

2025-2026

# ACADEMIC CATALOG

*Excellence without Excuse:  
Building the Future through  
Innovation in Education*





## President's Message

Welcome to Clinton College



To the Clinton College Community and Friends,

It is with deep gratitude and unwavering commitment that I greet you as the 14th President of Clinton College. I am honored to serve this storied institution at such a pivotal time in its history — a time of both reflection and renewal. I extend my deepest gratitude to the Board of Trustees for their confidence and to the faculty, staff, students, alumni, and partners who work diligently to uphold its mission.

Since its founding in 1894, Clinton College has served as a constant source of academic opportunity, spiritual grounding, and social uplift. Rooted in faith and service, our institution has prepared generations of leaders, educators, and advocates whose contributions have shaped communities in not only the city of Rock Hill, but also the Carolinas and beyond. Thus, as one of only two HBCUs affiliated with the African Methodist Episcopal Zion church, our mission to provide a quality, affordable education steeped in spiritual and academic purpose remains as vital today as it was more than a century ago.

Yet today, Clinton is not only transforming lives through education — it is transforming our local economy and regional future. According to research conducted by the United Negro College Fund (UNCF), Clinton College contributes more than **\$8.26 million annually** to the local economy. This includes the positive impact of our operations, faculty and staff employment, student spending, and the long-term value our graduates bring to the workforce. Our campus is a powerful economic engine — a place where education and empowerment drive prosperity for families and communities alike.

As we enter the next iteration of Clinton College, we do so with a strong sense of continuity and a collective commitment to its advancement. My vision is shaped by the enduring values that define the College—academic excellence, ethical leadership, cultural pride, and a deep belief in the transformative power of education. As president, I stand committed to honoring the legacy of those who came before us while leading Clinton College into a bold new era of innovation, partnership, and growth, stewarding these values with integrity and care, while positioning the College for strategic growth, enhanced visibility, and long-term sustainability.

Together, we will continue to strengthen academic offerings, foster an environment of student belonging and success, cultivate meaningful partnerships, and ensure that our operations reflect the highest standards of excellence and accountability. These priorities will be guided by data-informed planning, shared governance, and an unwavering focus on student achievement.

As such, I am privileged and honored to serve in this season of forward movement—where tradition meets transformation, and where we are called to go boldly and achieve greater, together. With courage, faith, and a shared vision, we will chart a path forward that is worthy of our legacy and responsive to our times. Therefore, I welcome the engagement of all who are invested in Clinton College—students, faculty, staff, alumni, community leaders, and supporters near and far. Your voice and your support are essential to our shared progress as we build the next great chapter in Clinton's proud history.

With respect and resolve,

A handwritten signature in dark ink, reading "Pamela Wilks". The signature is fluid and cursive, with a long, sweeping underline.

**Dr. Pamela Richardson Wilks**  
President, Clinton College

# **President's Administrative Cabinet**

**Dr. Pamela Richardson Wilks**

*President*

**Dr. Ifeanyi Ugboaja**

*Provost and Vice President of Academic Affairs*

**Dr. Stacey Barber**

*Chief of Staff*

**Mr. Jonathan Smith**

*Vice President of Business Services/CFO*

**Dr. Derek Greenfield**

*Vice President of Student Affairs*

**Mr. Avery Staley**

*Vice President of Institutional Advancement*

**Dr. Jennifer Price**

*Vice President of Enrollment Management*

**Mrs. Tangelia Faulkner**

*Director of Intercollegiate Sports*

**Ms. Cheryl McCullough**

*Executive Assistant to the President*

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## **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.

## **Vision Statement**

Clinton College will be nationally recognized as an affordable institution of higher education that develops career-ready professionals and informed citizens of a global community who continuously influence and impact the international society as transformative leaders and participants.

## **Core Values**

### **Scholarship**

Clinton College promotes intellectual freedom and curiosity; critical and creative thinking; and visionary inquiry, with integrity being the underlying foundation in all endeavors.

### **Servant Leadership**

Clinton College serves the community and society by respecting, promoting and supporting the well-being and worth of all people and the communities to which they belong pursuant to practices, policies, and innovations that foster sustainability in the effective management of our human, environmental and financial resources.

### **Spirituality**

Clinton College, founded as a Historically Black College, is grounded in the rich religious tradition of the African Methodist Episcopal Zion Church and is committed to the development of the human spirit in its many forms, and personal ethics through dialogue, inquiry, service, introspection and self-awareness experiences.

### **Social Change**

Clinton College respects the dignity of every individual and promotes responsible citizenship and civic engagement, serving as an advocate for equality and social justice on the local, state, national, and international levels and empowers others to do the same.

## **Purpose**

The purpose of this catalog is to provide a general description of Clinton College and its academic programs and to present 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 Responsibilities

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.

## Accreditations, Affiliations and Memberships

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](mailto:info@tracs.org)



Clinton College is a member of the National Association for Equal Opportunity in Higher Education.



Clinton College is a member of the Council of Higher Education Accreditation.



Clinton College is a member of the American Council on Education.





Clinton College is a member of the National Christian Colleges Athletics Association.



Clinton College is a member of the South Carolina Financial Aid Association



Clinton College is a member of the York County Chamber of Commerce.



Clinton College is a member of the Association of Business Administrators for Christian Colleges



Clinton College is a member of the College Board.



Clinton College is a member of the National Council for State Authorization Reciprocity Agreements NC-SARA.



Clinton College is a member of The Carolinas Association of Collegiate Registrars & Admissions Officers (CACRAO) is a professional organization dedicated to promoting postsecondary education through the professional development of its members, the sharing of ideas, and support of the Southern Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, and their professional associations.



Clinton College is a member with the Southern Regional Education Board.



Clinton College is a member with the Southern Association for College Admission Counseling.



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](http://www.che.sc.gov).



**The Bachelor of Science in Nursing Program is approved by the South Carolina Board of Nursing, Synergy Business Park, Suite 202, Kingstree Building Centerview Drive, Columbia, South Carolina, 29210, 803-8964550, [www.llr.state.sc.us/pol/nursing](http://www.llr.state.sc.us/pol/nursing).**



Clinton College is an African Methodist Episcopal Zion Church affiliated institution.

## **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.

## **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 Statement**

### **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 foster 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.

## **Title IX Statement**

Title IX of the Education of 1972 is the federal law that prohibits discrimination on the basis of sex (gender) in any educational program or activity that receives federal funding.

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*

**Report an incident:** Dr. Ifeanyi Ugboaja, Provost and Vice President of Academic and Student Affairs  
[iugboaja@clintoncollege.edu](mailto:iugboaja@clintoncollege.edu)

## Non-Discrimination

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.*

## Drug And Alcohol Abuse

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).*



## **Weapon**

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, pocketknives with blades three and half inches in length or less, or belts and belt buckles. *See Policy HS-4: Weapons.*

## **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.*

## **Institutional Divisions**

### **Division of Academic Affairs**

The Division of Academic Affairs 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.

### **Division of 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.

### **Division of 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.

**Division of Institutional Planning, Effectiveness, Accreditation, and Research (IPEAR)** The Office IPEAR 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, accreditation, and institutional 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.

### **Division of 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, performing arts and athletics.

# Academic Calendar 2025-2026



## Fall 2025 Semester

July 18- August 10	Regular Registration Continues for All Students
July 25	Academic and Financial Aid SAP Appeals Deadlines (Resolve Pending Issues)
August 4	Administration, Faculty and Staff report to normal schedules M-F 8:30am-4:30pm
August 4-5	Residence Halls Open for New Freshman and Transfer Students
August 8-9	Residence Halls Open for Returning Students
August 11	First Day of Class   15-week and Session I (Online)
August 12	Late Registration Begins with Late Fees Assessed
August 13	Faculty Early Alert: Report Students Absent on the First Day of Class
August 13	Drop/Add Fees Assessed/Late Registration Continues
August 13	Last day to Register/Add/Drop courses/Schedule Change  Session I (Online)
August 19	Last day to Register/Add/Drop courses/Schedule Change  15-week
August 25	Last Day for Departments to Submit Low Enrollment Course Cancellations
August 25	Last Day for Student Schedule Adjustments Due to Course Cancellations
August 27	Last Day to Withdraw from Courses Without Penalty ("W" grade)   Session I(Online)
August 29	Faculty Early Alert: Report Students Absent who has NEVER attended class   15-week
September 1	Labor Day (No Classes/Administrative Offices Closed)
September 2	Classes Resume/Administrative Offices Re-Open
September 2	Fall Graduation Advising Begins
September 4-6	Mid-Term Examinations   Session I (Online)
September 5	Faculty Early Alert: Report Students with delinquent grades  Session I (Online)
September 9	Mid-Term Grades Due by Noon   Session I (Online)
September 10	Fall Convocation/New Student Induction
September 10	Last Day to Withdraw from Courses with Penalty ("WP/WF" grade)   Session I (Online)
September 24	Last Day to Withdraw from Courses Without Penalty ("W" grade)   15-week
October 1	Final Day of Instruction   Session I (Online)
October 2-4	Final Examinations   Session I (Online)
October 6	Final Grades Due by Noon   Session I (Online)
October 6	First Day of Class   Session II (Online)
October 6-10	Mid-Term Examinations  15- week
October 6 – 31	Apply for Fall Graduation   Submit Applications to Registrar's Office
October 8	Last day to Register/Add/Drop courses/Schedule Change  Session II (Online)
October 14	Mid-Term Grades Due by Noon   15-week
October 15	Faculty Early Alert: Report Students with delinquent grades  15-week
Oct 15 - 31	Spring 2026 Pre-Registration/Financial and Academic Advisement
October 15	Last Day to Withdraw from Courses Without Penalty ("W" grade)   Session II (Online)
October 19-21	Mid-Term Examinations   Session II (Online)
October 23	Mid-Term Grades Due by Noon   Session II (Online)
October 24	Faculty Early Alert: Report Students with delinquent grades  Session II (Online)
October 29	Last Day to Withdraw from Courses with Penalty ("WP/WF" grade)   Session II (Online)
November 3	Last Day to Withdraw from Courses with Penalty ("WP/WF" grade)   15-Week
November 21	Final Day of Instruction   15-week and Session II (Online)
November 22-25	Final Examinations   15-week and Session II(Online)
Nov 26-28	Thanksgiving Holiday (Administrative Offices Closed)
December 2	Final Grades Due by Noon   15-week and Session II (Online)
Dec 15-18	Administration, Faculty and Staff Development/Retreat (Administrative Offices Closed)
Dec 19- January 4	Winter Break (Administrative Offices Closed)

\*\*\* Dates and times are subject to change.



# Spring 2026 Semester

January 5	Administration, Faculty and Staff report to normal schedules M-F 8:30am – 4:30pm
January 5-9	Spring 2026 Registration Continues
January 7-8	Residence Halls Open for ALL Students
January 12	First Day of Class   15-week and Session I (Online)
January 12	Late Registration Begins with Late Fees Assessed
January 13	Faculty Early Alert: Report Students Absent on the First Day of Class
January 13	Drop/Add Fees Assessed/Late Registration Continues
January 13	<b>Faculty Early Alert:</b> Report Students Absent who has NEVER attended class   Session I (Online)
January 14	Last day to Register/Add/Drop courses/Schedule Change   Session I (Online)
January 14	<b>Faculty Early Alert:</b> Report Students Absent who have NEVER attended class   15-week
January 15	Report Students Absent who has NEVER attended class   Session I (Online)
January 19	<b>Martin Luther King, Jr Day (No Classes/Administrative Offices Closed)</b>
January 20	Classes Resume/Administrative Offices Re-Open
January 20	Last day to Register/Add/Drop courses/Schedule Change   15-week
January 21	Last Day to Withdraw from Courses Without Penalty ("W" grade)   Session I (Online)
January 22	Report Students Absent who have NEVER attended class   15-week
January 23	Last Day for Departments to Submit Low Enrollment Course Cancellations
January 26	Last Day for Student Schedule Adjustments Due to Course Cancellations
February 4-7	Mid-Term Examinations   Session I (Online)
February 5	Faculty Early Alert: Report Students with delinquent grades   Session I (Online)
February 9	Spring 2026 Graduation Advising Begins
February 9	Last Day to Withdraw from Courses with Penalty ("WP/WF" grade)   Session I (Online)
February 10	Mid-Term Grades Due by Noon   Session I (Online)
March 3	Last Day to Withdraw from Courses Without Penalty ("W" grade)   15-week
March 4	Final Day of Instruction   Session I (Online)
March 5-7	Final Examinations   Session I (Online)
March 6	Founder's Day
March 8	First Day of Class   Session II (Online)
March 9-13	Mid-Term Examinations   15-week
March 9-April 6	Apply for Spring Graduation   Submit Applications to Registrar's Office
March 10	Final Grades Due by Noon   Session I (Online)
March 11	Last day to Register/Add/Drop courses/Schedule Change   Session II (Online)
March 16	Mid-Term Grades Due by Noon   15-week
March 16-20	Spring Break <b>(No Classes/Administrative Offices Closed)</b>
March 17	<b>Faculty Early Alert:</b> Report Students Absent who has NEVER attended class   Session II (Online)
March 18	<b>Faculty Early Alert:</b> Report Students with delinquent grades   15-week
March 23- May 1	Summer & Fall 2026 Pre-Registration/Financial and Academic Advisement
March 23	Classes Resume/Administrative Offices Re-Open
March 27	Last Day to Withdraw from Courses Without Penalty ("W" grade)   Session II (Online)
April 3-6	Easter Break <b>(No Classes/Administrative Offices Closed)</b>
April 7	Classes Resume/Administrative Offices Re-Open
April 8	Honors Convocation
April 10	Last Day to Withdraw from Courses with Penalty ("WP/WF" grade)   Session II (Online)
April 12-14	Mid-Term Examinations   Session II (Online)
April 15	Mid-Term Grades Due by Noon   Session II (Online)
April 16	Last Day to Withdraw from Courses with Penalty ("WP/WF" grade)   15-Week
April 17	<b>Faculty Early Alert:</b> Report Students with delinquent grades   Session II (Online)
April 28	Final Day of Instruction   15-week and Session II (Online)
April 29- May 1	Final Examinations   15-week and Session II (Online)
April 30	Baccalaureate Services   6:00pm
May 1	Spring 2026 Commencement   3:00pm
May 6	Final Grades Due by Noon   15-week and Session II (Online)

\*\*\* Dates and times are subject to change.



