Greetings!

We are happy to welcome you to the Clinton College family, a college that has a rich and proud heritage. Since 1894, Clinton has been providing an academic environment that promotes intellectual and spiritual growth, moral values, and leadership development. We are an accredited four-year liberal arts institution and one of the over hundred (100) historically black colleges and universities (HBCUs) that have produced many of the nation’s most outstanding leaders and pioneers in society, government, and industry.

We are in one of the fastest growing cities in South Carolina: Rock Hill. Just a few minutes from downtown and the emerging Knowledge Park area, we are developing a world-class campus community. We are less than 30 minutes away from Charlotte, North Carolina, a national banking and finance capital and a fast-growing cultural and residential destination.

Built on the four (4) pillars of **1. Scholarship 2. Social Change 3. Spirituality 4. Servant Leadership.** Clinton has been producing scholars and leaders who are prepared to be agents of change in a global society for 125 years. As an institution established by the African Methodist Episcopal Zion (A.M.E. Zion) Church, we are committed to developing well-rounded graduates who are charged to make the world a better place. We challenge our students to be lifelong learners, engaged citizens, servant leaders and good stewards of the world’s resources. This is a village that equips and empowers our students in the classroom, on the campus, and in the community. Here at Clinton College, we strongly believe in “**Excellence without Excuse!**” Welcome to our Village and the great legacy that makes everyone proud to be a Golden Bear!

Sincerely,

Lester A. McCorn, D.Min.
13th President
CLINTON COLLEGE 2021-2023 CATALOG  
Effective September 2021

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PURPOSE

The purpose of this catalog is to provide a general description of Clinton College and its academic programs and to present general information regarding the curricula which are offered at Clinton College. As the educational process necessitates change, the information and educational requirements in this catalog represent a flexible program which may be altered when such alterations are thought to be in the mutual interest of Clinton College and its students. The provisions in this catalog do not constitute any offer of a contract which may be accepted through registration and enrollment in Clinton College. Clinton College reserves the right to change without notice any fee, provision, offering, or requirement in this catalog and to determine whether a student has satisfactorily met his or her requirements for admission or graduation.

STUDENT RESPONSIBILITY

It is important for students to acquaint themselves with all the academic requirements contained in this catalog throughout their college careers and to be responsible for completing all such requirements. Clinton College personnel recommend that students consult the online catalog on a regular basis in order to stay informed and to use the links provided to easily find other pertinent information.
ALMA MATER

Clinton, our dear school
For thee we reign and rule.
For thee we take our stand to honor thee.
We’ll honor, cherish thee,
As down life’s path we flee,
Clinton, our dear old school
We love you so

When we enter her gate,
When we our classes take;
We pledge allegiance true
To honor Thee.

We’ll honor, cherish thee,
As down life’s path we flee;
Clinton our dear old school,
We love you so!
GENERAL INFORMATION

THE COLLEGE
Clinton College is a private historically black college largely supported by the African Methodist Episcopal Zion Church. Clinton College has a beautiful historic campus situated within the city limits of Rock Hill, South Carolina, 72 miles north of Columbia, South Carolina and 25 miles south of Charlotte, North Carolina. Clinton College is the oldest institution of higher education in Rock Hill, South Carolina. For more than 125 years, Clinton College has sought to design and implement an educational program that will help all students lead moral, spiritual, and productive lives. Clinton College offers baccalaureate degrees in Business Administration, Biology, and Religious Studies, and offers associate degrees in Business Administration, Early Childhood, Liberal Arts, Natural Sciences, and Religious Studies.

HISTORY
In 1894, the Reverend Dr. Nero Crockett, Presiding Elder of the Yorkville District of the South Carolina Conference of the African Methodist Episcopal Zion Church, and the Reverend W.M. Robinson, pastor of theClinton Chapel A.M.E. Zion Church, founded Clinton Institute. Clinton College was named after Bishop Caleb Isom Clinton, the Presiding Bishop of the South Carolina Conference at the time. Clinton Institute began as a boarding high school, providing high quality education to hundreds of newly freed Blacks. On June 22, 1909, the school became known as Clinton Normal and Industrial Institute and was authorized to grant state teacher certificates. By the late 1940’s Clinton College attracted 225 students per year and owned approximately 19 acres, several buildings and equipment worth several million dollars.

AFFILIATIONS
Clinton College is a member of the National Association for Equal Opportunity in Higher Education, Council of Higher Education Accreditation, American Council on Education, National Association of College and University Business Officers, Southern Association of College and University Business Officers, Carolina Association of Collegiate Director of Registration and Records and Admission Officers, United States Collegiate Athletic Association, National Alliance Black Student Government Associations, South Carolina Financial Aid Association, York County Chamber of Commerce, and Association of Business Administrators for Christian Colleges.

Clinton College is a degree- granting institution licensed by the South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, South Carolina 29201, (803) 737 2260, www.che.sc.gov.

The SCBON granted Clinton College permission to develop a BSN program, Synergy Business Park, Suite 202, Kingstree Building Centerview Drive, Columbia, South Carolina, 29210, 803-896-4550, www.llr.state.sc.us/pol/nursing.
ACCREDITATION
Clinton College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) as a Category II institution authorized to offer certificates, associates degrees, bachelor's degrees, and distance education. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Questions about the accreditation of Clinton College may be made in writing to:

Transnational Association of Christian Colleges and Schools (TRACS)
P.O. Box 328
Forest, Virginia 24551
Phone (434) 525-9539
email: info@tracs.org

MISSION STATEMENT
The Mission of Clinton College is to create a holistic environment that cultivates an inclusive community of students, faculty, staff, and administrators who are prepared to excel in academic achievement; experience moral and spiritual growth; demonstrate positive and effective leadership skills as lifetime citizens in a global society.

PHILOSOPHY OF EDUCATION
Since its founding in 1894, Clinton College has strived to offer an education to those who may not have an opportunity to pursue higher education. Founded by the Christian Education Department of the African Methodist Episcopal Zion Church, Clinton College has historically served a diverse population in terms of academic preparation and financial resources. Many students who come to Clinton College come because of limited financial resources, and others come because of inadequate academic preparation. Clinton College serves those who excel academically and those who have yet to show academic potential. It is the major objective of the institution to provide a liberal arts education in an environment that supports the development of the whole person, intellectually, spiritually, psychologically, physically, and one that supports strong moral and ethical values. Students are taught the need to be good stewards of the environment and give back to those less fortunate and to society.

Purpose Statements

Intellectual:

• To provide an appropriate general education core for all students
• To provide an environment where students learn how to think critically and understand the importance of intellectual discourse
• To provide experiences that encourage research
• To offer experiences that encourage students to develop effective methods of oral, written and technological communication
Spiritual:
- To foster learning in an environment that fosters religious values, through academic courses, Beacon Forum, and relevant programs
- To encourage students to learn to respect all of humankind
- To encourage participation in religious activities
- To assist students in fostering unconditional positive regard for others

Social:
- To assist students in becoming socially conscious and function as responsible citizens in a diverse society
- To encourage students to understand and appreciate other cultures
- To provide opportunities for students to develop good leadership skills

Moral/Ethical
- To encourage students to develop moral and ethical values
- To provide experiences where students learn to operate on principles of integrity

Physical
- To assist students in achieving physical fitness and health
- To maintain an environment free from drugs
- To provide students opportunities for athletic competition and develop habits of good sportsmanship

INSTITUTIONAL OBJECTIVES
1. Educate the whole student for life in a global society
2. Strengthen financial model and demonstrate outstanding stewardship of resources
3. Build and support a diverse faculty and staff committed to the mission of the college
4. Develop innovative relationships to advance learning, scholarship and service
5. Enrich college infrastructure to support and promote a quality educational experience
6. Expand and strengthen technological resources to achieve excellence in academics and operations

FAITH STATEMENT

The College affirms and upholds the beliefs and tenets of the Christian faith as practiced by the AME Zion Church. Specifically, as enumerated by the Articles of Religion, as found in the Book of Discipline of the African Methodist Episcopal Zion Church and the Apostles’ Creed, we assent to the following:

The Bible: We believe that the Bible is the Word of God and contains "all things necessary to salvation." We believe that it is authoritative in all matters of faith and morality. (Article V) (2 Tim. 3: 15-17).
**Original Sin:** We believe that sin is the "corruption of the nature of every [person] that naturally is engendered of the offspring of Adam, whereby [humanity] is very far gone from original righteousness, and of [their] own nature(s) inclined to evil, and that continually." *(Article VII) (Ps. 51:5)*

**The Trinity:** We believe that “there is but one living and true God, ever-lasting, without body or parts, with infinite power, wisdom and goodness; the [Creator] and preserver of all things, visible and invisible, and in the unity of this Godhead there are three persons of one substance, power and eternity—the Father, the Son and the Holy Ghost.” *(Article I)* Further, we believe that “the Son, who is the Word, the Father, the very and eternal God, of one substance with the Father, took [human] nature in the womb of the blessed Virgin; so that two whole and perfect natures, that is to say, the Godhead and humanity, were joined together in one person, never to be divided, whereof is one Christ, very God and very man, who truly suffered, was crucified, dead and buried, to reconcile His Father to us and to be a sacrifice, not only for original guilt, but also for the actual sins of humanity. *(Article II). We further affirm that “the Holy Ghost, proceeding from the Father and the Son, is one substance, majesty and glory with the Father and the Son, very and eternal God.” *(Article IV)*

**Redemption:** We believe that “Christ did truly rise again from the dead, and took again His body, with all things appertaining to the perfection of human nature, wherewith He ascended into heaven, and there sitteth until He shall return to judge all humanity at the last day.” *(Article III)*

**Salvation:** We believe that "we are accounted righteous before God only for the merit of our Lord and Savior Jesus Christ by faith, and not our own works or deserving. Wherefore, that we are justified by faith only is a most wholesome doctrine and very full of comfort." We further believe that the sacraments of the church are "certain signs of grace and God's good will toward us by which He doth work invisible in us, and doth not only quicken, but also strengthen and confirm our faith in Him." *(Article IX, Article XVI) (Rom. 4:5, Luke 22:19, 20)*

**Eschatology:** We believe that Jesus Christ died and was buried and "rose on the third day from whence He shall come to judge the quick and the dead" at the last day. *(Apostles' Creed) (2 Cor. 5:15, John 11:25, 26, Acts 10:42, John 12:48)*

**Ecclesiology and Ecumenism:** We believe that the church is the visible expression of the body of Christ in the world and is a universal collection of believers serving and worshiping under the banners of different denominations.
Academic Calendar
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<th>Day</th>
<th>Event</th>
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<td>Wednesday</td>
<td>Administration, Faculty and Staff return</td>
</tr>
<tr>
<td>January 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Wednesday</td>
<td>Residence halls move-in</td>
</tr>
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<td>January 6&lt;sup&gt;th&lt;/sup&gt; - 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Thursday-Friday</td>
<td>Spring Registration Bear and Global</td>
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<td>January 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Friday</td>
<td>Bear Students Last Day to Validate before the semester begins. 2:00 pm is deadline.</td>
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<tr>
<td>January 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Friday</td>
<td>Online Global Session I Last Day to Validate before the semester Begins. 2:00 pm is deadline.</td>
</tr>
<tr>
<td>January 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday</td>
<td>First day of classes</td>
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<td>January 10&lt;sup&gt;th&lt;/sup&gt; - 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday-Friday</td>
<td>Late registration, schedule adjustment period(drop/add) begins, late fees imposed. Late Validation</td>
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<tr>
<td>January 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday</td>
<td>Online Global Session I first day of classes</td>
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<td>January 10&lt;sup&gt;th&lt;/sup&gt; - 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday-Friday</td>
<td>Online Global Session I Late registration, schedule adjustment period(drop/add) begins, late fees imposed. Late Validation</td>
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<td>January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday</td>
<td>Martin Luther King Jr. Day Observance, no classes</td>
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<td>January 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Tuesday</td>
<td>Fifth day of class-Online Global Session I Late registration and schedule adjustment period(drop/add/section changes) conclude at 12 p.m. Course schedules canceled for all students who have not made satisfactory payment arrangements and attendance.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Events</td>
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<td>January 24th</td>
<td>Monday</td>
<td>Tenth day of class</td>
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<td></td>
<td>Late registration and schedule adjustment period(drop/add/section changes) conclude at 12 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>Course schedules canceled for all students who have not made satisfactory payment arrangements and attendance.</td>
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<td>January 31st-February 4th</td>
<td>Monday-Friday</td>
<td>Mid-Term Exams Online Global Session I</td>
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<td>Mid-Term Grades Due Online Global</td>
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<td>February 6th-13th</td>
<td>Sunday-Friday</td>
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<td>Monday-Friday</td>
<td>Mid-Term Exam for Bear Students</td>
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<td>February 25th</td>
<td>Friday</td>
<td>Mid-Term Grades Due Bear Students</td>
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<td>February 28th-March 4th</td>
<td>Monday-Friday</td>
<td>Spring Break/Offices Closed/No Classes Cafeteria Open/Residential Halls Open</td>
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<td>March 7th-9th</td>
<td>Monday-Wednesday</td>
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<td>March 7th - 11th</td>
<td>Monday-Friday</td>
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<td>Last Day for Online Global Session I</td>
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<td>Thursday</td>
<td>Grades Due Online Global Session I</td>
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<td>March 10th - 11th</td>
<td>Thursday-Friday</td>
<td>Registration for Online Global Session II</td>
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<td>March 11th</td>
<td>Friday</td>
<td>Online Global Session II Last Day to Validate before the semester Begins. 2:00 pm noon is deadline.</td>
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<td>March 14th</td>
<td>Monday</td>
<td>Online Global Session II begins</td>
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Late registration, schedule  
adjustment period(drop/add) begins,  
late fees imposed.  
Late Validation|
| March 21st      | Monday        | Fifth day of class- Online Global Session II  
Late registration and schedule  
adjustment period(drop/add/section  
changes) conclude at 12 p.m.  
Course schedules canceled for all  
students who have not made  
satisfactory payment arrangements  
and attendance.|
| April 4th-8th   | Monday-Friday | Mid-Term Exams Online Global Session I |
| April 11th      | Monday        | Mid-Term Grades Due Online Global |
| April 15th-18th | Monday-Friday | Easter Break Office Closed/No classes/Cafeteria Open/Residential  
Hall Open |
<p>| April 19th      | Tuesday       | Classes Resume |
| April 25th-29th | Monday-Friday | Final Exams (FINALS WILL ONLY BE CONDUCTED THIS WEEK) |
| May 2nd         | Monday        | Final Grades Due |
| May 2nd-4th     | Monday-Wednesday | Final Exams Online Global Session II |
| May 4th         | Wednesday     | Last Day for Online Global Session II |
| May 5th         | Thursday      | Grades Due Online Global Session II |
| May 6th         | Friday        | Baccalaureate Service |
| May 6th         | Friday        | Residence Hall Closed/Cafeteria Closed |
| May 7th         | Saturday      | Commencement |
| <strong>SUMMER 2022</strong> |               |                                                                        |
| June 6th-11th   | Monday-Friday | Summer Bridge Registration |
| June 13th       | Monday        | Bridge Students Arrive/Orientation |
| June 14th       | Tuesday       | First Day of Class for Bridge Students |
| July 11th       | Monday        | Division Chairs Return |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11th-15th</td>
<td>Monday-Friday</td>
<td>Fall Registration</td>
</tr>
<tr>
<td>July 18th</td>
<td>Monday</td>
<td>Summer Bridge Students Fall Registration</td>
</tr>
</tbody>
</table>

**Academic Calendar 2022-2023**

**FALL 2022**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1st</td>
<td>Monday</td>
<td>Administration, Staff and Faculty Return</td>
</tr>
<tr>
<td>August 1st and 2nd</td>
<td>Monday-Tuesday</td>
<td>Freshman Orientation and Registration</td>
</tr>
<tr>
<td>August 1st - 5th</td>
<td>Monday-Friday</td>
<td>Registration for Online Global Session I</td>
</tr>
<tr>
<td>August 3rd and 4th</td>
<td>Wednesday-Thurs</td>
<td>Registration</td>
</tr>
<tr>
<td>August 3rd</td>
<td>Wednesday</td>
<td>Faculty return</td>
</tr>
<tr>
<td>August 3rd</td>
<td>Wednesday</td>
<td>Residence halls move-in</td>
</tr>
<tr>
<td>August 4th</td>
<td>Thursday</td>
<td>Resident halls move-in</td>
</tr>
<tr>
<td>August 5th</td>
<td>Friday</td>
<td>Bear Students Last Day to Validate before the semester Begins. 2:00 pm is deadline.</td>
</tr>
<tr>
<td>August 5th</td>
<td>Friday</td>
<td>Online Session I Last Day to Validate before the semester begins. 2:00 pm is</td>
</tr>
<tr>
<td>August 8th</td>
<td>Monday</td>
<td>Bear Classes Start</td>
</tr>
<tr>
<td>August 8th</td>
<td>Monday</td>
<td>Global Online Session I First day of classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late registration schedule adjustment period (Drop/Add) begins, late fees imposed Late Validation</td>
</tr>
<tr>
<td>August 12th</td>
<td>Friday</td>
<td>Fifth day of class - Online Global Session I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late registration and schedule adjustment period (Drop/Add/Session changes) conclude at 12:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course schedule cancelled for all students who have not made satisfactory payment arrangements and attendance</td>
</tr>
<tr>
<td>August 19th</td>
<td>Friday</td>
<td>Tenth day of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late registration and schedule adjustment period(drop/add/section changes) conclude at 12 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course schedules canceled for all students who have not made satisfactory payment arrangements</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
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<tr>
<td>----------------------</td>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 31st–September 2nd</td>
<td>Wednesday-Friday</td>
<td>Mid-Term Exams Online Global Session I</td>
</tr>
<tr>
<td>September 7th</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due Online Global Session I</td>
</tr>
<tr>
<td>September 5th</td>
<td>Monday</td>
<td>Labor Day/Offices Closed/Dorm Open/Cafeteria Open</td>
</tr>
<tr>
<td>September 7th</td>
<td>Tuesday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>September 14th</td>
<td>Wednesday</td>
<td>Fall Convocation</td>
</tr>
<tr>
<td>September 28th</td>
<td>Wednesday</td>
<td>Last Day for Online Global Session I</td>
</tr>
<tr>
<td>September 29th – 30th</td>
<td>Thursday-Friday</td>
<td>Registration for Online Global Session II</td>
</tr>
<tr>
<td>September 30th</td>
<td>Friday</td>
<td>Online Global Session II Last Day to Validate before the semester Begins. 2:00 pm noon is deadline.</td>
</tr>
<tr>
<td>September 30th</td>
<td>Friday</td>
<td>Grades Due Online Global Session I</td>
</tr>
<tr>
<td>October 3rd</td>
<td>Monday</td>
<td>Online Global Session II begins</td>
</tr>
<tr>
<td>October 3rd – 7th</td>
<td>Monday-Friday</td>
<td>Online Global Session II Late registration, schedule adjustment period(drop/add) begins, late fees imposed. Late Validation</td>
</tr>
<tr>
<td>October 7th</td>
<td>Friday</td>
<td>Fifth day of class- Online Global Session II</td>
</tr>
<tr>
<td>September 26th–30th</td>
<td>Monday-Friday</td>
<td>Mid-Term Week Bear Students</td>
</tr>
<tr>
<td>September 30th</td>
<td>Friday</td>
<td>Mid-Term Grades Due Bear Students</td>
</tr>
<tr>
<td>Date Range</td>
<td>Days</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>October 26th – 28th</td>
<td>Monday-Friday</td>
<td>Mid-Term Exams Online Global Session II</td>
</tr>
<tr>
<td>October 31st</td>
<td>Monday</td>
<td>Mid-Term Grades Due Online Global</td>
</tr>
<tr>
<td>October 17th – 21</td>
<td>Monday-Friday</td>
<td>Spring Registration</td>
</tr>
<tr>
<td>November 14th-18th</td>
<td>Monday-Friday</td>
<td>Final Exam Week Bear</td>
</tr>
<tr>
<td>November 18th</td>
<td>Friday</td>
<td>Last Day of Classes Bear Students</td>
</tr>
<tr>
<td>November 19th</td>
<td>Friday</td>
<td>Last Day for Classes/Dorms Closed/Cafeteria Closed</td>
</tr>
<tr>
<td>November 21st – 23rd</td>
<td>Monday-Wednesday</td>
<td>Final Exams Online Global Session II</td>
</tr>
<tr>
<td>November 23rd</td>
<td>Wednesday</td>
<td>Last Day for Online Global Session II</td>
</tr>
<tr>
<td>November 23rd – 25th</td>
<td>Wednesday-Friday</td>
<td>Thanksgiving Holiday/College Closed</td>
</tr>
<tr>
<td>December 2nd</td>
<td>Friday</td>
<td>Final Grades Due Bear Students</td>
</tr>
<tr>
<td>December 5th</td>
<td>Monday</td>
<td>Grades Due Online Global Session II</td>
</tr>
<tr>
<td>December 5th – 9th</td>
<td>Monday-Friday</td>
<td>All Campus Retreat</td>
</tr>
<tr>
<td>December 9th</td>
<td>Friday</td>
<td>Administrative Staff and Faculty Last Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College Closed for Christmas Holiday</td>
</tr>
</tbody>
</table>

**SPRING 2023**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4th</td>
<td>Wednesday</td>
<td>Administration, Faculty and Staff return</td>
</tr>
<tr>
<td>January 4th</td>
<td>Wednesday</td>
<td>Residence halls move-in</td>
</tr>
<tr>
<td>January 5th-6th</td>
<td>Thursday-Friday</td>
<td>Spring Registration Bear and Global</td>
</tr>
<tr>
<td>January 6th</td>
<td>Friday</td>
<td>Bear Students Last Day to Validate before the semester Begins. 2:00 pm is deadline.</td>
</tr>
<tr>
<td>January 6th</td>
<td>Friday</td>
<td>Online Global Session I Last Day to Validate before the semester Begins. 2:00 pm is deadline.</td>
</tr>
<tr>
<td>January 9th</td>
<td>Monday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 9th -20th</td>
<td>Monday-Friday</td>
<td>Late registration, schedule adjustment period(drop/add) begins, late fees imposed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late Validation</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Days</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 9th</td>
<td>Monday</td>
<td>Online Global Session I first day of classes</td>
</tr>
</tbody>
</table>
| January 9th -13th| Monday-Friday | Online Global Session I Late registration, schedule adjustment period(drop/add) begins, late fees imposed.  
|                  |               | Late Validation                                                                                                                              |
| January 16th     | Monday        | Martin Luther King Jr. Day Observance, no classes                                                                                             |
| January 17th     | Tuesday       | Fifth day of class-Online Global Session I  
|                  |               | Late registration and schedule adjustment period(drop/add/section changes) conclude at 12 p.m.  
|                  |               | Course schedules canceled for all students who have not made satisfactory payment arrangements and attendance.                           |
| January 20th     | Monday        | Tenth day of class  
|                  |               | Late registration and schedule adjustment period(drop/add/section changes) conclude at 12 p.m.  
|                  |               | Course schedules canceled for all students who have not made satisfactory payment arrangements and attendance.                           |
| January 30th -  
| February 3rd    | Monday-Friday | Mid-Term Exams Online Global Session I                                                                                                       |
| February 6th     | Monday        | Mid-Term Grades Due Online Global                                                                                                           |
| February 6th -10th| Sunday-Friday | Homecoming Week                                                                                                                             |
| February 12th    | Sunday        | Founders’ Day                                                                                                                               |
| February 20th -  
| February 24th   | Monday-Friday | Mid-Term Exam for Bear Students                                                                                                            |
| February 25th    | Friday        | Mid-Term Grades Due Bear Students                                                                                                           |
| February 27th-  
| March 3rd       | Monday-Friday | Spring Break/Offices Closed/No Classes  
<p>|                  |               | Cafeteria Open/Residential Halls Open                                                                                                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday-Friday</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6th – 10th</td>
<td>Monday-Friday</td>
<td>Graduation Application Week</td>
</tr>
<tr>
<td>March 6th – 8th</td>
<td>Monday-Wednesday</td>
<td>Final Exam Online Global Sessions I</td>
</tr>
<tr>
<td>March 6th</td>
<td>Monday</td>
<td>Bear Classes Resume</td>
</tr>
<tr>
<td>March 6th – 10th</td>
<td>Monday-Friday</td>
<td>Fall Registration</td>
</tr>
<tr>
<td>March 8th</td>
<td>Wednesday</td>
<td>Last Day for Online Global Session I</td>
</tr>
<tr>
<td>March 9th</td>
<td>Thursday</td>
<td>Grades Due Online Global Session I</td>
</tr>
<tr>
<td>March 9th – 10th</td>
<td>Thursday-Friday</td>
<td>Registration for Online Global Session II</td>
</tr>
<tr>
<td>March 10th</td>
<td>Friday</td>
<td>Online Global Session II Last Day to Validate before the semester Begins. 2:00 pm noon is deadline.</td>
</tr>
<tr>
<td>March 13th</td>
<td>Monday</td>
<td>Online Global Session II begins</td>
</tr>
<tr>
<td>March 13th – 17th</td>
<td>Monday-Friday</td>
<td>Online Global Session II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late registration, schedule adjustment period(drop/add) begins, late fees imposed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late Validation</td>
</tr>
<tr>
<td>March 20th</td>
<td>Monday</td>
<td>Fifth day of class- Online Global Session II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Late registration and schedule adjustment period(drop/add/section changes) conclude at 12 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course schedules canceled for all students who have not made satisfactory payment arrangements and attendance.</td>
</tr>
<tr>
<td>April 3rd – 7th</td>
<td>Monday-Friday</td>
<td>Mid-Term Exams Online Global Session I</td>
</tr>
<tr>
<td>April 10th</td>
<td>Monday</td>
<td>Mid-Term Grades Due Online Global</td>
</tr>
<tr>
<td>April 14th- - 17th</td>
<td>Friday-Monday</td>
<td>Easter Break Office Closed/No classes/Cafeteria Open/Residential Hall Open</td>
</tr>
<tr>
<td>April 18th</td>
<td>Tuesday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>April 24th -28th</td>
<td>Monday-Friday</td>
<td>Final Exams (FINALS WILL ONLY BE CONDUCTED THIS WEEK)</td>
</tr>
<tr>
<td>May 1st</td>
<td>Monday</td>
<td>Final Grades Due</td>
</tr>
<tr>
<td>May 1st – 3rd</td>
<td>Monday-Wednesday</td>
<td>Final Exams Online Global Session II</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<td>------------</td>
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</tr>
<tr>
<td>May 3rd</td>
<td>Wednesday</td>
<td>Last Day for Online Global Session II</td>
</tr>
<tr>
<td>May 4th</td>
<td>Thursday</td>
<td>Grades Due Online Global Session II</td>
</tr>
<tr>
<td>May 5th</td>
<td>Friday</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>May 5th</td>
<td>Friday</td>
<td>Residence Hall Closed/Cafeteria Closed</td>
</tr>
<tr>
<td>May 6th</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**SUMMER 2023**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5th – 9th</td>
<td>Monday-Friday</td>
<td>Summer Bridge Registration</td>
</tr>
<tr>
<td>June 12th</td>
<td>Monday</td>
<td>Bridge Students Arrive/Orientation</td>
</tr>
<tr>
<td>June 13th</td>
<td>Tuesday</td>
<td>First Day of Class for Bridge Students</td>
</tr>
<tr>
<td>July 12th</td>
<td>Monday</td>
<td>Division Chairs Return</td>
</tr>
<tr>
<td>July 12th – 16th</td>
<td>Monday-Friday</td>
<td>Fall Registration</td>
</tr>
<tr>
<td>July 19th</td>
<td>Monday</td>
<td>Summer Bridge Students Fall Registration</td>
</tr>
</tbody>
</table>
Academic Regulations
INSTITUTIONAL POLICIES

All schools, colleges, and universities have policies that establish community standards to guide the behavior and protect the rights of students, faculty, and students. The full Policy Manual may be found on the Clinton College website. The following policies are representative of the community standards at Clinton College.

Academic Integrity

Clinton College does not condone academic dishonesty; it expects all students to maintain high ethical standards in all of their coursework. Actions that Clinton College considers violations of the Academic Dishonesty Policy include:

- **Plagiarism**: Plagiarism is stealing another person’s words or ideas and passing them off as your own. When a student puts his or her name on a paper or report or any work assignment at Clinton College, he or she is declaring ownership of the work. The student is saying that he or she has written the work and that the words and ideas contained therein are his or her own, except for the citations from outside sources, which must be documented.

- **Cheating**: Cheating includes using materials, resources, or other methods during the course that are not authorized or are not the student’s own work. Copying another student’s work, whether it is a homework assignment or an examination, is considered cheating. Working together to complete an assignment to be submitted is also cheating, although this does not necessarily apply to group projects assigned by the professor of a course. Sending or arranging for another student to take any graded exercise, quiz, or exam, as a substitute for himself or herself or the student providing information to another student during a graded exercise will be considered a violation of Academic Integrity.

- **Fabrication/Falsification**: The deliberate creation of non-existent data or results is considered fabrication. Falsification involves changing of data. This also includes students signing attendance rolls for one or more students who are not present.

Students found guilty of violating Academic Integrity may be subject to a number of penalties.
**Attendance**

**Blended/On-ground classes**

Students are obligated to attend class regularly and to be on time for those classes. Absences, whether excused or unexcused, do not absolve a student from the responsibility of completing all assigned work promptly. Students who have missed assignments, announced and unannounced quizzes, or other classroom obligations due to an **excused** absence will be allowed to make up the work after the appropriate documentation has been presented to the instructor and or Division Chair. This documentation must be presented within **two days** following the absence and will be kept in the student’s academic file in the Office of Academic Services.

Absences will be excused for the following reasons, when supporting documentation is provided:

- Illness or hospitalization, supported by a doctor’s excuse
- Official representation of the College, supported by a letter from a college administrator
- Death of a family member, supported by the obituary or funeral program
- Court appearance or jury duty, supported by court documentation

It is the responsibility of the student to contact the professor and make arrangements to make up the work missed for **excused** absences. The professor is NOT obligated to allow a student to make up work that was missed due to an **unexcused** absence. The following numbers of **unexcused** absences will be allowed without automatic penalty to the final course grade, but such absences may still affect grades due to missed work:

- For classes that meet three times per week: 3 absences
- For classes that meet two times per week: 2 absences
- For classes that meet one time per week: 1 absence

During the validation period of the semester students must be actively participating in Brightspace or attend an on-ground class to get attendance. Attendance must be captured for the first ten days for Bear students. Students can gain attendance by:

- Logging into Brightspace
- Completing course orientation
- Completing assignments
- Attending class in person if enrolled in BEAR courses

**Clinton Global**

Clinton Global students are obligated to engage in the online course activities regularly and complete assignments by the due date. Students who cannot complete an assignment by the due date will be allowed to make up the work after the appropriate documentation of an acceptable reason for lateness has been presented to the instructor and/or Division Chair. This documentation must be presented within **two days** following the due date and
will be kept in the student’s academic file in the Office of Academic Services.

During the first five days – the validation period - of each Global short term, students must be actively participating in Brightspace through engagement in the learning activities and assignments. Students can demonstrate engagement by:

- Logging into Brightspace
- Completing course orientation activities
- Completing assignments due in the first week of the term

Hybrid/Blended/Online Course Attendance Policy. Weekly participation is an integral part of success in online and hybrid courses. Students will be expected to attend all synchronous sessions – in person or online. Students will also be expected to post time-stamped content in class forums and other asynchronous activities in the learning management system. Attendance will be factored into course grades at the instructor’s discretion. Each student will be responsible for contacting the instructor if there are any questions or confusion about the weekly expectations.

*Excessive absences may result in failure in courses*

Attendance Policy for Nursing Program

The attendance policy for the nursing program is different for nursing students and requires students to attend 90% of the allotted clock hours for the course and designates a 100% attendance for the clinical laboratory. The nursing faculty believes that the classroom experience is critical to student success. Instructors use a variety of teaching learning strategies in the classroom that engage students in the learning process and improve retention of knowledge. Faculties use case studies, simulations, group discussions/presentations as interactive learning activities that will be missed and not easily duplicated for students who are not in attendance. Also, faculty integrate NCLEX style questions into their lecture/discussions to review concepts that are taught and while teaching students how to better answer questions and further develop their test taking skills.

The rigorous clinical attendance policy was created to emphasize to students the importance of the clinical learning experiences which can rarely be duplicated if missed. Clinical practice provides the students with direct hands-on patient care experiences and the opportunity to apply theory to practice settings. The “no miss clinical lab” policy requires that students either attend or make up any labs that are missed. With the high demand on clinical space for student clinical experiences, attendance is critical since space for make-up days is not guaranteed by the clinical affiliating agencies.

These are class and clinical attendance polices as published in the catalog and student handbook:
Class Attendance (published in the Clinton College 2022 Catalog)

Attendance is checked and recorded for each lecture, laboratory, and clinical class. Students are expected to attend all scheduled lecture, laboratory, and clinical hours. Absences may place a student in jeopardy of failing to learn or demonstrate essential content, thus failing the course. If a student occasionally cannot attend a lecture class, arrangements should be made with a fellow classmate to get notes from the missed class. However, students in the nursing program can only miss 10% of lecture hours.

Clinical Attendance (published in the Clinton College 2022 Catalog)

In accordance with the nursing program philosophy, regular class and clinical attendance are considered necessary in order to complete course objectives in a satisfactory manner. A student is responsible for 100% of time designated for clinical practice.

