Roland Victoria Tymes .....	Campus Safety .....	Dispatcher
Ms. Sonia Danielle Vaughn.....	Service Learning .....	Administrative Assistant
Mr. Remmer Vereen .....	Educational Support Services .....	Learning Specialist, Mathematics
Ms. Dianne T. Wade.....	Institutional Research and Assessment .....	Administrative Assistant
Mrs. Brenda Snider Walker.....	Business and Finance....	Associate Vice President for Business and Finance and Controllor
Ms. LaDoris Brandyburg Walker....	Library Services .....	Electronic Reference Librarian
Ms. Bernadette Washington.....	Freshman Institute .....	Academic Success Coach
Mr. Willie Washington .....	Athletics .....	Director, Athletics
Ms. Zenoebia Asia Washington-Cohen.....	Freshman Institute.....	Learning Specialist/Writing
Mr. Freddrell Devon Watson.....	Athletics .....	Head Men's Basketball Coach/ Associate Director, Athletics
Dr. Ruby W. Watts .....	Executive Vice President Office.....	Executive Vice President
Mr. Erick Wells .....	Business and Finance.....	Payroll Assistant
Ms. Falisha Evan Westery-McCoy	Physics and Engineering .....	Administrative Specialist
Mr. David Anthony White.....	Campus Safety .....	Campus Safety Officer
Ms. Janine Ronelle White .....	Child and Family Programs .....	Teacher
Mr. Samuel Antonio White .....	Campust Safety .....	Campus Safety Officer
Mrs. Carolyn G. Wigfall.....	Public Relations, Communications and Marketing.....	Manager, Communications and Marketing
Ms. Brittany D. Wiggins.....	Admissons and Student Marketing ...	Admissions Counselor III
Mr. Donnie Austin Wilcher .....	Campus Safety .....	Campus Safety Officer
Ms. Gwendolyn D. Wilcher .....	Biological, Chemistry and Environmental Health Science.....	Laboratory Technician
Ms. Cassandra Williams .....	Executive Vice President Office.....	Administrative Secretary
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