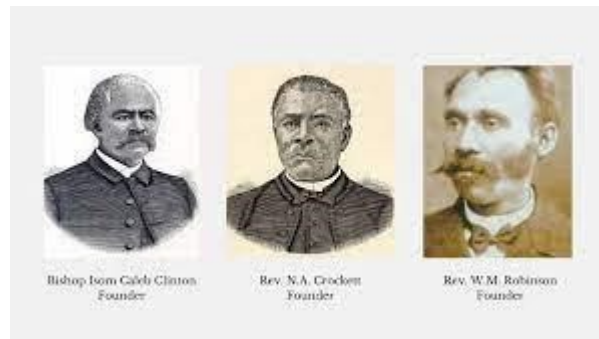
# Summer 2026 Semester

May 25	Memorial Day (Administrative Offices Closed)
May 26	Administrative Offices Re-Open
June 1-5	Administration, Faculty and Staff Development/Retreat (Administrative Offices Closed)
June 11-13	Summer Bridge Registration
June 13	Residence Halls Open for Summer Bridge <b>ONLY</b>
June 13	Dining Hall Opens  9:00am
June 16	Classes Begin for Summer Bridge
June 17	Faculty Early Alert: Report Students Absent on the First Day of Class
June 18	Last Day to Add/Drop Courses
June 19	Juneteenth Holiday (No Classes/Administrative Offices Closed)
June 20	Classes Resume/Administrative Offices Re-Open
June 30-July 2	Mid-Term Examinations
July 3	Independence Day (No Classes/Administrative Offices Closed)
July 6	Classes Resume/Administrative Offices Re-Open
July 7	Midterm Grades due by 12:00pm (noon)
July 25	Final Day of Instruction
July 28-29	Final Examinations
July 31	Final Grades Due by 12:00 (noon)
July 31	Residence Halls Close at 12:00pm (noon)
July 31	Dining Hall Closes at 12:00pm (noon)

**\*\*\* Dates and times are subject to change.**



## History



Clinton College was one of many schools established by the African Methodist Episcopal Zion Church during Reconstruction years, to help eradicate illiteracy among freedmen. The College has operated continuously for 120 years. In 1894, Presiding Elder Nero A. Crockett and Rev. W.M. Robinson founded Clinton Institute and named it for Bishop Caleb Isom Clinton, the Palmetto Conference presiding bishop at the time.

Incorporated as Clinton Normal and Industrial Institute on June 22, 1909, the school was authorized to grant state teacher certificates. By the late 1940's, the College attracted 225 students per year and owned approximately 19 acres, several buildings, and equipment valued at several million dollars. Under Dr. Sallie V. Moreland, who retired in 1994 after 47 years of stellar service, the school charter was amended to create Clinton Junior College. When Dr. Cynthia L. McCullough Russell assumed leadership, the school prepared for accreditation, attained during the tenure of Dr. Elaine Johnson Copeland.

May 2013, the Transnational Association for Christian Colleges and Schools (TRACS) approved the College to offer two four-year programs: a Bachelor of Arts in Religious Studies, and a Bachelor of Science in Business Administration. In view of the four-year programs, the school's name was changed from Clinton Junior College to Clinton College.

In keeping with its 120-year tradition, Clinton College offers an academic environment that not only promotes intellectual growth, but also fosters positive moral, ethical, and spiritual values. The school has a proud heritage as a Christian College, striving to prepare men and women to be lifelong learners, active participating citizens, and good stewards of society.

To learn more about the history of Clinton College, we recommend the following book: [Clinton Junior College](#).



# Admissions

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 (***test may be required depending on academic degree program***). Clinton College does not discriminate in its admission of students on the basis of race, color, age, religion, sex, national origin, disability, sexual orientation, marital status, citizenship or other protected criteria.

**Priority Deadline: Official Transcripts received by August 1<sup>st</sup> for the Fall and January 1<sup>st</sup> for the Spring.**

## 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](http://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](http://www.clintoncollege.edu) )
- A non-refundable \$25.00 application fee
- An official high school transcript or GED score
- No required a SAT or ACT score
- Nursing students are required to have a minimum high school G.P.A of 2.7

## Application Procedure for Clinton Global (Online) Admission

Clinton College welcomes the non-Bear student, 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](http://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

## Application Procedure for 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](http://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 “nonimmigrant 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.

### **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](http://www.clintoncollege.edu) )
- ☐ A non-refundable \$25.00 application fee, unless you are applying for readmission
- ☐ An official high school transcript or GED score
- ☐ 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.
- ☐ Nursing transfer students must have a cumulative G.P.A. requirement of 2.5 at the college level.

### **Requirements for Non-Degree Seeking Students**

Applicants who do not intend to work toward a degree at Clinton College may be accepted as a non-degree seeking students.

### **Acceptance To Special Programs**

The following programs have additional admission requirements:

#### **Admission for the Bachelor of Science in Nursing Program**

At the end of the Sophomore year (4<sup>th</sup> semester), the Nursing Admissions and Progression Committee will evaluate the students for admission. 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 in the Program. The

nursing program admissions, readmission, progression, and graduation requirements will be periodically reviewed by the Admission and Progression Committee.

### **Requirements for admission to the Clinton College Nursing Program**

- A minimum G.P.A. of 3.0 cumulative
- Students cannot repeat a science or nursing course more than once at Clinton College or previous college attended.
- Immunization Records
- Health Clearance
- Clear Criminal Background Check
- Negative Drug Screen
- Kaplan Nursing Admissions Test passing score of 67% on two attempts

**Only twenty-four students will be admitted into the Clinton College Nursing Program each academic year in the fall. Acceptance as a Nursing student does not guarantee admission into the upper level of the BSN Nursing program.**

### **Nursing Admissions Test**

The Kaplan 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.

*\*A mean of 67% of items answered correctly may be ideal and may indicate a sufficient level of attainment\**

### **Progression Requirements**

Must have a minimum required science GPA of 2.5 on a 4.0 scale based on the following courses:

- BIO 100 General Biology
  - Anatomy and Physiology I
  - Anatomy and Physiology II
  - Chemistry
  - Pathophysiology
  - Microbiology
1. 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.
  2. Nursing courses are sequential, and any student who fails to take nursing courses in sequence cannot progress in the program.
  3. Students are allowed two attempts to successfully complete nursing courses. This is to include grade of (W) and (WF).

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

Students who do not complete the Bachelor of Science in Nursing requirements can move forward with a Bachelor of Science in Biology.

## **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 Affairs. 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.

## **Readmission Nursing**

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 a 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.

## **Nursing Health and Clinical Requirement**

### **Clinical Clearance Requirements**

- Criminal Background Check
- Drug Screen

- Health Immunization/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, and results must be in applicant's admission file (**for admission to the upper level of the BSN Nursing program.**) 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 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 for admission into the upper level of the BSN program. 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 diluted 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 4<sup>th</sup> semester Sophomore year.

### **Health Care Declaration and Essential Skills and Functional Abilities for Nursing Students Forms**

Students must sign and submit the Essential Skills and Functional Abilities Forms upon admission to the upper level of the BSN program credit. 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.

<b>Vaccination/ Screening</b>	<b>Requirements in Brief</b>
Hepatitis B	<ul style="list-style-type: none"> <li>– Serologic proof of immunity is required.</li> <li>– Three dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).</li> <li>– Obtain serologic testing 2 months after dose #3.</li> </ul>
MMR	<ul style="list-style-type: none"> <li>– Serologic evidence of immunity or laboratory confirmation of disease is required.</li> <li>– If no evidence of immunity or equivocal serology results are reported, two doses of MMR at least 28 days apart required.</li> </ul>
Varicella	<ul style="list-style-type: none"> <li>– Serologic proof of immunity or laboratory confirmation of disease required.</li> <li>– If no evidence of immunity or equivocal serology results are reported, two doses of Varicella vaccine at least 28 days apart required.</li> </ul>
Tetanus, Diphtheria,	<ul style="list-style-type: none"> <li>– One-time dose of Tdap is required.</li> <li>– Td boosters every 10 years thereafter.</li> </ul>



Pertussis	
Influenza	– Required annually.
Tuberculin Skin Test (TST)	<ul style="list-style-type: none"> <li>– For students with no history of previous annual tuberculin skin testing, an initial two-step is required.</li> <li>– 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.</li> </ul>

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.

## Tuition and Fees

### General Policies

Most Clinton College students pay tuition costs with Federal, State and Clinton College assistance programs. More than 80% of Clinton College students receive financial aid. Fees and charges may change periodically; therefore, the listing of any fee or charges in this catalog does not constitute a contract between the College and the student. Students must make arrangements to pay fees in effect at the time of registration or will be dropped from registered courses by the drop/add date.

### General Estimate of Charges for 2025-2026

<b>Board (On-Campus) Full Time</b>	<b>Per Semester</b>	<b>Per Year</b>
Tuition	\$5,208.00	\$10,416.00
Enrollment Deposit (nonrefundable)	\$100.00	\$100.00
Housing Deposit (nonrefundable)	\$150.00	\$150.00
**Room Double Occupancy	\$1,997.00	\$3,994.00
Board (Meal Plan)	\$3,250.00	\$6,500.00
<b>Total</b>	<b>\$11,259.99</b>	<b>\$21,714.99</b>

<b>Non-Board (Off-Campus) Full-Time</b>	<b>Per Semester</b>	<b>Per Year</b>
Tuition	\$5,208.00	\$10,416.00

Enrollment Deposit (nonrefundable)	\$100.00	\$100.00
<b>Total</b>	<b>\$5,862.99</b>	<b>\$11,070.99</b>

**\*Enrollment and Housing fees are paid in the student portal and by cashier's check or money.**

**\*\*Room: Single Room Occupancy Fee of 50% increase will be assessed for individual 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	\$400.00
Late Registration Fee	\$100.00
ID Replacement	\$25.00
Parking Permit (once per academic year)	\$25.00
Replacement Room Key	\$25.00
Transcript Fee	\$10.00
Return Check Fee	\$35.00
Book estimated cost	\$500.00
Science Lab Fee	\$150.00
Admission Application fee	\$25.00

**Nursing Fees**

Nursing Malpractice and Liability Insurance (Annually)	\$30.00
Nursing Courses (NUR)	\$30.00
Kaplan Admission Test (Second Semester Sophomore Year)	\$50.00
Nursing BLS, Background and Drug Screen (Second Semester Sophomore Year)	\$190.00
Nursing Matriculation Fee (Junior Year First Semester)	\$425.00
Nursing Skills Lab Courses	\$175.00

Nursing Student Academic Assessment Fee (Junior Year First Semester) a. Skills Kit, b. NCLEX Prep c. NCLEX Exam (refundable) d. Application for Licensure (refundable)	\$1100.00
Nursing Uniforms (Junior Year First Semester)	\$180.00
Nursing Pin (Senior Year First Semester)	\$40.00

Once admitted into the Nursing program, 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.

## 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:

Withdrawal Date	Percent of Refund
Prior to first day of class	100%
Between 1st day and 5th day of class	75%

Between 6th day and 10th day of class	50%
Between 11th day and 15th day of class	25%
After the 15th day of class	0%

**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**

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**

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 1<sup>st</sup>.

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 [studentaid.gov](https://studentaid.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. 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) 3277402 ext. 8163.

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) 3277402 ext. 8163. For more information, please visit [Financial Aid | Clinton College](#).