One hundred percent (100%) of required laboratory and clinical hours must be completed in order to satisfactorily complete a course. Because laboratory and clinical experiences simulate employment, absences, tardiness, or leaving early may result in failure of the course. There are no excused absences. In the event of an unavoidable clinical absence, students must notify the clinical instructor and clinical facility at least two hours prior to the beginning of the shift. Failure to notify, in the absence of extraordinary and verifiable circumstances, will result in failure of the clinical experience.

When possible, the Program will attempt to provide an opportunity for limited clinical make-up. Due to the nature of the curriculum and limited clinical site availability, the Program does not guarantee clinical make-up experiences. No more than two laboratory and/or clinical days may be made up in any one course. Absences in excess of two days cannot be made up and will result in the inability to satisfactorily demonstrate the student has met the learning objectives. This will result in failure of the course regardless of the cause of the absence.

Students are expected to be at clinical and lab prepared for patient care and appropriately dressed at the time set by the instructor. Please refer to the Clinton College Nursing Program Student Handbook 2022 for additional information.

College Closures

In the event that the College must cancel classes due to emergencies, the College will determine the date and time of any required make-up for those courses and inform the students as soon as possible.

Drug and Alcohol Abuse Prevention

It is the policy of Clinton College to provide a drug free environment which is conducive to learning. Pursuant to the provision of the Drug Free School and Communities Act of 1989, (Public Law 102-226), students and faculty should choose a lifestyle which ennobles their minds and bodies, elevates their character and improves their standing in society rather than one in which alcohol, tobacco, drugs and other dangerous and debilitation-controlled substances are used and/or abused.
The manufacture, distribution, sale, use or possession of any of these controlled substances on or off campus, at college functions or going to or from the campus or campus activities are specifically excluded by Clinton College’s standards for citizenship. Your conduct on or off this campus is a reflection on the character of this school. See Policy HS-7: Drug and Alcohol Abuse Prevention Program (DAAPP).

**Weapons**

The possession of firearms, ammunition, explosives, incendiary devices, and other weapons anywhere on the Clinton campus is inconsistent with and seriously undermines the academic mission of Clinton College. Such possession creates a threat to the safety and welfare of students, employees and visitors on the Clinton College campus, threatens the tranquility of the educational environment on the campus in an intimidating way, and contributes in an offensive manner to an unacceptable climate of violence.

Therefore, the possession of firearms, ammunition, explosives, incendiary devices, or other weapons on the Clinton College Campus is prohibited. A “weapon” shall include anything likely to be used, or designed to be used, in destroying, defeating, or injuring a person or property damage; or an instrument by the use of which a fatal wound may include, but is not limited to, the following: any firearms, BB gun, pellet gun, ammunition, bow and arrow, cross-bow, slingshot, cross knuckles, knuckles of lead, brass or other metal, any bowie knife, dirk, dagger, or similar knife, or any knife having the appearance of a pocket knife, the blade of which can be opened by a flick of a button, pressure on the handle or other mechanical contrivance. This policy is not intended to include standard cosmetic, wardrobe, or convenience items such as tweezers, nail clippers, scissors, pocket knives with blades three and half inches in length or less, or belts and belt buckles. See Policy HS-4: Weapons.

**Non-Discrimination Policy**

Clinton College does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, gender, ethnic or national origin, genetic information, age, disability, veteran’s status, or any factor that is a prohibited consideration under applicable law and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in college programs and in use of facilities without discrimination. The college also complies with all applicable federal and South Carolina statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. See Policy GA-3: Non-discrimination Policy.
ACCESS TO STUDENT RECORDS

Clinton College maintains accurate and confidential student records. The College recognizes the right of students to have access to their educational records and to limit such access to others in accordance with the law. Student records, with certain exceptions, will not be released without proper consent of the student. Students have the right to review and question the content of their educational records. If there are any questions as to the accuracy or appropriateness of the records, an opportunity for a review of the records may be scheduled with the Director of Registration and Records.

Student records are used by academic departments to monitor students’ academic progress. Information includes personal data, activity reports, placement tests, copies of partial transcripts, correspondence, evidence of graduation or last date of attendance, and related information. All physical copies of student records are kept for 5 years after graduation or date of last attendance.

Privacy of Student Records

The Family Rights and Privacy Act of 1974 (FERPA) is a federal law that says that no one outside the institution shall have access to student’s education records nor will the institution disclose any information from those records even in an emergency. This provides a source of protection for the students or other persons. A student or a person applying for admission may waive his right of access to confidential statements. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other service or benefits from such agency or institution. Release of education records will only occur under the following circumstances:

- Exceptions; compliance with judicial orders and subpoenas; audit and evaluation of federally supported education programs; recordkeeping.

See Policy GA-5: Family Right to Privacy (FERPA) or consult the full federal definition and description by clicking here.

To faculty and staff: The confidentiality of student records is protected under federal law known as the Family Educational Rights and Privacy Act (FERPA). Under FERPA, you may access student information only in the legitimate educational interest of the student, and you are required to keep all such information strictly confidential. Under FERPA, "legitimate educational interest" means you are authorized to see student data which is necessary for the fulfillment of your professional responsibility at Clinton College. This authorization is based on the condition that you agree to prevent other persons from accessing the confidential information available to you. However, FERPA does provide that you may share such information with other school officials having the same authorization, and who also have a legitimate educational interest in the student. Failure to maintain compliance with this federal regulation can result in academic dismissal and/or staff termination. All legal actions will be pursued that are available to Clinton
College to protect the student information available here.

**Sexual Harassment**
Clinton College is committed to ensuring an environment for all employees and students that is fair, humane, and respectful. Behaviors that inappropriately assert sexuality as relevant to employee or student performance will not be tolerated, as they are violations of both law and College policy.

As described fully in the definition section of this policy, sexual harassment can take many forms. It can be committed by both men and women and can occur between members of the opposite sex or between members of the same sex. Sexual harassment is defined by the U.S. Equal Employment Opportunity Commission as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic status;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions;
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive work or academic environment.

This policy provides the expanded definition of sexual harassment and sets forth employee and student responsibilities for creating and maintaining an environment free of sexual harassment. This policy also includes detailed grievance procedures for filing complaints of sexual harassment. Immediate and appropriate corrective action will be taken when it is determined that sexual harassment has occurred. Violation of this policy can result in personal criminal and/or civil liability for any perpetrator, as well as any disciplinary action that the College deems appropriate. See Policy GA-6: Sexual Harassment

**Student Complaints/Grievances**
Clinton College strives to provide the best instructional atmosphere and level of service to students. At times, however, students may have an issue, concern or complaint regarding their educational experience. In such cases, the College strives to resolve issues as quickly as possible and at the level closest to the issue.

Students should follow the informal and/or formal procedures listed in the full policy and in the Student Handbook to resolve their concerns or complaints at the local, state, or national level. See Policy SS-2: Student Complaints.
Students’ Rights and Due Process
Any student that is involved with the College Judicial Board has the right to the following:

1. The right to receive a written description of charges pending against him or her and a notice of the hearing.
2. The right to be present throughout the hearing but not during the deliberation of the hearing.
3. The right to remain silent and the case will be determined on the evidence presented.
4. The right to respond to any charges against him or her.
5. The right to present evidence in his or her case.
6. The right to appeal any disciplinary action taken against him or her.

The standards of the due process at Clinton College are solely based on rules. Students that must appear before the Judicial Board have the right to:

- The presumption of innocence
- Be informed of his or her rights
- Have a written notice of the infraction within 24 hours
- Seek the advice of Student Government Association
- Be informed of the maximum and minimum sanctions
- Be informed of the campus disciplinary structure
- Present factual defense through personal testimony and witnesses

For further description of the Judicial Board processes and possible outcomes, see Policy SS-4: Students’ Rights and Due Process.

Tobacco-free Campus
As an institution of higher education, Clinton College recognizes its responsibility to provide education to our students on matters of good health. Consequently, effective August 1, 2012, the entire campus environment is designated as Smoke-Free to thereby provide a healthier environment for the college community. Effective August 1, 2012, smoking is prohibited in all buildings and all grounds of Clinton College.

This policy applies to all faculty, staff, students, and visitors at Clinton College. Violation of this policy may result in disciplinary action. See Policy HS-3: Smoking/Tobacco Use.
DIVISIONS
OF THE COLLEGE
**Academic Services**
The Division of Academic Services is designed to support the academic programs of the college through selection, supervision, and evaluation of faculty and professional staff, provide professional development for faculty and staff, budget for and provide instructional resources, including library holdings; and improve and maintain academic programs and assessment systems.

**Business Services**
The Office of Business Services is committed to supporting the learning milieu of the college through quality management of the business and technology affairs of the college. The Business Services department is committed to fostering a fiscally sound environment by maintaining fiscal integrity and by developing and implementing sound fiscal policies and procedures. In addition, Business Services is committed to promoting academic achievement by enhancing technologies and food services that support the overall academic environment of the college.

**Institutional Advancement**
The Office of Institutional Advancement is committed to promoting college excellence through efforts which emphasize a strong liberal arts institution with a focus on marketing, communication, branding/image, alumni relations and donor development, and public relations.

**Institutional Effectiveness**
The Office of Institutional Effectiveness is committed to promoting continuous improvement of programs and services through the gathering of data relevant to students, faculty, staff, programs, and services, to include institutional operations. Data gathered from various reports generated are used to support strategic planning initiatives, inform decision-making, and performance improvement. The Office of Institutional Effectiveness is responsible for designing and executing plans for external reporting and achieving and maintaining the accreditation of the College.

**Student Success**
Student Success focuses on improving the quality of campus life for students and promoting ethical and personal growth along with the respect for diversity. Major responsibilities of Student Success include the residence halls, counseling, campus ministry, social activities, and athletics.
ADMISSIONS
INTRODUCTION

Clinton College has an Open Admissions Policy in that it has curricula designed to offer educational opportunities to a wide range of students who show academic promise. Clinton College welcomes students of all races, creeds, and national origins. In order to be accepted for admission in Clinton College, a prospective applicant must have a high school diploma or a General Education Development (GED) Certificate. Aptitude Tests, such as the Scholastic Aptitude Test (SAT) or American College Test (ACT) are helpful for evaluation purposes, but not required for admission at Clinton College.

ADMISSIONS PROCEDURES

Submission of Application
Inquiries and applications for admission should be made to the Office of Enrollment Management, Clinton College, 1029 Crawford Road, Rock Hill, South Carolina 29730. You may also make inquiries online by visiting www.clintoncollege.edu

Application Procedure for Freshman Admission
Clinton College welcomes freshmen, whether you are a recent high school graduate or a person who has been working for a period of time after graduating from high school. To apply for admission, please submit all of the following:

- A completed application (To download online application, please visit www.clintoncollege.edu)
- A non-refundable $25.00 application fee
- An official high school transcript or GED score
- Recommended: An official SAT or ACT score

BACHELOR OF SCIENCE IN NURSING ADMISSIONS PROCEDURES AND REQUIREMENTS

Prospective students will only be admitted to the Nursing Program in the Fall semester. Clinton College will accept the most qualified students for the program.

Clinton College Bachelor of Science in Nursing is not an Open Admission academic program. To be accepted into the Bachelor of Science in Nursing program students must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation in the form of a high school diploma, transcript, or other acceptable documentation, which confirms that the applicant meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents submitted must be translated into English.

- To be admitted to Clinton College as a degree-seeking undergraduate student.
- Minimum cumulative high school GPA of 2.7
• A minimum ACT Score of 21 or SAT 1060

Application Procedure for Transfer Students
Clinton College welcomes transfer students. To apply for admission, please submit all of the following:

- A completed application (To download online application, please visit www.clintoncollege.edu)
- A non-refundable $25.00 application fee, unless you are applying for readmission
- Official transcripts from all colleges previously attended

Readmission
A student who has not attended Clinton College as a student for two consecutive terms and wishes to reenter must be readmitted to Clinton College through the Office of Enrollment Management. Readmitted students must meet the graduation requirements in the current catalog for their program unless an exception is recommended and approved by the Vice President for Academic Services/Academic Dean. A student who is expelled or suspended for disciplinary reasons may re-apply for admission only after the period of suspension has ended and any stated conditions have been satisfied. A student who withdraws for more than a semester may reapply for admission. A student who has been suspended for poor academic performance may re-apply for admission after one semester has elapsed. A student who withdraws may re-apply after one semester has elapsed.

International Students
Clinton College welcomes inquiries from international students. International students seeking admission to Clinton College must satisfy all admission requirements. To apply for admission, please submit all of the following:

- A completed application (To download online application, please visit www.clintoncollege.edu)
- A non-refundable $25 application fee in U.S. dollars in the form of a money order or certified check, made payable to Clinton College. (Do not send cash.)
- Official transcripts, certificates and/or final secondary school records, official university transcripts (if applicable), official translations of transcripts if the document is in another language.
- Evidence of their ability to read, write, and speak the English language, such as scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Test Systems (IELTS)
- An I-20 (Certificate of Eligibility)
- A Declaration and Certificate of Finances signed by the student’s sponsor(s) and at least one year of tuition fees
- A Health Certificate

Clinton College does not offer financial aid for international students. An I-20 form (Certificate
of Eligibility) is not issued until the applicant (1) has been accepted by the Office of Admissions, and (2) has submitted a financial statement indicating how tuition and fees will be paid while attending Clinton College.

The U.S. Department of Homeland Security rules require that all persons in the category of “non-immigrant F-1 foreign students” pursue a full course of study. This rule means that students must register for a minimum of twelve (12) credit hours. Failure to observe these requirements will cause students to be ineligible to receive the I-20 form to support their nonimmigrant status.

Non-Traditional Applicants
Clinton College encourages individuals who are not the traditional college age 18-23, including military veterans or career military personnel, to pursue educational programs leading to undergraduate degrees. Such individuals are urged to contact the Vice President for Academic Services and submit their credentials for evaluation.

Transfer Students Nursing Applicants

Application Procedure for Transfer Students
Clinton College welcomes transfer students. To apply for admission, please submit all of the following:

- A completed application (To download online application, please visit www.clintoncollege.edu)
- A non-refundable $25.00 application fee, unless you are applying for readmission
- Official transcripts from all colleges previously attended
- Clinton College will only accept general education courses as transfer credits. Nursing courses from other programs are not transferrable into the Nursing curriculum.
- Transfer students must have a cumulative G.P.A. requirement of 2.5 at the college level.

Continuation of Admission Bachelor of Science in Nursing
At the end of the Sophomore year fourth semester. Each student admitted into the Nursing program will be reevaluated for full acceptance into the program. The following criteria must be met for students to continue forward in the program.

Requirements for application to the Clinton College Nursing Program

- A minimum G.P.A. of 3.0 cumulative
- Students cannot have repeated a science or nursing course more than once
- Interview with the Director of Nursing
- Letter of recommendation from a faculty member
- Immunization Records
- Health Clearance
- Criminal Background Check
- Kaplan Nursing Admissions Test passing score of 67%

The Nursing Admissions Test is an assessment that predicts a student’s ability to succeed in nursing school. It is a 91-question online, multiple-choice test that evaluates the basic reading, math, writing, and science skills and overall critical thinking ability of students seeking entry into a nursing program.

**Progression Policy**
Must have a minimum required science GPA of 2.5 on a 4.0 scale based on the following courses:
- Bio 103 General Biology
- Anatomy and Physiology I
- Anatomy and Physiology II
- Chemistry
- Pathophysiology
- Microbiology

Students who earn less than C+ (76.5-77.4) on two required science courses, any two nursing courses, or a combination of the two will be ineligible to be admitted and/or progress in the nursing program.

If a student has an academic integrity violation on record, progression will be evaluated on a case-by-case basis.

Students who do not successfully complete the requirements for the BSN program can move forward with a Bachelor of Science in Biology.

**READMISSION/RE-ENTRY: BACHELOR’S DEGREE IN NURSING PROGRAM**

A student who withdraws from the nursing program for personal, attendance, and/or academic reasons may apply for readmission to the nursing program. Students who have been dismissed from the nursing program due to academic failures and/or withdrawals are not eligible for readmission.

Students must meet the following criteria for readmission:

- The applicant must apply, in writing to the Director of Nursing, for readmission at least 45 days in advance of the semester of re-entry.
- The applicant must meet all of the current requirements for admission into the nursing program and must be approved for re-admission by the Director of Nursing.
- The applicant must submit new documentation of meeting current admission and clinical
requirements, including an updated drug screen and background check.

- The applicant must provide a written explanation of the specific circumstances that caused him/her to withdraw or be terminated and a description of the changes in the applicant’s circumstances which now permit successful completion of the nursing program.

- The applicant will be accountable to the curriculum and policies of the Clinton College Academic Catalog and Nursing Student Handbook in effect at the time of readmission.

- An applicant may be re-admitted to the Program one time only on space available basis.

- Students may not be eligible for readmission if academically dismissed or have unpaid balances.

- Returning students are subject to tuition, fees, book costs, policies, and curriculum in place at the time of reentry.

**Requesting Special Accommodations**

Students with a documented physical, psychological, or learning disability seeking accommodations must complete the following:

1. Complete the Request for Accommodations form
2. Submit form and all required supporting documents to Academic Services

The appropriate support staff will contact you with details of your accommodations and available support services.

**NURSING HEALTH AND CLINICAL REQUIREMENT**

**Clinical Clearance Requirements**

- Criminal Background Check
- Drug Screen
- Health Immunization/Covid/Flu Vaccination
- CPR (American Heart Association)
- Physical (Completed Health Forms and Documentation)

As a part of contractual agreements with clinical agencies all nursing students must fulfill the following requirements for admission to the program. All requirements must remain current throughout the program. It is important to note that the contracted clinical agency agreements are not negotiable and may not accept students who fail to provide documented evidence of required immunization and health clearance.

Students are responsible for all costs of program immunizations and medical clearance required
for admission and continuation within the nursing program. In addition, students are responsible for all costs that may be associated with injury or illness while on campus, in the learning laboratories, at a clinical experience or performing other campus/program related activities during enrollment in the nursing program.

**Cleared Criminal Background Check**
The applicant must submit to and pass a criminal background check prior to starting clinicals Junior year. Results must be in applicant’s admission file before starting clinicals. Students must maintain a clear criminal background while enrolled in the nursing program. Students must report to the Director of Nursing in writing, any change in their criminal background or current status within 24 hours of occurrence (includes new citations and/or charges regardless of the pending or final adjudication). Students who fail to report any new citation or charge may be dismissed from the nursing program.

**Negative Drug Screen**
The applicant must submit to and pass a drug-screening test and results must be in the applicant’s admission file before starting clinical Junior year. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a Clinton College designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be able to continue into the nursing program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Nursing Substance Abuse and Drug Screening policy.

**Current BLS CPR Card**
Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the nursing program. Clinton College must maintain a current signed copy of the student’s CPR card within the student file. If the CPR card expires during the nursing program, the student may not participate in any clinical activities and may be dropped from the program. Missed clinical experiences will be considered an unexcused absence. Clinton College will provide BLS certification during the 4th semester Sophomore year.

**Health Care Declaration and Essential Skills and Functional Abilities for Nursing Students Forms**
Students must sign and submit a current Health Care Declaration and the Essential Skills and Functional Abilities Forms during their sophomore year. It is essential that nursing students be able to perform a number of physical and cognitive activities in the classroom, clinical, and learning laboratory components of the program. Students must immediately report any changes in their essential skills or functional abilities, to include any physical or mental health status changes, to the Director of the nursing program. Students may not attend clinical experiences while under any medication or medical treatment which may alter their perception and/or ability to provide safe patient care. It is the ultimate responsibility of the Director of the nursing
program to make the final decision as to the student’s ability to participate in clinical activities. Failure to report a change in medical or mental health conditions as described above may result in the student being dropped from the nursing program. Students are required to report changes and/or additions in medication, new prescriptions, or changes in medical or mental health status to the Director of Nursing immediately (within 24 hours) and prior to participating in any clinical, laboratory, or simulation experience.

Please note that some clinical sites may require that students have health insurance in order to participate in clinical experiences at their facilities. Clinton College does not provide health insurance. Students must understand that they may not be allowed to participate in clinical experiences at such facilities and they may be dropped from the program if equivalent experiences cannot be arranged.

Immunizations
Immunization requirements are generally based on the current recommendations of the Centers for Disease Control (CDC) for health-care workers and the Advisory Committee on Immunization Practices (ACIP). Clinical agencies may have additional health clearance and immunization requirements beyond the current recommendations outlined by the CDC. Clinton College has identified a standard immunization policy but reserves the right to require additional healthcare clearance assessment, documentation, immunization, and serology testing at any point throughout the enrollment of the nursing program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable documentation of their ability to meet new requirements. Failure to meet this requirement may result in failure to progress in the nursing program. Students may be responsible for the cost of any additional requirements.

Students are not permitted to participate in any clinical experiences if their immunizations do not meet the standards outlined in this document or those required by specific clinical agencies.

<table>
<thead>
<tr>
<th>Vaccination/Screening</th>
<th>Requirements in Brief</th>
</tr>
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| Hepatitis B           | – Serologic proof of immunity is required.  
                       | – Three dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).  
                       | – Obtain serologic testing 2 months after dose #3. |
| MMR                   | – Serologic evidence of immunity or laboratory confirmation of disease is required.  
                       | – If no evidence of immunity or equivocal serology results are reported, two doses of MMR at least 28 days apart required. |
| Varicella             | – Serologic proof of immunity or laboratory confirmation of disease required.  
                       | – If no evidence of immunity or equivocal serology results are reported, two doses of Varicella vaccine at least 28 days apart required. |
| Tetanus, Diphtheria, Pertussis | – One-time dose of Tdap is required.  
<pre><code>                       | – Td boosters every 10 years thereafter. |
</code></pre>
<table>
<thead>
<tr>
<th>Influenza</th>
<th>Required annually.</th>
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</thead>
</table>
| Tuberculin Skin Test (TST) | For students with no history of previous annual tuberculin skin testing, an initial two-step is required.  
| | For students with a positive tuberculin skin test, a current chest x-ray (within the past two years) or serological evidence of no active disease must be provided. |
| Covid Vaccination | Covid 19 vaccination or proof of vaccination is required  
| | Three dose series. Primary dose (dose #1, #2) and Booster.  
| | Requests for Accommodations or Exemptions will consider requests to be excused from this policy whenever necessary to comply with legal requirements. Clinton College will consider any requests for accommodations for disabilities, religion or other exemptions on an individual basis in accordance with applicable legal requirements. Students requesting accommodations should request the accommodation in writing. Students should explain the reasons why they are seeking the accommodation in detail. Clinton College will request additional information or documentation it deems necessary or appropriate to inform its decision on an employee’s accommodation request. All accommodation requests and supporting documentation are treated confidentially in accordance with ADA and other federal, state or local requirements. |

Individuals must submit proof of immunity against measles, mumps, and rubella through serology testing or laboratory confirmation of the disease.

If serology results indicate that the individual is not immune or serological test results indicate “indeterminate” or “equivocal,” individuals should be considered non-immune, and additional MMR vaccination may be required in accordance with current CDC recommendations/guidelines. Students are required to provide documentation to Clinton College and maintain compliance with the immunization and health clearance policy. Failure to complete required vaccinations, serology testing and/or provide documentation in a timely fashion, may result in program dismissal.

**Additional Immunizations**

Immunization/vaccination requirements are based on the current Centers for Disease Control (CDC) recommendations for healthcare workers and the Advisory Committee on Immunization Practices (ACIP). Contracted clinical agencies where students will be assigned may have additional health clearance and immunization requirements beyond the current recommendations by the CDC or ACIP. Clinton College has identified a standard immunization policy but reserves the right to require any additional healthcare clearance assessment, documentation, immunization, and serology testing at any point throughout the enrollment of the nursing program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable documentation of their ability to meet new requirements. Students are required to provide documentation within the designated timeframe in order to maintain enrollment and progress. All additional requirements are at the student’s expense.
**Student Health Requirements**

It is essential that nursing students be able to perform a number of physical and cognitive activities in the classroom, clinical and learning laboratory portions of the program.

Students are not to enter any clinical facility with contagious conditions or injuries. A student must consult with the clinical instructor if an illness, medical condition, or injury is present prior to entering the clinical facility. Clinton College or clinical agency reserves the right to request a medical release from a health care provider if an identified condition, illness, and/or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student’s expense.

Examples of medical issues include, but are not limited to: limitations required after surgery or accident, immuno-suppression, pregnancy, back injury, behavioral health, etc.

Students may not enter or practice within a clinical area under the influence of a controlled substance or any medication which may impair judgment, alertness, or physical agility regardless of if prescribed by a healthcare provider. The clinical instructor and nursing program Director will be the final deciding authority as to their perception if the student may practice safely within the clinical environment. The clinical agency may be consulted as well.

**NOTE:** Any changes in physical or mental health must be reported immediately to the clinical instructor and Director of Nursing within 24 hours or before entering a clinical area (whichever comes first).

Students must submit the approved physical and health clearance forms to the Director of Nursing prior by the designated deadline.

**NOTE:** Students with medical and/or mental health conditions which may place the student or patient safety at risk may not be eligible for admission or continuation in the nursing program. Risk assessment is at the discretion of the Director of Nursing in consultation with the Division Chair of Science and Technology.

**ACADEMIC SERVICES POLICIES**

**Transfer Credit Policy**

For purposes of the transfer policy, a transfer student is anyone who has attended any postsecondary institution and has not received a degree. This policy does not apply to high school students who are enrolled in college-level coursework. Students planning to transfer courses from other postsecondary institutions to Clinton College must adhere to the following guidelines according to Policy AS-3: Transfer of Credits.

The policy on transfer courses follows TRACS guidelines and commonly accepted practices for recognizing equivalent and field-related courses from accredited institutions of higher education.
The following description outlines the essential aspects of the policy to be followed by the Director of Registration and Records in transcript analysis. Students and faculty may appeal to the Director of Registration and Records for additional transfer courses as outlined in the last item. The descriptive elements will also guide faculty advisors in the applicability of transfer courses to General education requirements, major requirements, and electives.

Upon request, Clinton College will consider awarding exemption and/or transfer credit for appropriate educational experiences in the armed services when learning outcomes can be demonstrated that are commensurate with expectations in higher education courses. Transfer credits will be awarded for comparable work if the student has earned a grade of “C” or better. No transfer of grades below “C” will be accepted.

Students planning to transfer credit from Clinton College to other postsecondary institutions are responsible for confirming the transferability of courses to those institutions. The Admissions Office at those institutions, in conjunction with other college or university administrators, will decide which of your courses to accept. Students should consult with their advisors throughout their semesters at Clinton College to make informed choices about taking courses that are most likely to transfer and count toward your eventual bachelor’s degree at that institution.

**Accreditation.** Clinton College welcomes transfer students and recognizes the equivalent quality of courses from other accredited colleges and universities. It is our intention to fully accept transfer courses possible.

**College-level courses.** However, transfer courses must be college-level, not remedial or developmental.

**Official transcripts.** The transcripts submitted with the application must be official. No transfer credit can be awarded from unofficial transcripts.

**Course grades.** Transfer credit is given only for courses from accredited colleges and universities for which the applicant has earned a grade of C or higher.

**Evaluation of courses.** Each course on a transcript is evaluated for similarity to courses, academic fields in General Education, and programs of study in the Clinton College curriculum, as explained below:

- **Course equivalents.** Courses with specific course equivalencies at Clinton College are transferred in as course equivalents; those transfer courses will be given the Clinton College course number and title to show the equivalency.
  - A transfer course may be given a lower or higher number to match the equivalent Clinton College course within the 100/200 levels or within the 300/400 levels.
A transfer course at the 100/200 level may not be matched upward to a 300/400 level Clinton College course reserved for the junior/senior years. For example, a 200-level philosophy transfer course may not be matched upward to REL 300: Intro to Philosophy.

A transfer course at the 300/400 level may be matched downward to a 200 level Clinton College course. For example, a 300-level botany transfer course may be matched downward to BIO 201: Botany.

These same rules about course levels apply to the next two categories of transfer courses as well.

- **General Education and electives.** Other courses may transfer in as electives in academic fields within General Education, such as English, mathematics, technology, the sciences, social/behavioral sciences, and arts/humanities.
  - Such courses may simply be used as electives for the degree, or they may be substituted within the General Education requirements by category.
  
  - Transfer students are exempt from taking CSE 101 (Freshman Seminar) if the student transfers in 30 credit hours or more, and or transfers in the Freshman Seminar course (3 credit hours). A grade of T will be given for the course and the students transcript will display exempt course. Students enrolled in Clinton Global Degree programs can substitute CSE 105 (College Study Skills) for Freshman Seminar.
  
  - Courses within broader academic fields without an equivalent course prefix at Clinton College, would be shown with broader titles, and may be applied to General Education or major requirements when appropriate:
    - A conceptual, non-performance, course in the arts and humanities, such as Theatre Appreciation or, would be shown as HUM and may be applied to the General Education requirement for art or music appreciation or literature or it may be applied to The Arts category in the Liberal Arts major.
    
    - Any performance or skills course in any arts discipline, would be shown as ART and may be applied to The Arts category in the Liberal Arts major.
    
    - Second/foreign language courses other than Spanish, and including American Sign Language (ASL), would be shown as LAN and may be counted in the Language and Literature category of the Liberal Arts major, or counted as an elective in any program.
    
    - Social/Behavioral Science courses have a variety of prefixes at other schools. If a transferable social or behavioral science course has a non-standard prefix that does not match course prefixes in the social/behavioral sciences (such as HIS, PSY, SOC), it will be labeled as SBS.
      - **Programs of study (majors).** Other courses may also transfer in as
electives within the available majors and any of their related requirements (such as a second language).

- Transferred courses in the major would be shown as BUS, REL, or EDU, for example. If the major allows for field-based electives, these courses may be applied. They may not be substituted for a required course except in highly unusual circumstances approved by the faculty member who teaches the Clinton College course, the Division Chair of the major field, and the Academic Dean.
- For the Liberal Arts major, acceptable transfer courses may also be shown with the prefixes adopted for General Education (HUM, ARS, LAN, SBS)
- If there are two sequential courses in a second language, including American Sign Language (ASL), those two courses may be substituted for Spanish I and II in the bachelor’s programs.

**Number of transferrable credits.** Clinton College generally will accept a maximum of 64 semester credit hours at the 100 or 200 level from a recognized and accredited junior, community, or technical college or from an associate degree program within a four-year college. The College will generally accept up to 90 semester credit hours from a bachelor’s program at an accredited four-year institution. Credit hours, not grade points, are transferred. For the shorter and focused Certificate programs, Clinton College will consider the transfer of 3-6 hours of the 21 hours, for a maximum of 28.6% of the program.

**Transferrable credits.** Credits earned in STEM (Math and Science courses) must be 10 years or less to receive transfer credit from Clinton College.

**Residency requirement after transfer.** At least 25% of the transfer student’s overall program and at least 25% of requirements for the major must be successfully completed at Clinton College. Except in special circumstances and with the approval of the Vice President for Academic Services, the last 25% of a student’s program must be completed at Clinton College.

**Nursing.** Clinton College will only accept general education courses as transfer credits. Nursing courses from other programs are not transferable into the Nursing curriculum. Credits earned in STEM (Math and Science courses) must be 5 years or less to receive transfer credit from Clinton College.

**Appeal Process.** If a student or advisor believes a transferrable course has been overlooked or there is a request to review credits transferring out of date, they must submit an appeal to the Director of Registration and Records with the following information by the end of their first semester of enrollment at Clinton College:

- Course prefix, number, title, semester and year of completion at the previous institution
• Rationale for requesting the course to be accepted in transfer
• Suggested equivalent course match or field-based elective
• Catalog course description and/or course syllabus from the previous institution
• Any other material from the previous institution to help the Director of Registration and Records have more information about the course.
• All appeals will be considered by the Director of Registration and Records and at least one academic official within 30 days of receipt of appeal.
• For most appeals, the Director of Registration and Records will confer with a Division Chair and/or the Academic Dean for a decision. The outcome of the review will be communicated to the student by the Director of Registration and Records.
• However, for courses with oddities and anomalies, questionable content, or other unusual complexities, the Director of Registration and Records will consult with a 3-person team: a faculty member with expertise in that academic field, the Division Chair associated with that field, and the Academic Dean. The review by this team will be communicated to the student by the Academic Dean.

Students with Disabilities

The faculty and staff at Clinton College are committed to providing educational opportunities to all students. Under the Americans with Disabilities Act (ADA) a person with a disability is defined as: "Any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment." The Americans with Disabilities Act states: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity [college], or be subjected to discrimination by any such entity." It is the policy of Clinton College to abide with ADA requirements and city inspection regulations for access to facilities and equipment. The services for students with disabilities are designed to ensure full access to programs and services. The Americans with Disabilities Act of 1990 upholds and extends Section 504 of the Rehabilitation Act of 1973. Title III of the ADA states: 46 "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or lease to), or operates a place of public accommodation. (42 USC 12182)." Clinton College does not discriminate on the basis of a handicap in violation of Section 504 and the regulations implementing it.

Clinton College is open and accessible to students with disabilities and committed to providing assistance to them so they may accomplish their educational goals and receive benefits of campus life. Students with special educational needs should provide documentation of their learning disability from their educational environment or certified professional. This information should be forwarded to the Dean of Continuing Education and Online Learning who will assist with assigning appropriate accommodations.
TUITION AND FEES
## 2022-2023 Fee Schedule

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boarding (On-Campus) Full-Time Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>5,208.00</td>
<td>10,416.00</td>
</tr>
<tr>
<td><em>Enrollment Deposit (non-refundable)</em></td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Room (double occupancy)</strong></td>
<td>1,997.00</td>
<td>3,994.00</td>
</tr>
<tr>
<td>Housing Deposit (non-refundable)</td>
<td>150.00</td>
<td>150.00</td>
</tr>
<tr>
<td>Board</td>
<td>3,250.00</td>
<td>6,500.00</td>
</tr>
<tr>
<td></td>
<td><strong>11,259.99</strong></td>
<td><strong>21,714.99</strong></td>
</tr>
</tbody>
</table>

|     |     |          |
| **Non-Boarding (Off-Campus) Full-Time Students:** |             |          |
| Tuition | 5,208.00 | 10,416.00 |
| Enrollment Deposit | 100.00 | 100.00 |
|          | **5,862.99** | **11,070.99** |

*Registration fees for Full Time and Part Time Students are paid in cashier's check or money order during registration.*

**Room: Single Room Occupancy Fee of 50% increase will be assessed for individuals who choose to live in a room by themselves (Single Room Charge: $2,995/semester - $5,991.00/year)

### Additional Fees:

- Part Time Student Enrollment Fee (once per academic year) 100.00
- Charge per credit hour (for part-time students) 400.00
- Nursing Matriculation fee (seat fee deposit) 425.00
- Nursing courses additional fee 30.00
- Nursing Skills Lab Courses (per credit hour lab courses only) 175.00
- Kaplan Nursing Admissions Test 50.00
- Nursing Student Malpractice and Liability Insurance 30.00
- Nursing Student Academic Assessment Fee 1100.00
- Nursing Uniforms Fee 180.00
- Nursing BLS, Background and Drug Screen Fees 190.00
- Nursing Pin Fee 40.00
- Late Registration Fee 200.00
- Books (estimate cost per semester) 600.00
- Science Lab Fee (per semester enrolled in science lab) 150.00
- ID Card Replacement 25.00
- Parking Permit 25.00
- Replacement Room Key 25.00
- Transcript Fee 25.00
- Payment Deferment Fee 100.00
- Return Check Fee 35.00
- Admission Application Fee 25.00
- Late Payment on Agreed Payment Plan 50.00

Clinton College does not accept cash or personal checks.

Tuition and fees are subject to change without notice.
Once admitted, a one-time payment of $425 matriculation seat fee deposit is required to reserve a seat in the class. Failure to enroll will result in forfeiture of the entire fee.

**NURSING FEES**

<table>
<thead>
<tr>
<th>Student Insurance Malpractice</th>
<th>Academic Program Assessment Fee</th>
<th>Uniforms</th>
<th>BLS Certification Background Drug Screen</th>
<th>Pinning Ceremony Pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30.00</td>
<td>$45.00 Skills Kit $765.00 NCLEX Prep (Junior Year) $200 NCLEX Exam $90 (Application for Licensure)</td>
<td>$180.00 (2 uniforms and 1 lab coat)</td>
<td>$190</td>
<td>$40</td>
</tr>
<tr>
<td>Total $1100.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLINTON COLLEGE REFUND POLICY**

**Tuition Refund Policy**
The College policy on refunds for students withdrawing from the College, whether voluntarily or by dismissal is set forth below.

**Voluntary and/or Administrative Withdrawal**
All students must officially withdraw from classes to receive a full or partial refund. To officially withdraw, a student must complete a Withdrawal Form and turn it in to the Director of Registration and Records Office located in the Main Office of the Administration Building.

Students must process the Withdrawal Form during the established timeframe to be eligible for a refund of tuition (see schedule below). The effective date of the student-initiated withdrawal will be the date the completed withdrawal form is received in the Director of Registration and Records Office.

Payment will be required if a student does not attend class(es) (no show) and does not officially withdraw. If you are receiving Financial Aid and you do not attend (no show) or you do not meet the 10-day seat time attendance requirement, Financial Aid will be removed from your student account, and you will be held responsible for all tuition and fees. Students will be billed for classes and the debt will be processed through the College's collection procedures if payment is not received.

Students who are administratively withdrawn will receive any due refund based on the official date of the administrative withdrawal (see schedule below). Refunds will take approximately 3–4
weeks to process. The amount of the refund will be based on the official withdrawal date, according to the following schedule:

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Percent of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>Between 1st day and 5th day of class</td>
<td>75%</td>
</tr>
<tr>
<td>Between 6th day and 10th day of class</td>
<td>50%</td>
</tr>
<tr>
<td>Between 11th day and 15th day of class</td>
<td>25%</td>
</tr>
<tr>
<td>After the 15th day of class</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Note:** Courses will be deleted from the system for students who process the Drop/Add/Withdrawal Form during the 100% refund period, and no grade will appear on the student's transcript.

**Dropping below Full Time Enrollment Status.** Any full-time student who drops below full-time to part-time status after the last day for drop/add will be charged tuition, fees, room, and board at the full-time rate. For the purposes of Financial Aid, enrollment status will also be set at this time and there will be no adjustments to Federal, State, or Institutional Aid.

**Refunds for cancelled classes.** There is an automatic 100% refund for classes that are cancelled by the College.

**Other Refunds**

Paid registration fees, late fees and tuition payment plan fees are non-refundable. If a student withdraws from the College after payment of the fees, the paid fees are forfeited.
FINANCIAL AID OFFICE
PURPOSE
The purpose of the Office of Financial Aid at Clinton College is to provide financial assistance to students who would not be able to attend college without such aid. The mission of the Office of Financial Aid is to assist students in finding ways to pay for their college education such as scholarships, grants, student loans, and on-campus employment. The Office of Financial Aid at Clinton College makes every effort to provide for the timely delivery of financial assistance to eligible students.

HOW TO APPLY FOR FINANCIAL AID
In order to be considered for financial aid at Clinton College, students must first apply and be accepted for admission. However, students should not wait for a notice of acceptance before submitting their financial aid application. Students are encouraged to apply for financial aid as soon as possible after October 1st.

All applicants who wish to be considered for federal and state financial aid must fill out a Free Application for Federal Student Aid (FAFSA) via [FAFSA® Application | Federal Student Aid](https://www.fafsa.gov). In order for the Office of Financial Aid to receive a notification of a student’s FAFSA, the school code for Clinton College must be listed. The school code for Clinton College is 004923.

The FAFSA website is a free U.S. Department of Education website where students may complete and submit a FAFSA application online. A PIN number is necessary for all online applications. All male students are required to register with Selective Service. Registration can be completed and submitted online via [www.sss.gov](https://www.sss.gov). Continuing students completing the renewal FAFSA can submit an online application via [FAFSA® Application | Federal Student Aid](https://www.fafsa.gov). Renewal of financial aid is not automatic. All applicants must re-apply each year. For additional information on financial aid, you may contact the Office of Financial Aid at (803) 327-7402 ext. 8163. For more information, please visit [Financial Aid | Clinton College](https://www.clintoncollege.edu/financial-aid).

Students may receive part, or all of the financial aid offered. In such cases, it becomes the financial responsibility of students to provide the balance of aid not accepted.

Clinton College participates in the following Federal Student Financial Aid Programs:

- Federal Direct Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study Program

All award packages including athletic, academic, and outside scholarships are coordinated through the Office of Financial Aid. The total financial assistance awarded will never exceed the
costs related to attending Clinton College. If a student is eligible for funds, awards from these programs will appear as credits to the student’s account once the financial aid award is finalized.

**TYPES OF GRANTS AND LOANS**

**Federal Pell Grants**
Eligibility for the Federal Pell Grant is determined by a standard formula established by Congress. The formula is used to calculate the expected family contribution. The amount of student aid a student receives depends on the expected family contribution, the estimated cost of education, enrollment status and whether the student attends schools for a full academic year. Pell grant awards are dependent upon program funding.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
The FSEOG is for students with exceptional financial need. Priority is given to students who received Federal Pell Grants. An FSEOG does not have to be repaid. Individual awards are based on need and availability of funds.

**Federal Work-Study**
The Federal Work Study Program provides part-time employment to enrolled students who need earnings for education expenses. The amount of work-study award will depend on the student’s financial need and the amount of money allocated for the program. In arranging a job and assigning a work schedule, the Office of Financial Aid considers the need for financial assistance, class schedule, health and academic progress. The student works an assigned number of hours each week, usually in a job related to the student’s major or other area of interest. The student is paid current federal minimum wages. The student must obtain a work-study application from the Office of Financial Aid before reporting to work. The financial aid office will explain in detail how many hours the student may work, how and when the student will be paid and other expectations of the student in order to be eligible for work study.

**The Federal Direct Loan Program**
These are low interest loans that the federal government pays directly to students through their schools. They include Federal Student Loans—subsidized (need-based) or unsubsidized (with no need). For subsidized loans, the government pays the interest charges; for unsubsidized loans, students are responsible for interest. The interest rate for all loans is recomputed each year. The rate, which is variable, may not exceed 8.25 percent for student loans and nine (9) percent for loans to parents. To qualify for one of these loans, students must be enrolled at least half time.

Freshman may borrow up to $3,500 through a subsidized loan and $2,000 through an unsubsidized loan if they are enrolled in a program of study that is a full academic year.
Sophomores may borrow up to $4,500 through a subsidized loan and $2,000 through an unsubsidized loan if the remainder of the student’s program is a full academic year in length. Juniors and seniors may borrow up to $5,000 through subsidized loans and $2,000 through unsubsidized loans each year if the remainder of their program is one academic year in length.

A one percent fee is deducted proportionately from each federal subsidized and unsubsidized loan disbursement. This fee goes to the lending agency to help reduce the cost of the loan. If you do not make your loan payments when they are scheduled, you may be charged collection and late fees. The interest rates for federal subsidized and unsubsidized loans are set July 1st of each fiscal year by Congress.

After the student graduates, leaves school or falls below half-time enrollment, the student has six months before the student begins repayment. Students will receive information about repayment in the mail. Nevertheless, students are responsible for beginning repayment on time, even if they do not receive the information. Under certain circumstances, students may be eligible to receive a deferment or forbearance on their loans.

**VETERANS’ BENEFITS**

Clinton College’s Policy FA-13: *Veteran’s Benefits* follows the guidelines for disbursement of Veteran’s Benefits under Title 38: Section 3679(e) of the Veterans Benefits and Transition Act of 2018. This act provides educational assistance for covered individuals under Chapter 31: Veterans Readiness and Employment and Chapter 32: Post-9/11 GI Bill Benefits. Additional details of the policy are available in the Clinton College Policy Manual.

Clinton College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the college a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33. The certificate ends on the earlier of the following two dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Clinton College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

The covered individual must take the following actions in conjunction with the Office of
Financial Aid:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of enrolling in a degree or certificate program.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment by the educational institution.
4. If the VA education benefit disbursement is less than the amount of the student’s financial obligation to the educational institution, the student is responsible to pay the difference.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

The Federal regulations require that educational institutions create, implement, and monitor compliance with a policy about the Satisfactory Academic Progress (SAP) a student must make to be eligible for FSA funds. Students must meet BOTH the qualitative and quantitative standards each semester to receive financial aid for the next semester. There are several variables to be considered in determining a student’s eligibility for FSA funds. All coursework is evaluated against these standards, including coursework you completed during a period when you did not receive financial aid.

To maintain SAP, a student must meet the following standards:

**Qualitative Standards: Minimum GPA 2.0 or higher.**

The student’s cumulative grade point average (GPA) must meet 2.0. Non-remedial coursework assigned a letter grade contributes to the cumulative GPA. Achieving a GPA of less than 2.0 will result in academic/financial aid warning next term of enrollment.

During the warning period, the student must maintain a minimum GPA of 2.00 each term. The warning status will be removed when the student's cumulative GPA is 2.00 or higher. Warning status will change to ineligible status if the student earns less than a 2.0.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range based on 100 points</th>
<th>Quality points, based on 4.0 system</th>
<th>Meaning of the grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.00</td>
<td>Excellent, achievement of distinction</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4.00</td>
<td>Good</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.00</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
<td>Failure, unsatisfactory achievement</td>
</tr>
</tbody>
</table>

Pace of Progression - Quantitative standard:

At least 67% of all credit hours attempted must have successfully passing grades. The student’s rate of successfully completing the credit hours of courses attempted must be at least 67% per academic year. Completing less than 67% of the cumulative attempted hours will result in financial aid warning for the next term of enrollment. During the warning period, the student must complete all (100 percent) hours attempted. The warning status will be removed when the student completes 67% of their cumulative hours. Courses assigned a letter grade of A, B, C, D, F, I, S, U, W or WP count in quantitative and maximum time frame calculation, as do transfer credits accepted toward degree programs and any repeated coursework.

For example, if a student takes 15 credit hours each semester for a total of 30 credit hours in the academic year, he/she must complete at least 20 of the 30 credit hours to achieve the minimum pass rate of 67% for the academic year. This standard is often referenced as “pacing.”

Maximum Time Frame

Students who are receiving financial aid are expected to complete all requirements for a bachelor’s degree within a maximum timeframe of attempted program hours. A student reaches maximum timeframe after having attempted the credit hour equivalent of 150% of the program hours required for the current degree or certificate. The student will be INELIGIBLE for Financial Aid if unable to finish the degree or certificate program within the maximum timeframe.
The pace of progress is calculated by dividing cumulative hours that have been successfully completed by the cumulative hours attempted. The 67% completion rate maintains a pace of progression toward the degree or certificate that ensures completion of the academic credential within the maximum time frame allowed. See examples below:

- For the Associate Degree programs, 150% of 61 credit hours = 91 credit hours
- For the Bachelor’s Degree programs, 150% of 121 credit hours = 181 credit hours

**Effect of grades on qualitative and quantitative standards:**
The table below shows the impact of grades on meeting the qualitative (GPA) and quantitative (pacing) standards:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Definition</th>
<th>Impact on GPA</th>
<th>Impact on pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - C</td>
<td>Successful completion</td>
<td>Maintains GPA at 2.0 or above</td>
<td>Maintains pacing at 100%</td>
</tr>
<tr>
<td>P</td>
<td>Passing, successful completion</td>
<td>No impact on GPA</td>
<td>Maintains pacing at 100%</td>
</tr>
<tr>
<td>D</td>
<td>Poor completion</td>
<td>Will bring GPA below 2.0 if not offset with A’s and B’s</td>
<td>Maintains pacing at 100%</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Will bring GPA below 2.0 if not offset with A’s and B’s</td>
<td>Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>No impact on GPA</td>
<td>Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from a course after drop-add but before mid-term.</td>
<td>No impact on GPA</td>
<td>Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal passing from a course after mid-term, non-completion</td>
<td>No impact on GPA</td>
<td>Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal failing from a course after mid-term, non-completion</td>
<td>No impact on GPA</td>
<td>Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.</td>
</tr>
</tbody>
</table>
Repeating a course
A student may repeat a course when the grade was a D or F to attempt to earn a higher grade. The higher grade will be the one calculated in the GPA and therefore will improve the GPA to meet or exceed the qualitative standard for receiving federal financial aid. However, the repetition of the course will not count toward the required rate of successful course completion (pacing).

Transfer courses
Courses accepted in transfer must have been completed with a grade of C or higher. Transfer courses do not count toward the GPA at Clinton College and only counts towards the maximum timeframe. However, the number of credit hours transferred is a factor in meeting the escalating GPA requirement for the qualitative standard.

Readmitted students
Students who return to Clinton College after a period of absence must establish and maintain a cumulative GPA and pacing rate that meets the requirements in this Financial Aid standard in relationship to credit hours attempted.

Changing majors
If a student changes their major, the credit hours taken under all majors will be included in the calculation of the attempted credit hours total, the GPA calculation and the maximum timeframe for degree completion. Students who reach the maximum timeframe without completing the degree or certificate program will be denied financial aid for a second program until the initial program is complete.

Enrollment status
A student must be enrolled at least half-time (6 semester credit hours) in courses that count toward his degree to receive financial aid from the Direct Subsidized/Unsubsidized and Direct PLUS Loan programs. The Pell grant does not require half-time enrollment.

SAP evaluation frequency
Satisfactory academic progress is monitored at the end of every semester. Outstanding grades may change or delay your SAP status decision. If you have been meeting SAP standards and then fail to meet GPA or pace requirements you will be given a warning semester.

During the warning semester, you may continue to receive financial aid, but you are expected to improve your academic standing and degree progress to meet SAP standards at the end of the semester.

If you do not meet the conditions of SAP at the end of the warning semester, you will be denied financial aid beginning the following semester. You must submit an SAP Appeal to
request financial aid consideration. If your appeal is approved, you will be on financial aid probation.

**Note:** There is no warning period for students who have exceeded 150 percent of program requirements. If you have earned over 150 percent of the credits required for your program, you are not eligible for financial aid and must submit an SAP Appeal to request financial aid consideration.

**Appealing Suspension of Financial Aid:**
A student may appeal the loss of financial aid eligibility on the basis of a qualifying reason: her injury or illness, the death of a relative, or other special circumstances. The appeal must explain why the student failed to make satisfactory progress (GPA and/or pacing), what has changed in the student’s situation that will allow the student to make satisfactory progress by the end of the next semester, and what the student plans to do differently in order to make satisfactory progress. The appeal will be considered by the Director of Financial Aid, the Vice President of Business Services, and the Vice President of Academic Services.

If these mitigating circumstances exist, the student should appeal the **INELIGIBILITY** status:

<table>
<thead>
<tr>
<th>Possible Circumstance</th>
<th>Suggested Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death in the family</td>
<td>Death certificate, obituary</td>
</tr>
<tr>
<td>Divorce of separation</td>
<td>Court documents, lawyer statement</td>
</tr>
<tr>
<td>Domestic violence</td>
<td>Court documents, restraining orders, police records</td>
</tr>
<tr>
<td>Crime victim</td>
<td>Legal documentation, police records</td>
</tr>
<tr>
<td>Physical and/or mental illness</td>
<td>Documentation from medical professional</td>
</tr>
<tr>
<td>Learning disability</td>
<td>Individualized Education Program (IEP), DAC letter</td>
</tr>
<tr>
<td>Babysitter/daycare issues</td>
<td>Daycare provider letter</td>
</tr>
<tr>
<td>Change in economic situation</td>
<td>Unemployment statement, proof of funding stoppage</td>
</tr>
<tr>
<td>Imposed residential changes</td>
<td>Eviction notice, legal papers</td>
</tr>
<tr>
<td>Imposed employment changes</td>
<td>Statement from employer</td>
</tr>
<tr>
<td>Improper grading practices</td>
<td>Hearing documents, communication from instructor</td>
</tr>
<tr>
<td>Unjust arrest or incarceration</td>
<td>Court documents</td>
</tr>
<tr>
<td>Involuntary call to military service</td>
<td>Official military orders</td>
</tr>
<tr>
<td>Jury duty/court appearance</td>
<td>Court documents</td>
</tr>
<tr>
<td>Physical and emotional stress</td>
<td>Documentation from medical professional</td>
</tr>
<tr>
<td>Ward of state/foster care issues</td>
<td>Municipal documents</td>
</tr>
</tbody>
</table>
Examples of Unacceptable Circumstances (included but not limited to):

<table>
<thead>
<tr>
<th>Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for Financial Aid</td>
</tr>
<tr>
<td>Withdrawal to avoid failing grade</td>
</tr>
<tr>
<td>Too many courses attempted due to change in major</td>
</tr>
<tr>
<td>Repeating courses for better grade in order to be accepted into different major</td>
</tr>
<tr>
<td>Limited number of tests/assignments</td>
</tr>
<tr>
<td>Disagreement with instructor</td>
</tr>
<tr>
<td>Voluntary change in work hours</td>
</tr>
</tbody>
</table>

Appeal deadlines
A student may submit an SAP Appeal at any time; however, aid cannot be reinstated retroactively for a prior semester.

If appeal is approved
If a student’s appeal is approved, the student will be put on Financial Aid Probation for one semester. If the student fails the satisfactory progress check after the end of the probationary period, the student may only continue to receive aid if they are meeting the requirements of their academic plan.

If appeal is denied
If a student’s appeal is denied, the student will lose eligibility for financial aid, and will need to use alternative financial resources to attend Clinton College until they correct their hour and/or GPA/qualitative deficiency. If a student who is not eligible to receive financial aid registers for classes, that student responsible for all charges.

Notification of SAP status
Student’s will be notified via email to the Clinton College student email account if they fail to meet SAP standards. If all of your grades are not posted by the SAP evaluation period, the notification of SAP status may be delayed or changed.

If a student is approved after an appeal, the student will be notified via email to the Clinton College student email account. Appeals are reviewed on a rolling basis as they are submitted. Incomplete appeals will be denied. The College will attempt to notify the student of the appeal status within 15 days of appeal.

Reinstatement of Financial Aid
A student deemed ineligible for Financial Aid may apply for reinstatement of financial aid & be placed on financial aid and probation when one of the following conditions prevails:

- The ineligibility has been successfully appealed and the student has accepted an
Academic Plan.

- The student has earned the minimum GPA and hours needed to meet the Satisfactory Progress of requirements and/or is adhering to the Academic plan.

In addition, the Office of Financial Aid will notify the student in writing of the SAP Appeals Committee’s decision. The decision of the SAP Appeals Committee is final.

Financial aid probation
If the appeal regarding suspension of financial aid is approved, the student will be placed on Financial Aid Probation for one semester. The student will receive an academic plan. The student must take action and follow the academic plan to ensure they meet SAP by a specific time.

Academic plan
An academic plan, when followed, will ensure that a student will meet SAP standards by a specific time. The academic plan will include the minimum requirements for student’s not meeting SAP. If a student fails the satisfactory progress check after the end of the probationary semester period, the student may only continue to receive aid if the College can determine that the student is following the established academic plan. If the College determines that a student is not following the academic plan, the student will be denied financial aid. The student may file a new appeal if their circumstances have changed, and they wish to be considered for aid eligibility.
DIVISION OF ACADEMIC SERVICES
DIVISION OF ACADEMIC SERVICES
The Office of Academic Services is designed to support the academic programs of Clinton College through selection, supervision, and evaluation of faculty and professional staff; providing professional development for faculty and staff; budgeting for and providing instructional resources, including library holdings; and improving and maintaining academic programs and assessment systems.

THE BEACON ACADEMIC SUCCESS CENTER
The Beacon Academic Success Center will support the successful retention of students who matriculate at Clinton College. The Staff will focus on providing academic support services to students that will allow them to successfully graduate from Clinton College. The goals of the Beacon Academic Success Center are: 1) To encourage students to accept responsibility for their education. 2) To enhance academic performance. 3) To provide retention services that will support students in their academic, cultural, and social development.

CLINTON COLLEGE LIBRARY SERVICES
The first Library at Clinton College was started in 1894 with a small collection donated by Mr. H. A. Kelsey of Washington, D. C. The present library facility was completed and dedicated in August 2005. This attractive facility, designed by Harvey Gantt & Associates, has a seating capacity for 48. Special facilities include the Harry B. Dalton Gallery, a multipurpose room, a conference room, a computer classroom, and archive.

In addition to Clinton College Library's traditional print collections, the Library subscribes to electronic databases providing access to resources from JSTOR (Journal Storage), ProQuest's, EBSCO, and a host of other digital database services. Remote access to all electronic resources is available to library users with Internet connectivity. Staff members are available to assist students with finding appropriate research materials for class assignments.

CLINTON COLLEGE WORK PROGRAM AND CAREER SERVICES
Vision:
The vision of the Clinton College Work Program is to develop and prepare students to work in a global community by encouraging academic achievement through scholarship, leadership, and social change.

Mission:
The Clinton College Work Program focuses on student learning by (1) creating a work plan for internships in preparation for real-world experience; (2) developing soft skills, habits, and practice required for the workforce, and to effectively utilize the skills and experience obtained to serve in a global and local society; and (3) provide students with the elimination of debt prior to leaving college. This mission will be fulfilled by:

Building a collective workforce both internally and externally for students to network with
business professionals who can serve as mentors to offer sound advice on how to be successful during and after their internship experience which will help with building confidence Encouraging students to have a forward-thinking/can-do attitude, understand the importance of what it means to be a continuous learner, and strive for excellence without excuses Ensuring that students have the assistance and resources to help them create a career around the life they deserve which is earned through proper career preparation and guidance Providing experiential learning opportunities that are aligned with the 21st-century workforce to ensure students are well versed in their field of study and the business world to be more marketable for success in a competitive workforce

**Student Participation:**
All resident full-time students are required to participate in the Work Program regardless of their financial need. The Clinton College Work Program will also be open to Clinton Global students who are able to participate if their schedule permits. The hope is that participation will ensure the success of each Clinton College student within their respective field of study and that the students can receive a return on investment.

For each student, on-campus assignments will be different as it will depend on the interest of the student and the needs of the campus. The Work Program will also consist of both on and off-campus opportunities which will extend beyond the campus of Clinton College in order to give students more options and allow them to experience the workforce as a whole. At Clinton College, we lead by example by preparing our students to be a beacon of light for today’s scholars and tomorrow’s leaders within their personal lives and communities.

We are committed to ensuring that the on-campus assignments are monitored closely by a supervisor in order to guarantee the overall success of the student while serving in their respective role. Development and mentorship would be a couple of examples of the responsibilities of the supervisor.

**Student Professional Development:**
Student professional development within the Clinton College Work Program will consist of various career-ready workshops in which students will be required to attend. Workshops to include:

Career Development: Career Exploration and Planning
Resume Building
Internship Preparation
Interview Preparation
How to Leverage Social Media (LinkedIn)

In addition, students will learn through class instruction, core competency skills identified by the National Association of Colleges & Employers which are critical for a successful transition from college to the workplace. Core competency skills are critical thinking/problem solving, communication/leadership, Teamwork / Collaboration / Intercultural Fluency, Professionalism / Work Ethic / Technology, and Career Management.
Career Resources and Career Development:

Career and professional development means discovering opportunities that are available in your field of study and taking ownership of your career path. Clinton College Career Services will help you not only identify and develop your soft and hard skills but polish your résumé and provide career preparation and guidance to equip you with so many more career resources to ensure that you are career-ready by the time you complete your degree and when you step out into the workforce.

Connect with Clinton College Career Services regardless of what level you are in your career and where you are located. You can access tools for career exploration and preparation, upcoming events such as career fairs, networking, job and internship opportunities, connect with professionals in your field of study to gain more insight about expectations, request resume assistance, or learn about your academic options based on careers. We’re here to support you throughout your career journey. Read on to learn more about how Career Services can assist you as a student and beyond graduation.

CLINTON GLOBAL

Mission
The Mission of Clinton College Global is to provide affordable, competitive online learning opportunities to meet the alternative educational needs of students of all ages nationally and internationally that will develop highly skilled professionals prepared to compete in a global society.

Vision
The Vision of Clinton College Global is to educate highly motivated working adults to become skilled professionals and transformative leaders.

Our accelerated degree programs are designed with you in mind. Clinton Global was created to meet the educational needs of working adults on your time from any time zone.

- Earn your degree 100% online when it is convenient for you.
- Advance your future without compromising your family or current employment.
- This program may be for you if you are a professional who needs extra coursework to meet the requirements for a promotion at work
- A parent who hopes to finish a degree started a little while back.
- Someone who is simply looking for a chance at a new professional and personal beginning.

Clinton College offers individualized attention provided by highly qualified faculty in accelerated and flexible online courses. We are happy to work with you to put together a schedule that meets your individual learning goals and needs. In addition to convenient adult education classes, Clinton Global provides:
• A personal approach to education: small class size, dedicated faculty, and academic advisors
• Flexible scheduling options: to accommodate the busy schedules of working adults

DISTANCE EDUCATION
To ensure students that are enrolled in Distance Education courses/programs are successful, the college has clear guidelines and expectations for all academic personnel.

Expectation: All academic and student support services normally provided in the face-to-face campus environment will be provided to online students through video technology, the LMS platform, the Clinton College website, as well as text, telephone, and email.

Faculty and staff credentials: All faculty and staff providing online academic and student support services must meet the same credentialing requirements as faculty and staff who provide these services face-to-face.

Assessment of services: The annual plans and reports from organizational units that provide online academic and student success services will have the same goals/objectives, benchmarks for success, and assessment methodology as they have for those services when offered face-to-face. The outcomes for distance education services will be compared to outcomes for face-to-face services.

STUDENT RESPONSIBILITIES
All students are responsible for meeting with their academic advisor on a regular basis, completing their academic programs, satisfying the general regulations stated in this catalog, maintaining the required GPA, and meeting all other degree requirements. Students are required to know and observe all regulations concerning campus life and conduct as indicated in this catalog as well as others in the Clinton College Policy Manual and the Student Handbook available on the college website. Students are also responsible for maintaining communications with Clinton College Director of Registration and Records’ Office when changes occur to their current address, including zip code and telephone number.

REGISTRATION INFORMATION
All students must receive a letter of acceptance before students are eligible for initial enrollment. Once enrolled, all students are expected to meet with their advisor and pre-register for the following semester. A late fee will be imposed on all students who fail to complete registration during the regular registration period. Students are required to register for courses in the designated sequence as outlined in this catalog, shown on their planning sheets, or as explained by their advisor. Enrolling in course prerequisites is important to support a student’s progress through an academic program in a timely fashion.
Course Offerings
Clinton College reserves the right to add or delete courses, as it deems necessary in order to respond to enrollment and budgetary demands.

Academic Load
Students must register for a minimum of twelve (12) semester credit hours each semester to be enrolled as a full-time student. A full-time academic load may vary from twelve (12) semester credit hours to nineteen (19) semester credit hours. However, sophomore, junior, and senior students who have earned a minimum of a 2.0 cumulative grade point average, on a 4.0 grade point system for the current semester may register for a maximum of twenty-one (21) semester credit hours with written approval of the Vice President for Academic Services.

Schedule Change
Students may add courses or drop courses from their schedules or change sections of a course. However, all such changes require the approval of the appropriate advisers and must be documented on an Add/Drop form provided by the Director of Registration and Records. Failure to do so may result in involuntary withdrawal for no show in course or the student receiving a grade of “F” for the course.

WITHDRAWAL

Official Withdrawal - A student who finds it necessary to withdraw from the college must consult with the Academic Dean and Residence Life Coordinator and arrange for an official withdrawal. Students must sign an official withdrawal form and obtain the signature of the Director of Registration and Records or the Academic Dean for the withdrawal to be official. Students must be off the campus by 5:00 P.M. on the day of withdrawal.

Administrative Withdrawal - The college reserves the right to complete an administrative withdrawal for the following reasons:

- Student does not meet the attendance requirements during the validation period
- If a student request to withdraw and does not complete the withdrawal paperwork, an administrative withdrawal will be processed if there is not attendance activity for the student. The withdrawal date will be dated on the request day from the student.

Students who withdraw from the College during the first three weeks of the semester will not earn credit or have grades recorded. Students who withdraw after three weeks into the semester to the week of mid-terms will receive WP (withdraw/passing) or WF (withdraw/failing) and semester credit hours will not count as work attempted. Students who withdraw during the
period, one week after mid-term until the end of the term will receive a grade F in each course, and the semester credit hours will count as work attempted. Failure to withdraw properly may seriously affect a student’s eligibility for readmission or for transfer to another institution.

Special refund policies apply to those who withdraw to enter either active duty in the armed forces or other approved national defense service.

Exception to this policy may be made for any of the following reasons:

- Illness of the student or illness in the immediate family, which requires the attention of the student. In either case a physician’s certificate must be presented and approved by the Director of Registration and Records
- Death of a member of the student’s immediate family.
- Other extenuating circumstances approved by the President or Vice President of Student Services

If any of these exceptions apply, the student will receive a grade of W, and semester credit hours will not be counted as work attempted.

**OFFICIAL STUDENT RECORDS**

The permanent academic record of each student contains entries for all courses taken for credit and/or non-credit and is maintained by Director of Registration and Records Office on Campus Café. The permanent academic record of each student at a minimum contains the following:

- Student’s name
- Social Security Number
- Date of Birth
- Permanent home address
- Course information (course numbers, course titles, grades, course credit hours, attempted hours, earned hours, and quality points)
- Academic status
- Transfer credits
- Official signature (on official transcript)
- Name of Institution
- Degree awarded and date (if applicable)

**INDEPENDENT STUDY**

Students may pursue a course by Independent Study, subject to the same cost of a normal course, only in documented extraordinary circumstances. Independent Study is not offered in lieu of a class that is being offered currently. A student must maintain a minimum GPA 2.0 before taking
an Independent Study. An Independent Study is not given to a student who has previously failed a regular classroom course in the previous semester or at any time over the past academic year. The professor who normally teaches the course has the right to refuse to offer and/or conduct an Independent Study. Independent Study must be requested in writing by the student and approved by the Vice President of Academic Services.

**GRADING SYSTEM**
The College operates on a quality point system. Semester credits represent the number of credit hours completed with a passing grade; quality points are determined by the grade earned. Each grade is assigned a grade point equivalent in quality points for each credit hour scheduled. The grade point ratio equals the sum of quality points divided by the sum of the semester credits carried.