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. 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.

## **Clinton College Scholarships**

### **Institutional Scholarships**

Clinton College's institutional scholarship is a type of financial aid offered to enrolled student by Clinton College. Students who complete their FAFSA's before the institution's application deadline are automatically considered for institutional scholarship aid. The institutional scholarship amounts may vary and are typically one-time awards. The college offers the following institutional scholarship categories:

- **First Year Freshmen:** Clinton College offers Institutional Scholarships designated for first year college students to help alleviate the initial costs of attending college. First Year Freshmen, who meet the institution's qualifications, generally receive \$1000 per semester (Fall & Spring) in institutional scholarships, during their freshman year.
- **Need Based Institutional Aid:** Need based institutional aid is offered to students who demonstrate financial need based on their financial aid award packages.
- **Athletic Scholarships:** Athletic Scholarships are awarded by the coaches of a particular sport.

### **How do I apply for institutional aid?**

- Fill out the [FAFSA](#). It is free to file and is required to receive [federal financial aid](#). Request that your FAFSA results be sent to Clinton College. Clinton College's Financial Aid OPEID code is 004923. The College will use your information to determine your total financial aid package.

### **Receiving the Institutional Scholarship**

All institutional scholarships are awarded through your financial aid award letter.

### **Outside Scholarships**

- Private scholarships are awarded by civic, social, and religious organizations, employers, private foundations, etc.



- We encourage you to apply for private scholarships. If you receive an outside scholarship, please request that the sponsoring organization make the check payable to Clinton College, include your name and ID number on the check and mail it to:

Clinton College  
Attn: Office of Financial Aid 1029 Crawford Rd.  
Rock Hill, SC 29732

## **Academic Scholarships**

### **Academic Divisional Scholarships**

The Clinton College Academic Divisional Scholarship were established to recognize outstanding, first-year full-time freshmen who are enrolling at Clinton College.

#### **To be considered for an Academic Divisional Scholarship students must:**

- Be recommended by their Division Chair
- Show financial need.
- Follow application specifics outlined by the award letter.
- Must meet the requirements outlined by their division.

#### **If Awarded an Academic Divisional scholarship, the following must be met:**

- Submission of your \$100.00 enrollment fee and your \$150.00 housing fee to secure your Clinton College housing.
- Maintain satisfactory academic progress.
- Must maintain on campus residency.
- Must remain a full-time student (maintain at least 12 credit hours)
- Student must not violate Clinton College Code-of -Conduct.

## **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 1<sup>st</sup> 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<sup>®</sup> 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.

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

### 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 a 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:

<b>Grades</b>	<b>Definition</b>	<b>Impact on GPA</b>	<b>Impact on pacing</b>
A - C	Successful completion	Maintains GPA at 2.0 or above	Maintains pacing at 100%
P	Passing, successful completion	No impact on GPA	Maintains pacing at 100%
D	Poor completion	Will bring GPA below 2.0 if not offset with A's and B's	Maintains pacing at 100%
F	Failing	Will bring GPA below 2.0 if not offset with A's and B's	Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.
I	Incomplete	No impact on GPA	Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.
W	Withdrawal from a course after drop-add but before mid-term. (All W's means withdrawal from school at any time after drop/add.)	No impact on GPA	Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.
WP	Withdrawal passing from a course after mid-term, noncompletion	No impact on GPA	Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.
WF	Withdrawal failing from a course after mid-term, noncompletion	No impact on GPA	Will bring pacing below 100%. May bring pacing below 67% if not offset with successfully completed courses.

### ***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 a 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 Affairs.

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

Possible Circumstance	Suggested Documentation
Death in the family	Death certificate, obituary
Divorce of separation	Court documents, lawyer statement
Domestic violence	Court documents, restraining orders, police records
Crime victim	Legal documentation, police records
Physical and/or mental illness	Documentation from medical professional
Learning disability	Individualized Education Program (IEP), DAC letter
Babysitter/daycare issues	Daycare provider letter
Change in economic situation	Unemployment statement, proof of funding stoppage
Imposed residential changes	Eviction notice, legal papers
Imposed employment changes	Statement from employer
Improper grading practices	Hearing documents, communication from instructor
Unjust arrest or incarceration	Court documents
Involuntary call to military service	Official military orders
Jury duty/court appearance	Court documents
Physical and emotional stress	Documentation from medical professional
Ward of state/foster care issues	Municipal documents

**Examples of Unacceptable Circumstances (included but not limited to):**

Need for Financial Aid
Withdrawal to avoid failing grade
Too many courses attempted due to change in major
Repeating courses for better grade to be accepted into different major
Limited number of tests/assignments
Disagreement with instructor
Voluntary change in work hours

**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 is responsible for all charges.

**Notification of SAP status**

Students will be notified via email to the Clinton College student email account if they fail to meet SAP standards. If all 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 the 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 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 act 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 students 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.

## **Campus Life and 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 Students Success 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

### **Medical Center**

Clinton College Medical Center in partnership with North Central Family Medicine recognizes the positive impact that good physical and mental health has on educational success. The Medical Center is a place where currently enrolled students and employed faculty/staff can learn how to be and stay well. The Medical Center is run by North Central Family Medicine doctors and nurses, who provide the College community with health screening and fosters a healthy lifestyle. Services offered include:

- Routine Primary Care
- Women's Health Services
- Urgent Care Services
- Annual/Sports Physical

The Medical Center adheres to strict confidentiality and follows all HIPPA guidelines. Students can receive limited medical services through the on-campus student health center located on the first floor of the Slade Building. The hours of operation for certain services vary. The hours are posted in the health center.

### **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 having trouble 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.

### **Performing Arts**

Clinton College offers a vibrant array of Performing Arts opportunities that cater to diverse interests and talents, including:

- **Gospel Choir:** The Gospel Choir at Clinton College is a cornerstone of the Performing Arts program, allowing students to express their faith and passion for music through soulful performances. The choir participates in campus events, religious services, community outreach and a Spring Recruitment Tour each year. Scholarship opportunities are available.
- **Drumline:** The college's Drumline is another dynamic aspect of the Performing Arts scene. It provides students with opportunities to master percussion skills, participate in spirited performances at college events, sports games, and community gatherings. Scholarship opportunities for drumline are available.

- **Drama Club:** Clinton College's Drama Club offers a platform for students interested in theater and dramatic arts. Members can participate in a variety of productions, including plays, musicals, and improvisational performances. The club encourages students to explore acting, directing, stagecraft, and other aspects of theatrical production.
- **Dance Classes:** The college provides dance classes that cater to students of all skill levels and interests. Classes cover a range of dance styles, including ballet, modern dance, jazz, and cultural dances. Through these classes, students can develop their technique and express themselves through movement.

### **Athletics** [Clinton College Athletics \(clintongoldenBears.com\)](http://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 National Christian Colleges Athletics Association.

### **Residence Halls**

There are two residence halls on the campus of Clinton College:

- **Cauthen Hall** is a two-story, single gender (female), double occupancy residence hall. It has the capacity for 70 students. All rooms have the following amenities and furniture: 1 closet, 2 desks, 2 chairs, 2 XL twin beds, 1 micro-fridge, internet connection (Wi-Fi), and cable TV outlet. The living accommodations for the Area Coordinator is a first-floor efficiency apartment with a connecting office. Cauthen Hall is located on campus near the cafeteria.
- **Marshall Hall** is a two-story, single gender (male) double occupancy residence hall. It has the capacity for 76 students. All rooms have the following amenities and furniture: 1 closet, 2 desks, 2 chairs, 2 XL twin beds, 1 micro-fridge, internet connection (Wi-Fi), and cable TV outlet. The living accommodations for the Area Coordinator is a first-floor efficiency apartment with a connecting office. Marshall Hall is located directly across the street from the campus.

Mission of Residence Life Residence Life provides a safe, clean, supportive environment, which offers learning experiences beyond the classroom through diverse programming; fosters self-discovery and promotes a sense of belonging within the campus community.

### **Campus Safety and Security**

The primary purpose of Campus Safety is to protect the property and lives of the faculty, staff, students, and guests of Clinton College. The department is also responsible for the enforcement of parking regulations. The Campus Safety officers are contracted local security officers that are trained and comply with all State of SC regulations. One or more members of the department are on duty 24 hours a day.

In compliance with the Title II of Public Law 101- 542, known as the Federal Crime Awareness and Security Act of 1990, Clinton College prepares an annual safety report setting forth campus crime statistics. This report is furnished to all students and employees and to any applicant for enrollment or employment upon request.

**Location:** Campus Security is located at the main entrance of campus. All visitors must clear Campus Security before accessing the campus.

### **In the Event of an Emergency**

Call 911 or call Campus Security at 803-371-9665. Note: If you call 911, you must still report the incident to Campus Security.

**Hours:** Campus Security has staff posted in the office 24 hours a day, while the school is in operation. Officers are on duty 24 hours a day, performing patrols and other activities across campus. If assistance is required outside the posted hours of campus security, a Campus Security Officer may be reached by calling 803-371-9665.

### **Emergency Notification**

Clinton College uses the following tools to notify employees, students and the public of an emergency situation: Campus Alert Messaging System, fire alarms, email, electronic bulletin boards, web site [www.clintoncollege.edu](http://www.clintoncollege.edu)), security staff, Facebook, and media outlets.

**Director of Facilities and Campus Safety: Donnie Ingram**  
**[dingram@clintoccollege.edu](mailto:dingram@clintoccollege.edu)**

### **Food Service**

#### *Luxe*

Clinton College dining serves are managed by Thompson Hospitality. Thompson Hospitality is proud to offer a full range of options including a three meal per day hotline, a grill, soups, salads, and sandwiches. Vegan and vegetarian options are available; other dietary restrictions may be accommodated upon request.

### **Meal Plan**

Meal plans are required for all students living on campus. Current meal and housing rates can be found on the tuition and fee schedule.

Commuting students, faculty, and staff can purchase a meal plan. See the Office for Business Services for further information on purchasing a meal plan.

### **Luxe Dining Hall Hours of Operation**

#### **Monday – Friday**

Breakfast

7:30am – 9:30am

#### **Continental Breakfast**

9:30am – 10:00am

Lunch

11:30am – 2:00pm

Lite Lunch

2:00pm – 3:00pm

Dinner

5:00pm – 7:30pm

#### **Saturday and Sunday**

**Brunch**  
10:30am – 1:00pm  
**Dinner**  
5:00pm – 7:00pm

### **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.*

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

## **Academic Affairs**

The Division of Academic Affairs 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.

### **Bachelor's degree Requirements**

- Successfully, complete at least 122 semester hours of course work with a minimum cumulative GPA of 2.0. The last 30 of these credit hours must be earned in residence at Clinton College. Only grades A, B, C, D, or P can be counted towards the degree.
- Completed the General Education Core requirements with a minimum of grade C in all courses.
- Met the specific requirements for a major concentration area with a minimum grade of C in all courses required for the major.
- Submitted a formal graduation packet which includes a current graduation application, current advisor approved Academic Degree Planning Sheet and Graduation Fee.

### **Associate degree requirements**

- Successfully, complete at least 63 semester hours of course work with a minimum cumulative GPA of 2.0. The last 15 of these credit hours must be earned in residence at Clinton College. Only grades A, B, C, D, or P can be counted towards the degree.
- Completed the General Education Core requirements with a minimum of grade C in all courses.
- Met the specific requirements for a major concentration area with a minimum grade of C in all courses required for the major.
- Submitted a formal graduation packet which includes a current graduation application, current advisor approved Academic Degree Planning Sheet and Graduation Fee.

### **Certificate Requirements**

- Successfully, complete at least 18 to 24 semester hours of course work with a minimum cumulative GPA of 2.0. The last 15 of these credit hours must be earned in residence at Clinton College. Only grades A, B, C, D, or P can be counted towards the degree.
- Met the specific requirements for a major concentration area with a minimum grade of C in all courses required for the major.
- Submitted a formal graduation packet which includes a current graduation application, current advisor approved Academic Degree Planning Sheet and Graduation Fee.

### **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 6 to 8 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:

<i>Cum Laude</i>	3.00 cumulative average
<i>Magna Cum Laude</i>	3.33 cumulative average
<i>Summa Cum Laude</i>	3.75 cumulative average

*Valedictorian* (bachelor's degree only)-Highest GPA at the end of previous semester. The student who is selected must be present for the ceremony or the next student with the highest GPA will be selected.

*Salutatorian* (bachelor's degree only)-Highest GPA at the end of previous semester. The student who is selected must be present for the ceremony or the next student with the highest GPA will be selected.

### **Waivers of Substitutions**

Request to waive or substitute a specific courses requirement must be made in writing and must be approved by the student's academic advisor, the appropriate Division Chair and the Vice President of Academic Affairs before submission to the Registrar.