Faculty members will follow the grading system below that utilizes + and – grades with no impact on GPA and financial aid status. It allows students, employers, and other colleges/universities to see a more granular presentation of their grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range based on 100 points</th>
<th>Quality points, based on 4.0 system</th>
<th>Meaning of the grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.00</td>
<td>Excellent, achievement of distinction</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
<td>4.00</td>
<td>Good</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>4.00</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>3.00</td>
<td>Fair</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>3.00</td>
<td>Fair</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td>3.00</td>
<td>Fair</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>2.00</td>
<td>Poor</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
<td>2.00</td>
<td>Poor</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
<td>2.00</td>
<td>Poor</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
<td>0.00</td>
<td>Failure, unsatisfactory achievement</td>
</tr>
</tbody>
</table>

**Other grades or notations on the transcript.** These grades may show on a student’s transcript permanently or temporarily:

Students that receive a grade of D in a Core course must repeat the course.
<table>
<thead>
<tr>
<th>Grade or notation</th>
<th>Effect on GPA</th>
<th>Effect on minimum 67% completion rate required for financial aid</th>
<th>Meaning of the grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>None</td>
<td>Negative impact on completion rate</td>
<td>Incomplete, based on special circumstances near the end of the semester. Must be completed by 15th calendar day after the end of the semester or the grade will become an F. Permission for a grade of I and any exceptions to the timeline must be approved by the Vice President for Academic Services</td>
</tr>
<tr>
<td>In progress</td>
<td>None</td>
<td>Negative impact on completion rate</td>
<td>The faculty member has not provided a grade.</td>
</tr>
<tr>
<td>P</td>
<td>None</td>
<td>Counts toward completion rate</td>
<td>Passing (equivalent to a C or above)</td>
</tr>
<tr>
<td>T</td>
<td>None</td>
<td>None</td>
<td>Transfer credit awarded (original grade was C or above)</td>
</tr>
<tr>
<td>W</td>
<td>None</td>
<td>Negative impact on completion rate</td>
<td>Withdrawal. Student has withdrawn from a course after drop-add, but before midterm. All W’s means withdrawal from school at any time after drop-add.</td>
</tr>
<tr>
<td>WP</td>
<td>None</td>
<td>Negative impact on completion rate</td>
<td>Withdrawal passing from a course after mid-term.</td>
</tr>
<tr>
<td>WF</td>
<td>None</td>
<td>Negative impact on completion rate</td>
<td>Withdrawal failing from a course after mid-term</td>
</tr>
</tbody>
</table>

**NURSING GRADING SYSTEM**

Evaluation of student achievement in all nursing and science prerequisite(s) courses will be calculated using only measurable academic assignments identified in the syllabus and directly related to course outcomes/objectives. No points will be assigned to non-academic or unplanned activities such as attendance, participation, bonus points, or extra credit.

<table>
<thead>
<tr>
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<td>83 – 86</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum Score</td>
<td>Maximum Score</td>
<td>Grade Points</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
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**GRADING POLICY for BSN Nursing Program**

Each student’s work is evaluated individually. There will be no comparison-based grades or grading on a curve. All course outcomes / objectives must be evaluated in the grading rubric (testing, clinical / laboratory evaluations, other assignments).

**No more than 10%** of the course grade may be comprised of non-objective / non-test assignments in nursing courses with the NUR designation. However, non-objective assignments are encouraged to promote student learning in writing and critical thinking skills. Grading of all non-objective assignments MUST use an approved grading rubric distributed within the course syllabus.

**At least 90%** of the course grade will be determined by objective testing methods (methods with specific right and wrong answers that could be graded electronically).

Tests may not be repeated to improve a grade. Students taking a test after the scheduled test time MUST be given an alternative test. For successful completion of a course, a minimum composite score grade average of 77% (total of objective and non-objective percentage scores), clinical and lab performance grades of Pass “P” are necessary. A passing grade of 77% is equal to or greater than 76.5-77.4. Grades will be rounded to the next whole number and final course grades will be entered as whole numbers.

Clinical and laboratory activities will be graded as Pass/Fail using approved grading rubrics that must be judged satisfactory for passing. Any Pass/Fail element in the syllabus grading rubric must be completed with satisfactory performance to achieve a passing grade in the course. Failure of clinical or lab will result in failure of the entire course. All elements of a course must be repeated when a course is repeated.

The grading scale for Clinton College will be used for courses in the BSN nursing curriculum and will identify a range of numerical scores equivalent to the grades of A, B, C, D and F including + and – scales. The minimum score for a “C+” is 77%. A passing grade is equal to or greater than 76.5—77.4.

The minimum grade of a ”C+” (77%) is required to pass all nursing courses and the following
required science courses:

- General Biology
- Anatomy and Physiology I & II
- Microbiology
- Chemistry
- Pathophysiology

Students who earn a grade lower than the specified minimum passing grade for that course will have to retake that course.

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<td>0 – 59</td>
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</table>

Special grades are issued as follows:

**Incomplete (I) Grade**
A grade of “I” incomplete may be given in exceptional cases where a student is unable to completea course by the end of the semester but has maintained suitable progress and gives evidence of the ability to pass the course if granted the opportunity to complete all assigned work. Students must complete all incomplete assignments and receive a final grade within 15 calendar days from the beginning of the ensuing semester. A Grade of Incomplete will automatically become a Grade of “F” after 15 calendar days from the beginning of the next semester. It is expected that all course work will be completed prior to the end of the semester. If a student must complete assignments after the semester has ended, the highest grade allowed is a C. Exceptions can be granted for medical or hardship circumstances that must be approved by the Vice President of Academic Services.
Withdrawal (W) Grade
Students may voluntarily withdraw from a course, adhering to the date indicated on the current academic calendar. Students are also assigned this grade when they have pre-registered or registered, but never reported to class. No credit hours are assigned and counted into the grade point calculation.

Repeating a Course
Any course in which a student receives a grade of “D” or “F” may be repeated for appropriate course credit. In such cases, the higher grade will be used in computing the scholastic average. A course in which a grade of “C” or better was received may be repeated for credit only in special circumstances and only with the written permission of the Vice President for Academic Services.

Course Repeat Nursing
Only one repeat of a nursing and science prerequisite(s) course within the nursing degree plan may be attempted. A second failure of the same or different course (nursing and/or science prerequisite) will result in dismissal from the program.

Faculty Grade Changes
If a faculty mistake was made in calculating or recording a grade, the instructor of the course may request a change of grade. A change of grade may occur no more than one semester past the semester in which the grade was assigned. Grades posted after one complete semester are permanent. A faculty member seeking to change a student’s grade because of a mistake must request the change on the appropriate form, which may be obtained from the Office of the Director of Registration and Records. The Vice President for Academic Services shall approve or disapprove change-of-grade repeats. If approved, the requests will be sent to the Director of Registration and Records with instructions to make the necessary corrections on the official record.

Student Grade Appeal
If a student disagrees with a final grade the student must submit a Grade Appeal Request to the Office of Academic Services within 15 calendar days from the beginning of the next semester. The student must submit written documentation to support the appeal with specific reasons they believe the grade is in error. The request for appeal will be sent to the instructor for comments and/or evidence to support or deny the request. The request for appeal must be reviewed by at least two Division Chairs and their recommendation must accompany the appeal. Final approval of the request will be made by the Vice President for Academic Services. All grades are final there is no pending grade appeal.
ACADEMIC STANDING

To remain in good standing at Clinton College, all students must maintain satisfactory academic progress each semester in accordance with the financial aid SAP policy. A grade point average of 2.0 is required. The Director of Records and Registration along with the Director of Financial Aid will monitored at the end of each semester to determine compliance with the stated requirements. If a student does not meet the standards at the end of each semester, they will be placed on academic warning. If a student is already on academic warning, he or she can appeal to be placed on academic probation.

Students who have been placed on academic probation may not register for more than thirteen (13) semester credit hours during the period of academic probation. Students are also ineligible to participate or hold office in official campus organizations, to participate on athletic teams, or to represent Clinton College in any capacity, until probationary status has been removed. During the time a student is on academic probation for not meeting the minimum level of academic performance, he or she is required to participate in Students Support Program.

To have probationary status lifted, students must earn a semester grade point average of at least 2.0 during the semester immediately following that which probation was imposed. The student must also earn a cumulative grade point average equal to or above the required minimum for the students’ level of attempted semester credit hours. If at the end of the probationary period, a student fails to meet the probationary conditions mentioned above, the student will be suspended for the period of one semester.

For the purposes of satisfactory academic progress and CGPA calculation:

• A course in which a student receives an “F” grade will be counted in credits attempted and it will be counted in the CGPA calculation

• A course in which a student receives an “W” grade will be counted in credits attempted; it will not be counted in the CGPA calculation

• A course in which a student receives a WF grade will be counted in credits attempted and it will be counted in the CGPA calculation

• A course in which a student receives a “TR” grade will be counted in credits attempted and credits earned; it will NOT be counted in the CGPA calculation.

Academic Suspension
A student who has been on academic probation and is unable to meet the minimum level of academic performance, will be suspended from Clinton College for one semester. During this period, a student may not enroll in any courses at Clinton College. A student may apply for readmission at the end of his or her period of separation. If, after careful review, Clinton College
decides to allow the student to re-enroll, he or she must bring the cumulative GPA to the level required by Clinton College by the end of two enrollment semesters.

**Academic Dismissal**
A student will be dismissed permanently if, despite re-enrollment for two semesters after academic suspension, he or she fails to meet the minimum cumulative GPA.

**Requirements for Student Athletes**
Student athletes participating in intercollegiate sports must fulfill the Satisfactory Academic Progress requirements to participate in intercollegiate sports.

**ACADEMIC CLASSIFICATION OF STUDENTS AND CREDITS**

**Definition of a Credit Hour**
Clinton College’s academic credit is recorded in semester credit hours. One fifty (50)-minute lecture period per week for one semester constitutes a semester credit hour in combination with a minimum of two hours of out-of-class work each week. A one hundred and fifty (150) minutes lecture period in combination with six hours of out-of-class student work each week for one semester constitutes three semester credit hours. Laboratory periods are scheduled 3 hours per week for the equivalent of one credit hour in the four-hour science courses. A student’s classification is determined at the beginning of the academic year by the number of semester hours earned.

**Student’s classification**
A student’s classification is determined at the beginning of the academic year by the number of semester hours earned. Based upon classification, all students are expected to participate in and represent only the class in which they are officially placed by the hours earned. Unclassified and special students are not allowed to participate in any of the official activities of any of the four regular classes: freshman, sophomore, junior and senior.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 to 29 semester credit hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 to 59 semester credit hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60 to 89 semester credit hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and above semester credit hours</td>
</tr>
</tbody>
</table>

**Course numbering system**
100-299: Designed to be taken by freshmen and sophomores, but may also be taken by juniors and seniors
300-499: Permitted to be taken only in bachelor’s degree programs by juniors and seniors
ACADEMIC HONORS

Students with high scholastic achievements are listed on the Dean’s List following the semester in which the achievement was attained:

The Dean’s List
Students who carry and successfully complete each semester a minimum of 12 semester hours of college-level courses for two consecutive semesters and maintain 3.0 cumulative GPA or above, with no grade below “C” and no “I” grade, are recognized as distinguished and placed on the Dean’s List.

Honors and Awards Day
The annual Honors and Awards Day is observed by Clinton College at the end of each spring semester. During that day, Clinton College holds Honors and Award Convocation to give recognition to students who have achieved high honors in areas of scholarship and made notable contributions to Clinton College and community commensurate with their academic achievement.

SUMMER ENROLLMENT AT ANOTHER INSTITUTION

Students who wish to enroll at another institution during the summer term must first have approval from the Vice President for Academic Services prior to the end of the spring semester. Courses will not be accepted from other institutions without prior approval of Vice President for Academic Services. Only courses with grades of “C” or better will be accepted as transfer credit.

ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID

The continuation of students’ federal financial aid is linked to their academic progress, as outlined in the Financial Aid section of this catalog and in Policy FA-12: Satisfactory Academic Progress for Financial Aid. The full policy is available in the Clinton College Policy Manual on the college website.

REQUIREMENTS FOR GRADUATION

The bachelor’s and associate degrees are conferred at the annual commencement upon students who have completed the requirements pertaining to tests, courses, and grades, have paid all college-related charges and have returned all borrowed books and equipment to Clinton College. Specific requirements for graduation include the following:

- For a bachelor’s degree: Completion of the minimum of 121 (122 semester hours
required for Biology majors without Minor) semester hours required in the major program with a cumulative grade point average of at least 2.00, or as required by a specific major.

- For an associate degree: Completion of a minimum of 61 semester hours required in the major program with a cumulative grade point average of at least 2.00, or as required by a specific major.
- A satisfactory score on any required competency and subject area tests.
- A distribution of thirty-one (31) semester hours in general education hours based on specific major requirements.
- Completion of all courses for the major, with a GPA of 2.0 or higher in the major.

**NURSING NCLEX-RN REVIEW AND NURSING LEADERSHIP MANAGEMENT COURSE**

All students in the BSN program are required to attend a college approved NCLEX review course scheduled during the last term of the program. If a student fails to attend the scheduled NCLEX review course (or any part of it), he or she will be required to complete another review course at his or her own expense. Documentation of attendance must be provided to the Director of Nursing after completion of the review course. The NCLEX review will be administered in the NUR 417: Nursing Leadership Management.

Each student in the BSN program is also required to pass a comprehensive examination with a specific score (indicated on the course syllabus) predictive of passing the NCLEX® on the first attempt. This examination is administered in the NUR 417 course that is taken in the final term of the program.

Those students who do not achieve the predictor score on their first attempt at the exam will be required to complete remediation activities prior to taking the exam a second time. When a student fails the course NUR 417 due to not achieving the predictive score on the third administration exam, the student must repeat the course; however, failure of the course based on the predictor score only does not count in the two-course failure limit for nursing students.

**Participation in Commencement**

Students who have completed all requirements for their degree, and any student(s) within one semester of graduating (lacking no more than 16 credit hours), and who meet all other requirements for their degree, may participate in all commencement activities. These activities include baccalaureate services, commencement, and all celebratory activities. No student will receive a diploma until all requirements for the degree have been fulfilled and all financial obligations have been settled. It is not mandatory for these students with graduating status to participate in the baccalaureate and commencement activities.
Honors at Graduation
Candidates for graduation are eligible for the following honors based upon their cumulative GPAs:

- *Cum Laude* 3.00 cumulative average
- *Magna Cum Laude* 3.33 cumulative average
- *Summa Cum Laude* 3.75 cumulative average
DIVISION OF
STUDENT SUCCESS
DIVISION OF STUDENT SUCCESS

The Division of Student Success is responsible for all aspects of student life on campus. The goal of the Division of Student Success is to meet the needs of Clinton College students. The number one priority of the Division of Student Success is to develop programs that foster students’ academic growth, emotional growth, and spiritual development. The Division of Student Services at Clinton College aims to:

- Promote concepts such as diversity and cultural awareness through educational and social programming
- Maintain a community atmosphere where students take responsibility for their actions
- Provide an atmosphere where students can interact with one another in an effort to fully develop social and interpersonal skills
- Support the academic mission of Clinton College as well as that of the Division of Student Success
- Provide students an opportunity to evaluate departmental operations, using student opinions whenever possible to make changes and improvements

Counseling Services

Clinton College offers counseling services to provide assistance to students related to their physical, social, emotional development, and their personal needs. In offering counseling services to its students, Clinton College aims to:

- Assist students to become self-directed as they are taught skills to help them make satisfactory decisions for their personal lives
- Encourage behavior modification and provide guidance for those students experiencing difficulty in making appropriate choices with regard to their problems at Clinton College
- Provide counseling services to enhance the physical, social, and cultural development of all students
- Refer students, depending on individual situations, to appropriate services

Campus Ministry

The office of Campus Ministry has entrusted to it as its primary responsibility the spiritual growth of all members of the Clinton College community students, faculty and staff. Clinton College’s Campus Ministry attempts to create a community of faith in the academic environment. Making every effort to assist students in the formation of a spiritual conscience, the Clinton College Campus Ministry helps to enable students in making good moral judgments. The Clinton College Campus Ministry takes an essential part in the mission of Clinton College and shares in the goal of forming students who profess and live an integrated, authentic spiritual life.
Student Government Association (SGA)

The Student Government Association provides an early experience in self-government that serves as a useful background for later public service. The purpose of the Student Government Association at Clinton College is to:

▪ Express student concerns Safeguard student interests
▪ Facilitate effective communication between administration, faculty, staff and students, Sponsor events for the general student population
▪ Enhance student life on campus
▪ Acknowledge and support student clubs and organizations by sponsoring events for the enrichment and enhancement of the student body
▪ Encourage participation in all aspects of student life.

The Student Government Association consists of two divisions:

▪ **Executive Council** is composed of President, Vice President, Secretary, Treasurer, Parliamentarian, and Chaplain.

▪ **Student Senate** is composed of five to ten full-time students that are nonvoting members who attend SGA meetings and SGA sponsored programs.

Athletics [Clinton College Athletics (clintongoldenbears.com)]

Since intercollegiate athletic programs are recognized as valuable assets in developing campus spirit, Clinton College strives to build a balanced, competitive athletic program where teams compete in men’s and women’s basketball. Intercollegiate contests are encouraged by Clinton College, but not at the expense of academic work. Students are required to maintain a specified academic standing to be eligible to participate in men’s and women’s basketball. No student is allowed to represent Clinton College or take part in any collegiate contest without meeting eligibility requirements of the association with which Clinton College is affiliated. Clinton College is a member of the United States Collegiate Athletic Association (USCAA) Eastern Metro Athletic Conference.

For more details, consult your copy of the Student Handbook.
ACADEMIC PROGRAMS

GENERAL INFORMATION

Each student is responsible for the proper completion of the requirements of his/her academic program as set forth in this catalog. Program advisors will guide students in the selection of appropriate courses each semester according to the currently approved program requirements shown on their planning sheets.

Program missions, intended student learning outcomes, and basic course requirements are shown in the following sections.

LEARNING PLATFORMS

_Bear Learning_
Bridging Excellence and Remote (BEAR) Learning is the regular 15-week on ground program that is also taught virtually using the Brightspace Learning Management System.

_Clinton Global_
A fully online 7 ½ week program for highly motivated adult learners. Clinton Global is intended for working adults who may not have an opportunity to take traditional on-ground courses that are on a fixed schedule.

PROGRAMS OF STUDY

Clinton College provides opportunities for students to pursue associate degrees, and bachelor’s degrees. The Office of Academic Services is designed to support the academic programs of Clinton College through selection, supervision, and evaluation of faculty and professional staff; providing professional development for faculty and staff; budgeting for and providing instructional resources, including library holdings; and improving and maintaining academic programs and assessment systems.

Academic programs at Clinton College facilitate and assess students’ learning in alignment with the mission of the College. The General Education requirements for all programs and the specific program requirements have established goals for students’ learning in four major areas: academic achievement, moral and spiritual growth, leadership development, and citizenship in a global society. On-going assessment of students’ attainment of these goals guides continuous improvement of programs, courses, assignments, use of resources, and assessment methods.
Clinton College offers undergraduate programs leading to the following degrees:

**Division of Religious and Ministry Studies**

Associate Degree Programs
- The Associate of Arts (A.A.)

Bachelor’s Degree Programs
- The Bachelor of Arts (B.A.)

**Division of Education**

Associate Degree Programs
- The Associate of Arts (A.A.)

**Division of Liberal Studies**

Associate Degree Programs
- The Associate of Arts (A.A.)

**Division of Business and Leadership**

Associate Degree Programs
- The Associate of Science (A.S.)

Bachelor’s Degree Programs
- The Bachelor of Science (B.S.A.)

**Division of Science and Technology**

Associate Degree Programs
- The Associate of Science (A.S.)

Bachelor’s Degree Programs
- The Bachelor of Science (B.S.)
Majors

Majors offered for the Associates of Arts Degree:
- Liberal Arts
- Early Childhood Education
- Religious Studies

Majors offered for the Associate of Science Degree:
- Natural Sciences
- Business Administration

Majors offered for the Bachelor of Arts Degree:
- Religious Studies
- Music (Concentration in Voice) *not approved for enrollment*

Majors offered for the Bachelor of Science Degree:
- Biology
- Business Administration
- Healthcare Administration *not approved for enrollment*
- Nursing *not approved for enrollment*

Certificates
- Ministry Studies
- Urban Economic Development
- Banking and Finance
- Educational Ministry
- Entrepreneurship
- Healthcare Management
- Human Resource Management
- Pastoral Leadership

Some of these majors may offer several concentrations. Students should consult their “Academic Planning Sheet” for more details.

Minors

A minor at Clinton College allows students to expand and broaden their scholastic experience by studying a particular subject in sufficient depth to gain expertise. By completing a minor, a student can become familiar with an additional area of study which will complement the expertise gained in the major. Each minor has a particular set of curricular objectives and student learning outcomes which are determined by the school which offers the minor. Minors may only be earned and will only be awarded in conjunction with a bachelor's degree. They will not be
awarded as an independent credential. To qualify for a minor from Clinton College, students must satisfy all the following requirements:

- Satisfactorily complete a minimum of 15 semester hours for the minor. Some minors will require additional hours.
- Minors must be completed simultaneously with a major degree program. A minor may not be completed by itself, independent of a major program. This means the student cannot earn a minor after they have already earned a bachelor’s degree(s). The student needs at least one active major to pursue a minor.
- Include the minor when submitting a graduation application to the Director of Registration and Records Office.
- Satisfactorily complete all requirements using the catalog in effect when the student was admitted to Clinton College, or a later catalog, if enrollment is continuous. All student's degree, major, minor, and core requirements must be met using the same catalog year.
- Satisfactorily complete all requirements for the degree no later than the last day of finals in the term in which the degree is to be awarded. Students who fail to meet this deadline will not receive their degrees until the next posting period.
- A minor must be awarded at the same time a bachelor’s degree is awarded. Minors will be posted on the transcript.
- Students must choose a minor within their division.

Any undergraduate student in a bachelor’s program has the option to declare a minor in an academic area offered through the colleges.

Minors have been approved for bachelor’s programs in the following academic divisions:

**Division of Science and Technology**
- **Public Health**
  PED 201 Personal Health  
  PED 202 Community Health  
  PED 203 Introduction to Public Health  
  PED 300 Introduction to Epidemiology  
  PED 305 Introduction to Global Health  
  PED 400 Environmental Health  
- **Exercise Science**
  PED 202: Community Health  
  PED 301: Biomechanics  
  PED 302: Biomechanics of Human Motion  
  PED 303: Exercise Physiology  
  PED 304: Motor Control and Learning  
  PED 401: Applied Anatomy
- Forensic Science
  CJA 201 Criminal Justice
  CJA 200 Forensic Science
  CJA 302: Criminal Evidence
  BIO 300: Introduction to Genetics
  CJA 303 Cultural Diversity in Criminal Justice

Division of Business and Leadership
- Sports Management
  SPM 101: Introduction to Sport Management
  SPM 200: Sports Communication
  SPM 201: Sports Ethics
  SPM 300: Sports Finance and Economics
  SPM 301: Sports Marketing
  SPM 400: Sports Law
- Accounting
  BUS 316 Financial Accounting
  BUS 317 Accounting Information Systems
  BUS 318 Managerial Accounts
  BUS 319 Auditing
  BUS 320 Financial Reporting
  BUS 321 Cost Accounting
- Information Systems
  COM 201: Software Applications
  COM 202: Telecommunications Internet
  COM 204: Database Fundamentals
  COM 300: Systems Analysis and Design
  COM 301: Advanced Application Development

Division of Religious and Ministry Studies
- Literature
  ENG 202: Introduction to Literature
  ENG 203: African American Literature
  ENG 206: World Literature
  REL 303: Religion and Literature
  REL 406: Religion and African American Literature
  ART 200: Introduction to Drama
- Black Sacred Music and Worship
  MUS 201: Music Appreciation
  MUS 202: College Choir I
  MUS 203: College Choir II
  MUS 204: College Choir III
  MUS 207: College Choir IV
  MUS 300: Musicianship
  MUS 301: Liturgy, Leadership, and Literature
  MUS 302: Seminar in Worship and Music
GENERAL EDUCATION PROGRAM

31 Credit Hours

Mission of the General Education Program for all Degrees

The purpose of the General Education Program is to develop a solid foundation in knowledge, skills, and values consistent with the Clinton College mission. General Education requirements apply to all programs, with some specific courses required by certain programs when there are options shown in the overall program. All knowledge, skills, and values should equip students to be successful in their major course of study for the Associate or Bachelor’s degree at Clinton College or elsewhere.

Linkage of General Education Program to the College Mission

The General Education program aligns with the Clinton College mission elements of promoting academic achievement through student learning outcomes that promote acquisition of knowledge, emphasize intellectual and practical skills, and involve integrative and applied learning. The program aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society through the student learning outcomes pertaining to personal and social responsibility.

The General Education Curriculum has 7 academic components:

- Introductory Studies
- Communications Skills
- Mathematical Science
- Technology and Information Literacy
- Social and Behavioral Science
- Natural Sciences
- Humanities

The curriculum is characterized by four unifying themes that are aligned with the college’s mission:

- Academic Achievement
- Positive moral and spiritual development
- Leadership
- Contributing to a global society
Institutional Level General Education Student Learning Outcomes (SLO’s)

The intended student learning outcomes for General Education are aligned with Clinton College’s mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society. The SLO’s are also aligned with national perspectives about purposes of General Education as articulated by the Association of American Colleges and Universities’ advocacy group: Liberal Education and America’s Promise (LEAP). The following SLO’s were written in conjunction with the recommendation to provide learning outcomes that endorse high-impact practices.

**Diversity:** Students will demonstrate knowledge and methods from different fields to address global issues and cultural diversity.

**Written and Communication Literacies:** Students will demonstrate the ability to speak and write effectively to convey and make an evidence-based decision.

**Critical Thinking:** Students will demonstrate the ability to formulate and articulate ideas by distinguishing relevant from non-relevant information.

**Quantitative Learning:** Students will demonstrate the ability to utilize numerical data accurately and effectively to address current issues and trends.

**Ethical Citizenship:** Students will demonstrate the ability to draw conclusions from moral and ethical questions to guide conduct.

**General Education Course Requirements (31 hours)**

**Introductory Studies (All degrees) (3)**
CSE 101: Freshman Seminar (3) *
* Not required of transfer students with 30 or more credit hours.

**English Composition (All degrees) (6)**
ENG 111: English Composition I (3)
ENG 112: English Composition II (3)

**Technology and Information Literacy (All degrees) (3)**
COM 101: Introduction to Computers (3)

**Natural Science (All degrees) (4)**
*Choice of one introductory course:*
  BIO 103: General Biology I (4)
  CHE 101: General Chemistry I (4)
  PSC 111: Physical Science I (4)
**Humanities (All degrees) (6)**

*Choice of any one Religious Studies course:*
- REL 100: Introduction to Religion (3)
- REL 101: Introduction to Old Testament (3)
- REL 102: Introduction to New Testament (3)

*Choice of any one additional humanities course:*
- ART 101: Art Appreciation (3)
- MUS 201: Music Appreciation (3)
- ENG 202: Introduction to Literature (3)
- ENG 203: African American Literature (3)
- ENG 206: World Literature (3)

**Mathematical Studies (3-6)**

*Note prerequisites in the catalog course descriptions for math course sequences.*

**Non-STEM Majors (AA and BA degrees) (3): One of the following:**
- MAT 121: College Mathematics I (3)
- MAT 122: College Mathematics II (3)
- MAT 131: College Algebra (3)
- MAT 132: College Algebra II (3)
- MAT 133: Introductory Statistics (3)

**STEM Majors (6): Two of the following:**
- MAT 131: College Algebra (3) or higher
- MAT 220: Pre-Calculus (3) or higher
- MAT 133: Introduction to Statistics (3)
- MAT 221: Calculus I (3)
- MAT 222: Calculus II (3)

**Business Majors (AS and BS) (6): Any two of the following:**
- MAT 121: College Mathematics I (3)
- MAT 122: College Mathematics II (3)
- MAT 131: College Algebra (3)
- MAT 132: College Algebra II (3)
- MAT 133: Introductory Statistics (3)
- MAT 220: Pre-Calculus (3)
- MAT 221: Calculus I (3)
- MAT 222: Calculus II (3)
Social/Behavioral Sciences (3-6)

Non-STEM majors (AA and BA degrees) (6)
Choice of any two courses:
- PSY 101: Introduction to Psychology (3)
- PSY 102: Developmental Psychology (3)
- CJA 101: Introduction to Criminal Justice (3)
- SOC 101: Introduction to Sociology (3)
- HIS 102: U.S. History to 1865 (3)
- HIS 103: U.S. History after 1865 (3)
- HIS 201: World History (3)
- HIS 206: African American History (3)
- PLS 201: American Government (3)
- PLS 203: State and Local Government (3)

STEM and Business Administration Majors (AS and BS) (3)
Choice of any one course:
- PSY 101: Introduction to Psychology (3)
- PSY 102: Developmental Psychology (3)
- CJA 101: Introduction to Criminal Justice (3)
- SOC 101: Introduction to Sociology (3)
- HIS 102: U.S. History to 1865 (3)
- HIS 103: U.S. History after 1865 (3)
- HIS 201: World History (3)
- HIS 206: African American History (3)
- PLS 201: American Government (3)
- PLS 203: State and Local Government (3)
ASSOCIATE DEGREE PROGRAMS
ASSOCIATE OF ARTS: EARLY CHILDHOOD EDUCATION
61 Credit Hours

Program Mission:
The major purpose of the A.A. in Early Childhood Education is to provide students with fundamental understandings of the typical and atypical development of young children, the criticality of family-community partnerships, current findings about the interrelationships of health, safety, and nutrition for the developing child, and the nature of learning through different kinds of experiences. The program prepares students to matriculate to a four-year program in majors such as Developmental Psychology, Early Childhood Education, or Child Development.

Student Learning Outcomes (SLOs)
The A.A. in Early Childhood Education program aligns with the mission elements of promoting academic achievement through its conceptual knowledge and skills-based student learning outcomes. Student learning outcomes focused on supporting children and families align with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society.

Applied Learning: Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood.

Disciplinary Knowledge: Students will identify effective school and community resources and strategies for building family and community relationships that support young children.

Conceptual Knowledge: Students will identify critical issues related to children’s learning and development in their families and communities.

Degree Requirements (Total of 61 hours)
This listing of requirements is for information purposes as of the dating of this catalog.

**General Education Requirements (total hours 31)**

**Electives Requirements (total hours 6)**

**Major Requirements and Early Childhood Education Electives (total hours 24)**

**Foundational Studies:**
- EDU 101: Introduction to Early Childhood
- EDU 102: Human Growth and Development
- EDU 104: Exceptional Children

**Critical Issues in Early Childhood:**
- EDU 106: Community and Family Relations
- EDU 205: Health, Safety, and Nutrition
- EDU 220: Special Topics

**Early Childhood Arts and Literature:**
- EDU 208: Creative Arts
- EDU 103: Early Childhood Literature
ASSOCIATE OF ARTS IN LIBERAL ARTS

61 Credit Hours

Program Mission
The Associate of Arts in Liberal Arts program is closely aligned with the General Education Program. It is designed to provide educational opportunities for students to gain knowledge and skills in academic studies in a wide variety of courses transferable to most four-year colleges or universities. It will provide the flexibility for students to move into any major that is based on a broad liberal arts foundation.

Linkage of Associate of Arts in Liberal Arts to the College Mission
The Associate of Arts in Liberal Arts aligns with the mission elements of promoting academic achievement through student learning outcomes that promote acquisition of knowledge, emphasize intellectual and practical skills, and involve integrative and applied learning. The program also aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society.

Student Learning Outcomes

Diversity: Students will demonstrate intercultural knowledge. To demonstrate respect, appreciation, and acceptance for multicultural differences.

Communication: Students will demonstrate effective written communication skills. Demonstrate proficiency in listening, speaking, writing, and reading.

Cognitive: Students will demonstrate critical thinking. Demonstrate skills in problem-solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.
**Integrity**: Students will demonstrate awareness of ethical and moral reasoning.

**Program Requirements (Total of 61 hours)**
This listing of requirements is for information purposes as of the dating of this catalog.

**General Education Requirements (total hours 31)**
**Electives (total hours 6)**
**Major requirements (total hours 24)**

**Organization of the requirements and choices for the Liberal Arts major: 24 hours (8 courses)**
The A.A. in Liberal Arts requires at least one course beyond General Education requirements in each of the four categories in the table below. The remaining 4 courses may be distributed across one or more of the four categories according to the student’s interests. Students and advisors should check for prerequisites for 200-level courses.

**The Arts**  
*Options*: ART 101: Art Appreciation, MUS 201: Music Appreciation, REL 211: Hymnology, MUS 202: Ensemble I (or higher), and other advisor-approved courses

**Multicultural Studies**  
*Required*: REL 219: African American Religious History or HIS 206: African American History  

**Religious Studies**  
*Options*: REL 202: Christian Ethics, REL 208: General Church History, REL 212: Black Personalities in the Bible, REL 213: Life and Teachings of Jesus, REL 219: African American Religious History, and other advisor-approved courses

**Language and Literature**  
*Required*: ENG 203: African American Literature  
ASSOCIATE OF ARTS IN RELIGIOUS STUDIES

61 Credit Hours

Program Mission
The primary purpose of the Associate of Arts program in Religious Studies is to further develop knowledge among Christian leaders regarding Biblical foundations, Christian beliefs and history, and the skills, leadership, and values of citizenship in a global society.

Student Learning Outcomes (SLOs)
The intended student learning outcomes for the major in Religious Studies are aligned with Clinton College’s mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society.

Program Learning Outcomes

Biblical Foundation: Students will demonstrate knowledge of Biblical foundations in terms of literature and history, and as a spiritual guide.

Knowledge of Christian History: Students will demonstrate knowledge of critical historical events in the development of Christianity, and African American Religion.

Moral and Spiritual Growth: Students will demonstrate the knowledge and task of theology and doctrines of the Christian faith; as well as the development of moral reasoning.

Global Citizenship: Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others.
Degree Requirements (Total of 61 hours)
This listing of requirements is for information purposes as of the dating of this catalog.