### **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**.

### **Courses Taken at Other Institutions**

Students who wish to enroll at another institution while enrolled at Clinton must first have approval from the student's advisor, Division Chair and Vice President for Academic Affairs prior to registering for courses. Courses will not be accepted from other institutions without prior approval. Courses with grades of "C" or better will be accepted as transfer credit.

## **Academic Classification of Students and Credits**

### **Classification of Student**

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.

**Classifications by type are:**

Full-Time	Student enrolled for twelve or more semester hours
Part-Time	Student enrolled for fewer than twelve semester hours
Non-Degree Seeking Student	Student who is not a candidate for a degree or certificate

**Classification by semester hours satisfactorily completed are:**

<b>Freshman</b>	0 to 29 semester credit hours
Sophomore	30 to 59 semester credit hours
Junior	60 to 89 semester credit hours
Senior	90 and above semester credit hours

**Credit Hour Policy**

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 for 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 semesters hours earned. The credit hours for nursing labs/clinical = 1 credit hr./4 clock hours.

**Course 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 Affairs

**Description of the Credit Hour Policy by Instructional Activity Instructional Equivalency Chart**

The Carnegie unit will be used to count credit hours. The Carnegie Unit defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester.

For the typical three-unit class, a student spends three hours per week in class. For a 4-credit class, a student spends 4 hours per week in class. The total semester hours are calculated by multiplying the weekly hours by 15.

Courses offered on ground at Clinton requires 45 to 60 hours of face-to-face instruction meeting time.



4 Credit Course	4 units x 15 weeks	60 instruction hours
3 Credit Course	3 units x 15 weeks	45 instruction hours

During the validation period of the semester students must attend classes on ground to get attendance. Attendance must be captured within the first ten days for students. If attendance is not captured, an administrative withdrawal will be issued.

### **Global Instructional Equivalency Chart**

The Carnegie unit will be used to count credit hours. The Carnegie Unit defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester.

For the typical three-unit class, a student spends three hours per week in class. For a 4-credit class, a student spends 4 hours per week in class. The total semester hours are calculated by multiplying the weekly hours by 7.5.

All online courses offered at Clinton requires 22.5 to 30 hours of instruction with 0 face-to-face meeting time.

4 Credit Course	4 units x 7.5 weeks	30 instruction hours
3 Credit Course	3 units x 7.5 weeks	22.5 instruction hours

### ***Homework***

The above are instructional hours. Homework must be listed separately. The federal definition for student homework expectations would be two hours of homework per week per credit across a 7.5-week semester.

### ***Activities***

Students should complete activities assigned to each course. Each course will have three hours of activities. The activities completed count towards attendance for online students and satisfy the requirements for educational credit.

During the validation period of the semester students must attend classes on ground to get attendance. Attendance must be captured within the first five days for Global students. If attendance is not captured, an administrative withdrawal will be issued.

### **Laboratory**

Laboratory periods are scheduled for 3 hours per week for the equivalent of one credit hour in the four-hour science courses. The credit hours for nursing labs/clinical =1 credit hour per 4 clock hours. Practical application courses where the major focus is on “hands-on” experience to support student learning. 1-2 Laboratory credits represent a minimum of 1 hours per week of lecture or discussion plus a minimum of 2-4 hours of scheduled supervised or independent laboratory work.

## **Internships/Field Experience/Student Teaching**

Courses developed for independent learning and the development and application of job related or practical skills in a particular discipline. These courses allow observation, participation, and fieldwork, and are generally off campus. Internship time includes a combination of supervised time by approved experts outside the college, student assignments, and supervised evaluations by a college professor and internship/field supervisor.

## **Independent Study**

Students may pursue a course by Independent Study, subject to the same cost of a normal course, but, 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 Division Chair.

## **Hybrid/Blended Course**

A course is considered Hybrid (or blended) when it is composed of both online learning and classroom learning and incorporates the best features of both environments to meet the learning objectives of the course. No less than 51% of the course is to be scheduled as face-to-face, and no more than 49% of the course is to be scheduled as online. For three-credit course, no less than 76.50 minutes (1.275 hours) a week can be scheduled online equaling a total of 150 minutes of instruction per week.

## **HyFlex (Synchronous)**

The hybrid flexible, or HyFlex, course format is an instructional approach that combines face-toface (F2F) and online learning. Students that attend class as a Hyflex and or an Online Bear course must meet the same attendance requirements as a Clinton Global student. Weekly participation is an integral part of success in online and hybrid courses. Students will be expected to post time-stamped content in class forums and other asynchronous activities in the learning management system Brightspace. 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.

Each class session and learning activity is offered in-person and synchronously online. Regardless of mode of instruction, courses should be consistent in terms of quality, assessment, learning outcomes, requirements, etc. as courses offered face-to-face with the same department prefix, number, and course title. Faculty must demonstrate active academic engagement through interactive methods, including but not limited to, interactive tutorials, group discussions, virtual study/project groups, discussion boards, chat rooms, etc. Simply logging on, either by faculty or students does not constitute active student learning. Credit hours assigned to a course delivered in HyFlex Mode must equal the number of credit hours for the same course delivered face to-face.

## Academic Standards

Clinton College students must pursue and complete courses at a rate that will allow them to earn their degree in a reasonable amount of time. Many students are able to complete the requirements for the degree in four years by earning an average of 15 credit hours in each of their eight semesters. However, some students will require more than four years to earn their degree. The College has established standards that define a minimum rate of progress toward the degree. They define the minimum number of course credit hours that must be attempted, the number that must be completed, and the cumulative grade point average that must be achieved as credit hours are accumulated. A course and its credit hours are completed if a grade of A, B, C, D or P is earned. The number of course credit hours attempted includes all courses for which one of those grades was received, plus courses where the result was a designation of WA, WD, WF, F or I. Repeated courses are counted as attempted and completed (or not), for each attempt. However, only the most recent grade and credit hours are included when calculating the GPA.s

### Satisfactory Academic Progress

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.

### 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 a 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.

## **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.

## **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 Affairs.

## **Academic Probation, Suspension and Dismissal**

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 be 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 the 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 Grievance**

There may come a time in the student’s attendance at Clinton College that he/she may believe an instructor has treated them unfairly in the grading process. If this occurs, there is a grievance process for students to follow. If a student disagrees with a final grade the student must submit a Grade Appeal Request to the Office of Academic Affairs 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.

### **Academic Grievance Appeal Process**

All formal grievances and appeals must be expressed in writing to the appropriate academic Division Chair, in correct business format, typed or word-processed in clear, Standard English. Students should include their complete name, student number, full address and phone number where they can receive a response. The formal appeal applies only when the student follows the steps listed below.

Student grievances filed for the purpose of reviewing a grade must be submitted by the published deadline for student completion of work to remove incompletes in the semester following the disputed grade.

### **The Instructor**

Before submitting a formal appeal, the student should talk to the instructor first. Frequently, the problem is simply a lack of communication between the faculty member and student. Most grievances can be worked out at this level.

### **The Division Chairperson**

It is possible, however, that the problem may not be solved during the exchange between the student and the instructor, or the student feels that he/she has been wronged. The next step for the student is to contact the instructor's division chairperson. The chairperson is in the best position to mediate the situation. The request for appeal must be reviewed by at least two Division Chairs that is not the chairperson for the student and their recommendation must accompany written recommendation.

If the grievance is against a Division Chair, the grievance should be addressed to the Vice President for Academic Affairs. Students must submit the written request for a grade change no later than in the term immediately following the disputed class, by the published deadline for completing incomplete grades. From the time a student submits the written appeal there will be a maximum of two weeks to name and establish the committee. Once constituted, the committee will have three weeks to meet and render a written decision.

### **Vice President for Academic Affairs**

The final authority on all academic matters is the Vice President for Academic Affairs.

Therefore, after going through the three (3) steps outlined above, the final appeal is to the Vice President for Academic Affairs. The student at this point addresses his/her grievance in writing, including supporting documents to the attention of the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be communicated to all concerned parties.

The decision of the Vice President for Academic Affairs is final.

## **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**

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

## **Academic Integrity**

Clinton College does not condone academic dishonesty; it expects all students to maintain high ethical standards in all 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 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 violation of the Student Code of Conduct.

## 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.

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

**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.

<b>Grade or notation</b>	<b>Effect on GPA</b>	<b>Effect on minimum 67% completion rate required for financial aid</b>	<b>Meaning of the grade</b>
I	None	Negative impact on completion rate	Incomplete, based on special circumstances near the end of the semester. Must be completed by 15 <sup>th</sup> 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 Affairs
In progress	None	Negative impact on completion rate	The faculty member has not provided a grade.
P	None	Counts toward completion rate	Passing (equivalent to a C or above)
T	None	None	Transfer credit awarded (original grade was C or above)
W	None	Negative impact on completion rate	Withdrawal. Students have withdrawn from a course after drop-add, but before midterm. All W's means withdrawal from school at any time after drop-add.
WP	None	Negative impact on completion rate	Withdrawal passing from a course after mid-term.
WF	None	Negative impact on completion rate	Withdrawal failing from a course after mid-term

### **Incomplete (I) Grade**

A grade of "I" incomplete may be given in exceptional cases where a student is unable to complete a 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 Division Chair.



### **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 Division Chair.

### **Course Repeat Nursing**

Only one repeat of a nursing and required science course within the nursing degree plan may be attempted. A second failure of the same or different course (nursing and /or required science course) 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 Affairs 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.

## **Grading Policy for BSN Nursing Program**

### **Nursing Grading System**

Evaluation of student achievement in all nursing and science *prerequisite* 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.

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. The final course grade awarded will be based on the student’s current course average, with the maximum grade awarded not to exceed a D+. All elements of a course must be repeated when a course is repeated.

The final course grade awarded will be based on the student’s current course average, with the maximum grade awarded not to exceed a D+.

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.

## **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 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.

## **Attendance Policy**

Clinton College does not have an attendance policy but recognizes the following as attendance criteria for classes on ground. Faculty are permitted to require attendance for classes per their discretion.

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.

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.

## **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/lab attendance policy was created to emphasize to students the importance of the clinical/lab 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 for 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 policies as published in the catalog and student handbook:

## Class Attendance

Attendance is checked and recorded for each lecture, laboratory, and clinical class. Students are expected to attend all scheduled lectures, laboratory, and clinical hours. Absence 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.

Students who miss over 10% of the lecture hours must show documentation for missed class hours to receive an excused absence. The instructor will determine if the absence is excused or unexcused. The professor is NOT obligated to allow a student to make up work that was missed due to an unexcused absence. When over 10% of the lecture hours are missed, **the final course grade awarded will be based on the student's current course average, with the maximum grade awarded not to exceed D+.**

## Clinical Attendance

In accordance with the nursing program philosophy, regular class and clinical attendance are considered necessary 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 the 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 clinical make-up. No more than two laboratory and/or clinical days may be made up in any one course. This means either one campus lab and one clinical; two clinical labs; or two campus labs. In the absence of available clinical sites for clinical lab make-up, the clinical faculty will determine the appropriate learning activities for making up clinical hours.

**Absences more than two lab days** (This means either one campus lab and one clinical; two clinical labs; or two campus labs) **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 the 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.

## Academic Divisions

### Office of Registration and Records

#### Mission Statement

The Office of Records and Registration supports the academic success and holistic development of Clinton College students by maintaining the integrity, accuracy, and security of academic records. We are committed to fostering an inclusive and student-centered environment through efficient, transparent, and service-oriented practices that empower students, faculty, and staff to thrive in a global society.

#### Vision Statement

To be a nationally respected leader in academic services, recognized for excellence in innovation, accessibility, and integrity in records management. We aim to contribute to Clinton College's vision by streamlining processes, enhancing student engagement, and equipping our campus community with the tools and support to become transformative.

### 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.

#### 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)*

*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.

## **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)

## **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 the date of last attendance.

## **Maintenance of Student Records: Nursing**

The records for students applying for admissions to the nursing program at Clinton College is managed confidentially according to the policies governing maintenance of student records as set forth by the Family Educational Rights and Privacy Act (FERPA).

The admission file for all students applying to the nursing program will be maintained by the Admissions Office until the student successfully completes the admissions process. When all Bachelor of Science Degree in Nursing Program admission requirements have been completed and submitted, the completed application file will be submitted to the Director of Nursing.

All records for students in the nursing program will be maintained under the supervision of the Director of Nursing in locked files to maintain confidentiality. The financial records are confidential and are locked in the office of the Financial Aid Director.

### **Access to student records in the nursing program**

The Director of Nursing will be responsible for maintaining accurate and confidential student records. Access to hard copy files is limited to the academic administrators and nursing faculty.

The program 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 prior 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 Nursing

### **Maintenance of student records in the Nursing Program**

Student records will be housed in locked fine cabinets in the Director of Nursing's office and access will be limited to administrators and nursing faculty. Files will be categorized as:

- Currently enrolled nursing students by quarter
- Nursing Program Graduates
- Applied or out of sequence students

The following information is maintained in one file during the time the student is admitted and enrolled in the nursing program.