General Education Requirements (total hours 31)
Free Electives (total hours 6)
Major Requirements (total hours 24)

Foundational Studies
Take the two REL 100-level courses not taken for General Education:
- REL 100: Introduction to Religion
- REL 101: Introduction to Old Testament
- REL 102: Introduction to New Testament
- REL 202: Christian Ethics
- REL 218: Christian Leadership

Church History
- REL 208: General Church History
- REL 219: African American Religious History

Electives
- REL 100 or 200 level elective
- REL 100 or 200 level elective
ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION
61 Credit hours

Program Mission
The major purpose of the A.S. in Business Administration is to ensure that students will have the tools available to compete in the business environment.

Student Learning Outcomes (SLOs)
The A.S. in Business Administration program aligns with the Clinton College mission elements of promoting academic achievement through its Conceptual Knowledge and Skills-based student learning outcomes. It aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society.

Program Learning Outcomes

Disciplinary Knowledge: Identify and explain the four functions of management: Planning, Leading, Organizing and Controlling.

Problem Solving: Students will utilize a decision model to plan and control business outcomes.

Applied Learning: Apply fundamental understanding of Business by analyzing various securities transactions, evaluating industry trends, and communicating results.

Competency: Assemble appropriate information resources to support analysis of the business environment.

Critical Thinking: Demonstrate the ability to integrate and synthesize knowledge, inquiry tools and practices related to Business administration.
**Degree Requirements** (Total of 61 hours)
This listing of requirements is for information purposes as of the date of this catalog.

*General Education Requirements (total hours 31)*
*Electives Requirements (total hours 6)*
*Major Requirements (total hours 24)*

BUS 101: Introduction to Business (3)
BUS 202: Business Law I (3)
BUS 203: Principles of Management (3)
BUS 204: Principles of Accounting I (3)
BUS 205: Principles of Marketing (3)
BUS 206: Statistics and Quantitative Methods (3)
BUS 209: Introduction to Finance (3)
ECO 201: Macroeconomics (3)
ASSOCIATE OF SCIENCE in NATURAL SCIENCES

61 Credit Hours

Program Mission
The mission of the Associate of Science program is to provide a strong foundation in the sciences and in mathematics for students wishing to transfer to a bachelor’s degree program in a science, technology, engineering, or mathematics field of study (STEM).

Student Learning Outcomes (SLOs)
The Associate of Science in Natural Sciences program aligns with the Clinton College mission elements of promoting academic achievement through its coursework leading to student learning outcomes in conceptual knowledge and applied skills to be developed in all science courses and labs. The mission elements of promoting moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens are emphasized in the capstone course.

Program Learning Outcomes

Content/Conceptual Knowledge: Students will demonstrate knowledge of major concepts, theoretical principles, and research/ experimental findings in science.

Critical Thinking and Applied Skills: Students will demonstrate the skills to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments.

Application and Analysis of Scientific Information: Students will demonstrate the skills and dispositions necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills.
Degree Requirements (61 hours)
This listing of requirements is for information purposes as of the dating of this catalog.

General Education Requirements (total hours 31)
- Note: Take BIO 103: General Biology I to satisfy the General Education requirement

Electives (total hours 6)

Major Requirements (total hours 24)

- Complete the BIO sequence: BIO 104: General Biology II (4)

- Take a second science sequence (8):
  CHE 101 and 102: General Chemistry I and II, or
  PSC 111 and 112: Physical Science I and II

- Take a third science sequence (8):
  BIO 204 and 205: Environmental Biology I and II, or
  BIO 210 and 211: Anatomy & Physiology I and II

- Choose one additional science course at the 200 level, such as the following (4):
  BIO 201: Botany
  BIO 202: Zoology
  BIO 203: Genetics
  BIO 204: Environmental Biology I
  BIO 210: Anatomy and Physiology I
BACHELOR’S DEGREE PROGRAMS
BACHELOR OF ARTS
BACHELOR OF ARTS IN RELIGIOUS STUDIES

121 Credit Hours

Program Mission
The primary purpose of the Bachelor of Arts program in Religious Studies is to further develop knowledge among Christian leaders regarding Biblical foundations, Christian beliefs and history, the skills of leadership, and values of citizenship in a global society, as well as knowledge of philosophy and comparisons with other religions, critical thinking skills, and the ability to integrate knowledge across disciplines.

Student Learning Outcomes (SLOs)
The intended student learning outcomes for the major in Religious Studies are aligned with Clinton College’s mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society.

Program Learning Outcomes

Biblical Foundation: Students will demonstrate knowledge of Biblical foundations in terms of literature and history, and as a spiritual guide.

Knowledge of Christian History: Students will demonstrate knowledge of critical historical events in the development of Christianity, and African American Religion.

Moral and Spiritual Growth: Students will demonstrate the knowledge and task of theology and doctrines of the Christian faith; as well as the development of moral reasoning.

Global Citizenship: Students will apply knowledge of principles and practices in Christianity to
provide guidance and support for themselves and others.

**Degree Requirements (121 hours)**

This listing of requirements is for information purposes as of the dating of this catalog. Part One of this bachelor’s degree is identical to the Associate of Arts in Religious Studies. Part Two is restricted to students admitted to the bachelor’s degree and having a class standing of junior or senior.

*Total hours in Part One: 61*

**General Education Requirements (total hours 31)**

**Free Electives in Part One (total hours 6)**

**Requirements for the Major - Part One (total hours 24)**

**Foundational Studies (12)**

*Take the two REL 100-level courses not taken for General Education:*
  - REL 100: Introduction to Religion
  - REL 101: Introduction to Old Testament
  - REL 102: Introduction to New Testament

*Take two more required courses*

REL 202: Christian Ethics
REL 218: Christian Leadership

**Church History (6)**

REL 208: General Church History
REL 219: African American Religious History

**REL Electives (6)**

REL 100 or 200 level elective
REL 100 or 200 level elective

*Total hours in Part Two: 60*

**Free Electives Part Two (total 6 hours)**

**Requirements for the Major – Part Two (total hours 54)**

**Advanced Foundational Studies (12)**

REL 217: Christian Growth & Maturity or approved elective if taken in Part One
REL 201: Christian Theology or approved elective if taken in Part One
REL 300: Introduction to Philosophy (3)
REL 301: Survey of World Religions (3)
Interdisciplinary Studies (12)

Required:
REL 306: Philosophy of Religion (3)
REL 307: The Civil Rights Movement (3)

Choice of two courses:
REL 302: Psychology of Religion,
REL 303: Religion and Literature,
REL 308: Engaging Theology in Entertainment,
REL 402: Religion and Science (3, 3)

Critical Study (18)
Choice of six courses at the 400 level, such as the following:
REL 402: Religion and Science (3)
REL 403: Senior Thesis I (3)
REL 404: Senior Thesis II (3)
REL 406: Religion and African American Literature (3)
REL 407: Pauline Letters (3)
REL 408: African American Critical Thought (3)
REL 409: Introduction to Hermeneutics (3)
REL 420: Special Topics in Religious Studies (3)

Related Area Courses (6)
SPA 101: Spanish I (3)
SPA 102: Spanish II (3)

Religious Studies Electives (6)
REL elective, any level 100 – 400
REL elective, any level 100 - 400
BACHELOR OF ARTS IN MUSIC

121 Credit Hours

*Contingent on approval from accreditor*

Program Mission

The mission of the Bachelor of Arts in Music (Concentration in Voice) is to offer all students who have demonstrated interest and ability in singing professionally, the opportunity to continue further study and to educate students in such a way that they understand and appreciate the vocal arts, not only as a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates tradition and technological advancements through individual and group participation.

Student Learning Outcomes (SLOs)

The Bachelor of Art program in Voice Performance aligns with the Clinton College mission elements of promoting academic achievement through its coursework leading to student learning outcomes in conceptual knowledge and applied skills to be developed in all science courses and labs. The mission elements of promoting moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens are emphasized throughout the program.

Program Learning Outcomes

Students majoring in music with a concentration in voice performance will achieve the following learning outcomes:
Content Knowledge: Students will demonstrate knowledge of major concepts, theoretical principles, and research/experimental findings in Voice. Students must also demonstrate achievement of professional, entry-level competence in the area of specialization, including significant technical mastery and a coherent set of artistic/intellectual goals that are evident in their work.

Critical Thinking: Students will demonstrate the skills necessary to prepare numerous assignments in music theory employing a wide range of skills sufficient for clear and effective verbal and written communication.

Practical: Demonstrate basic vocal skills, through performance of scales, technical exercises, and prepared pieces and demonstration of live musical performance through attendance at relevant musical events.

Problem Solving: Students will demonstrate the skills and disposition necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills Students will engage in applied studies each semester that will provide appropriate skills, knowledge and experience to prepare students for professional careers in the field.

Degree Requirements (121 hours)
This listing of requirements is for information purposes as of the dating of this catalog.

Total hours in Part One: 61
General Education Requirements (total hours 31)
Free Electives in Part One (total hours 6)
Requirements for the Major - Part One (total hours 24)

Major Requirements (24)
MUS 100: Applied Voice I
MUS 101: Foundations of Music & Ear Training
MUS 102: Music Theory & Ear Training I
MUS 200: Applied Voice II
MUS 201: Applied Voice III
MUS 202: College Choir I
MUS 203: College Choir II
MUS 204: College Choir III
MUS 205: College Choir IV
MUS 206: Music Theory & Ear Training II
MUS 207: Applied Voice IV
MUS 208: Music Theory & Ear Training III

Total hours in Part Two: 60
General Education Requirements (total hours 6)
Requirements for the Major – Part Two (total hours 54)
Major Requirements (54)

MUS 300: Applied Voice IV
MUS 302: College Choir V
MUS 303: Music Theory and Ear Training IV
MUS 305: Music Diction (English & Italian)
MUS 306: Applied Voice VI
MUS 307: College Choir VI
MUS 400: Survey of Solo Vocal Literature
MUS 402: Form and Analysis of Choral/Vocal Masterworks
MUS 403: Choral Methods & Resources
MUS 405: Applied Voice VII
MUS 404: College Choir VIII
MUS 412: Performance Seminar I
MUS 407: Black Opera and Musical Theatre
MUS 408: Applied Voice VIII
MUS 409: College Choir VIII
MUS 401: Public Speaking and Storytelling
MUS 411: Senior Recital/Capstone
MUS 413: Performance Seminar II
BACHELOR OF SCIENCE
Program Mission:
The purpose of the B.S. in Business Administration is to provide experiences that will assist students in developing an understanding of the free enterprise system; an understanding of ethical and effective Business functions, operations, technology, and interrelationships; and an awareness of careers in Business, industry, government, and related areas.

Student Learning Outcomes (SLOs)
The B.S. in Business Administration program aligns with the Clinton College mission elements of promoting academic achievement through its Conceptual Knowledge and Skills-based student learning outcomes. It aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society.

Program Learning Outcomes

Disciplinary Knowledge: Identify and explain the four functions of management: Planning, Leading, Ongoing, and Controlling.

Problem Solving: Students will utilize a decision model to plan and control business outcomes.

Applied Learning: Apply fundamental understanding of Business by analyzing various securities transactions, evaluating industry trends, and communicating results.

Competency: Assemble appropriate information resources to support analysis of the business environment.
Critical Thinking: Demonstrate the ability to integrate and synthesize knowledge, inquiry tools and practices related to Business administration.

Degree Requirements (121 hours)
This listing of requirements is for information purposes as of the dating of this catalog. Part One of this bachelor’s degree is identical to the Associate of Science in Business Administration. Part Two is restricted to students admitted to the bachelor’s degree and having a class standing of junior or senior.

Total hours in Part One: 61
General Education Requirements (31 total hours)
Free electives at the 100 or 200 level (6 total hours)
Requirements for the Major – Part One (total hours 24)
BUS 101: Introduction to Business (3)
BUS 202: Business Law I (3)
BUS 203: Principles of Management (3)
BUS 204: Principles of Accounting I (3)
BUS 205: Principles of Marketing
BUS 206: Statistics and Quantitative Methods (3)
BUS 209 Introduction to Finance (3)
ECO 201: Macroeconomics (3)

Total hours in Part Two: 60
Free electives at the 100-400 level: (6 total hours)
Requirements for the major – Part Two (54 total hours)

Business Core Courses: (33 hours)
BUS 212: Intro to Entrepreneurship (3)
BUS 213: Principles of Accounting II (3)
BUS 301: Business Communications (3)
BUS 302: Business Law II (3)
BUS 303: Managerial Economics (3)
BUS 309: Financial Management (3)
BUS 401: Business Policy (3)
BUS 402: Organizational Behavior (3)
BUS 404: International Business (3)
BUS 405: Ethical and Legal Issues in Business (3)
BUS 407: Internship in Business (3)
Related Area Courses: (12 hours)
SPA 101: Spanish I (3)
SPA 102 Spanish II (3)
ECO 202: Microeconomics (3)
BUS 307: Information Systems (3)

Choice of Concentration (9 hours)
Option I: Management. Choose any three courses:
- BUS 304: Income Tax Laws (3)
- BUS 308: Human Resource Management (3)
- BUS 310: Strategic Management (3)
- BUS 315: Contemporary Issues in Business (3)
- BUS 410: Leadership Theory and Development (3)
- BUS 411: Leadership Strategies (3)
- BUS 413: International Management (3)
- BUS 420: Special Topics in Business (3)

OR

Option II: Finance. Choose any three courses:
- BUS 304: Income Tax Laws (3)
- BUS 306: Personal Finance Planning (3)
- BUS 311: Money, Credit, and Banking (3)
- BUS 315: Contemporary Issues in Business (3)
- BUS 408: Advanced Corporate Finance (3)
- BUS 409: Investments (3)
- BUS 412: Finance Internship (3)
- BUS 420: Special Topics in Business (3)
BACHELOR OF SCIENCE IN BIOLOGY
122 Credit Hours

Program Mission:
The Clinton College Bachelors Program in Biology is committed to preparing biology majors for challenges associated with the biological sciences in the 21st century. The mission of the BS program is to facilitate in its students a stronger foundation in the physical sciences, mathematics, and interdisciplinary problem-solving skills. Students will be prepared to meet the prerequisite requirements to enter the various health professions ranging from medicine, dentistry, veterinary medicine, podiatry, pharmacy, optometry, both physical and occupational therapy, physician assistant, and other allied health professions. Students are also prepared to enter programs in forensic science, microbiology, zoology, conservation and environmental science, biotechnology, Biologist, food and drug Inspection, and laboratory technology.

Student Learning Outcomes (SLOs)
The Bachelor of Science program in Biology aligns with the Clinton College mission elements of promoting academic achievement through its coursework leading to student learning outcomes in conceptual knowledge and applied skills to be developed in all science courses and labs. The mission elements of promoting moral and spiritual development, fostering leadership qualities,
and encouraging students to be good citizens are emphasized throughout the program.

**Program Learning Outcomes**

**Content Knowledge**: Students will demonstrate knowledge of major concepts, theoretical principles, and research/experimental findings in science.

**Critical Thinking**: Students will demonstrate the skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments.

**Problem Solving**: Students will apply scientific knowledge from two disciplines to propose a solution for a problem they have investigated, using ethical reasoning, analytical reasoning, and quantitative skills.

**Analysis and Application of Scientific Information**: Students will demonstrate the skills and disposition necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills.

**Degree Requirements (122 hours)**

This listing of requirements is for information purposes as of the dating of this catalog. Part One of this bachelor’s degree has the same requirements as the A.S. in Natural Science. Part Two is restricted to students admitted to the bachelor’s degree in Biology and having a class standing of junior or senior.

**Total hours in Part One: 61**

**General Education Requirements (total hours 31)**

- Includes BIO 103: General Biology I

**Free electives (total hours 6)**

**Major Requirements (total hours 24)**

**Complete the BIO sequence**: BIO 104: General Biology II (4)

**Take a second science sequence (8 hours):**

- CHE 101 and 102: General Chemistry I and II, or
- PSC 111 and 112: Physical Science I and II
Take a third science sequence (8 hours):
- BIO 204 and 205: Environmental Biology I and II, or
- BIO 210 and 211: Anatomy & Physiology I and II

Choose one additional science course at the 200 level, such as the following (4):
- BIO 201: Botany
- BIO 202: Zoology
- BIO 203: Genetics
- BIO 204: Environmental Biology I
- BIO 210: Anatomy and Physiology I

Total hours in Part Two (61 hours)

Related area courses (9 hours)
- SPA 101: Spanish I or first course in any second language (3)
- SPA 102: Spanish II or second course in any second language sequence (3)
- MAT 221: Calculus I or higher (3)

Related Science Courses (Total of 16 hours)
- CHE 101: General Chemistry I or a science elective tailored to the student’s interests if CHE 101 was already taken (4)
- CHE 102: General Chemistry II or a science elective tailored to the student’s interests if CHE 102 was already taken (4)
- CHE 201: Environmental Chemistry I (4)
- CHE 202: Environmental Chemistry II (4)

Biology Core Courses (Total of 36 hours)
- BIO 202: Zoology OR BIO 203: Genetics (4)
- BIO 301: Seminar in Biology I (4)
- BIO 308: Laboratory Techniques (4)
- BIO 310: Seminar in Biology II (4)
- BIO 410: Seminar in Biology III (4)
- BIO 415: Undergraduate Research (4)
- BIO 440: Microbiology (4)
- BIO 442: Introduction to Molecular and Cell Biology (4)
- BIO 445: Biochemistry (4)
BACHELOR OF SCIENCE IN NURSING

125 Credit Hours

*Contingent on approval from accreditor and South Carolina Board of Nursing*

Program Mission

The mission of the Bachelor of Science in Nursing will promote holistic health within the community through programming aligned with the mission and heritage of the college. We endeavor to provide a professional nursing program where graduates safely lead enthusiastically and positively impact communities through the practice of nursing. The program will increase the number of qualified registered nurses available to serve as professionals in a global society and increase diversity within the nursing workforce. The program prepares graduates who are eligible to take the NCLEX-RN exam for registered nurses.

Program Vision

The Baccalaureate of Science in Nursing Program will promote quality and excellence in the nursing profession by preparing diverse, career-ready nursing graduates who impact the health and well-being of communities locally, nationally and globally.

Program Philosophy

Clinton College offers a professional nursing program that promotes excellence in nursing and nursing education. Preparing professional nurses for a global society in the 21st century, the nursing curriculum reflects contemporary trends in health care while embracing the mission, vision, and core values of Clinton college. Ensuring graduates of the program are practice and career-ready, the curriculum integrates concepts from:
• “Essentials: Core Competencies for professional nursing education” with a focus on entry-level competencies of for professional nursing education
• The Test Plan for the National Council Licensure Examination for Registered Nurses 2019.
• The Nurse Practice Act for South Carolina and Chapter 91 Nursing Education Programs
• Quality and Safety Education for Nurses (QSEN)
• Professional Nursing’s Scope and Standards of Practice
• The Joint Commission National Patent Safety Goals

Historically, as nursing evolved as a discipline, four metaparadigms were identified that set apart and distinguished the discipline of nursing. Faucette, 1984 identified everything that went into being a nurse as: Person, Environment, Health, and Nursing. To develop a contemporary curriculum, the nursing faculty considered the five concepts that have embraced and expanded the metaparadigms and are theorized to define nursing as a discipline (AACN). The philosophy for the nursing curriculum at Clinton College is grounded in our beliefs about these concepts that define the discipline of nursing:

• Human wholeness
• Health
• Healing and well-being
• Environmental -health relationships
• Caring

What we believe about:

**Human wholeness (Person):** We believe a person (client, patient) is a unique individual with wholistic human needs intellectually, spiritually, psychologically, physically, emotionally, socially with strong moral and ethical values. Persons are diverse individuals, families, communities, and populations shaped by their culture.

**Health.** We believe that health occurs on a continuum and is dynamic. Health is influenced by culture and the social determinants of health. The CDC defines social determinants of health as the conditions of the places where people live, learn, work, worship, and play that affect a wide range of health risks and outcomes. Health equity is critical to sustaining optimal health. Health disparities and health inequity place health at risk of positive outcomes. Health disparities can be improved with a diverse workforce of healthcare professionals.

**Healing and well-being (Nursing)** We believe that nursing is a practice discipline, an art and science which uses theories and knowledge from nursing and other disciplines to impact the health and wellbeing of a global society. Nurses interact with diverse clients as individuals, families, communities, and populations across the lifespan in a global society.

Nurses conceptualize client needs holistically and use nursing process, critical thinking, evidence-based practice, teaching-learning, communication, information technology, and cultural competency to structure patient-centered care.

We believe that professional nursing education at the baccalaureate level is foundational for career mobility and advancement. The program produces the nurse generalist who demonstrates competency in knowledge, skills, and values to improve patient and health outcomes. Graduates are prepared to be good stewards of the environment; promote diversity, equity, inclusion, and social justice; and give back to society and those who are those less fortunate.

**Environmental -health relationships (Environment)** We believe the environment is everything that impacts the person internally and externally and ideally it is diverse, inclusive, espouses justice and equity, and occurs in a variety of safe and high-quality spheres of care. According to the AACN, clinical practice
in nursing education has emphasized acute care, however, the future of healthcare delivery will occur within four spheres of care: 1) disease prevention/promotion of health and well-being, 2) chronic disease care 3) regenerative or restorative care; and 4) hospice/palliative/supportive care. The curriculum will provide clinical learning experiences in these spheres of care.

**Caring.** We believe caring is the essence and core value of nursing aimed at developing the whole person, intellectually, spiritually, psychologically, physically, emotionally, socially, with strong moral and ethical values. Caring involves interactions between persons honoring personal dignity, choice and meaning (Jairath, 2018) that results in patient-centered care.

Clinton College will prepare entry level nurse generalist who are grounded in these core concepts of the discipline. Further, the curriculum is designed to develop the following concepts to meet client needs and they will serve as the organizing framework for student learning in the nursing curriculum. They are:

- Nursing process
- Caring
- Patient-centered care
- Critical Thinking
- Evidence based practice
- Teaching/learning
- Communication
- DEI/cultural sensitivity/health equity/social justice
- Social determinants of health
- Information technology/health policy
- Quality and safety
- Interdisciplinary collaboration
- Leadership/management/
- Ethics and standards of professional practice/professional role development

**Student Learning Outcomes (SLOs)**

The Bachelor of Science program in Nursing aligns with the Clinton College mission elements of promoting academic achievement through its coursework leading to student learning outcomes in conceptual knowledge and applied skills to be developed in all science courses and labs. The mission elements of promoting moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens are emphasized throughout the program.

**Program Learning Outcomes**

The student learning outcomes (SLOs) were developed by the faculty and support the mission, vision, and philosophy. The student learning outcomes guide instruction, teaching/learning activities and evaluation of student performance.

Students majoring in nursing with a concentration will achieve the following learning outcomes at the completion of the program:
1. Integrate knowledge from liberal arts with knowledge, skills, and values in professional nursing to meet client needs and improve patient and healthcare outcomes.
2. Utilize the nursing process to provide safe, ethical, evidenced based, patient-centered care that reflects critical thinking (clinical reasoning) and interdisciplinary collaboration.
3. Integrate principles of diversity, equity, and inclusion into patient-centered, culturally sensitive care that respects the dignity and worth individuals, families, communities, and populations.
4. Utilize effective communication, and information technology, and teaching learning principles to enhance clinical decision making for clients in a variety of spheres of care.
5. Utilize interdisciplinary collaboration to provide high quality and safe care to individuals, families, communities, and populations across different spheres of care.
6. Apply principles of prevention and health promotion to maintain health equity when providing care to patients of all ages across the lifespan.
7. Adhere to ethical and legal frameworks and standards of professional practice.
8. Manage efficient use of human, physical, financial, and technological resources in providing care within and across spheres of care.
9. Develop in the role of nurse generalist who espouses career mobility, lifelong learning, leadership, scholarship, and practice activities.

Degree Requirements (125 hours)
This listing of requirements is for information purposes as of the dating of this catalog.

Total hours in Part One: 61
General Education Requirements (total hours 37)
Requirements for the Major - Part One (total hours 24)

Major Courses (24)
BIO 210: Anatomy & Physiology I
BIO 211: Anatomy & Physiology II
CHE 101: Chemistry
NUR 101: Introduction to Professional Nursing
NUR 102: Medical Terminology
NUR 203: Clinical Nutrition
NUR 204: Pharmacology

Total hours in Part Two: 60
General Education Requirements (total hours 4)
Requirements for the Major - Part One (total hours 64)

Major Requirements (64)
NUR 305: Health Assessment
NUR 306: Pathophysiology
NUR 307: Foundations of Nursing Practice
NUR 309: Alterations in Client Needs I
NUR 310: Maternal Child Nursing and Women’s Health
NUR 311: Pediatric Nursing
NUR 312: Mental Health Nursing
NUR 313: Alterations in Client Needs II
NUR 314: Evidence Based Practice
NUR 415: Community Population and Health
NUR 416: Complex Alterations in Client Needs III
NUR 417: Nursing Leadership Management
NUR 418: Senior Capstone
BIO 403: Mircobiology
BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT

120 credit hours

*Contingent on approval from accreditor*

Program Mission:
The mission of the Bachelor of Science in Healthcare Management is to provide students with knowledge required to manage healthcare settings. The Healthcare Management major provides students with analytical and conceptual skills in order to prepare and give them the necessary background to excel in healthcare operations. This major offers a strong foundation in business operations and regulations, policies, risk management, and ethics.

Student Learning Outcomes (SLOs)
The B.S. in Business Administration program aligns with the Clinton College mission elements of promoting academic achievement through its Conceptual Knowledge and Skills-based student learning outcomes. It aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society.

Program Learning Outcomes

Disciplinary Knowledge: Students will analyze management principles and strategies within health care organizations.

Problem Solving: Analyze contemporary strategic planning and decision-making in healthcare to assess alternative management solutions in healthcare related problems and challenges.
Applied Learning: Students will analyze regulatory guidelines that impact the health care industry and use strategic planning models to solve related problems and challenges in health care.

Competency: Students will integrate human resource, finance and management into the healthcare settings.

Critical Thinking: Evaluate critical issues in health care environments from the perspectives of the healthcare stakeholders.

Degree Requirements (120 hours)
This listing of requirements is for information purposes as of the dating of this catalog. Part One of this bachelor’s degree is identical to the Associate of Science in Business Administration. Part Two is restricted to students admitted to the bachelor’s degree and having a class standing of junior or senior.

Total hours in Part One: 60
General Education Requirements (31 total hours)
Free electives at the 100 or 200 level (6 total hours)
Additional Science Requirements (total hours 8)
Requirements for the major (total hours 15)

NUR 102: Medical Terminology
HCA 102: Leadership and Ethics in Healthcare
HEA 200: Legal and Ethical Issues in Healthcare
HEA 201: Health Care Policy and Economics
HEA 202: Finance for Health Care

Total hours in Part Two: 60
General Education Requirements (4 total hours)
Free electives at the 300-400 level (6 total hours)
Concentration for the Major (22 total hours)
Requirements for the Major (total hours 28)

HCA 300: Long Term Care
HCA 301: Information Technology and Systems for Healthcare
HCA 302: Strategic Planning in Health Care
HCA 303: Health Rights and Responsibility
HCA 320: Healthcare Economics
HCA 330: Healthcare Policy
HCA 340: Continuous Quality Improvement and Accreditation
HCA 400: Managing Human Resources and Health Professionals
HCA 450: Healthcare Planning and Evaluation
HCA 490 Healthcare Administration Capstone
UNDERGRADUATE CERTIFICATE PROGRAMS
DEPARTMENT OF BUSINESS AND LEADERSHIP

CERTIFICATE IN BANKING AND FINANCE

The certificate in Banking and Finance is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes digital literacy, college readiness, banking, finance and accounting.

Program Requirements (18-21 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence and will support students in completing their Certificate in four semesters.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- BUS 204: Principles of Accounting I (3)
- BUS 209: Introduction to Finance (3)
- BUS 213: Principles of Accounting II (3)
- BUS 311: Money, Credit and Banking
- BUS 407: Internship in Finance

CERTIFICATE IN ENTREPRENEURSHIP

The certificate in Entrepreneurship is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes digital literacy, college readiness, business, finance and management.

Program Requirements (18-21 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence and will support students in completing their Certificate in four semesters.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- BUS 101: Introduction to Business (3)
- BUS 209: Introduction to Finance (3)
- BUS 212: Introduction to Entrepreneurship (3)
- BUS 403: Small Business Management (3)
- BUS 405: Ethical and Legal Issues in Business (3)
CERTIFICATE IN HEALTHCARE MANAGEMENT

The certificate in Healthcare Management is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes digital literacy, college readiness, anatomy & physiology, medical terminology and ethics.

Program Requirements (18-21 hours)
This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence and will support students in completing their Certificate in four semesters.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- HEA 100: Introduction to Healthcare Management (3)
- BIO 210: Anatomy and Physiology I (4)
- BIO 211: Anatomy and Physiology II (4)
- HEA 101: Medical Terminology (3)
- HEA 200: Legal and Ethical Issues in Healthcare (3)

CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

The certificate in Human Resource Management is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes digital literacy, college readiness, business, management and behavioral studies.

Program Requirements (18-21 hours)
This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence and will support students in completing their Certificate in four semesters.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- BUS 101: Introduction to Business (3)
- BUS 308: Human Resource Management
- BUS 310: Strategic Management
- BUS 402: Organizational Behavior
- BUS 414: Human Resource and Diversity
CERTIFICATE IN URBAN ECONOMIC DEVELOPMENT

The certificate in Urban Economic Development is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes digital literacy, college readiness, government and economics.

Program Requirements (18-21 hours)
This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence and will support students in completing their Certificate in four semesters.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- ECO 201: Macroeconomics (3)
- ECO 202: Microeconomics (3)
- PLS 201: American Government (3)
- PLS 205: Community and Economic Development (3)
- URB 105: Urban Planning (3)

*If a student has been successfully enrolled in a college program in the last five years, this course may be waived after advisor consultation and approval. Transfer courses will be considered for application to this program on a case-by-case basis by the Chair of the Division of Business Administration and Leadership.

DEPARTMENT OF RELIGION AND MINISTRY STUDIES

CERTIFICATE IN MINISTRY STUDIES

The certificate in Ministry Studies is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes college readiness, administration, leadership and ministry.

Program Requirements (18 – 21 hours)
This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence.

- CSE 105: College Study Skills (3) *
- REL 203: Formation in Ministry (3)
- REL 220: Worship and Liturgy (3)
- REL 225: Methodist History and Doctrine (3)
CERTIFICATE IN PASTORAL LEADERSHIP

The certificate in Pastoral Leadership is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes college readiness, administration, leadership and ministry.

Program Requirements (18 – 21 hours)
This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- REL 218: Christian Leadership (3)
- REL 205: Church Administration (3)
- REL 223: Biblical and Theological Leadership (3)
- REL 231: Stages of Development (3)
- REL 232: Congregational Ministry (3)

CERTIFICATE IN EDUCATIONAL MINISTRY

The certificate in Educational Ministry is designed to advance students' knowledge in efforts to support additional credentialing needed to advance in a current career or change careers. The curriculum consists of 18 to 21 credit hours of undergraduate level work that can be completed in four semesters. The course of study includes college readiness, administration, leadership and ministry.

Program Requirements (18 – 21 hours)
This listing of requirements is for information purposes as of the dating of this catalog. The program planning sheet is organized in a semester-by-semester sequence.

- CSE 105: College Study Skills (3) *
- COM 102: Digital Literacy (3)
- REL 218: Christian Leadership (3)
- REL 224: Introduction to Educational Ministry (3)
- REL 226: Introduction to Missions (3)
- REL 230: Family Ministry (3)
COURSE DESCRIPTIONS

ART 101: ART APPRECIATION 3 hours
Introduction to the origins and historical development of art from ancient to modern times. Visual arts will be examined in two- and three-dimensional formats to enhance interest and appreciation of art forms such as drawing, painting, sculpture, and architecture. Exploration of concepts related to artistic styles, periods, and the relationship between media and technique.

ART 200: INTRODUCTION TO DRAMA 3 hours
This course introduces students to various types of dramatic literature, from the ancient Greek dramas to contemporary Eastern and Western Theatre. Its purpose is to familiarize students with not only the history and theoretical aspects of theatre, but also its practical manifestations through playwriting, acting, directing, stage production and theatre management.

BIO103: GENERAL BIOLOGY I 4 hours
General Biology I the first part of a two-semester course that introduces the study of life and all living things. Fundamental topics includes characteristics of life, biological organization, cellular structure and function, chemistry, energy, photosynthesis, cell division, DNA and genetics. Labs correlate to lecture topics and includes understanding the mechanics and use of the compound microscope. This course includes both lecture and laboratory activities. This course is required for all majors. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: None.

BIO104: GENERAL BIOLOGY II 4 hours
General Biology II is the second part of a two-semester course. Biological concepts include Darwinian evolution, classification of organisms, animal diversity, structure and function of animals and plants, ecology, ecosystems, and the biosphere. Labs correlate to lecture topics. This course includes both lecture and laboratory activities. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO103.

BIO 201: INTRODUCTION TO BOTANY 4 hours
This is an introductory course to the system of classification, nomenclature, and phylogeny, structure, function, evolution, reproduction, development, and ecology of seed and non-seed plants. It will also include a survey of major taxonomy and basic genetics. The laboratory exercises are coordinated with lecture topics. This course includes both lecture and laboratory activities. Prerequisites: BIO103- BIO104.