1. Academic Records include:
  - a. application for admission
  - b. Previous transcripts (high school and college)
  - c. Kaplan Test Scores
  - d. acceptance letter
  - e. academic and clinical evaluation
  - f. current CPR status
  - g. official transcripts
  - h. final summary of clinical performance reports
  - i. Documentation of clinical requirements
2. Health Record will include:
  - a. Immunization record
  - b. Physical exam
  - c. Cleared drug screen
3. Counseling Records
4. Results of Criminal Background check recorded as cleared or need referral Academic and financial documents pertaining to student's enrollment are maintained for a minimum of six years after the

student's last day of attendance. A permanent record of admission qualifications and a final academic transcript is maintained as a hard copy file.

## **Official Withdrawal**

A student who finds it necessary to withdraw from the college must consult with the Academic Advisor 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 Advisor for the withdrawal to be official. Students must be off the campus by 5:00 P.M. on the day of withdrawal.

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.

- o 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
- o Death of a member of the student's immediate family.
- o Other extenuating circumstances approved by the President or Vice President of Student Affairs

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

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.

**Administrative Withdrawal** - The college reserves the right to complete an administrative withdrawal for the following reasons: The student will receive a WA.

- Students do not meet the attendance requirements during the validation period.
- If a student requests 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.
- Circumstances beyond a student's control such as hospitalization, incarceration, death of an immediate family member.

## **Transcript**

An official transcript of a student's record at the College is made available to other educational institutions, to prospective employers, etc., when a request is made by the student or former student. All current and former student transcript requests must be submitted to the National Student Clearing House. A fee of \$10 is assessed for each transcript requested.



Unofficial transcripts are made available to the student or others when the student or former student makes a request. Transcripts issued to a student are marked “Unofficial - issued to student.”

Transcript orders will not be processed during scheduled breaks and holidays.

### **Pricing**

Official transcript costs are \$10 each. Additional delivery and processing fees may also apply.

### **Holds**

If you have a hold on your account, your order will not be processed. Please ensure you have no holds before you proceed.

### **Refunds**

Refunds may be considered on a per request basis. Please email [registration@clintoncollege.edu](mailto:registration@clintoncollege.edu) or contact Sonja James at 803-909-8152 to discuss your request.

### **Rights Management**

Our school has set a transcript expiration limit of 180 days for electronic transcripts. Even if saved to a desktop, the transcript will expire 180 days from the time we sent the order and will not open after this time. If intending to upload the transcript to a website, the security settings may not allow you to do so, and you may want to consider ordering a paper/mail transcript to be sent instead.

### **Archived Transcripts**

If you attended before 2018, you may only be able to order a mail/paper transcript and may not be able to order an electronic PDF transcript. Your order may also require additional days for processing. Prior to submitting your request, please email [registration@clintoncollege.edu](mailto:registration@clintoncollege.edu) or call 803-909-8152.

### **Hold For Pickup**

Hold for pickup orders can be picked up at the Slade Administration reception desk, from 9am to 4pm, the day after you receive the transcript ready email. **Editing Electronic PDF recipient email addresses**

We will allow you to update a recipient’s email address for Electronic PDF Delivery orders one time. Please contact [registration@clintoncollege.edu](mailto:registration@clintoncollege.edu) or contact Sonja James at 803-909-8152 to discuss your request.

### **Processing Times**

Orders are typically processed within 1 business day.

### **Contact for Questions**

For additional questions on our policies, please call 803-909-8152 or email, [registration@clintoncollege.edu](mailto:registration@clintoncollege.edu).

## **Students With Disabilities Services**

### **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 Student Disability Services

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

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 based on 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 Office of Academic Affairs who will assist with assigning appropriate accommodation.

## **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.

Student Support Services (SSS), also referred to as A Beacon of Light Scholars Program, is a program under The Beacon Academic Success Center. SSS is a federally funded program designed to assist the needs of the students at Clinton College and guide their paths to success. SSS provides academic assistance and support to participants as they work towards fulfilling their educational requirements in gaining a two-year associate's degree or a four-year bachelor.

## **Clinton Collee Digital Library and Learning Commons**

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 of 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 Bear 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 Career Services and Workforce Development Program is to develop and prepare resident and online students to work in a global and local community by encouraging academic achievement through scholarship, leadership, and social change.

### **Mission:**

The Clinton College Career Services and Workforce Development Program focuses on student learning by (1) creating a work plan for internships, jobs and/or career advancement 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 and 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

### **Graduation Requirements for Full-Time Resident Students:**

- Must complete an internship, co-op, apprenticeship, or relevant work experience in their degree field before graduating. Proof of completion is required.
- Must attend at least 4 career workshops and 4 career fairs each year enrolled at Clinton College (at least 2 career fairs must be on campus).
- Must earn a grade of 'C' or better in both the *Business Internship* and *Career Development and Planning* courses.

### **Student Participation:**

All resident full-time students are required to participate in the Program regardless of their financial need. A Career Services representative will work with each full-time resident student on a career-ready plan shortly after enrollment at Clinton College and throughout their tenure to ensure they are on track to complete the requirements for the Program and degree completion successfully.

For each student, on-campus assignments will depend on the interest of the student and the needs of the campus. The Program consists of both on and off-campus opportunities which will extend beyond the campus of Clinton College to give students the opportunity to participate in the workforce. At Clinton College, we lead by example preparing our scholars to be a beacon of light today and tomorrow's leaders in their personal lives and communities.

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

### **Student Professional Development:**

Student professional development within the Program will consist of various career-ready workshops that students are encouraged to attend. Workshops to include but are not limited to:

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

In addition, students will learn core competency skills identified by the National Association of Colleges & Employers, which are critical for a successful transition from college to the workplace. These core competency skills are Critical Thinking / Problem Solving, Communication / Leadership, Teamwork / Collaboration / Intercultural Fluency, Professionalism / Work Ethic / Technology, and Career Management.

### **Career Resources and 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 many more career resources and ensure you are career-ready by the time you complete your degree and step into the workforce. **Career Services is a lifelong resource available to alumni, reflecting our commitment to supporting your journey well beyond graduation.**

Connect with Clinton College Career Services and Workforce Development Program 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 résumé assistance, or learn about your academic options based on careers. We're here to support you throughout your career journey.

## 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.

## 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 Platform

#### *Traditional Instruction*

15-week face-to-face instruction program that utilizes 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 Bear 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 Affairs 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.

<b>Division of Religious and Ministry Studies</b>
<b>Associate Degree Programs</b>
The <b>Associate of Arts (A.A.)</b>
<b>Bachelor's Degree Programs</b>
The <b>Bachelor of Arts (B.A)</b>
<b>Division of Education</b>

<b>Associate Degree Programs</b>
The <b>Associate of Arts (A.A.)</b>
<b>Division of Liberal Studies</b>
<b>Associate Degree Programs</b>
The <b>Associate of Arts (A.A.)</b>
<b>Division of Business and Leadership</b>
<b>Associate Degree Programs</b>
The <b>Associate of Science (A.S.)</b>
<b>Bachelor's Degree Programs</b>
The <b>Bachelor of Science (B.S.A.)</b>
<b>Division of Science and Technology</b>
<b>Associate Degree Programs</b>
The <b>Associate of Science (A.S.)</b>
<b>Bachelor's Degree Programs</b>
The <b>Bachelor of Science (B.S.)</b>

## 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.

## **General Education Requirements**

### **36 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.

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**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 (36 hours)**

### **Introductory Studies (All degrees) (11)**

CSE 100: Freshman Seminar (2) \*

CSE 202: Sophomore Seminar (2) \*

CSE 303: Junior Seminar (2) \*

CSE 404: Senior Seminar (2) \*

CSE 106: Career Development and Planning (3)

### **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)**

BIO 100: General Biology I (4)

PSC 111: Physical Science (4)

### **Humanities (All degrees) (6)**

#### **Choice of any one Religious Studies course: (3)**

REL 100: Introduction to Religion (3)

#### **Choice of any one additional humanities course: (3)**

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)

SPA 101: Spanish I (3)

SPA 102: Spanish II (3)

**Social and Behavioral Science (All degrees) (3)**

**Choice of any one Social and Behavioral Science course: (100 or 200 level)**

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)

CUL 200: Special Topics Exploration of Hip-Hop Lyrics (3)

**Mathematical Studies (3)**

MAT 131: College Algebra (3) **\*Biology and Natural Science Majors\*** MAT

121: College Mathematics I (3)

**\*Minimum passing grade of C on all courses**

## **The Curriculum**

This section includes all courses currently offered at Clinton College listed under the appropriate area of study. Updated course lists are published before the beginning of each semester.

The Areas of Study are listed alphabetically in this section; each lists the faculty who are appointed in that area, the requirements for the majors and/or minors in that area, and the courses offered in that area. Clinton College uses a three-digit course number, coded as follows:

**100 Level:** Basic college and introductory level courses generally taken by first year students

**200 Level:** Introductory and fundamental courses in disciplines generally taken in a second year **300 Level:** Major level courses.

**400 Level:** Senior year culminating courses within depth application to the discipline

## **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)
- Interdisciplinary Studies

Majors offered for the Bachelor of Science Degree:

- Biology
- Business Administration
- Healthcare Administration
- Nursing
- Elementary Education
- Cybersecurity

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.

## **Division of Education**

### **Associate of Arts: Early Childhood Education**

#### **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 relationship 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 62 hours)**

This listing of requirements is for information purposes as of the dating of this catalog.

***General Education Requirements (total hours 32)***

***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

<b>First semester: 14 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 100: Freshman Seminar **</b>	2				
<b>COM 101: Intro to Computers</b>	3				
<b>ENG 111: English Composition I</b>	3				
<b>EDU 101: Intro. to Early Childhood</b>	3				
<b>EDU 102: Human Growth and Development</b>	3				
<b>Second semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>ENG 112: English Composition II</b>	3				
<b>Social/Behavioral Science #1: CJA, HIS, PLS, PSY, or SOC</b>	3				
<b>REL 100, 101, or 102</b>	3				
<b>EDU 104: Exceptional Children</b>	3				
<b>EDU 106: Child, Family, and Community Relations</b>	3				
<b>Third semester: 17 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>MAT121: College Algebra</b>	3				
Elective at the 100 or 200 level	3				
<b>CSE 202: Sophomore Seminar</b>	2				
<b>EDU 205: Health, Safety, and Nutrition</b>	3				
<b>EDU 220: Special Topics</b>	3				
<b>CSE 106: Career Readiness</b>	3				
<b>Fourth semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>Choose one:</b> <b>BIO 100: General Biology</b> <b>PSC 100: Physical Science</b>	4				
<b>Arts/Literature: ART or MUS appreciation, or ENG literature</b>	3				
Elective at the 100 or 200 level	3				
<b>EDU 208: Creative Arts</b>	3				
<b>EDU 103: Early Childhood Literature</b>	3				

# Bachelor of Science: Elementary Education

## Program Mission

The major purpose of Clinton College's Bachelor of Science in Elementary Education program in teacher education is primarily to prepare future educators with a solid foundation in technology, an understanding of human values, and a dedication to teaching, research, and service. As a result, professionals who complete the professional education unit are socially conscious, reflective practitioners and service-oriented leaders who support children and education and use research, industry best practices, and ethical principles to inform their decisions. The conceptual framework is in line with the institution's values and goals. To be competent, a person must attain academic excellence, which includes the knowledge, abilities, and attitudes necessary to be a successful practitioner as outlined in the institutional standards.

## Student Learning Outcomes (SLOs)

The Bachelor of Science in Elementary 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, assessment, emphasizing critical and analytic thinking, professionalism, oral and written communication skills, enabling teacher candidates to confront the substantive challenges facing the global society.

**Moral and Spiritual Development:** Teacher candidates will prepare developmentally appropriate lessons and projects for diverse settings, where theory is applied to practice.

**Leadership Qualities:** Teacher candidates will prepare lessons in their content courses that will be taught during their field experience in a variety of inclusive settings.

**Assessment:** Teacher candidates will be provided opportunities to use formal and informal assessment strategies as they evaluate, reflect and plot the growth of students' learning after teaching lessons to students in diverse settings. Candidates will use data to drive decisions and solve problems in and out of the classroom.

**Critical and Analytic Thinking:** Teacher candidates will demonstrate their understanding of instruction by developing a Teacher Work Sample during their Advanced Specialized Methods course and Student Teaching.

**Professionalism:** Teacher candidates will demonstrate the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21<sup>st</sup> century skills and practices) as they collaborate with students, teachers, and parents during their field experience.

**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 Early Childhood Education. Part Two is restricted to students admitted to the bachelor's degree.