BIO 202: INTRODUCTION TO ZOOLOGY 4 hours
This course has an emphasis on the habits/behavior, cytology and physiology, phylogeny, evolutionary and diversity patterns of animals. Laboratory exercises include microscope observations and analysis related to lecture topics. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO103-104.
BIO 204: INTRODUCTION TO ENVIRONMENTAL BIOLOGY I 4 hours
Introduction to Environmental Biology is the first component of a two-semester sequence. This is an introduction to scientific principles, concepts, and methodologies required to comprehend the interrelationships of the natural world and humans, and principles related to environmental factors that affect ecosystems. Lab includes hands-on activities which includes methods of survey, identification of communities, soil and water analysis. Prerequisites: BIO 103–BIO 104.

BIO 205: INTRODUCTION TO ENVIRONMENTAL BIOLOGY II 4 hours
This is the second component of a two-semester sequence that examines the conservation biology and analyzing environmental problems both natural and human made. Students evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing them. Labs correlate to lecture topics. Prerequisites: BIO 204.

BIO 210: ANATOMY & PHYSIOLOGY I 4 hours
Human Anatomy & Physiology I is the first component of a two-semester sequence that examines the structure and function of the human body. It covers basic chemistry, human cells and tissues and their embryonic origins as well as a study of the integumentary, skeletal, muscular, and nervous systems. Recommended for pre-nursing and other pre-health professions students. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO 103-104.

BIO 211: ANATOMY & PHYSIOLOGY II 4 hours
Human Anatomy & Physiology II is the second component of a two-semester sequence that examines the structure and function of the human body. It covers the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Recommended for pre-nursing and other pre-health professions students. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO 210.

BIO 212: SEMINAR IN BIOLOGY I 1 hour
This course is designed to introduce students to current developments and issues related to biology and introduce students to a capstone experience related to science. Students will review peer-reviewed literature. This is a 1-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO 103.

BIO 220: SPECIAL TOPICS IN BIOLOGY 4 hours
Special Topics are courses that are designed to meet the needs of the student body with content unlike regularly scheduled courses. Offered with a co-requisite lab, and with or without prerequisites, as specified in the registration schedule. Prerequisites: BIO 103 and BIO 104.

BIO 300: INTRODUCTION TO GENETICS 4 hours
This course emphasizes the conceptual framework Mendelian genetics. It introduces students to fundamental principles of inheritance, gene expression, mutation and variation, development of simple and complex biological traits, human ancestry and evolution, and molecular genetics. Labs correlate to lecture topics such as Mendelian genetic crossings, interpretation of genetic outcomes and analysis of genetic results. This is a 4-credit course that includes three hours
BIO 308: LABORATORY TECHNIQUES 4 hours
This is a project-based introductory course that covers biosynthesis, physical and chemical properties, and the metabolism of amino acids, carbohydrates, lipids, proteins, nucleic acids, enzymes, vitamins and hormones. This course is required for biology and chemistry minors. This is a 4-credit course that includes three hours lecture, two or more hours of laboratory activity. Prerequisites: Bio 103 and CHE 101

BIO 310: SEMINAR IN BIOLOGY I 4 hours
This course is designed to enable students to do basic literature research, to prepare written reports of their findings, and to prepare and deliver oral presentations. This is a 4-credit course that includes three-hours lecture and two or more hours of laboratory activity. Prerequisites: BIO 212 or consent of Department Chairperson and faculty advisor.

BIO 401: INTRODUCTION TO MOLECULAR AND CELL BIOLOGY 4 hours
An introduction to molecular and cell biology and biotechnology techniques and concepts. The course will include relationships among DNA, RNA, and protein synthesis in prokaryotic and eukaryotic systems/organisms. DNA replication, transcription, and translation will also be discussed. Labs have a major emphasis for this course. Lab activities DNA and protein electrophoresis, Western Blot analysis, Polymerase Chain reaction (PCR), and Enzyme linked Immunosorbent Assays (ELISA). This is a 4-credit course that includes three-hours lecture, two or more hours of laboratory activity. Prerequisites: BIO 203 and BIO 302.

BIO 402: BIOCHEMISTRY 4 hours
The structure of macromolecules will be studied by understanding the fundamentals of the basic building blocks of organic molecules, such as carbohydrates, lipids, proteins, and nucleic acids. Biochemical calculations and molecular physiology are topics covered. Lab will correlate to topics covered for lecture. This is a 4-credit course that includes three-hours lecture, two or more hours of laboratory activity. Prerequisites: BIO 304

BIO 403: MICROBIOLOGY 4 hours
Microbial techniques, nutrition, metabolism, growth, structure, physiology, formation, and reproduction of microorganisms such as: bacteria, viruses, fungi, and protozoan is the focus. Mechanisms of diseases and resistance are covered. Lab involves identifying microorganisms using a light compound microscope and other microbiology principles. Prerequisites: CHE 102, BIO 201 and/or BIO 202 Co-requisites. Permission can be permitted by instructor permission.

BIO 409 SEMINAR IN BIOLOGY II 2 hours
This course is designed to enable students to do basic literature research, to prepare written reports of their findings, and to prepare and deliver oral presentations for senior capstone and is an extension of BIO 310. Prerequisites: BIO 212 or consent of Department Chairperson and faculty advisor.

BIO 411 SEMINAR IN BIOLOGY III 2 hours
In this capstone course, a research project that students have completed will be written in the form of a scientific paper for publication in a peer-reviewed journal. Students should seek
expertise from a faculty mentor. This is a 2-credit course. Prerequisite: BIO 310, BIO 409 or consent of Department Chairperson and faculty advisor.

**BIO 415: UNDERGRADUATE RESEARCH 4 hours**
This course is designed for students with advanced standing, to participate in independent or faculty supervised laboratory research investigations on topics of special interest. Students will perform a critical review of the literature and write a research report/paper. This is a 4-credit course that includes three hours lecture, two or more hours of laboratory activity. Prerequisite: Consent of Department Chairperson and faculty advisor.

**BUS 101: INTRODUCTION TO BUSINESS 3 hours**
An overview of business that examines the purposes, organization, and major activities of business operations. Students examine the roles of major function areas of business as well as the interrelationships among them. Emphasis is placed on understanding relationships of business, government, and the consumer in a global economy.

**BUS 202: BUSINESS LAW I 3 hours**
This course introduces the students to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the uniform commercial code, and the court systems are examined.

**BUS 203: PRINCIPLES OF MANAGEMENT 3 hours**
This course examines the fundamental management theories and traditional management responsibilities in formal and informal organization structures. A comprehensive survey of the basic principles of management, applicable to all forms of business with emphasis on planning, organizing, directing, controlling, and staffing are explored.

**BUS 204: PRINCIPLES OF ACCOUNTING I 3 hours**
This course introduces basic accounting procedures for analyzing, recording, and summarizing financial transactions, adjusting, and closing the financial records at the end of the accounting cycle, and preparing financial statements.

**BUS 205: PRINCIPLES OF MARKETING 3 hours**
This course examines the principles and strategies for marketing products and services to industrial, commercial, and governmental entities. Product life cycle, product design, forecasting techniques, and the interdependencies between marketing and operation functions are explored.

**BUS 206: STATISTICS/QUANTITATIVE METHODS 3 hours**
A study of applied statistics, including concepts of probability theory, sampling, descriptive statistics, and statistical estimation. Prerequisite: College Algebra. Prerequisite or Co-requisite: College Mathematics.

**BUS 209: INTRODUCTION TO FINANCE 3 hours**
Principles of finance, including fundamentals of financial decision-making such as final ratios, budgets, time value of money, cost of capital. Security valuation, and capital budgeting.
Prerequisite: College Algebra. Prerequisite or Co-requisite: College Mathematics.

BUS 212: INTRODUCTION TO ENTREPRENEURSHIP 3 hours
Introduction to strategies and resources needed to start and maintain a small business. Investigations of local small businesses for comparison to each other and course content. Prerequisite: 9 hours of BUS courses.

BUS 213: PRINCIPLES OF ACCOUNTING II 3 hours
Study of advanced theory and practice of financial accounting, including income measurements and determination of financial position. Pre-requisite: BUS 204: Principles of Accounting I.

BUS 216: BUSINESS COMMUNICATION I 3 hours
Application of business communication principles through creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process.

BUS 301: BUSINESS COMMUNICATION II 3 hours
This course provides the student with the tools necessary to write effective business letters, memos, and reports. This is an intensive writing course that requires the composition of business documents including a formal report and a group presentation.

BUS 302: BUSINESS LAW II 3 hours
Application of fundamental principles of business law as they apply to sales of goods, negotiable instruments, agency relationships, bankruptcy, and secured transactions. Prerequisite: BUS 202: Business Law I.

BUS 303: MANAGERIAL ECONOMICS 3 hours
This course deals with the application of economic analysis to business decision-making and draws upon the theoretical framework and empirical techniques of the concepts of demand, cost, productions, pricing, project evaluation, and competition.

BUS 304: INCOME TAX LAWS 3 hours
This course deals with how individuals and firms pay federal and state income and employment taxes. It covers what is considered income and what can be deducted from income both as an individual and also as a business owner in determining taxes.

BUS 306: PERSONAL FINANCE PLANNING 3 hours
This course will assist students in developing and implementing a personal financial plan. Topics will include setting objectives and goals, developing short- and long-term plans, financial concepts in implementing the plan, financial instruments used in implementing the plan, and monitoring the plan.

BUS 307: INFORMATIONAL SYSTEMS 3 hours
An overview of management and organizational issues surrounding the Information Systems/Information Technology function (IS/IT) and in its interaction with business functions within and between organizations. Topics will include: the evolution of the IS/IT functions,
functional area systems, current trends, strategy, managing and acquiring IS resources and ethical issues surrounding IS/IT.

**BUS 308: HUMAN RESOURCE MANAGEMENT 3 hours**
This course takes the perspective of human resources professionals and is concerned with the policies, objectives, and techniques of designing, and implementing compensation systems and performance practices, as well as guidelines for managing organizations employees. Topics will include human resource planning, job analysis, recruitment, selection, orientation, training, and development; in addition to, providing for internal and external equity, performance pay, indirect pay systems, and international compensation considerations.

**BUS 309: FINANCIAL MANAGEMENT 3 hours**
An exploration of analytical techniques using financial information for decision making. Topics will include identification and forecasting of relevant cash flows; project, firm and equity valuation; optimal financial leverage; and sensitivity analysis.

**BUS 310: STRATEGIC MANAGEMENT 3 hours**
An overview of strategies engaged by management in decision-making and policymaking. It includes a study and discussion of the cases relating to policy formulation at the top managerial level. Basic economic, industrial, and competitive considerations affecting policy implementation strategy in corporation long range development will be explored. Practice in analyzing companies, evaluating problems, and making decisions.

**BUS 311: MONEY, CREDIT, AND BANKING 3 hours**
Introduction to the derivatives tools used in risk management. Topics will include the mechanics of futures, options, and other derivatives markets; pricing; and strategies for using these instruments for risk management.

**BUS 316: FINANCIAL ACCOUNTING 3 hours**
This is an introductory course that provides understanding of objectives, principles, assumptions and concepts of financial accounting. The course focuses on procedures and practices from the accounting cycle.

**BUS 317: ACCOUNTING INFORMATION SYSTEMS 3 hours**
This course is a study of the design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems.

**BUS 318: MANAGERIAL ACCOUNTS 3 hours**
This course introduces concepts and applications of managerial accounting and focuses on analysis of the various functions in managerial accounting.

**BUS 319: AUDITING 3 hours**
This course provides an overview conceptual and applied introduction to auditing in society. It focuses on concepts and applications. Students will be able to engage in critical thinking and thoughtful communication about audit professionals' decision environments, decision processes,
and deliverables.

BUS 320: FINANCIAL REPORTING 3 hours
This is an introductory course that focuses financial accounting and the important role accounting in recording business transactions and decisions. Students will learn how to create financial statements such as balance sheets, income statements, and cash flow statements.

BUS 321: COST ACCOUNTING 3 hours
This course is designed to discuss the theoretical foundation of cost accounting and the basic issues related to cost measurement. Students will understand the problems of overhead accounting and procedures.

BUS 322: ORGANIZATIONAL STRUCTURE AND BUSINESS PROCESSES 3 hours
This course covers the fundamental management, marketing concepts, and principles that managers need. The course will evaluate the legal and ethical environment of business as well as the cultural dynamics of management in a global context.

BUS 323: GLOBAL MARKETING STRATEGY 3 hours
This course will develop practical managerial skills in multinational market research, branding consumer behavior, sales, and product development in a global market.

BUS 401: BUSINESS POLICY 3 hours
This course constitutes the capstone course for senior students. It is designed to integrate the various functional areas of business in terms of policy-level decision-making. The course uses research, reading, writing and case studies. A comprehensive assessment test may be used to test and improve the overall academic competency of the graduating seniors. Seniors only.

BUS 402: ORGANIZATIONAL BEHAVIOR 3 hours
This course examines inter and intrapersonal dynamics because they affect the achievement of corporate goals. Topics include theories of organizational behavior concepts and applications, including motivation, group dynamics, organizational communication processes, leadership, power, authority, team building, and organizational development. There is a strong emphasis on managing change in a complex domestic and international environment.

BUS 403: SMALL BUSINESS MANAGEMENT 3 hours
This is an introductory course that covers the biosynthesis, physical and chemical properties, and the metabolism of amino acids, carbohydrates, lipids, proteins, nucleic acids, enzymes, vitamins, and hormones. This is a 3-credit course that includes three hours lecture, two or more hours of laboratory activity.

BUS 404: INTERNATIONAL BUSINESS 3 hours
This overview course presents international strategy, operations, supply chain management, marketing, and finance concepts required for global commerce by using regional case studies and best practice examples from familiar multinational corporations. Students will gain the management perspective required to understand the unique role of culture, politics, economics in the execution of multinational business strategy.
Prerequisite: BUS101, BUS 202, and 205.

**BUS 405: ETHICAL AND LEGAL ISSUES IN BUSINESS 3 hours**
A study of major issues and the accompanying social responsibilities that faces today’s businesses. Emphasis will be placed on ethical and legal aspects, privacy, security, employment, technology, and the resultant quality of life. Prerequisite: senior status.

**BUS 407: INTERNSHIP IN BUSINESS 3 hours**
Supervised on-site business position in management or marketing at a corporate or not-for-profit organization. By arrangement with the college business administration department.

**BUS 408: ADVANCED CORPORATE FINANCE 3 hours**
This course examines how capital markets function and the pivotal role played by financial institutions. Particular emphasis is placed on coverage of the United States markets and institutions, coverage of risk management, and risk-return tradeoffs available to investors.

**BUS 409: INVESTMENTS 3 hours**
This course provides an analysis of the principles and techniques of investing in financial assets. Topics will include asset allocation, security selection, performance measurement, stocks, bonds, options, and futures.

**BUS 410: LEADERSHIP THEORY AND DEVELOPMENT 3 hours**
The purpose of this course is to assist students in developing their leadership capabilities and to create a framework for developing these capabilities in the future. Leadership is needed at every level and in every position in an organization because of the challenges of the 21st century in which organizations face constant change, the need for innovation that is both frame-breaking and competence destroying, and the need to manage across organizational, cultural, and functional boundaries.

**BUS 411: LEADERSHIP STRATEGIES 3 hours**
This course deals with strategic decision making at the business and corporate levels that determines the competitive advantage of the firm and its short- and long-term performance. Topics include situational analysis, strategy, mergers/acquisitions, strategic alliances, and corporate restructuring.

**BUS 412: FINANCE INTERNSHIP 3 hours**
Supervised on-site finance position in a corporate or not-for-profit organization. By arrangement with the college business administration department.

**BUS 413: INTERNATIONAL MANAGEMENT 3 hours**
The rapid growth of international managing of business and competition requires business executives to view business management from a global perspective. This course focuses upon the nature of international management and the distinctive opportunities and problems that arise in a global business environment. Topics include international trade, the international monetary system, multinational business operations, economic integration, and business relations with host countries.
BUS 414: HUMAN RESOURCES AND DIVERSITY 3 hours
The course is devoted to leadership in an era of change, human resource strategy, managing diversity, and managing behavior. It examines the increasing diverse demography of today’s workforce and the economic, social, legislative, and attitudinal changes affecting human resources.

BUS 420 SPECIAL TOPICS IN BUSINESS 3 hours
Selected topics which are not offered in other business courses are studied. The content of the course is tailored to the interest of the instructor and student’s needs. Prerequisite: Senior status

BUS 424: BUSINESS INTELLIGENCE 3 hours
This course provides an introduction to the concepts of business intelligence as components and functionality of information systems. It explores how business problems can be solved effectively by using operational data to create data warehouses, and then applying data mining tools and analytics to gain new insights into organizational operations.

BUS 425 BUSINESS PLANNING SEMINAR (Capstone) 3 hours
In this culminating course, students integrate the concepts and skills developed in previous coursework. They will develop and research a new business opportunity which requires synthesis of communications, business analysis, marketing, operations, finance, human resources, leadership, and information technology. An option for presenting the business opportunity may include a case study, business plan simulation, and or project. This course will develop practical managerial skills in a multinational, that entails branding, consumer behavior and product development in a global market.

CHE 101: GENERAL CHEMISTRY I 4 hours
This course is the first of a two-semester sequence in fundamental principles of chemistry. Topics include atomic and molecular structure, nomenclature, formulas and equations, common substances and reactions, stoichiometry, states of matter, solutions, and equilibria. The lab is a co-requisite with CHE 101. Laboratory exercises reinforce and extend lecture content, including solutions and chemical reactions. Lab is required.
Prerequisite or co-requisite: MAT 110: College Algebra or higher

CHE 102: GENERAL CHEMISTRY II 4 hours
This course is a continuation of General Chemistry I. Topics include redox reactions, solution chemistry, including acid-base equilibrium and solubility, thermodynamics, nuclear chemistry, and organic chemistry. Lab required. The lab is a co-requisite with CHE 102. Laboratory exercises reinforce and extend lecture content, including solution, nuclear, and organic chemistry. Prerequisite: CHE 101: General Chemistry I.

CJA 104: CRIMINAL JUSTICE 3 hours
A study of how the Criminal Justice System works in the prevention, detection, prosecution, and punishment of crime, fair administration of justice, and restoration of offenders to the community.

CJA 200: FORENSIC SCIENCE 3 hours
This is an introductory course that verifies scientific disciplines involved in the collection and
analysis of evidence in criminal investigations. Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior.

CJA 300: FORENSIC PATHOLOGY 3 hours
This is an introductory course introducing forensic terminology, anatomy, and physiology of the human body with emphasis on the understanding of the underlying pathology. Prerequisite: BIO 103

CJA 301: CRIME SCENE INVESTIGATIONS 3 hours
An overview of crime scene investigation, evidence collection, and documentation are key components to any criminal investigation. Overview of crime scenes from incident scene to court room verdict; principles, concepts, tools and methodologies used in the science and practice of forensics; examination of various forensic fields; evidence recognition, and analysis, interpretation.

CJA 302: CRIMINAL EVIDENCE 3 hours
An introduction to the fundamentals of criminal investigation, including theory, history, crime scenes, and evidence matters. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

CJA 303: CULTURAL DIVERSITY IN CRIMINAL JUSTICE 3 hours
Provides an introduction to the behavior patterns of various cultures, and ethnic populations encountered by criminal justice professionals. The course offers a comprehensive and critical examination of crime and justice with respect to race and ethnicity.

COM 101: INTRODUCTION TO COMPUTERS 3 hours
Introduction to various aspects of computer literacy, especially those areas of computer literacy important for academic and career success, such as word processing, spreadsheets, file organization, and basic problem-solving. Additional topics include using the computer to manage college processes, such as registration and withdrawal, checking academic and financial records, academic internet searches, electronic communication (e.g., email, Google docs), and hybrid courses and learning management systems (e.g., Moodle, Blackboard).

COM 102: DIGITAL LITERACY 3 hours
Introduces students to the three components of digital literacy needed for a 21st -century learner: computer, media, and information literacy. This course introduces and familiarizes students with essential computer concepts, web browsing, internet research, and the basics of information retrieval and the evaluation of online resources.

COM 201: SOFTWARE APPLICATIONS 3 hours
Advanced use of software for a variety of purposes. Software applications will include advanced use of word processing, spreadsheets, databases, and introduction to web design, robotics, photo/video/audio management, and the integration of software applications. Prerequisite: COM 101: Introduction to Computers.
COM 202: TELECOMMUNICATIONS INTERNET 3 hours
Introduction to computer telecommunications systems using the Internet on microcomputers. Digital communication hardware and software will be used to create visual assignments. COM 201

COM 204: DATABASE FUNDAMENTALS 3 hours
Introduces the basic concepts for the design and development of relational databases and database management, which includes logical database design, data administration, and database management issues. Prerequisite: COM 202

COM 300: SYSTEMS ANALYSIS AND DESIGN 3 hours
This course introduces the students to the concepts and skills of system analysis and design, which include expanded coverage of data flow diagrams, data dictionary, and process specifications. Prerequisite: COM 204

COM 301: ADVANCED APPLICATION DEVELOPMENT 3 hours
This course will provide the student with exposure to application development. It is the goal of this course to provide students with a firm foundation in applications development and the necessary skills to design and develop application systems. Prerequisite: COM 300

COM 302: ADVANCED APPLICATION DEVELOPMENT 3 hours
This course will provide the student with exposure to application development. It is the goal of this course to provide students with a firm foundation in applications development and the necessary skills to design and develop application systems.

CSE 101: FRESHMAN SEMINAR 3 hours
Orientation to and skill development for the rigors of college life, academic expectations, and career development. Introduction to collegiate policies, procedures, extra-curricular activities, traditions, and customs. Emphasis upon the relationship of self-awareness, self-reflection, self-discipline based on various models of intelligence and approaches to learning. Beacon Forum is a weekly program that encompasses various subjects to help enrichment college life for students. Each week Beacon Forum is conducted by special qualified subject matter experts.

CSE 102: CAREER DEVELOPMENT AND PLANNING 3 hours
This class introduces students to the process of planning and developing careers that aligns with their degree program. Career planning strategies and resources are explored to prepare students for a successful job search and to maximize their potential for advancement and long-term professional growth. Students perform self-assessment, goal-setting activities, apply research and evaluation skills to execute job search and career advancement strategies. Each student assembles a professional portfolio highlighting achievements, goals, and concrete plans.

CSE 105: COLLEGE STUDY SKILLS 3 hours
This course introduces students to the culture of higher education. Through understanding yourself and how you learn, hands-on activities, and articles about success, this text will assist you in establishing a solid foundation for your academic journey.
CSE 202: SOPHMORE SEMINAR 2 hours
Continuation of CSE 101 skill development for the rigors of college life, academic expectations, and career development. Introduction to collegiate policies, procedures, extra-curricular activities, traditions, and customs. Emphasis upon the relationship of self-awareness, self-reflection, self-discipline based on various models of intelligence and approaches to learning. Beacon Forum is inclusive of the Sophomore Seminar course. Beacon Forum is a weekly program that encompasses various subjects to help enrichment college life for students. Each week Beacon Forum is conducted by special qualified subject matter experts. **Prerequisite: CSE 101**

CSE 303: JUNIOR SEMINAR 2 hours
Junior Seminar is a continuation of CSE 101, and CSE 202. Junior Seminar is a combination of the Beacon Forum program and Service learning. Beacon Forum is a weekly program that encompasses various subjects to help enrichment college life for students. Each week Beacon Forum is conducted by special qualified subject matter experts. In combination of Beacon Forum, Service Learning is inclusive of Junior Seminar and focuses on community-based activities. Students will earn course credit while having the opportunity to work with community partners in a real setting. Fully integrated within curriculum, a minimum of 5 hours per 2 class credit hour is allocated for service in addition to regular classroom teaching-learning. **Prerequisite: CSE 101 and 202**

CSE 404: SENIOR SEMINAR 2 hours
Senior Seminar is a continuation of CSE 101, CSE 202, and CSE 303. Senior Seminar is a combination of the Beacon Forum program and Introduction to Capstone. Beacon Forum is a weekly program that encompasses various subjects to help enrichment college life for students. Each week Beacon Forum is conducted by special qualified subject matter experts. Introduction to Capstone is aimed at preparing students for degree completion project. The course equips students for research. **Prerequisite: CSE 101, 102 and 303**

CUL 100: SPECIAL TOPIC EXPLORATION OF HIP-HOP LYRICS 3 hours
This course introduces students to the culture of hip-hop through exploration of lyrics. Students will learn how to translate the context of those lyrics.

ECO 201: MACROECONOMICS 3 hours
Scope and methodology of economics as a social science, major schools of economic thought, aggregate supply and demand, the measurement of national income, the theory of national income determination, money and banking, monetary and fiscal policy, stabilization techniques, and international trade.

ECO 202: MICROECONOMICS 3 hours
Introduction of economic analysis of individual, business, and industry in a market economy. Topics include pricing mechanism, supply, and demand, optimizing economic behavior, costs and revenue, market structures, market failure, government intervention, problems of economic concentration, the theory of income distribution, and comparative economic systems.
EDU 101: INTRODUCTION TO EARLY CHILDHOOD 3 hours
A complete and current overview of the historical and philosophical foundations, current issues, methods, and approaches to early childhood education. It includes an examination of the role of families and communities in support of children’s learning.

EDU 102: GROWTH AND DEVELOPMENT 3 hours
An overview of the theories and principles of human growth and development from conception through pre-adolescence. Content includes examination of the inter-relatedness of physical, cognitive, social and emotional aspects of development. Development is studied in the context of family, gender, culture, language, ability, socioeconomics, diversity, and early childhood educational settings. Special emphasis will be placed on the theories of Piaget, Vygotsky, Erikson, and Gardner.

EDU 103: EARLY CHILDHOOD LITERATURE 3 hours
A study of age-appropriate literature for the young child, across multiple genres ranging from picture books to novels, and including poetry and non-fiction. Emphasis on the importance of multicultural literature, realistic fiction, and literature promoting social justice.

EDU 104: EXCEPTIONAL CHILDREN 3 hours
An overview of special needs children and their families. It addresses disorders, treatment modalities, community resources, teacher’s role in mainstreaming and early identification, and the current research and federal laws.

EDU 106: FAMILY AND COMMUNITY RELATIONS 3 hours
Examination of the importance of promoting and networking effective family/program partnerships to enhance child development in young children. Study of the purposes, strengths, and shortcomings of social, healthcare, recreational, legal, educational resources designed to support young children and their families within communities.

EDU 205: HEALTH, SAFETY AND NUTRITION 3 hours
A study of how to promote and maintain the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses and injuries, design and maintenance of safe and healthy learning and play environments, regulations, and mandates for recognizing and reporting child abuse and neglect, and professional standards as they apply to health, safety, and nutrition in early childhood educational settings. Professional training will also be provided in pediatric CPR and first aid.

EDU 208: CREATIVE ARTS 3 hours
Study of relationship of theories of early childhood development to challenging and engaging, developmentally and culturally appropriate learning experiences in art, music, movement, and dramatics for young children. Investigation of critical issues affecting the inclusion of the arts in early childhood programs.

EDU 220: SPECIAL TOPICS IN EARLY CHILDHOOD 3 hours
This course is selected topics which are not offered in other Early Childhood courses. The content of the course is tailored to the interest of the instructor and students’ needs.
ENG 111: ENGLISH COMPOSITION 3 hours
Study and practice of expository writing, emphasizing the writing process for clarity, purpose, effective organization of ideas, and editing. Review of grammar, punctuation, and spelling expected at the college level of academic writing.

ENG 112: ENGLISH COMPOSITION II 3 hours
Study and practice of using persuasive/critical writing skills and creative thinking to compose essays, research papers, business correspondence, and to complete written assignments in other courses. Prerequisite: ENG 111

ENG 202: INTRODUCTION TO LITERATURE 3 hours
Study of classical and contemporary fiction, poetry, and drama, with emphasis on genre, literary terminology, and critical analysis. Practice in the use of research sources and preparation of critical papers on literary topics. Pre-requisite ENG 111

ENG 203: AFRICAN AMERICAN LITERATURE 3 hours
Study of African American writers from the colonial period to present, with emphasis on the Harlem Renaissance. Pre-requisite ENG 111

ENG 206: WORLD LITERATURE 3 hours
Study of selected literary masterpieces in multiple genres from the Pacific, Asia, Africa, Europe, and the Americas from ancient to modern times.

GEN 322: RESEARCH AND CONCEPT DEVELOPMENT SKILLS 4 hours
This course will help students develop the skills and strategies to be successful as an adult learner. Focus is on the topics of adult learning, time management skills, and research. The American Psychological Association (APA) formatting guidelines for academic writing, understanding personal learning styles and personality types, and personal goal setting is included in these broader topics.

HEA 100: INTRODUCTION TO HEALTHCARE 3 hours
This is an introductory course in management. The course is designed to provide students an overview of the management function and its role in organizations and society by defining healthcare management and the role, responsibility and functions of the health care manager.

HEA 200: LEGAL AND ETHICAL ISSUES IN HEALTHCARE 3 hours
Explores legal and ethical issues encountered in the provision and delivery of healthcare products and services. Topics explored include, but are not limited to, introduction to healthcare law and ethics, making ethical decisions, contracts, medical records and informed consent, privacy law, and HIPAA.

HEA 300: LONG TERM CARE 3 hours
This course provides an overview of the physical, psychosocial, cognitive, cultural, and environmental factors that affect a person as they age. Topics include function related to public
policy, programming, financial and administrative issues that affect patient services, adaptive equipment, assistive technology, and community resources. Also present is an analysis and application of regulatory requirements of certified and licensed long term care facilities.

**HEA 320: HEALTHCARE ECONOMICS 3 hours**
This course provides an overview of the structure of health care markets in the United States. You will evaluate the impact of the health care system in the United States on the competing goals of broad access, high quality, and affordability. You will also identify how consumers and providers respond to changes in incentives and develop an appreciation for opposing views on health care reform.

**HEA 330: HEALTHCARE POLICY 3 hours**
This course examines procedures of how healthcare policy is developed at the federal and state levels. This course examines policy decisions and related issues that shape the healthcare organization, financing, and implementation of health care services and delivery systems. Ethical, social, and political issues that affect the provision of healthcare services will be evaluated as well.

**HEA 340: CONTINUOUS QUALITY IMPROVEMENT AND ACCREDITATION 3 hours**
Student will examine the core principles behind quality management and continuous improvement. This course provides a foundational exploration of the concepts of healthcare accreditation and continuous quality monitoring. The concept of quality assurance is explored from a perspective of selected accreditation, regulatory, licensing and certification programs.

**HEA 400: MANAGING HUMAN RESOURCES AND HEALTH PROFESSIONALS 3 hours**
The general purpose is to familiarize students with the basic principles and techniques of human resource management. The course takes a practical view that integrates the contributions of behavioral sciences with the technical aspects of implementing the HR function in the real world.

**HEA 450: HEALTHCARE PLANNING AND EVALUATION 3 hours**
This course provides an overview of the fundamentals needed to effectively plan and evaluate healthcare programs and provides a prospective on managing healthcare and assess the interactions and interdependence of social and health systems.

**HEA 490: HEALTHCARE ADMINISTRATION CAPSTONE 3 hours**
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future. The capstone project should demonstrate the depth and extent of knowledge of achieved over the matriculation of the programs. An oral presentation will be required.

**HIS 102: UNITED STATES HISTORY TO 1865 3 hours**
Survey of U.S. history from the time of ancient Native Americans, through European discovery
and settlement, the Revolutionary War and development of a new government, westward expansion, and the Civil War. This course includes political, social, cultural, economic, and intellectual developments during this period.

**HIS 103: UNITED STATES HISTORY SINCE 1865 3 hours**  
Survey of U.S. history from the end of the Civil War to the present, including benefits and challenges of political, social, economic, cultural, and intellectual developments during this period.

**HIS 201: WORLD HISTORY 3 hours**  
A survey of major civilizations and their development or degeneration, from ancient to modern times. Civilizations to be studied include those in the various regions and countries of Europe, Asia, Africa, the Americas, and the Christian, Islamic and Byzantine cultures. Focus on the analysis of significant political, socioeconomic, and cultural challenges and developments in these regions and cultures across the centuries.

**HIS 206: AFRICAN AMERICAN HISTORY 3 hours**  
Survey of African American history from the colonial period to the present. Examples of topics include African origins, the slave trade and nature of slavery, abolition and the Civil War, the Jim Crow era, the Great Migration, the civil rights movement, the justice system, and contributions of African Americans to political, scientific, socioeconomic, and cultural developments in the U.S.

**MAT 121: COLLEGE MATHEMATICS I 3 hours**  
College Mathematics I is a review of whole numbers, fractions, decimals, ratios and proportions, percent, and basic operations with integers.

**MAT 122: COLLEGE MATHEMATICS II 3 hours**  
College Mathematics II is a continuation of General Mathematics I. Topics include operations with integers, exponents, polynomials, linear equations and inequalities with applications, factoring trinomials, tables, charts, graphs, measurement and basic geometry, and basic statistics. Prerequisite: MAT 121.

**MAT 131: COLLEGE ALGEBRA I 3 hours**  
College Algebra is the study of linear and polynomial functions, rational functions, prime factorization of polynomials, solving word problems, and proportions, exponential functions and systems of equations, quadratic equations, and the theory of equations. Students explore rational and real number concepts, understanding number systems. Students are introduced to the language and symbols of mathematics and problem-solving techniques.

**MAT 220: PRE-CALCULUS 3 hours**  
This course offers a thorough introduction to the topics required for calculus. Topics include real and complex numbers, algebra of functions, the fundamental theorem of algebra, trigonometry, logarithms and exponential functions, conic sections, and the use of graphic calculators. Prerequisite: MAT 132.
**MAT 221: CALCULUS I 3 hours**
Calculus I is an introduction to analytic geometry, limits, continuity, derivatives mathematics symbols are introduced. In addition, the history of mathematics studied in this course permeates the contribution of mathematicians from other cultures. Prerequisite: MAT 220.

**MAT 222: CALCULUS II 3 hours**
Calculus II explores conic sections, techniques of integration, applications of the differentiation and integration of trigonometric, exponential, and logarithmic functions. The history of mathematics and information about the lives of mathematicians are included. Prerequisite: MAT 221.

**MUS 100: APPLIED VOICE 2 credit hours**
Individual instruction in voice. During the course of study, Applied Voice students will be taught the fundamentals of healthy vocal production which includes the following: 1) proper posture and breathing to sing, 2) pitch and rhythm stability, 3) tone production and improvement according to genre, 4) range expansion, 5) flexibility, 6) understandable diction, 6) expression (dynamics and phrasing), and 7) how to care for the singing voice.

**MUS 101: FOUNDATIONS OF MUSIC & EAR TRAINING 3 hours**
This course is designed to give students a solid music foundation and exposure to essential concepts in harmony and ear training to strengthen musicianship, regardless of the instrument or style of music that a student plays.

**MUS 103: MUSIC HISTORY 3 hours**
This course covers survey of Western music history from early times to the present. The course emphasizes familiarity with historical repertory and the musical, social and cultural context of that repertory.

**MUS 200: APPLIED VOICE II 2 hours**
Individual instruction in voice. During the course of study, Applied Voice students will practice and apply the tenets of healthy vocal production which includes the following: 1) proper posture and breathing to sing, 2) pitch and rhythm stability, 3) tone production and improvement according to genre, 4) range expansion, 5) flexibility, 6) understandable diction, 6) expression (dynamics and phrasing), and 7) how to care for the singing voice. Prerequisite: MUS 100

**MUS 201: MUSIC APPRECIATION 3 hours**
Introduction to the study of music with focus on the elements of music and their relationships, the musical characteristics of representative works and composers, common musical forms and genres of various western and non-western historical style periods, and appropriate listening experiences.

**MUS 202: CHOIR I 2 hours**
The choir aims to promote the vision and mission of the institution through the study, practice, and performance of diverse styles of choral music by producing competent, confident, and well-rounded choral musicians who develop into life-long advocates and participants in the arts. The
focus of MUS202 will be placed on introducing and equipping singers with skills for breath support, phonation, vowel placement, intonation, blend, and choral performance etiquette.

**MUS 203: CHOIR II 2 hours**
The focus of MUS203 will be placed on strengthening each singer’s ability to function within the ensemble as a discerning, independent listener and musician. Students in this course will advance in their study of sight reading, rhythm, vocal score analysis, and aural skills. Students will explore choral music in at least one (1) foreign language (Latin, Spanish, any African dialect, German, Russian, etc.). Students in this section of choir will also be introduced to the fundamentals of melodic piano playing (right hand). Prerequisite: MUS 202

**MUS 204: CHOIR III 2 hours**
Students in this course will advance in their study of sight reading, rhythm, vocal score analysis, and aural skills, and basic piano. Students will explore choral music in at least two (2) foreign languages (Latin, Spanish, any African dialect, German, Russian, etc.). Students in this section of choir will also be introduced to English solo art song performance, the fundamentals of harmonic piano playing (both hands), melodic dictation, and choir administration. Prerequisite: MUS 203

**MUS 205: CHOIR IV 2 hours**
Students will explore choral music in at least three (3) foreign languages (Latin, Spanish, any African dialect, German, Russian, etc.). Students in this section of choir will also be introduced to solo art song performance in a foreign language, the fundamentals of harmonic piano playing (both hands), melodic dictation, choir administration, and basic conducting. Students will also be required to do a research-demonstration project on an African American choral composer or an aspect African American choral (sacred) music. Prerequisite: MUS 204

**MUS 206: FOUNDATION OF MUSIC THEORY & EAR TRAINING II 3 hours**
An expanded version of MUS 102, this course provides a comprehensive introduction to tonal harmony, counterpoint, and associated formal procedures in conjunction with a thorough grounding in music fundamentals. Prerequisite: MUS 102

**MUS 207: APPLIED VOICE III 2 hours**
Individual instruction in voice. During the course of study, Applied Voice students will be taught the fundamentals of **healthy vocal production** which includes the following: 1) proper posture and breathing to sing, 2) pitch and rhythm stability, 3) tone production and improvement according to genre, 4) range expansion, 5) flexibility, 6) understandable diction, 6) expression (dynamics and phrasing), and 7) how to care for the singing voice. Prerequisite: MUS 200

**MUS 208: FOUNDATIONS OF MUSIC THEORY & EAR TRAINING III 3 hours**
An expanded version of MUS 206, this course provides a deeper dive into understanding and analyzing tonal harmony, counterpoint, and associated formal procedures in conjunction with a thorough grounding in music fundamentals. Prerequisite: MUS 206
MUS 209: APPLIED VOICE IV 2 hours
Individual instruction in voice. During the course of study, Applied Voice students will expand their knowledge of healthy vocal production which includes the following: 1) proper posture and breathing to sing, 2) pitch and rhythm stability, 3) tone production and improvement according to genre, 4) range expansion, 5) flexibility, 6) understandable diction, 6) expression (dynamics and phrasing), and 7) how to care for the singing voice. Prerequisite: MUS 207

MUS 210: PIANO 2 Hours
This course is a study of the essential elements of music as they relate to the development of piano performance skills. Musical learning includes reading and notating music, analysis of music, listening skills, sightreading, appropriate use of musical terminology, and expressive piano performance skills.

MUS 300: MUSICIANSHIP 3 hours
Musicianship and artistry are components of effective worship leadership in the African American church. The purpose of this course is to offer a survey of sight-reading, aural (listening) skills, piano, hymn playing, and chords. Students enrolled in this course will integrate written music theory and ear training into the performance practice of black sacred music.

MUS 301: LITURGY, LEADERSHIP, and LITERATURE 3 hours
This course provides an introduction to the characteristics and meaning of Black worship. Emphasis is placed on the role of music in Black worship. This course underscores the formative power of congregational singing (hymnody), worship planning, reflection/evaluation, and worship leading. This course explores various genres/styles within the Black scared music tradition and how music continues to shape the theology of the Black church.

MUS 302: CHOIR V 1 hour
This class is a study through rehearsal and performance of music literature for choir. Emphasis is on musical fundamentals and creating a musical community. Opportunities exist for solo and ensemble singing in smaller groups. Prerequisite: MUS 205

MUS 303: FOUNDATIONS OF MUSIC THEORY & EAR TRAINING IV 3 hours
An expanded version of MUS 208, this course provides a comprehensive introduction to tonal harmony, counterpoint, and associated formal procedures in conjunction with a thorough grounding in music fundamentals. Prerequisite: MUS 208

MUS 304: APPLIED VOICE V 2 hours
Individual instruction in voice. During the course of study, Applied Voice students will expand their knowledge of healthy vocal production which includes the following: 1) proper posture and breathing to sing, 2) pitch and rhythm stability, 3) tone production and improvement according to genre, 4) range expansion, 5) flexibility, 6) understandable diction, 6) expression (dynamics and phrasing), and 7) how to care for the singing voice. Prerequisite: MUS 209

MUS 305: DICTION (English and Italian) 3 hours
Course focuses on the vocal and technical quality of delivery, covering voice development,
enunciation, vocal variety and expressiveness. The focus will center on various aspects of using the voice effectively, including volume, pitch, pace, projection, phrasing, inflection, and resonance. The course covers diction in English and Italian. Prerequisite: ENG 111 and ENG 112

**MUS 306: APPLIED VOICE VI 2 hours**
Individual instruction in voice, preparation for solo performances and recital. Prerequisite: MUS 304

**MUS 307: CHOIR VI 1 hour**
This class is a study through rehearsal and performance of music literature for choir. Emphasis is on musical fundamentals and creating a musical community. Opportunities exist for solo and ensemble singing in smaller groups. Prerequisite: MUS 302

**MUS 308: MUSIC AND SOUND FOR FILM AND GAME 3 hours**
This course examines the music industry with a particular emphasis on visual and sound technologies and music production as well as audio production for film and the games industry. Students examine music and sound in cinema from the early twentieth century to today and the production of video game music from a technical point of view.

**MUS 309: HISTORY OF JAZZ 3 hours**
This course examines the history of jazz, from its African roots and 19th-century precursors to today. It includes a survey of major artists, groups, and periods, including African American folk forms, ragtime, New Orleans, the swing era, Latin jazz, bebop, and other movements. Issues of gender and diversity in jazz are discussed. Guided listening and musical participation build a solid understanding of form and structure in this art form.

**MUS 400: SURVEY OF SOLO VOCAL LITERATURE BY BLACK COMPOSERS 3 hours**
Survey of art song literature from Black composers. The student will become familiar with basic and advanced vocal literature for all voice types to learn to program, plan and develop solo recitals.

**MUS 401: PUBLIC SPEAKING AND STORYTELLING 3 hours**
This course addresses the techniques of successful public speaking by using stories to connect with an audience. Students of this public speaking class will practice extemporaneous speaking and learn tools to help them organize their speech, influence their audience and keep their audience engaged.

**MUS 402: FORM AND ANALYSIS OF CHORAL/VOCAL MASTERWORKS 3 hours**
This course covers the analytical study of forms from the common-practice period. Analysis of music from scores and recordings, with emphasis on formal elements of music is presented in the course.
MUS 403: CHORAL METHODS & RESOURCES 3 hours
The student will explore various challenges and techniques of individual and group voice development. The student will analyze various choral works for possible use in the choral program and develop a working repertoire of choral literature. The course will explore the use of instruments with the choral ensemble as well as effective rehearsal techniques.

MUS 404: CHOIR VII 1 hour
This class is a study through rehearsal and performance of music literature for choir. Emphasis is on musical fundamentals and creating a musical community. Opportunities exist for solo and ensemble singing in smaller groups. Prerequisite: MUS 307

MUS 405: APPLIED VOICE VII 2 hours
Individual instruction in voice. Prerequisite: MUS 306

MUS 406: HISTORY OF BLACK MUSIC IN AMERICA I 3 hours
This course is designed to explore the historical depth, stylistic richness, and generic variety of African American music in the United States. It uses the methodological and analytic tools of musical anthropology and history to develop a socially and culturally grounded understanding of black music in America, past and present.

MUS 407: LITERATURE OF OPERA AND MUSICAL THEATRE 3 hours
This course addresses all aspects of Opera and Musical Theatre with a focus on canonical works, music preparation, character analysis, and performance skills. Students will choose specific pieces to perform from major theatrical productions and perform them for a public audience.

MUS 408: APPLIED VOICE VIII 2 hours
Individual instruction in voice. Prerequisite: MUS 405

MUS 409: CHOIR VIII 1 hour
This class is a study through rehearsal and performance of music literature for choir. Emphasis is on musical fundamentals and creating a musical community. Opportunities exist for solo and ensemble singing in smaller groups. Prerequisite: MUS 404

MUS 410: HISTORY OF BLACK MUSIC IN AMERICA II 3 hours
A continuation of MUS 406, this course dives deeper into the exploration of the historical depth, stylistic richness, and generic variety of African American music in the United States. It uses the methodological and analytic tools of musical anthropology and history to develop a socially and culturally grounded understanding of black music in America, past and present. Prerequisite: MUS 407

MUS 411: SENIOR RECITAL/CAPSTONE II 3 hours
The student will execute a public performance of vocal works studied throughout the student’s musical collegiate matriculation. This is a culmination of at least four years of work in academic
and applied music; it represents the academic, musical and artistic growth the student has experienced throughout the undergraduate career.

**MUS 412: PERFORMANCE SEMINAR I 2 hours**
Students will concentrate on the skill of performance. Also included in the course is the continuous development of the critical listening skills needed for a music major. Students in the seminar provide peer feedback throughout the course of the semester, in response to weekly informal performances and rehearsals of repertoire being studied in applied lessons.

**MUS 413: PERFORMANCE SEMINAR II 2 hours**
A continuation of MUS 412, students will concentrate on the skill of performance, self-assessment, and providing peer feedback for informal performances and rehearsals of pieces being studied in applied lessons. Also included in the course is the continuous development of the critical listening skills needed for a music major. Prerequisite: MUS 412

**MUS 414: MUSIC & TECHNOLOGY 2 hours**
This course introduces the fundamentals of music technology geared to the needs of today's professional musician. The course topics will give an overview of all aspects of the current technology with the primary goal of enabling students to make intelligent decisions in evaluating future technological needs.

**MUS 415: MUSIC BUSINESS AND ENTREPRENEURSHIP 3 hours**
This course will provide students with hands-on experience in planning and launching a musical venture. Upon completion of this course, students will have compiled a professional portfolio, created or improved their own websites, and will have implemented a plan of action for an entrepreneurial project based on their specific interests and needs. Through readings, lectures, case studies, assignments, classroom and guest presentations, students will become acquainted with the entrepreneurial strategies and diverse trends used to embark in professional music careers.

**NUR 101: INTRODUCTION TO NURSING PROFESSIONAL 3 hours.**
This course introduces the basic concepts of professional nursing practice, scope and standards of practice, current trends, NCLEX-RN test plan and careers in the nursing profession. **Didactic. Pre-requisite: Admission to the college.**

**NUR 102: MEDICAL TERMINOLOGY 3 hours.**
Introduction to medical terminology used in anatomy, physiology, pathology, diagnosis, medical procedures, pharmacology, and instrumentation. **Didactic. Pre-requisite: Admission to the college.**

**NUR 203: CLINICAL NUTRITION 3 hours**
This course includes selected principles, concepts and theories of nutrition and diet therapy across the life span. Variables affecting nutrition such as culture, religion, physiology, and medical regimens are studied. **Didactic. Pre-requisites: NUR 102.**
NUR 204: PHARMACOLOGY 3 hours:
This course introduces the students to pharmacokinetics, pharmacodynamics, adverse and therapeutic responses to medications, drug classifications and basic principles of drug calculations. **Didactic. Pre-requisite: NUR 102, MAT 131**

NUR 305: HEALTH ASSESSMENT 3 hours:
Comprehensive health assessment of normal findings in well individuals across the life span, including data collection, development of assessments techniques of observation, auscultation, percussion, palpation, and documentation in classroom and lab setting. **Didactic. Pre-requisites: NUR 101, 102, 203, 204; BIO 103, 210, 211**

NURS 306: PATHOPHYSIOLOGY 4 hours:
Concepts of pathophysiology and human disease process. **Didactic, skills lab. Pre-requisites: NUR 101, 102, 203, 204. BIO 103, 210, 211**

NUR 307 FOUNDATION OF NURSING PRACTICE (6): This course provides opportunity to develop nursing skills to meet basic client needs. Students begin using the nursing process, evidenced-based practice and critical thinking skills providing patient-centered care. Developmental concepts on the normal process of aging are introduced. Students perform basic psychomotor skills in a laboratory setting and clinical settings. **Didactic, skills lab, clinical practicum. Prerequisites: Nur 101, 102, 203, 204. BIO 103, 210, 211**


NUR 310: MATERIAL CHILD NURSING AND WOMEN'S HEALTH 4 hours:

NUR 311: PEDIATRIC NURSING 4 hours:

NUR 312: MENTAL HEALTH NURSING 4 hours:
Evidenced based nursing care of clients with alterations in mental health needs. **Didactic and clinical practicum. Pre-requisites: NUR 309, 310, 311**

NUR 313: ALTERATIONS IN CLIENT NEEDS II 6 hours
Continuation of Alterations in Client Needs I. Evidenced-based nursing practice with adults experiencing alterations in client needs, moving from simple to complex states of health and spheres of care. **Pre-requisites: NUR 309, 310, 311**
NUR 314: EVIDENCE BASED PRACTICE 3 hours
Introduction to the research process, critical assessment of research studies, and use of research in guiding nursing practice. **Pre-requisites: NUR 309, 310, 311**

NUR 415 COMMUNITY AND POPULATION HEALTH: Evidenced-based nursing care across the lifespan of individuals, families, groups, communities, and populations with alterations in client needs impacting population health. **Didactic and clinical practicum, Pre-requisites: NUR 312, 313, 314**

NUR 416: COMPLEX ALTERATIONS IN CLIENT NEEDS 5 hours
Builds on Alterations of Client Needs I & II. Includes evidence-based practice in clients with complex alterations in client needs. **Didactic and clinical practicum. Pre-requisites: NUR 312, 313, 314**

NUR 417: NURSING LEADERSHIP AND MANAGEMENT 4 hours
This course is designed to focus on role development of the registered nurse in leadership and management; financial, ethical, scope and standards of practice, and health policy concepts impacting client care needs in health care. **Didactic and clinical practicum. Pre-requisites: NUR 312, 313, 314**

NUR 418: SENIOR CAPSTONE AND PRACTICUM 3 hours
Clinical immersion experience in a precepted setting with a focus on synthesis and application of knowledge in providing care to clients with alterations in client needs in a variety of spheres of care. **Clinical practicum. Pre-requisites: NUR 312, 313, 314**

PED 201: PERSONAL HEALTH 3 hours
This course provides a comprehensive introduction to wellness practices and skills, health concerns and inventories, healthcare services, and the evaluation of health resource materials. The course surveys personal health concerns: emotional health; aging and death; alcohol, tobacco and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; human sexuality; and environmental health. **No prerequisites required**

PED 202: COMMUNITY HEALTH 3 hours
This course provides a comprehensive look into the principles of public health services and the exploration of community health sanitation. An overview of public health issues as they relate to community health promotion and disease prevention is presented in the course. Students will learn theories and models relevant to community health programming as well as the connections between local, state, and national public health initiatives are presented. **No prerequisites required**

PED 203: INTRODUCTION TO PUBLIC HEALTH 3 hours
A comprehensive overview of the history, theory, and practice of professional health education and acquaints students with the role of the health educator as an agent of behavioral change. This 3-credit course is intended to give students an overview of the principles and practice of public health in a global context. As an introductory public health course, it is intended for students with no previous course work in public health or epidemiology. **No prerequisites required**
PED 300: INTRODUCTION TO EPIDEMIOLOGY 3 hours
This course provides an introduction to concepts and an exploration of chronic and communicable diseases. This course provides students with an understanding of the application of mechanics to human movement analysis. Epidemiology is a discipline that identifies the determinants of defects, disease and injury in human populations and provides a means of assessing the magnitude of public health problems and the success of interventions designed to control them. Prerequisite PED 203

PED 302: BIOMECHANICS OF HUMAN MOTION 3 hours
This course introduces students to basic mechanical principles of physical activity and exercise. The principles of classical mechanics are applied to the study of human motion to provide students with an understanding of the internal and external forces acting on the body during human movement. Students will be able to describe motions of the body during typical activities, predict which muscles are responsible for controlling movement, quantify the forces acting on the body during movement, understand the limitations of different experimental and analytical techniques used to quantify human movement, interpret motion data accurately, and evaluate studies of human movement. Prerequisites BIO 210

PED 303: EXERCISE PHYSIOLOGY 3 hours
This course provides theoretical and practical experience in studying physiological concepts as they apply to acute and chronic effects of exercise on humans. This course is designed to provide physical educators, coaches, athletic trainers, and persons interested in exercise science with applied knowledge relative to the human's physiologic responses to exercise and other environmental stresses. Prerequisites BIO 210

PED 304: MOTOR CONTROL AND LEARNING 3 hours
This course provides theoretical and application-based constructs related to human motor behavior in terms of motor learning, control, skill acquisition and performance. The behavioral, cognitive and psycho-physiological approaches are examined. Students will be exposed to the theoretical perspectives and current principles associated with the control and learning of movement skills. Throughout the course, application of theoretical concepts to instructional and clinical settings will be emphasized. Prerequisite PED 303

PED 305: INTRODUCTION TO GLOBAL HEALTH 3 hours
This course provides an introduction to global health including disease and mortality; the making of global health policies; and the outcomes of global health interventions. Students are introduced to global health priorities and the roles of institutional players in resolving the issues. Multiple determinants of health such as economic, environmental, biological and cultural are addressed with an emphasis on the health needs of lesser economically developed nations. Prerequisite PED 203

PED 400: ENVIRONMENTAL HEALTH 3 hours
This course examine health issues and the major environmental health problems in industrialized and developing countries. Students will learn the impact of environmental problems on human health; biological hazards to human health from air and water pollution; radiation; pesticides;
noise; problems related to food, occupation and environment of the workplace; accidents. Physical and chemical factors involved. **Prerequisite PED 203**

**PED 401: APPLIED ANATOMY 3 hours**
This course introduces scientific study of the mechanics and analysis of human movement, incorporating principles from the fields of physical education, anatomy, physiology and physics. Students will study gross structure and physiology of the human body that includes the following systems: skeletal, muscular, articular, circulatory, respiratory, digestive, and endocrine. The course explores the interplay of structure and function necessary in promoting efficient human movement. Examines the effects of exercise on each of the body’s systems. **Prerequisites BIO 103**

**PSC 111: PHYSICAL SCIENCE 4 hours**
This is an introductory course for non-science majors dealing with physical aspects of science as they relate to the living environment. Students will solve problems involving such topics as measurement, work, force, temperature, heat, and basic chemistry. Students will be involved in “hands-on” exercises that apply the concepts taught but involve daily applications. Before taking this course, students must understand and be able to use basic algebraic operations and be able to independently read and understand at least high-school level material.

**PHY 201: GENERAL PHYSICS I 4 hours**
An introductory study of topics on scalar and vector quantities, a review of Geometry and Right Triangular Trigonometry, significant figures and approximations, base units and their conversions in the physical sciences. Mechanics, motion along a line, in a plane, and along an incline. Time, temperature, displacement, distance, velocity, speed, acceleration, force, Newton’s Laws of Motion and, linear momentum, kinetic and potential energy, elastic and inelastic collisions, power, work, heat and the Laws of Thermodynamics.

**PHY 202: GENERAL PHYSICS II 4 hours**
Introduction to fundamental concepts describing the physical world, including electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light.

**PLS 201: AMERICAN GOVERNMENT 3 hours**
Survey of national governmental institutions, with emphasis on the constitutional basis governmental operations. Examination of the functions of each branch of government and the relationships among the judicial, executive, and legislative branches. Other topics include civil liberties, the role of the electorate, and current issues in American Government.

**PLS 203: STATE AND LOCAL GOVERNMENT 3 hours**
Study of state, county, and municipal government systems, including interrelationships between these systems and the federal government. Examination of benefits and problems of different forms and functions of state and local government.

**PSY 101: INTRODUCTION TO PSYCHOLOGY 3 hours**
Examination of the theoretical and research basis of human behavior and mental processes. It
serves as the introduction for all other psychology courses.

**PSY 102: DEVELOPMENTAL PSYCHOLOGY 3 hours**
Study of the development of children from conception through adulthood. This course covers the study of human physical and psychological change and stability from a lifespan development perspective. It provides a view of the physical, cognitive, emotional, and social development throughout our lifespan. Pre-requisite: PSY 101.

**PSY 202: PERSONALITY THEORIES 3 hours**
Basic introduction to major theories of personality, with a focus on the historical contributions of the psychologists who developed these theories. Primary consideration will be given to the lives of the theorists by providing a context in which each theory was developed. Each theory will be reviewed and evaluated in terms of implications for research and practice.

**PSY 203: ABNORMAL PSYCHOLOGY 3 hours**
Examination of the various psychological disorders and the theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification of normal and abnormal behavior patterns, etiology, symptoms, assessment, and therapeutic approaches to treatment of the major disorders.

**REL 100: INTRODUCTION TO RELIGION 3 hours**
This course will introduce students to the concept of religion: what it is, how it functions within culture/society, and the different practices across traditions. Separate and apart from the study of a particular religious tradition, this course will focus on both the normative and descriptive functions of religion generally; and how religious practice differs across traditions.

**REL 101: INTRODUCTION TO THE OLD TESTAMENT 3 hours**
General knowledge of the history and geography of Israel. Special emphasis is placed on early religious life, including social conditions, diverse personalities, and political problems.

**REL 102: INTRODUCTION TO THE NEW TESTAMENT 3 hours**
This course presents a historical examination of the origins of Christianity. It also covers the gospels with special attention to the life of Jesus, the major letters of Paul, and the book of Revelation.

**REL 103: DENOMINATIONAL HISTORY 3 hours**

**REL 201: CHRISTIAN THEOLOGY I 3 hours**
This course is a survey of the doctrines of Christianity through theological systems formulated from the early church until present day. Special attention is given to the academic “systematic theologians” and their ideologies.

**REL 202: CHRISTIAN ETHICS 3 hours**
This course is designed to acquaint the student with historic and current ethical problems and to
inspire ethical reflection from a variety of perspectives currently under consideration by the Christian community.

**REL 203: FORMATION IN MINISTRY 3 hours**
This is an interactive course designed to challenge the student to explore the notions of calling, ministry vocation, and personal professional identity.

**REL 204: SERMON PREPARATION 3 hours**
This course teaches the basics of sermon construction, surveying various sermon styles, intentions and focuses. It also includes a module on sermons for special occasions.

**REL 205: CHURCH ADMINISTRATION 3 hours**
Principles of leadership and procedures that promote overall effectiveness in the local church. Training in social service skills, organizational skills, managing church finances, and church programming will be included.

**REL 206: PASTORAL CARE AND VISITATION 3 hours**
This is a primer course in pastoral care. This course covers the basics of visitation of the sick, new and perspective members and visitation for relationship strengthening and renewal. It also includes class interaction practice and reflection.

**REL 207: BASICS OF PASTORAL COUNSELING 3 hours**
This course is a primer in pastoral counseling. It focuses on the identity of the counselor, teaches crisis intervention, listening, and reflecting and the proper use of referral.

**REL 208: GENERAL CHURCH HISTORY 3 hours**
This course surveys the history of the Christian Church from the first century until the present. It considers the development of the major denominations and doctrines of the church from both their historical and present day positions.

**REL 209: HISTORY OF THE AME ZION CHURCH 3 hours**
This is a systematic course in the history of the African Methodist Episcopal Zion Church from 1796 until the present.

**REL 210: INTRODUCTION TO CHRISTIAN EDUCATION 3 hours**
This is a survey course covering the various emphasis and approaches of present day thought in Christian Education.

**REL 211: HYMNOLOGY 3 hours**
This course is a survey of Christian hymnody, its historical patterns, covering a broad scope of hymnic literature; its environment, and the significant individuals contributing. Practical and critical classroom study and participation.

**REL 212: BLACK PERSONALITIES IN THE BIBLE 3 hours**
This course examines Black people and personalities of the biblical world, as they appear in the Bible and in non-biblical literature, both ancient and modern. Special attention is given to the roles of racist ideology and hermeneutics in the history of the interpretation of the Bible with
reference to Black people in both ancient and modern times. Prerequisite: REL 101 or REL 102

**REL 213: LIFE AND TEACHINGS OF JESUS 3 hours**
The life and teachings of Jesus of Nazareth studied through critical examination of the sources. Emphasis is on social context and implications of Jesus’ mission and his significance for Christian faith today. Prerequisite: REL 102

**REL 214: PROPHETS OF JUDAH 3 hours**
This course will provide the student with an introduction to the Major and Minor prophets. The student will become familiar with timelines, persons, places and events that shaped the Old Testament. The student will find through this study experiences, observations, implication and applications brought into light by the Prophets of Judah. Prerequisite: REL 102

**REL 215: SPECIAL TOPICS IN RELIGIOUS STUDIES 3 hours**
Designed specifically for the AA program; this course is designated for the professor to explore special topics related to the Bible and Christian leadership. Attention will be given in either discipline to the values of citizenship in a global society. Permission of the Advisor required.

**REL 217: CHRISTIAN GROWTH AND MATURITY 3 hours**
This course examines the practices and disciplines of Christian growth and teaches the student how to apply those practices in their maturity as Christians.

**REL 218: CHRISTIAN LEADERSHIP 3 hours**
This course is an overview of the basic practices of leadership and helps the student to identify their leadership style and to understand the responsibility of leadership.

**REL 219: AFRICAN AMERICAN RELIGIOUS HISTORY 3 hours**
This course is designed to introduce students to the origins and development of religion among African Americans. Beginning with traditional forms of West African religion, the course will survey the development of African American religion from the beginnings of the American experience through the 20th century.

**REL 220: METHODIST HISTORY AND DOCTRINE 3 hours**
The movement that grew out of the Church of England and would later become known as Methodism, began – as Heitzenrater states – as a religious revival. This revival, which was concomitant to the Great Awakening, and was the precursor to the holiness movements of the 19th and 20th centuries. This course will examine this movement, how it grew in England and then spread to the Colonies; and how in the Colonies, it grew into a separate Denomination. Understanding this history will also necessitate understanding the doctrines and theology which caused this movement to flourish.

**REL 225: WORSHIP AND LITURGY 3 hours**
The Worship and Liturgy course will provide opportunities for the exploration, discussion, and application of biblical, historical, cultural, theological, and liturgical dimensions of Black worship that influence how clergy and church leaders may effectively plan, lead, and evaluate practices.
This course will attempt to frame its content through the lens of justice and the view of corporate worship as a vehicle for spiritual formation.

**REL 300: INTRODUCTION TO PHILOSOPHY 3 hours**
Philosophy is the observation and study of who we are and what the world is around us. It seeks to answer basic questions as to the meaning of life and existence. This course is an introduction to the questions and the methods of philosophical inquiry. Beginning with the Athenians and continuing through contemporary discourse, this course will serve as a broad overview of philosophical inquiry.

**REL 301: SURVEY OF WORLD RELIGION 3 hours**
Survey of the various religions in the world. Introduction to diverse religions in the context of their culture such as Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism and Christianity, along with comparison of African religions and those of Native Americans. Prerequisite: REL 100

**REL 302: PSYCHOLOGY OF RELIGION 3 hours**
Study of how such theorists and Augustine, James, Freud, Jung and Rogers examined religion and its relationship to the human mind. These theories will be discussed in the context of both classical and contemporary religious thought. Prerequisite: REL 100, PSY 101 or 102

**REL 303: RELIGION AND LITERATURE 3 hours**
This course will engage some of the classic works of American literature, as well as some more recent works. The focus of the course will be on religious themes in the works of literature. Attention will be given not just to the literature itself, but how literature can be used to discuss both themes of religion, as well as various aspects of the human condition. Prerequisite: REL 100, ENG 202 or 203

**REL 304: PROTESTANT REFORMATION 3 hours**
This course presents thorough study of historical events and circumstances leading to the Protestant Reformation of the sixteenth century. Special emphasis will be placed on the work of such theologians Martin Luther, Calvin, Ulrich, and Zwingli. Prerequisite: REL 201 and REL 208

**REL 306: THE PHILOSOPHY OF RELIGION 3 hours**
This course will examine some of the basic issues concerning the Philosophy of Religion. The course addresses some of the classic questions such as the existence of God, the problem of evil, free will and determinism, the ethics of belief, and faith vs. reason. Readings in both traditional and contemporary writings will be included. Prerequisite: REL 100 and REL 300

**REL 307: HISTORY OF THE CIVIL RIGHTS MOVEMENT 3 hours**
This course surveys the history of the Civil Rights Movement; beginning in Montgomery through the late 1960’s. While the course will discuss specific historical events (like the March on Washington), the primary focus is on the movement itself; and the impact that movement had on American society.
REL 308: ENGAGING THEOLOGY IN ENTERTAINMENT 3 hours
This course will require students to synthesize information from multiple disciplines to provide a socio-cultural analysis of entertainment, within a theological framework. The course will also require students to take seriously the theological claims and implications of God talk – and the lack thereof – in multiple contexts. Prerequisite: REL 201

REL 402: RELIGION AND SCIENCE 3 hours
Introduction to the multifaceted historical interaction of science and religion in the context of modern culture. The relationship will be explored in terms of cooperation and conflict. The Creationism versus Evolution debate will be explored in the context of the broader historical and philosophical factors that shape both science and religion. Prerequisite: REL 100

REL 403: SENIOR THESIS I 3 hours
This course is designed for a student to research specific issues in religion the student might find beneficial to explore in an in-depth forum. This is a capstone course wherein the student will use an interdisciplinary approach in their research to integrate several aspects of the BA program into a single thesis paper chosen by the student and the major advisor. This is a 2-semester course where this first semester focuses upon research and the development of a research topic. The second semester is REL 404. Permission of the Advisor required.

REL 404: SENIOR THESIS II 3 hours
This course is the continuation of REL 403 where the student concentrates upon writing the thesis that was researched in REL 403. Permission of the Advisor required.

REL 406: RELIGION AND AFRICAN AMERICAN LITERATURE 3 hours
This course will focus on some of the classic books of African American literature. Some of the African American authors to be studied include Zora Neale Hurston, Maya Angelou, Richard Wright, Toni Morrison, and Alice Walker. We will read one of the books of these authors not only for the story of African American culture presented; but also, for religious themes and symbolism, and how this is expressed both in the literature and in African American culture. Prerequisite: REL 100 and ENG 202 or 203

REL 407: PAULINE LETTERS 3 hours
This course is a survey of the writing of the apostle Paul. The focus of the course is upon the historical, sociological and theological significance of Paul's letters. Prerequisite: REL 102

REL 408: AFRICAN AMERICAN CRITICAL THOUGHT 3 hours
This course will focus on the writings of the African American intellectual community and their reflection upon the lived experiences of African Americans. The course will examine certain periods in American history and reflect upon the critical thought of African Americans during that time.