First semester: 14 hours	Hrs.	Course taken	Semester	Grade	Notes
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math #1 MAT 121	3				
Social/Behavioral Science: CJA, SOC, PSY	3				
Second semester: 15 hrs	Hrs.	Course taken	Semester	Grade	
ENG 112: English Comp. II	3				
REL 100	3				
Choose one: BIO 100: General Biology I PSC 100: Physical Science I	4				
CSE 106: Career Development and Planning	3				
EDU 100: Introduction to Elementary Education	3				

Third semester: 17 hours	Hrs	Course taken	Semester	Grade	
CSE 202: Sophomore Seminar *	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
EDU 102: Growth and Development	3				
EDU 103: Early Childhood Literature	3				
EDU 104: Exceptional Children	3				
EDU 106: Family and Community Relations	3				
Fourth semester: 15 hrs	Hrs	Course taken	Semester	Grade	
MAT 131: College Algebra	3				
EDU 230: Teaching Art to Children	3				
EDU 231: Teaching Music to Children	3				
EDU 232: Teaching Health/PE to Children	3				
EDU 233: Technology for Teachers	3				
Fifth semester: 17 hours	Hrs.	Course taken	Semester	Grade	Notes
CSE 303: Junior Seminar * Service Learning *	2				
EDU 300: Foundations in Reading/Writing	3				



EDU 301: Instructional Practices in Literary and Creative Arts	3				
EDU 302: Teaching in a Diverse Society	3				
EDU 303: Teaching Language Arts	3				
EDU 304: Teaching of Reading	3				
<b>Sixth semester: 16 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
EDU 305: STEM in Elementary School	4				
EDU 306: History, Principles, Philosophy	3				
EDU 320: ELEM Curriculum and Assessment	3				
EDU 332: Instructional Strategies	3				
EDU 333: Teaching Science in Elementary	3				
<b>Seventh semester: 14 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 404: Senior Seminar Capstone	2				
EDU 402: Content Area Reading and Writing	3				
EDU 403: Teaching Social Studies	3				
EDU 404: Assessment of Reading in Elem	3				
EDU 422: Teaching Mathematics to Children	3				
<b>Eighth semester: 13 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
EDU 406: Classroom Management	3				
EDUC 450: Professional Clinical Practice Internship	10				

## Division of Liberal Arts

### Associate of Arts in Liberal Arts

#### 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

*Options:* AAS 201: African American Studies I, AAS 201: African American Studies II, CJA 201: Criminal Justice, ENG 203: African American Literature, HIS 201: World History, PSY 102: Developmental Psychology, and other advisor-approved courses

**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

<b>First semester: 17 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 100: Freshman Seminar *</b>	2				
<b>COM 101: Intro to Computers</b>	3				
<b>ENG 111: English Composition I</b>	3				
<b>Major Category #1: The Arts</b>	3				
<b>CSE 106: Career Development and Planning</b>	3				
Elective at the 100 or 200 level	3				
<b>Second semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>ENG 112: English Composition. II</b>	3				
<b>MAT: 121 College Mathematics</b>	3				
<b>REL 100: Introduction to Religion</b>	3				
<b>Major Category #2: Multicultural Studies: Take either REL 219: African American Religious History OR HIS 206: African American History</b>	3				
<b>Arts, Multicultural Studies, Religious Studies, or Language and Literature</b>	3				
<b>Third semester: 14 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>Choose one:</b> <b>BIO 100: General Biology I</b> <b>PSC 100: Physical Science I</b>	3				
<b>Social/Behavioral Science #1: CJA, HIS, PLS, PSY, or SOC</b>	3				
<b>CSE 202: Sophomore Seminar</b>	2				
<b>Major Category #3: Religious Studies</b>	3				
<b>Arts, Multicultural Studies, Religious Studies, or Language and Literature</b>	3				
<b>Fourth semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>Social/Behavioral Science #2: CJA, HIS, PLS, PSY, or SOC</b>	3				
<b>Arts/Literature: ART or MUS appreciation, or ENG literature</b>	3				
Elective at the 100 or 200 level	3				
<b>Major Category #4: Language and Literature: Take ENG 203: African American Literature</b>	3				
<b>Arts, Multicultural Studies, Religious Studies, or Language and Literature</b>	3				

# **Bachelor of Arts Interdisciplinary Studies**

## **Program Mission**

In support of the mission of the College, the primary purpose of the Bachelor of Arts program in Interdisciplinary Studies is to permit students to profit from the study of the full breadth of course offerings across majors as well as to complement and provide a context for the pursuit of a particular field. The major draws on a combination of courses in three of the following fields: Early Childhood Education, Elementary Education, Business Administration, Cybersecurity, Religion, Biology, and Healthcare Administration. It allows students to explore and appreciate the ways in which diverse disciplines, schools of thought, modes of inquiry, and cultures fit into the rich fabric of self-expression and vocation. Depth of knowledge and breadth of career readiness are gained through progressively advanced study in three distinct disciplines, rather than in a single discipline.

## **Student Learning Outcomes (SLOs)**

The intended student learning outcomes for the major in Interdisciplinary 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.

**Critical and Analytical Thinking:** Analyze and form critical perspectives through the synthesis of three areas of study.

**Communication:** Communicate effectively with diverse audiences concerning their areas of emphasis.

**Content Knowledge:** Apply knowledge and skills within their course of study to current challenges facing individuals, communities, and societies.

**Professionalism:** Gain a well-rounded experience of knowledge that informs their professional career options following graduation.

## **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 Arts Early Childhood Education. 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)***

***Elective (total hours 6)***

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

## **Academic Disciplines 24 credit hours across a minimum of 3 disciplines**

Early Childhood Education

Business Administration

Religion

Biology

Cybersecurity

Healthcare Administration

**Total hours in Part One: 59**

***General Education Requirements (total hours 4)***

***Elective (total hours 3)***

***Requirements for the Majors -300 and 400 level (total hours 48)***

***Capstone (total hours 4)***

**Academic Disciplines 48 credit hours across a minimum of 3 disciplines**

Early Childhood Education

Elementary Education

Business Administration

Religion

Biology

Cybersecurity

Healthcare Administration

First semester: 14 hrs	Hrs.	Course taken	Semester	Grade	Notes
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math #1	3				
Interdisciplinary Study	3				
Second semester: 15 hrs	Hrs.	Course taken	Semester	Grade	
ENG 112: English Comp. II	3				
REL 100, 101, or 102	3				
Choose one: BIO 100: General Biology I PSC 100: Physical Science	3				
CSE 106: Career Development and Planning	3				
Interdisciplinary Study	3				
Third semester: 17 hrs	Hrs	Course taken	Semester	Grade	
CSE 201: Sophomore Seminar *	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Social/Behavioral Science: CJA, PLS, PSY, or SOC	3				
Fourth semester: 15 hrs	Hrs	Course taken	Semester	Grade	
Elective: 100 to 200 level (any subject)	3				
Elective: 100 to 200 level (any subject)	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				

<b>Fifth semester: 14 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
CSE 301: Junior Seminar/Service Learning *	2				
<b>Sixth semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
<b>Seventh semester: 14 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 401: Senior Seminar/Capstone	2				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Elective: 300 to 400 level (any subject)	3				
<b>Eighth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
Interdisciplinary Study	3				
INT 400: Interdisciplinary Capstone	4				



# Bachelor of Arts in Music

## 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 Arts program in Vocal 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.

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, entrylevel 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 (120 hours)

This listing of requirements is for information purposes as of the dating of this catalog

### **Total hours in Part One: 60**

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

#### **Requirements for the Major - Part One (total hours 29)**

### **Major Requirements (24) MUS**

100: Applied Voice I

MUS 101: Foundations of Music & Ear Training

MUS 103: History of Music

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 206: Music Theory & Ear Training II  
MUS 207: Applied Voice III  
MUS 208: Music Theory & Ear Training III  
MUS 209: Applied Voice IV  
MUS 210: Applied Piano  
MUS 211: College Choir IV

**Total hours in Part Two: 60**

***General Education Requirements (total hours 4)***

***Electives Music 300-400 level (total 6 hours)***

***Requirements for the Major (total hours 50)***

**Major Requirements (50)**

MUS 300: Musicianship  
MUS 303: Music Theory and Ear Training IV  
MUS 304: Applied Voice V  
MUS 305: Music Diction (English & Italian)  
MUS 306: Applied Voice VI  
MUS 307: College Choir VI  
MUS 310: College Choir V  
MUS 400: Survey of Solo Vocal Literature  
MUS 401: Public Speaking and Storytelling  
MUS 402: Form and Analysis of Choral/Vocal Masterworks  
MUS 403: Choral Methods & Resources  
MUS 404: College Choir VII  
MUS 405: Applied Voice VII  
MUS 407: Literature Opera and Musical Theatre  
MUS 408: Applied Voice VIII  
MUS 409: College Choir VIII  
MUS 411: Senior Recital/Capstone  
MUS 412: Performance Seminar I  
MUS 413: Performance Seminar II  
SPA 101: Spanish I  
SPA 102: Spanish II

<b>First semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
Math 121: College Mathematics	3				
MUS 100: Applied Voice I	2				
MUS 104: Foundations of Music Theory & Ear Training I	3				
MUS 202: College Choir I	1				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
ENG 112: English Composition II	3				
REL 100: Intro to Religion	3				
COM 101: Intro to Computers	3				
MUS 200: Applied Voice II	2				
MUS 203: Choir II	1				
MUS 206: Music Theory and Ear Training II	3				
<b>Third semester: 17 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 202: Sophomore Seminar *	2				
Arts/Literature	3				
BIO 100: General Biology or PSC 100: Physical Science	3				

MUS 204: Choir III	1				
MUS 207: Applied Voice III	2				
MUS 208: Music Theory and Ear Training III	3				
MUS 103: History of Music	3				
<b>Fourth semester: 15 hrs</b>	<b>Hr s</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
Social/Behavioral Science: CJA, PLS, PSY, or SOC	3				
CSE 106: Career Development and Planning	3				
MUS 201: Music Appreciation	3				
MUS 211: Choir IV	1				

<b>MUS 209: Applied Voice IV</b>	2				
<b>MUS 210: Piano</b>	3				
<b>Fifth semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 303: Junior Seminar /Service Learning</b>	2				
<b>MUS 300: Musicianship</b>	3				
<b>MUS 310: Choir V</b>	1				
<b>MUS 303: Music Theory and Ear Training IV</b>	3				
<b>MUS 304: Applied Voice V</b>	2				
<b>MUS 305: Music Diction (English &amp; Italian)</b>	3				
<b>Sixth semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>MUS 306: Applied Voice VI</b>	2				
<b>MUS 307: Choir VI</b>	1				
<b>MUS 400: Survey of Solo Vocal Literature</b>	3				
<b>MUS 402: Form and Analysis of Choral/Vocal Masterworks</b>	3				
<b>SPA 101: Spanish I</b>	3				
<b>Elective 300-400 level (music)</b>	3				
<b>Seventh semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>CSE 404: Senior Seminar/Capstone</b>	2				
<b>MUS 403: Choral Methods &amp; Resources</b>	3				
<b>MUS 404: Choir VII</b>	1				
<b>MUS 405: Applied Voice VII</b>	2				

## Division of Religion and Ministry Studies

### Associate of Arts in Religious Studies

#### 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.

**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)***

REL 101: Introduction to Old Testament

REL 102: Introduction to New Testament

REL 201: Christian Theology

REL 202: Christian Ethics

REL 208: General Church History

REL 217: Christian Growth and Maturity

REL 218: Christian Leadership

REL 219: African American Religious History

<b>First semester: 14 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 100: Freshman Seminar **	2				
COM 101: Intro to Computers	3				
ENG 111: English Composition I	3				
REL 100: Intro to Religion	3				
MAT 121: College Mathematics	3				
<b>Second semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
ENG 112: English Comp. II	3				
<u>Choose one:</u> BIO 100: General Biology I PSC 100: Physical Science I	3				
CSE 106: Career Development and Planning	3				
REL 101: Intro to Old Testament	3				
REL 201: Christian Theology	3				
<b>Third semester: 17 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 202: Sophomore Seminar	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
REL 102: Intro to New Testament	3				
REL 202: Christian Ethics	3				
REL 208: General Church History	3				
Elective at the 100 or 200 level	3				
<b>Fourth semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
Social/Behavioral Science #2: CJA, HIS, PLS, PSY, or SOC	3				
REL 217: Christian Growth and Maturity	3				
REL 218: Christian Leadership	3				
REL 219: African American Religious History	3				
Elective at the 100 or 200 level	3				