REL 409: INTRODUCTION TO HERMENEUTICS 3 hours
This course will introduce students to the science of interpretation. All human thought involves interpretation; this will introduce students to understanding of meaning and truth in the process of interpretation. Some attention will be given to the analytic tradition. Prerequisite: REL 300
REL 420: SPECIAL TOPICS IN RELIGIOUS STUDIES 3 hours
Designed specifically for the BA program; this course is designated for the professor and students to explore special topics in either religion or philosophy (this includes ethics and moral philosophy). Attention will be given to critical thinking skills, and comparisons with other religions. Permission of the Advisor required.

SOC 101: SOCIOLOGY 3 hours
This course introduces students to the study of society and sociological concepts to include: social theory, social research, social economy, social interaction, social class, social construction, gender stratification, race and ethnicity, family, and deviance. This course will help students to examine the world around them. Students will learn how to connect concepts, deepening their understanding of the social world and social phenomena and develop critical thinking skills.

SPA 101: ELEMENTARY SPANISH I 3 hours
For students with limited or no previous experience in Spanish. First course in a two-course sequence to develop competence in culture, speaking and writing, listening and reading comprehension in Spanish.

SPA 102: ELEMENTARY SPANISH II 3 hours
Second course in a two-course sequence to develop competence in culture, speaking and writing, listening and reading comprehension in Spanish. Prerequisite: SPA 101

SPM 101: INTRODUCTION TO SPORT MANAGEMENT 3 hours
This course is designed to introduce the field of Sport Management to a business student and introduces the introductory concepts of sports management. Analysis of current and future trends in sports management will also be addressed.

SPM 200: SPORT COMMUNICATIONS 3 hours
This course offers instruction, analysis, and training in the principles and practice of public relations in sports organizations. Emphasis is on sports communication professionals, including handling media interactions across platforms, problems, crises, and integration of positive communications strategies with strategic goals of sports organizations.

SPM 201: SPORT ETHICS 3 hours
This course will focus on the moral/ethical issues and theoretical frameworks inside and outside of the world of sports. Sport ethics explores the various ethical issues in the area of sports and athletics. The class presents the framework for arriving at ethical decisions and actions, while uncovering the pressures to act in an unethical manner.

SPM 300: SPORTS FINANCE AND ECONOMICS 3 hours
This course is designed to provide the student with an understanding of the basic concepts that underlie financial management, and an ability to apply these concepts to the analysis of financial issues within the sport and recreation industry.

SPM 301: SPORTS MARKETING 3 hours
This course will focus on marketing principles and concepts in the sports and entertainment
industry with an orientation to the sports and entertainment industry, economics, event execution, career opportunities, decision making, event marketing, advertising and promotion, and legal aspects.

**SPM 400: SPORTS LAW 3 hours**
This course provides a student an overview of the business and legal issues within the areas of professional sports and is designed to further student understanding of foundational legal principles in the field of sport management.
STUDENT
ACHIEVEMENT
2020-2021 Student Achievement Report

Part One: Retention, Graduation, and Gateway Courses Measures of Student Achievement

1. Retention: Success rates for retention from Fall semester, freshman year to Fall semester, sophomore year for full-time, first-time students who entered Clinton College with no prior coursework

<table>
<thead>
<tr>
<th>Program cohort start date</th>
<th>Retention rate Threshold (TRACS)</th>
<th>Full-time, first-time student Retention rate achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates Fall 2016</td>
<td>35%</td>
<td>19/68 = 27.9%</td>
</tr>
<tr>
<td>Associates Fall 2017</td>
<td>35%</td>
<td>20/59 = 33.9%</td>
</tr>
<tr>
<td>Associates Fall 2018</td>
<td>35%</td>
<td>43/87 = 49.4%</td>
</tr>
<tr>
<td>Associates Fall 2019</td>
<td>35%</td>
<td>13/39 = 33.3%</td>
</tr>
<tr>
<td>Associates Fall 2020</td>
<td>35%</td>
<td>4/11 = 36.3%</td>
</tr>
<tr>
<td>Bachelors Fall 2016</td>
<td>50%</td>
<td>6/12 = 50.0%</td>
</tr>
<tr>
<td>Bachelors Fall 2017</td>
<td>50%</td>
<td>2/9 = 22.2%</td>
</tr>
<tr>
<td>Bachelors Fall 2018</td>
<td>50%</td>
<td>9/20 = 45.0%</td>
</tr>
<tr>
<td>Bachelors Fall 2019</td>
<td>50%</td>
<td>2/12 = 16.7%</td>
</tr>
<tr>
<td>Bachelors Fall 2020</td>
<td>50%</td>
<td>2/10 = 20.0%</td>
</tr>
</tbody>
</table>

2. Graduation: Success rates for graduation within 150% of normal time for full-time, first-time students who entered Clinton College as freshmen with no prior coursework

<table>
<thead>
<tr>
<th>Cohort start date</th>
<th>Graduation target (150% of normal time)</th>
<th>Graduation rate Threshold (TRACS)</th>
<th>Full-time, first-time student Graduation rate achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates: Fall 2014</td>
<td>By or before Spring 2017</td>
<td>15%</td>
<td>10/53 = 18.9%</td>
</tr>
<tr>
<td>Associates: Fall 2015</td>
<td>By or before Spring 2018</td>
<td>15%</td>
<td>11/34 = 32.3%</td>
</tr>
<tr>
<td>Associates: Fall 2016</td>
<td>By or before Spring 2019</td>
<td>15%</td>
<td>4/68 = 5.9%</td>
</tr>
<tr>
<td>Associates: Fall 2017</td>
<td>By or before Spring 2020</td>
<td>15%</td>
<td>7/59 = 11.9%</td>
</tr>
<tr>
<td>Associates: Fall 2018</td>
<td>By or before Spring 2021</td>
<td>15%</td>
<td>7/13 = 53.8%</td>
</tr>
<tr>
<td>Bachelors: Fall 2013</td>
<td>By or before Spring 2019</td>
<td>25%</td>
<td>1/2 = 50%</td>
</tr>
<tr>
<td>Bachelors: Fall 2014</td>
<td>By or before Spring 2020</td>
<td>25%</td>
<td>3/8 = 37.5%</td>
</tr>
<tr>
<td>Bachelors: Fall 2015</td>
<td>By or before Spring 2021</td>
<td>25%</td>
<td>6/7 = 85.7%</td>
</tr>
</tbody>
</table>
3. **Course completion:** Completion of “gateway courses” with a C or better (excludes D, F, W, WP, WF, I)

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
<th>Pass rate goal (Clinton College)</th>
<th>Pass rate achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Composition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111: English Composition I</td>
<td>Fall 2020</td>
<td>70%</td>
<td>BEAR: 15/25 = 60.0%</td>
</tr>
<tr>
<td>ENG 111: English Composition I</td>
<td>Spring 21</td>
<td>70%</td>
<td>BEAR: 3/5 = 60.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Global: 5/8 = 62.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All students: 8/13 = 61.5%</td>
</tr>
<tr>
<td>ENG 112: English Composition II</td>
<td>Fall 2020</td>
<td>70%</td>
<td>BEAR: 1/7 = 14.3%</td>
</tr>
<tr>
<td>ENG 112: English Composition II</td>
<td>Spring 21</td>
<td>70%</td>
<td>BEAR: 9/16 = 56.3%</td>
</tr>
</tbody>
</table>

|                            |          |                                  |                    |
| **Mathematics**            |          |                                  |                    |
| MAT 121: College Math I    | Fall 2020 | 70%                              | BEAR: 11/18 = 61.1% |
| MAT 121: College Math I    | Spring 21 | 70%                              | BEAR: 4/4 = 100%   |
|                            |          |                                  | Global: 6/6 = 100% |
|                            |          |                                  | All students: 10/10 = 100% |
| MAT 122: College Math II   | Fall 2020 | 70%                              | BEAR: 10/19 = 52.6%|
| MAT 122: College Math II   | Spring 21 | 70%                              | BEAR: 6/6 = 100%   |

BEAR = Students in the regular on-ground campus programs who attended classes virtually during the pandemic year

Global = Students in a new distance education program with short term (7.5 weeks) asynchronous online courses.

4. **Job Placement:** Forty-three percent of the alumni indicated that their bachelor's degree from Clinton College aligns with their current employment. Fifty-three percent of the alumni indicated that their associate degree aligns with their current employment.

5. **Licensure exam results:** Not applicable

6. **Transfer out rates:** Clinton College did not collect these data in the year of record.
### Part Two. 2020-2021 Assessment of Student Learning Outcomes by Academic Programs

**Associate of Arts in Early Childhood Development**

<table>
<thead>
<tr>
<th>Student Learning Outcomes (related to mission elements)</th>
<th>Targets</th>
<th>Results</th>
<th>Planned Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood. <em>(Academic achievement, leadership)</em></td>
<td><strong>EDU 102: Human Growth and development.</strong> At least 70% of the students will score 80/100 or higher on the final exam.</td>
<td>Target not met. 50% of student met the target in spring 2021. Three students achieved the 80/100 target and three did not. Students continued to struggle with identifying the ways that educational theory becomes practice.</td>
<td>Create weekly practice quizzes and other assessment opportunities for students to show their understandings related to theory and practice. Explore techniques for increasing student engagement.</td>
</tr>
<tr>
<td>Students will identify effective school and community resources and strategies for building family and community relationships that support young children. <em>(Academic achievement, citizenship, leadership)</em></td>
<td><strong>EDU 104: Exceptional Children.</strong> At least 70% of the students will score 80/100 or higher on the final exam. <strong>EDU 106: Family and Community Relations.</strong> At least 70% of the students will score 80/100 or higher on the final exam.</td>
<td><strong>EDU 104:</strong> Target not met. 20%, 2 out of 10 students in fall and spring combined scored 80/100 on the final exam. <strong>EDU 106:</strong> Target not met. 20%, 1 out of 5 students in spring 2021 scored 80/100 on the final exam.</td>
<td>Create weekly practice quizzes and other assessment opportunities for students to show their understandings of stronger family-community relationships. Continue to find more useful and relevant videos for students to view and reflect upon. Review plans for instructional improvement throughout the semester when planning class sessions. Explore techniques for increasing student engagement.</td>
</tr>
<tr>
<td>Students will identify critical issues related to children’s learning and development in their families and communities. <em>(Academic achievement, citizenship, leadership, moral/spiritual development)</em></td>
<td><strong>EDU 101: Intro. to Early Childhood – At least 70% of the students will score 80/100 or higher on the final exam.</strong> <strong>EDU 106: Family and Community Relations.</strong> At least 70% of the students will score 80/100 or higher on the final exam.</td>
<td><strong>EDU 101:</strong> Target not met. 25%, 1 out of a total of 4 students in fall and spring combined scored 80/100 on the final exam. <strong>EDU 106:</strong> Target not met. 20%, 1 out of 5 students in spring 2021 scored 80/100 on the final exam.</td>
<td>Bring back the assignment to search out and write about the work of Marian Wright Edelman in Early Childhood, e.g., Head start, the Children’s Defense Fund, and the Freedom Schools. That previous assignment got students very involved and interested. Review plans for instructional improvement throughout the semester when planning class sessions. Explore techniques for increasing student engagement.</td>
</tr>
</tbody>
</table>
## Associate of Science in Business Administration

<table>
<thead>
<tr>
<th>Student Learning Outcomes (related to mission elements)</th>
<th>Targets</th>
<th>Results</th>
<th>Planned Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate application of quantitative understanding to effective business planning and operations. <em>(Academic achievement)</em></td>
<td><strong>BUS 204: Principles of Accounting I.</strong> At least 80% of students will earn 80/100 points or better on the midterm and final exam.</td>
<td>Target not met. 22% of the students (4/18) across the two sections scored 80/100 or higher on the midterm. 46% of the students (6/13) scored 80/100 or higher on the final exam given in one section. They struggled with double entry bookkeeping and the concepts of debits and credits.</td>
<td>Use short YouTube videos with different people explaining the concepts of debits and credits. Engage students in more practice with double entry bookkeeping.</td>
</tr>
<tr>
<td></td>
<td><strong>BUS 206: Statistics and Quantitative Methods.</strong> At least 70% of the students in will score 80/100 or higher on the final exam.</td>
<td>Target is met. 80% (12/14) of the students scored 80/100 or higher on the midterm. 80% 12/14 scored 80/100 or higher on the final exam. The students’ strongest area of understanding was how to calculate the mean, median, and mode. They had weakness in understanding standard deviations and variances.</td>
<td>Use more examples of problems with standard deviations and variances.</td>
</tr>
<tr>
<td>Students will demonstrate knowledge and behaviors necessary for functioning effectively in a business organization. <em>(Academic achievement, leadership, citizenship)</em></td>
<td><strong>BUS 203: Principles of Management.</strong> In BUS 203: Principles of Management. At least 80% of the students will score at least 80 or higher on the midterm and final exams in management.</td>
<td>Target not met. 48% (11/23) of the students scored 80/100 or higher on the midterm. 48% (11/23) scored 80/100 or higher on the final exam. The students’ strongest area of understanding was organizing and leading. They had weakness in understanding of planning and controlling functions of management.</td>
<td>Use more class projects and demonstrations of how the planning and controlling functions are executed.</td>
</tr>
<tr>
<td>Students will demonstrate understanding of legal and ethical principles in business. <em>(Academic achievement, moral/spiritual development, leadership, citizenship)</em></td>
<td>In BUS 202: Business Law I. Two assessments planned: At least 80% of the students will score 70 or higher on the midterm and final exam. At least 80% of the students will score 60 or higher on Unit Exams: Unit 1 Exam: Legal Env. Unit 2 Exam: Torts Unit 3 Exam: Contracts Unit 4 Exam: Employment Law</td>
<td>Target met. 85% (12/14) of the students scored 80/100 or higher on the midterm. 85% (12/14) scored 80/100 or higher on the final exam. The students’ strongest area of understanding was their understanding of the laws. They had weakness in understanding how to implement the laws in various case studies.</td>
<td>Use more case studies and live demonstrations of how the laws work.</td>
</tr>
</tbody>
</table>
## Associate of Science in Natural Science

<table>
<thead>
<tr>
<th>Student Learning Outcomes (related to mission elements)</th>
<th>Targets</th>
<th>Results</th>
<th>Planned Changes</th>
</tr>
</thead>
</table>
| **Content/Conceptual Knowledge:** Students will demonstrate critical thinking about the major concepts in biology. *(Academic achievement)* | 70% of students will score 70% or higher on lecture and laboratory rubrics applied to a combination of worksheets, exams, and laboratory activities in **BIO103, BIO104, BIO210** | This target was not met for non-majors or majors enrolled in **BIO103, 104** Target met for **BIO210 students** | 1. Work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety.  
2. Continue to use Bloom’s Taxonomy in Biology to develop and increase students’ meta-cognitive skills.  
3. Continue to use rubrics.  
4. Use remote just-in-time tutoring  
5. Decompose test scores into major sections based on Bloom’s Taxonomy, i.e., LOCS/HOCS for closer analysis of students’ strengths and weaknesses in studying and test preparation. |

| Critical Thinking and Applied Skills: Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments. *(Academic achievement)* | 70% of students will score 70% or higher on the seventeen and nine dimensions (criteria) respectively, of the rubrics applied to the major laboratory practical in: **BIO103A (Microscope Rubric)**  
**BIO 104A (Heart Dissection Rubric)** | Target met for majors enrolled in **BIO104 for Heart Dissection Rubric**  
Target not met for non-majors.  
Target met for majors enrolled in **BIO103A Microscope Rubric**  
Target not met for non-majors. | Add rubrics for Virtual Labs:  
**HHMI**  
**NCBIONET**  
Develop new rubrics for virtual/blended/in class laboratory practicals. |

| Application and Analysis of Scientific Information: Students will demonstrate the skills and dispositions necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills. *(Academic achievement)* | 70% of students will score 70% or higher on HOCs questions and chapter journal questions pertaining to moral and civic concepts and concerns in 103 and 104 majors | Target not met for majors and non-major on HOCs questions and chapter journal questions pertaining to moral and civic concepts. | Create journal group projects, i.e., Science cafes; Panels for moral and civic concerns  
Use **Group** Mind-Mapping Projects with 103 and 104 majors (Mind maps were used in **BIO210)**  
Create virtual “Making Space” projects to move students from LOCS to HOCS |
## Associate of Arts in Liberal Arts

<table>
<thead>
<tr>
<th>Student Learning Outcomes (related to mission elements)</th>
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<tbody>
<tr>
<td>Students will demonstrate intercultural knowledge. (Academic achievement, citizenship)</td>
<td>REL 219: African American Religion History. CJA 201: Criminal Justice</td>
<td>Target met: In REL 219, 70% of the students scored satisfactory or above on the Final Exam.</td>
<td>This was the 1st semester using the Brightspace LMS and we all were learning our way through it. A better assessment of improving results can be given the next time the course is taught after we have better learned the LMS.</td>
</tr>
<tr>
<td></td>
<td>At least 70% of the students will score at or above the satisfactory level on identified elements of the assessment measures (paper, project, or exam)</td>
<td>Target partially met. In CJA 201, I wanted students to be able to apply legal concepts. Students demonstrated that they could apply the legal concepts. Students did not appear to know how the criminal justice system functioned.</td>
<td>Adding court observations may help if I am able to find a way for them to do it virtually through videos clips of live court sessions that are allowable.</td>
</tr>
<tr>
<td>Students will demonstrate effective communication skills (Academic achievement, leadership)</td>
<td>ENG 203: African American Literature. At least 90% of the students will score at or above the satisfactory level on all dimensions of the scoring rubric, Communications and Literature essay rubric.</td>
<td>Target partially met. The target was met for four out of the five dimensions of the rubric in ENG 203; about 89%. The target was not met for the dimension of organization - structure, coherence, which is unity, and transition, especially transition.</td>
<td>Keep purpose and plan in the rubric. Focus more instructional examples and practice in creating transitions. Provide more instructional examples and exercises for creating well-developed and variety of paragraphs.</td>
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<td></td>
<td>Control of mechanics and clarity in language usage – vocabulary and sentence variety and structure to be reinforced and practiced in different types of writing texts. Provide more exercises and practices of formal academic essays and research.</td>
</tr>
<tr>
<td>ENG 206: World Literature. At least 70% of the students will score at or above the satisfactory level on identified elements of the assessment measures. Students assessed by scoring rubric. Paper, project, or exam in at least one other course (e.g., ENG 206, SPA 101, SPA 102)</td>
<td>Target partially met. In ENG 206, 60% of the students demonstrated understanding of the cultures explored in using credible sources in the final essay. Weaknesses demonstrated in language usage and clarity.</td>
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</tr>
<tr>
<td>Students will demonstrate engagement with the arts through appreciation or application. <em>(Academic Achievement, Citizenship)</em></td>
<td>MUS 202: Ensemble. At least 75% of the students will score at or above the satisfactory level on identified elements of the assessment measures (Paper, project, exam, performance, demonstration, or other presentation among choices of ART 101, MUS 202 or REL 211: Hymnology)</td>
<td>In MUS 202, 90% of students enrolled in ENSEMBLE across all sections met or exceeded the expectations for assessment. Some students required re-testing after their initial attempt, but the majority tested at the B+ grade level or higher on the first meeting.</td>
<td>The instructor will allow for more time to have a “practice test” before the actual exam to ease anxiety. In addition, students will be paired together to review course materials and test each other on content. The instructor will spend additional time teaching about the cultures of Africa and how it relates to music.</td>
</tr>
</tbody>
</table>
## Associate of Arts in Religious Studies

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<tbody>
<tr>
<td>Students will demonstrate knowledge of Biblical foundations in terms of literature and history, and as a spiritual guide. (Academic Achievement, Moral/spiritual growth)</td>
<td>REL 101: Intro to Old Testament REL 102: Intro to New Testament</td>
<td>Target met. Students performed above 80% on both their Midterm and Final exams.</td>
<td>Increase use of Brightspace modules and tools.</td>
</tr>
<tr>
<td>Knowledge of Christian History: Students will demonstrate knowledge of critical historical events in the development of Christianity, and African American Religion. (Academic Achievement, Moral/spiritual growth)</td>
<td>REL 208: General Church History. REL 219: African American Religious History.</td>
<td>Target met. Eighty percent of the students performed above 80% on the final exams.</td>
<td>Increase student engagement through greater use of the discussion module and other new tools in Brightspace.</td>
</tr>
<tr>
<td>Students will demonstrate the knowledge and task of theology and doctrines of the Christian faith, as well as the development of moral reasoning. (Academic Achievement, Moral/spiritual growth)</td>
<td>REL 202: Christian Ethics. REL 217: Christian Growth and Maturity.</td>
<td>Target met. All Students performed at 80% or higher on the final exams.</td>
<td>Rearrange the modules in Brightspace to better reflect Bloom’s taxonomy in the design and structure of the course.</td>
</tr>
<tr>
<td>Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. (Academic Achievement, Moral/spiritual growth, Leadership)</td>
<td>REL 100: Intro to Religion REL 218: Christian Leadership.</td>
<td>Target met for majors – both students scored above 80/100. Target not met for non-majors: 25% scored at or above 80/100 on the final exam.</td>
<td>Develop strategies to increase the engagement and attendance of non-majors. Identify ways to have the majors stimulate the non-majors in an online course environment through discussions and class participation. Increase use of Brightspace modules and tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target met. All Students performed at 80% or higher on the final exams.</td>
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<tr>
<td>Students will demonstrate knowledge of philosophy — what it is and what it does — and be able to integrate that knowledge with both theology and ethics. <em>(Academic Achievement, Moral/spiritual growth)</em></td>
<td>REL 300: Intro to Philosophy REL 306: Philosophy of Religion. At least 80% of students will score an 80/100 or higher on the final exam.</td>
<td>Target N/A. No assessment results because this course not taught during this year.</td>
<td>No changes to report.</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of critical historical events, changes in philosophy, and seminal writings in the development of the modern church as well as other religions. <em>(Academic Achievement, Global Citizenship)</em></td>
<td>REL 301: Survey of World Religions. At least 80% of students will score 80/100 or higher on the final exam.</td>
<td>Target met. All students scored above 80% on the Final exam.</td>
<td>Rearrange the modules in Brightspace to increase student engagement. Give more time for reflection and the asking of questions.</td>
</tr>
<tr>
<td>Students will demonstrate the ability to integrate religious knowledge across other academic disciplines. <em>(Academic Achievement)</em></td>
<td>REL 302: Psychology of Religion. REL 303: Religion and Literature. At least 80% of students will score 80/100 or higher on the final exam.</td>
<td>Target met in both classes. One student scored below 80% on one of the final exams.</td>
<td>Add new strategies for increasing student engagement.</td>
</tr>
<tr>
<td>Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. <em>(Academic Achievement, Moral/spiritual growth, Global Citizenship, Leadership)</em></td>
<td>REL 420: Special Topics – Womanist Ethics At least 80% of students will score 80/100 or higher on the final exam.</td>
<td>Target met. All students scored above 80% on the final exam.</td>
<td>Rearrange the modules in Brightspace to increase student engagement. Give more time for reflection and the asking of questions.</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes (related to mission elements)

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<tr>
<td><strong>BUS 213: Principles of Accounting II.</strong> At least 80% of the students will score at least 80/100 on the final exam.</td>
<td>Target not met. 57% of the students (4/7) scored 80/100 or higher on both the midterm and the final exam. They had difficulty with understanding which accounts go on which of 3 types of financial statements.</td>
<td>Add short YouTube videos (as with Accounting I) about financial statements. Incorporate one long, 25-minute video focused on how to read financial statements.</td>
</tr>
<tr>
<td><strong>BUS 306: Personal Finance Planning.</strong> At least 80% of the students will earn an overall score of at least 80/100 on the rubric for the on the midterm and final exams.</td>
<td>Target not met. 50% (7/14) of the students scored 80/100 or higher on the midterm. 57% (8/14) scored 80/100 or higher on the final exam. The students’ strongest area of understanding was how to balance budgets. They had weakness in understanding how to manage debt.</td>
<td>Use more examples of debt management and why the importance of the rate given affects what is paid out over the years, according to the number of years used.</td>
</tr>
<tr>
<td><strong>In BUS 309: Financial Management.</strong> At least 80% of the students will score at the 80/100 level on the midterm and final exams.</td>
<td>Target not met. 33.3% (5/15) of the students scored 80/100 or higher on the midterm. 73.3% (11/15) scored 80/100 or higher on the final exam. The students’ strongest area of understanding was the use of cash and credit. They had weakness in understanding profitability and expenses.</td>
<td>Use more examples of profitability ratios and profit analyses, along with how expenses are recorded.</td>
</tr>
<tr>
<td><strong>In BUS 212: Intro. to Entrepreneurship, at least 70% of the students will meet all expectations for a business plan.</strong></td>
<td>Target is met. 90% (21/22) of the students scored 80/100 or higher on the business plan. The students’ strongest area of understanding was how to communicate the strategies implemented. They had weakness in understanding how to adjust for unexpected changes in the business environment.</td>
<td>Use more projects with changing business outcomes to simulate changes that occurs.</td>
</tr>
<tr>
<td><strong>In BUS 205: Principles of Marketing.</strong> At least 70% of the students will score 80/100 or higher on the marketing analysis project.</td>
<td>Target is met. 80% (8/10) of the students scored 80/100 or higher on the marketing analysis project. The students’ strongest area of understanding was how to promote and sell business products. They had weakness in understanding how to do market research.</td>
<td>Use more outcomes with market research demonstrations through projects using the data given and coming up with the expected outcomes.</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Target Met Status</td>
</tr>
<tr>
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<tr>
<td>BUS 307:</td>
<td>Information Systems. At least 80% of the students will score at the “competent” level or higher on the rubric used for the oral presentation about information systems in business.</td>
<td>Target not met. 63% (5/8) of the students scored 80/100 or higher on the midterm. 88% (7/8) scored 80/100 or higher on the final exam. The students’ strongest area of understanding was the collection of data. They had weakness in understanding how that data is to be used.</td>
</tr>
<tr>
<td>BUS 401:</td>
<td>Business Policy. At least 70% of the students will earn the equivalent of 80/100 points on the project to write a business policy for a business they would like to create.</td>
<td>Target is met. 90% (5/6) of the students scored 80/100 or higher on the business policy project. The students’ strongest area of understanding was how the policies of organizations dictates its actions. They had weakness in understanding how the acquisitions of resources play a role in how the company goals are met.</td>
</tr>
<tr>
<td>BUS 405:</td>
<td>Ethical and Legal Issues in Business. At least 70% of the students will score 80/100 or higher on the final exam.</td>
<td>Target is met. 100% (7/7) of the students scored 80/100 or higher on the midterm. 100% (7/7) scored 80/100 or higher on the final exam. The students’ strongest area of understanding was how the actions of organizational leaders could make a bad image for the company and its future dealings. They had weakness in understanding how unethical actions is not always criminal.</td>
</tr>
<tr>
<td>BUS 407:</td>
<td>Internship in Business. 100% of the students will demonstrate understanding of competencies Knowledge, Skills Adaptability, and Other Characteristics (KSAO’s) that promote professional skills and qualifications within their individual fields of interest. 100% of the students will complete three assessments to evaluate their: Job Knowledge, Personality, Emotional Intelligence, and Soft Skills.</td>
<td>Target met. 89% (8/9) of the students completed all three assessments to evaluate their job knowledge, personality, emotional intelligence, and soft skills.</td>
</tr>
</tbody>
</table>

Students will apply legal and ethical principles in business. (Academic achievement, moral/spiritual development, leadership, citizenship)
## Bachelor of Science in Biology

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<tr>
<td><strong>Content/Conceptual Knowledge:</strong> Students will demonstrate critical thinking about the major concepts in biology. (<em>Academic achievement</em>)</td>
<td>75% of students will score 70% or higher on lecture and laboratory rubrics applied to a combination of worksheets, exams, and laboratory activities in BIO103, BIO104, BIO210</td>
<td>Target not met for non-majors enrolled in BIO103, 104. Majors enrolled in 103 and 104 surpassed the target. Target met for BIO210 students</td>
<td>1. Work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. 2. Continue to use Bloom’s Taxonomy in Biology to develop and increase students’ meta-cognitive skills. 3. Continue to use rubrics. 4. Use remote just-in-time tutoring 5. Decompose test scores into major sections based on Bloom’s Taxonomy, i.e., LOCS/HOCS for closer analysis of students’ strengths and weaknesses in studying and test preparation.</td>
</tr>
<tr>
<td><strong>Critical Thinking and Applied Skills:</strong> Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments. (<em>Academic Achievement</em>)</td>
<td>70% of students will score 70% or higher on the seventeen and nine dimensions (criteria) respectively, of the rubrics applied to the major laboratory practical in: BIO103A (Microscope Rubric) BIO 104A (Heart Dissection Rubric)</td>
<td>Target met for majors enrolled in BIO104 for Heart Dissection Rubric Target not met for non-majors. Target met for majors enrolled in BIO103A Microscope Rubric Target not met for non-majors.</td>
<td>Add rubrics for Virtual Labs: ○ HHMI ○ NCBIONET</td>
</tr>
<tr>
<td><strong>Application and Analysis of Scientific Information:</strong> Students will demonstrate the skills and dispositions necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills. (<em>Academic Achievement</em>)</td>
<td>75% of students will score 70% or higher on HOCS questions and Chapter journal questions pertaining to moral and civic concepts and concerns in BIO301</td>
<td>Target met: N/A Course not taught due to no majors in the junior year yet.</td>
<td>Create journal group projects, i.e., science cafes; Panels for moral and civic concerns.</td>
</tr>
</tbody>
</table>
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M.A. Studies, Liberty University
M.A., Emmanuel Christian Seminary at Milligan College
B.A., Carolina Christian College
A.A., Mico College University

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M. Div., Vanderbilt University  
B.A., LeMoyne-Owen College  
Adjunct Professor of Religious Studies

Blair, Jessica  
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B.A., Morris College  
A.A., Clinton College  
Adjunct Professor of Freshman Seminar/Director of Student Engagement and Retention

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M.S., Georgia College & State University  
B.S., Fort Valley State College  
Adjunct Professor of Business

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M.AT., Winthrop University  
B.S., Newberry College  
Adjunct Professor of Business Administration/Religious Studies

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M.S., Winthrop University  
B.S., Winthrop University  
Adjunct Professor of Business Administration and Liberal Studies

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M.S., Liberty University  
B.S., University of Utah  
Adjunct Professor Healthcare Management/Administration

Cochren, Solomon  
Th.M., Duke University  
M. Div., Rochester Crozer Divinity  
B.S., Phoenix University  
Adjunct Professor Religion

Duckett, Angela  
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B.A., Westminster College  
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M.B.A., Liberty University  
B.S. North Carolina State University  
Adjunct Professor of Business Administration

Fair, Corey  
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Fite, Jerrett
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B.A., North Carolina Central University
Adjunct Professor of Religious Studies
(Campus Minister)

Frazier, Lafarah
Ph.D., Capella University
M.B.A, Keller Graduate School
B.A., University of Albany
Adjunct Professor of Healthcare Management and Administration

Hossain, Mohammad
Ph.D., Clemson University
M.S., Pennsylvania State University
M.S., Bucknell University
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Hall, Brittany
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B.S., Clayton State University
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B.S., Morris College
Adjunct Professor of Education

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B.A., Charleston Southern University
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Hunter, Angelia
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B.S., University of Detroit
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Ingram, Jeffrey
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M.S., University of Fayetteville State
B.S., University of Fayetteville State
Adjunct Professor of Science

James, Sonja
M.Ed., Strayer University
B.A., Fayetteville State University
Adjunct Professor of Business/Director of Registration and Records
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<tr>
<th>Name</th>
<th>Degree(s), University</th>
<th>Position</th>
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<td>Jones, Cassandra</td>
<td>Ph.D., Southwestern Baptist Theological Seminary, M.A., Southwestern Baptist Theological Seminary, B.A., Spelman College</td>
<td>Adjunct Professor of Religious Studies</td>
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<tr>
<td>Jones, LaJoyce</td>
<td>Ph.D., Liberty University, M.S., Winthrop University, B.S., Winthrop University</td>
<td>Adjunct Professor Business</td>
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<tr>
<td>Killian, Angela</td>
<td>J.D., Clarke School of Law, B.A., Sociology, A.S., University of South Carolina</td>
<td>Adjunct Professor of Criminal Justice</td>
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<td>Lebby, Evon</td>
<td>M.S., Claflin University, B.S., South University</td>
<td>Adjunct Professor of Criminal Justice</td>
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<td>Letcher, Aaron</td>
<td>D. Min., United Theological Seminary, M. Div., Memphis Theological Seminary, B.A., LeMoyne-Owen College</td>
<td>Adjunct Professor of Religion -</td>
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<td>Love, Nathan</td>
<td>M.A., Appalachian State University, B.A., Appalachian State University</td>
<td>Adjunct Professor of History</td>
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<td>Lykens, Scott</td>
<td>M.F.A. Kent State University of Ohio, B.F.A. Indiana University</td>
<td>Adjunct Professor of Art</td>
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<td>McCullough, Cheryl</td>
<td>M.S., Pfeiffer University, B.S., Livingstone College</td>
<td>Adjunct Professor of Business/Executive Assistant Office of the President</td>
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D.W.S., Robert E. Webber Institute for Worship
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B.M.E., Appalachian State University
Adjunct Professor of Music and Religious Studies

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Mitchell, Lee
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B.S., Morris Collège
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Newton, Quavon
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B.S., UNC-Greensboro
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B.S., Alabama State University
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B.A., LeMoyne-Owen College
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B.S., North Carolina Central University
Adjunct Professor of Education

Rugless, Fedoria
Ph.D., University of Cincinnati College of Medicine
B.S., Oakwood University
Adjunct Professor Science
<table>
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<td>Sneed, Cornell</td>
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<td>B.A., Morehouse College</td>
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