## Bachelor of Arts in Religious Studies

### 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.

**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)***

REL 101: Introduction to Old Testament

REL 201: Christian Theology

REL 102: Introduction to New Testament

REL 202: Christian Ethics

REL 208: General Church History

REL 217: Christian Growth and Maturity

REL 218: Christian Leadership

REL 219: African American Religious History

**Total hours in Part Two: 59**

*General Education Requirements (4 total hours)*

*Electives at 100-level (3 total hours)*

*REL elective at the 100-200 level (3 total hours)*

*REL electives at the 300-400 level (6 total hours)*

*Requirements for the Major (total hours 18)*

REL 300: Introduction to Philosophy

REL 301: Survey of World Religion

REL 302: Psychology of Religion

REL 303 Religion and Literature

REL 306: Philosophy of Religion

REL 307: History of Civil Rights Movement

**Critical Study Courses (total 25 hours)**

REL 402 Religion and Science

REL 403 Senior Thesis I Capstone

REL 404 Senior Thesis II Capstone

REL 406 Religion and African American Literature

REL 407 Pauline Letters

REL 408 African American Critical Thought

REL 409 Introduction to Hermeneutics

REL 420 Special Topics in Religious Studies



<b>First semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math #1	3				
REL 100: Introduction to Religion	3				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
ENG 112: English Comp. II	3				
Choose one: BIO 100: General Biology I PSC 100: Physical Science	3				
CSE 106: Career Development and Planning	3				
REL 101: Introduction to Old Testament	3				
REL 201: Christian Theology	3				
<b>Third semester: 17 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 202: Sophomore Seminar *	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
REL 102: Introduction to New Testament	3				
REL 202: Christian Ethics	3				
REL 208: General Church History	3				
Elective: 100 to 200 level (any subject)	3				
<b>Fourth semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
Social/Behavioral Science: CJA, PLS, PSY, or SOC	3				
REL 217: Christian Growth and Maturity	3				
REL 218: Christian Leadership	3				
REL 219: African American Religious History	3				
Elective: 100 to 200 level (any subject)	3				
<b>Fifth semester: 14</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>

<b>Fifth semester: 14</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 303: Junior Seminar/Service Learning</b>	2				
<b>REL 300: Introduction to Philosophy</b>	3				
<b>REL 301: Survey of World Religion</b>	3				
<b>REL 302: Psychology of Religion</b>	3				
<b>REL 303 Religion and Literature</b>	3				
<b>Sixth semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>REL 306: Philosophy of Religion</b>	3				
<b>REL 307: History of Civil Rights Movement</b>	3				
<b>REL 402: Religion and Science</b>	3				
<b>REL 406: Religion and African American Literature</b>	3				
<b>REL 407: Pauline Letters</b>	3				
<b>Seventh semester: 14 hrs.</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>CSE 404: Senior Seminar/Capstone</b>	2				
<b>REL 408: African American Critical Thought</b>	3				
<b>REL 403: Senior Thesis I Capstone</b>	3				
Elective: 100 to 200 level (any subject)	3				
REL Elective: 300 to 400 level (any subject)	3				
<b>Eighth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>REL 409: Introduction to Hermeneutics</b>	3				
<b>REL 404: Senior Thesis II Capstone</b>	4				
<b>REL 420: Special Topics</b>	3				
REL Elective: 100 to 200 level	3				
REL Elective: 300 to 400 level	3				

# **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 204: Sermon Preparation (3)
- REL 205: Church Administration (3)
- REL 218: Christian Leadership (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 205: Church Administration (3)
- REL 218: Christian Leadership (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 223: Biblical and Theological Leadership (3)
- REL 224: Introduction to Educational Ministry (3)
- REL 226: Introduction to Missions (3)
- REL 230: Family Ministry (3)

# **Division of Business and Leadership**

## **Associate of Science in Business Administration**

### **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.

**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)**

***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 212: Principles of Accounting II (3)

ECO 201: Macroeconomics (3)

ECO 202: Microeconomics (3)

<b>First semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 100: Freshman Seminar **</b>	2				
<b>COM 101: Intro to Computers</b>	3				
<b>ENG 111: English Composition I</b>	3				
<b>MAT 121: College Mathematics MAT 131: College Algebra</b>	3				
<b>BUS 101: Introduction to Business</b>	3				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>ENG 112: English Comp. II</b>	3				
<b>REL 100</b>	3				
<b>CSE 106: Career Development and Planning</b>	3				
<b>ECO 201: Macroeconomics</b>	3				
<b>BUS 202: Business Law I</b>	3				
<b>Third semester: 17 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>Social/Behavioral Science: CJA, HIS, PLS, PSY, or SOC</b>	3				
<b>CSE 202: Sophomore Seminar</b>	2				
<b>BUS 203: Principles of Management</b>	3				
<b>BUS 204: Principles of Accounting I</b>	3				
<b>BUS 205: Principles of Marketing</b>	3				
Elective: A 100 or 200 level course	3				
<b>Fourth semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>BIO 100: General Biology PSC 100: Physical Science</b>	3				
<b>Arts/Literature: ART or MUS appreciation, or ENG literature</b>	3				
Elective: A 100 or 200 level course	3				
<b>BUS 213: Principles of Accounting II</b>	3				
<b>ECO 202: Microeconomics</b>	3				

# Bachelor of Science in Business Administration

## 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.

**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 (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: 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 (3)

BUS 213: Principles of Accounting II (3)

ECO 201: Macroeconomics (3) ECO 202:

Microeconomics (3)

### **Total hours in Part Two: 59**

#### ***General Education Requirements (4 total hours)***

#### ***Free electives at the 100-400 level: (3 total hours)***

<b>First semester: 15 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>BUS 101: Intro to Business</b>	3				
CSE 101: Freshman Seminar *	3				
COM 101: Intro to Computers	3				
ENG 111: English Composition I	3				
Math #1	3				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>BUS 202: Business Law</b>	3				
<b>ECO 201: Economics I (Macro)</b>	3				
ENG 112: English Comp. II	3				
Math #2	3				
REL 100, 101, or 102	3				
<b>Third semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>BUS 203: Principles of Management</b>	3				
<b>BUS 204: Principles of Accounting I</b>	3				
<b>BUS 205: Principles of Marketing</b>	3				
Social/Behavioral Science: CJA, HIS, PLS, PSY, or SOC	3				
Elective: A 100 or 200 level course	3				
<b>Fourth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>BUS 206: Statistics and Quantitative Methods</b>	3				
<b>BUS 209 Introduction to Finance</b>	3				
Choose one: BIO 103: General Biology I CHE 101: General Chemistry I PSC: Physical Science I	4				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
Elective: A 100 or 200 level course	3				



<b>Fifth semester: 15 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
ECO 202: Economics II (Micro)	3				
BUS 212: Intro to Entrepreneurship	3				
BUS 213: Principles of Accounting II	3				
BUS 301: Business Communications	3				
BUS 302: Business Law II	3				
<b>Sixth semester: 15 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
BUS 303: Managerial Economics	3				
BUS 309: Financial Management	3				
BUS 307: Information Systems	3				
BUS 401: Business Policy	3				
*Management or Finance course #1	3				
<b>Seventh semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
SPA 101: Spanish I	3				
BUS 402: Organizational Behavior	3				
BUS 404: International Business	3				
Elective	3				
*Management or Finance course #2	3				
<b>Eighth semester: 15 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
SPA 102: Spanish II	3				
BUS 405: Ethical and Legal Issues in Business	3				
BUS 407: Internship in Business	3				
*Management or Finance course #3	3				
Elective	3				

## **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 207: Introduction to Banking (3)
- BUS 209: Introduction to Finance (3)
- BUS 213: Principles of Accounting II (3)
- ECO 201: Macroeconomics (3)

### **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 204: Principles of Accounting (3)
- BUS 203: Principles of Management (3)
- BUS 209: Introduction to Finance (3)
- BUS 212: Introduction to Entrepreneurship (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 (20-23 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 Administration (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 203: Principles of Management (3)
- BUS 204: Principles of Accounting I (3)
- BUS 208: Introduction to Human Resource (3)
- ECO 201: Macroeconomics (3)

## **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)

### **Minors**

#### **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

1. SPM 301: Sports

Marketing

2. SPM 400: Sports Law

3. ○ **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

## **Bachelor of Science in Healthcare Administration**

### **Program Mission:**

The mission of the Bachelor of Science in Healthcare Administration is to provide students with knowledge required to manage healthcare settings. The Healthcare Administration 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 Healthcare 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.

**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)*

*Requirements for the major (total hours 23)*

BIO 210: Anatomy and Physiology I

BIO 211: Anatomy and Physiology II  
HEA 101: Medical Terminology  
HEA 102: Leadership and Ethics in Healthcare  
HEA 200: Legal and Ethical Issues in Healthcare  
HEA 201: Business Management for Healthcare Professionals  
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 (18 total hours)***

***Requirements for the Major (total hours 32)***

HEA 300: Long Term Care  
HEA 301: Information Technology and Systems for Healthcare  
HEA 302: Strategic Planning in Health Care  
HEA 303: Healthcare Rights and Responsibility  
HEA 320: Healthcare Economics  
HEA 330: Healthcare Policy  
HEA 340: Continuous Quality Improvement and Accreditation  
HEA 400: Managing Human Resources and Health Professionals  
HEA 450: Healthcare Planning and Evaluation  
HEA 490: Healthcare Administration Capstone

<b>First semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math #1	3				
Social/Behavioral Science: CJA, PLS, PSY, or SOC	3				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
ENG 112: English Comp. II	3				
REL 100	3				
Choose one: BIO 100: General Biology I PSC 100: Physical Science I	3				
CSE 106: Career Development and Planning	3				
HEA 101: Medical Terminology	3				
<b>Third semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
HEA 200: Legal and Ethical Issues in Healthcare	3				
CSE 202: Sophomore Seminar *	2				
BIO 210: Anatomy and Physiology I	4				
HEA 102: Leadership and Ethics in Healthcare	3				
HEA 201: Business Management for Healthcare Professionals	3				
<b>Fourth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
HEA 202: Finance for Health Care	3				
BIO 211: Anatomy & Physiology II	4				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
Elective: 100 to 200 level (any subject)	3				
Elective: 100 to 200 level (any subject)	3				

<b>Fifth semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 303: Junior Seminar/Service Learning *</b>	2				
<b>HEA 300: Long Term Care</b>	3				
<b>HEA 320: Healthcare Economics</b>	3				
<b>HEA 330: Healthcare Policy</b>	3				
<b>HEA 303: Healthcare Rights and Responsibility</b>	3				
<b>Sixth semester: 16 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
Elective: any level (any subject)	3				
<b>HEA 301: Information Technology and Systems for Healthcare</b>	3				
<b>HEA 302: Strategic Planning in Health Care</b>	3				
<b>HEA 340: Continuous Quality Improvement and Accreditation</b>	4				
Concentration Course:	3				
<b>Seventh semester: 14 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>CSE 404: Senior Seminar/Capstone</b>	2				
<b>HEA 400: Managing Human Resources and Health Professionals</b>	3				
<b>HEA 450: Healthcare Planning and Evaluation</b>	3				
Elective: any level (any subject)	3				
Concentration Course:	3				
<b>Eighth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>HEA 490 Healthcare Administration Capstone</b>	4				
Concentration Course:	3				
Concentration Course:	3				
Concentration Course:	3				
Concentration Course:	3				



## **Division of Science and Technology**

### **Associate of Science in Natural Sciences**

#### **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.

**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 (Total of 61 hours)**

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

***Major Requirements (total hours 30)***

BIO 202: Introduction to Zoology

BIO 210: Anatomy & Physiology I

BIO 211: Anatomy & Physiology II

CHE 101: General Chemistry I

CHE 102: General Chemistry II

MAT 220: Pre-Calculus

MAT 221: Calculus I

MAT 222: Calculus II

<b>First semester: 14 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
BIO 100: Biology I	3				
CSE 101: Freshman Seminar *	2				
Math #1: College Algebra	3				
COM 101: Intro to Computers	3				
ENG 111: English Composition I	3				
<b>Second semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
Social/Behavioral Science: CJA, HIS, PLS, PSY, or SOC	3				
Math #2: Pre-calculus	3				
ENG 112: English Composition II	3				
CSE 106: Career Development and Planning	3				
REL 100, 101, or 102	3				
<b>Third semester: 17 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CHE 101: General Chemistry I	4				
BIO 210: Anatomy & Physiology I	4				
MAT 221: Calculus I	3				
BIO 202: Introduction to Zoology	4				
CSE 202: Sophomore Seminar	2				
<b>Fourth semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
BIO 211: Anatomy & Physiology II	4				
MAT 222: Calculus II	4				
CHE 102: General Chemistry II	4				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				

## Bachelor of Science in Biology

### **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.

**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 (120 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: 60**

#### ***General Education Requirements:***

*BIO 103: General Biology I*

#### ***Major Requirements (total hours 29)***

MAT 220: Pre-Calculus

BIO 210: Anatomy & Physiology I

CHE 101: General Chemistry I

MAT 221: Calculus I  
CHE 102: General Chemistry II  
BIO 202: Introduction to Zoology  
MAT 222: Calculus II  
BIO 211: Anatomy & Physiology II

**Total hours in Part Two (60 hours)**

***General Education Requirements (total hours 4)***

***Major Requirements (total hours 56)***

BIO 201: Introduction to Botany  
BIO 300: Introduction to Genetics  
BIO 301: Organic Chemistry I  
BIO 302: Microbiology  
BIO 304: Organic Chemistry II  
BIO 305: Ecology  
BIO 310: Seminar in Biology  
BIO 402: Biochemistry  
BIO 403: Biostatistics  
BIO 405: Biotechnology  
BIO 442: Introduction to Cell and Molecular Biology  
BIO 450: Biology Capstone  
PHY 400: General Physics I  
PHY 401: General Physics II

<b>First semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math #1 College Algebra	3				
Social/Behavioral Science: CJA, PLS, PSY, or SOC	3				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
ENG 112: English Comp. II	3				
REL 100	3				
BIO 100: General Biology	3				
MAT 220: Pre-Calculus	3				
CSE 106: Career Development and Planning	3				
<b>Third semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 202: Sophomore Seminar *	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
BIO 210: Anatomy & Physiology I	4				
CHE 101: General Chemistry I	4				
MAT 221: Calculus I	3				
<b>Fourth semester: 15 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CHE 102: General Chemistry II	4				
BIO 202: Introduction to Zoology	4				
MAT 222: Calculus II	3				
BIO 211: Anatomy & Physiology II	4				
<b>Fifth semester: 14 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 303: Junior Seminar /Service Learning	2				

BIO 201: Introduction to Botany	4				
CHE 301: Organic Chemistry	4				
BIO 300: Introduction to Genetics	4				
<b>Sixth semester: 16 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
BIO 310: Seminar in Biology	4				
CHE 302: Organic Chemistry II	4				
PHY 400: General Physics I	4				
BIO 302: Microbiology	4				
<b>Seventh semester: 14 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 404: Senior Seminar/Capstone	2				
BIO 442: Introduction to Molecular and Cell Biology	4				
BIO 402: Biochemistry	4				
PHY 401: General Physics II	4				
<b>Eighth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
BIO 305: Ecology	4				
BIO 403: Biostatistics	4				
BIO 405: Biotechnology	4				
BIO 450: Biology Capstone	4				

## **Bachelor of Science in Cybersecurity**

### **Program Mission**

The primary purpose of the Bachelor of Science Cybersecurity program is to protect computers and computer devices from unauthorized access to information such as, software, hardware, and data. Students will receive rigorous education to enhance their knowledge about technology, they will demonstrate and understand the importance of standard ethical and moral character while using technology and will be equipped to use their skills and function globally.

### **Student Learning Outcomes (SLOs)**

The intended student learning outcomes for the major in Cybersecurity 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.

**Content Knowledge:** Students will detect and resolve security issues related to computer system and networks.

**Critical Thinking:** Students will develop, design, test, and evaluate software.

**Problem Solving:** Analyze a problem and find a solution regarding security risks. Apply computing, mathematical concepts, algorithmic principles, and computing for software structure.

**Analysis and Application of Scientific Information:** Students will investigate, interpret, and resolve computer incidents and understand the impact cybersecurity has locally and globally.

### **Degree Requirements (121 hours)**

This listing of requirements is for information purposes as of the dating of this catalog. 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: 59**

*General Education Requirements (31 total hours)*

*Free electives at the 100 or 200 level (3 total hours)*

***Requirements for the major (total hours 25)***

CSC 101 Introduction to Computer Science and Programming

CSC 102: Introduction to Programming I

CYB 101: Intro to Cyber Security

CYB 201: Data Structures

CYB 202: Web Application Programming I

CYB 203: Django Framework

MAT 221: Calculus I

**Total hours in Part Two: 62**

***General Education Requirements (4 total hours)***

***Free electives at the 100 or 200 level (3 total hours)***

***Requirements for the Major (total hours 55)***

CSC 201: Programming II

CSC 301: Programming III

CSC 303: Data Visualization

CSC 304: Artificial Intelligence

CSC 305: Special Topics-Cyber Security Forensics

CYB 301: Web Application II

CYB 302: Database Design and Security

CYB 303: Operating Systems

CYB 304: Cyber Law, Cyber, Ethics, and Cyber Crime

CYB 400: Malware Analysis

CYB 401: Computer and Security Network I

CYB 403: Defensive Network Security

CYB 404: Computer and Security Network II

MAT 300: Probability and Statistics



<b>First semester: 14 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 101: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math #1 College Algebra	3				
Social/Behavioral Science: CJA, PLS, PSY, or SOC	3				
<b>Second semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
ENG 112: English Comp. II	3				
REL 100	3				
BIO 103: General Biology	3				
MAT 220: Pre-Calculus	3				
CSE 102: Career Readiness	3				
<b>Third semester: 14 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 202: Sophomore Seminar *	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
CYB 101: Intro to Cybersecurity	3				
CSC 101: Introduction to Computer Science and Programming	3				
MAT 221: Calculus I	3				
<b>Fourth semester: 16 hrs</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSC 102: Programming I	4				

<b>CYB 201: Data Structures</b>	4				
<b>CYB 202: Web Application Programming I</b>	4				
<b>CYB 203: Django framework</b>	4				
<b>Fifth semester: 18 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
<b>CSE 303: Junior Seminar /Service Learning</b>	2				
<b>CYB 301: Web Application II</b>	4				
<b>CSC 201: Programming II</b>	4				
<b>CYB 302: Database Design and Security</b>	4				
<b>CYB 303: Operating Systems</b>	4				
<b>Sixth semester: 17 hours</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>CYB 304: Cyber Law, Cyber Ethics, and Cyber Crime</b>	4				
<b>MAT 300: Probability and Statistics</b>	3				
<b>CSC 301: Programming III</b>	4				
<b>CSC 302: Computer Networks</b>	3				
Elective: 100 to 200 level (any subject)	3				
<b>Seventh semester: 14 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>CSE 404: Senior Seminar/Capstone</b>	2				
<b>CYB 400: Malware Analysis</b>	4				
<b>CYB 401: Defensive Network Security I</b>	4				
<b>CYB 402: Digital Forensics and Response</b>	4				
<b>Eighth semester: 13 hours</b>	<b>Hrs</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
<b>CYB 404: Defensive Network Security II</b>	4				
<b>CSC 303: Data Visualization</b>	3				
<b>CSC: 304: Artificial Intelligence</b>	3				
<b>CSC 305: Special Topics- Cybersecurity Research Capstone</b>	3				

## **Bachelor of Science in Nursing**

### **Program Mission**

The nursing program 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, as determined by the South Carolina Board of Nursing.

### **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 21<sup>st</sup> 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 is informed by standards from:

- “Essentials: Core Competencies for professional nursing education” with a focus on entry-level competencies 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 Patient Safety Goals
- ANA Code of Ethics for Nurses

The philosophy of the BSN program is grounded in the work of Fawcett (1984) and Boykin and Schoenhofer (1993). Fawcett identified the metaparadigms of the discipline of nursing as: person, health, nursing, and environment.

Boykin and Schoenhofer (1993) theorized that nursing is a discipline and a profession in their theory of “Nursing as Caring.”

What we believe about:

**Human wholeness (Person):** We believe a person (client, patient) is a unique individual who is whole at the moment, intellectually, spiritually, psychologically, physically, emotionally, socially with strong moral and ethical values. Human wholeness is viewed as persons who are diverse individuals, families, communities, and populations shaped by their culture.

Caring, the understanding of person as caring “centers on valuing and celebrating human wholeness, the human person as living and growing in caring, and active personal engagement with others” ([Boykin & Schoenhofer, 2001a](#), p. 5). Further, persons are caring by virtue of their humanness; persons are whole and complete in the moment, and persons live caring, moment to moment.

**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.

The fullness of being human is expressed in living caring uniquely day to day and is enhanced through participation in caring relationships ([Boykin & Schoenhofer, 2001a](#)).

**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 (clinical judgement), evidence- based practice, teaching-learning, communication, information technology, and cultural competency to structure patient-centered care.

Nursing is an “exquisitely interwoven” (Boykin & Schoenhofer, 2001a, p. 6) unity of aspects of the discipline and profession of nursing. As a discipline, nursing is a way of knowing, being, valuing, and living in the world, and is envisaged as a unity of knowledge within a larger unity. The discipline of nursing attends to the discovery, creation, development, and refinement of knowledge needed for the practice of nursing. The profession of nursing attends to the application of that knowledge in response to human needs.

We believe that professional nursing education at the baccalaureate level is foundational for career mobility and advancement. The program produces a 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 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, 2021, 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. “Through knowing self as caring person, I am able to be authentic to self, freeing me to truly be with others” ([Boykin & Schoenhofer, 2001a](#), p. 4).

**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 that results in patient centered care. (Jairath, 2018). Further Boykin and Schoenhofer (2001) assert (1) To be human is to be caring, and (2) the purpose of discipline and profession is to come to know persons and nurture them as persons living caring and growing in caring. These assumptions give rise to the concept of respect for persons as caring individuals and respect for what matters to them. The notion of respect grounds and characterizes relationships and is the starting place for all nursing caring activities.

### **Organizing Framework**

The faculty asserts that our philosophical beliefs about these metaparadigms and caring are couched and entrenched in the “Essentials: Core Competencies for professional nursing education,” and the QSEN competencies. According to the AACN, “the Essentials, as the framework of preparing nursing’s future workforce, intentionally reflect and integrate nursing as a discipline “ (P. 2). The QSEN competencies closely align with the Essentials. Therefore, the “Essentials” and Quality and Safety Education for Nursing Standards and Guidelines (QSEN) will be used as the organizing framework for the nursing curriculum.

“The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience, (AACN, p.1), The Competencies are organized into domains and include: Domain1. Knowledge of Nursing Practice

Domain 2. Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship of Nursing Discipline

Domain 5: Quality and Safety

Domain 6: Interpersonal Partnerships

Domain 7: System-Based Practice

Domain 8: Informatics and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

The following concepts are integrated into the domains and inform the philosophy of the nursing program and organizing framework. They are:

- Clinical judgement
- Communication
- Compassionate Care
- Diversity, Equity, Inclusion
- Ethics

- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

The core concepts the Quality and Safety Education for Nurses (QSEN) align with the Essentials and are integrated into the organizing framework of the nursing program. The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

These competencies include:

- Patient-Centered Care
- Teamwork and Collaboration
- Evidenced-Based Practice (EBP)
- Quality Improvement (QI)
- Safety
- Informatics

**Student Learning Outcomes (SLO's) of the Bachelor of Science Degree Nursing Program Clinton College** The student learning outcomes (SLOs) were developed by the faculty and support the program's vision, mission, philosophy and organizing framework of the Essentials and QSEN competencies. The student learning outcomes guide instruction, student engagement activities and evaluation of student performance.

At the completion of the program students will be able to:

1. Integrate knowledge from liberal arts with knowledge, skills, and values in professional nursing to meet client needs and improve patient and healthcare outcomes. (AACN 1.2)
2. Utilize the nursing process to provide safe, ethical, evidenced-based, patient-centered care that reflects critical thinking (clinical judgement) and interdisciplinary collaboration. (AACN 1.3; 2.4; 4.2; 5.1a)
3. Integrate principles of diversity, equity, and inclusion into patient-centered care with cultural competence and cultural humility that respects the dignity and worth of individuals, families, communities, and populations. (AACN 7.2c)
4. Utilize effective communication, information technology, and teaching learning principles to enhance clinical judgement and decision making for clients in a variety of spheres of care. (AACN 8.3)
5. Utilize interdisciplinary collaboration to provide high quality and safe care to individuals, families, communities, and populations across different spheres of care. (AACN 6.4d)
6. Apply principles of prevention and health promotion to maintain health equity when providing care to patients of all ages across the lifespan. ( AACN 3.3.b)
7. Adhere to ethical and legal frameworks and standards of professional practice. (AACN 9.1a)
8. Manage efficient use of human, physical, financial, and technological resources in providing care within and across spheres of care. (AACN 7.2c)
9. Develop in the role of nurse generalist who espouses career mobility, lifelong learning, leadership, scholarship, and practice activities. (AACN 10.2)

## **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 31)***

***Requirements for the Major (total hours 24)***

***Additional Social and Behavioral Science Courses (6)***

BIO 210: Anatomy & Physiology I

BIO 211: Anatomy & Physiology II

CHE 101: Chemistry

HEA 101: Medical Terminology

NUR 101: Introduction to Professional Nursing

NUR 203: Clinical Nutrition

NUR 204: Pharmacology

PSY 102: Developmental Psychology

SOC 101: Sociology

**Total hours in Part Two: 64**

***General Education Requirements (total hours 4)***

***Requirements for the Major (total hours 60)***

**Major Requirements**

BIO 302: Microbiology

BIO 406: Pathophysiology

NUR 305: Health Assessment

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

<b>First semester: 17 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 100: Freshman Seminar *	2				
ENG 111: English Composition I	3				
COM 101: Intro to Computers	3				
Math 121 College Mathematics	3				
Social/Behavioral Science: Psychology 101	3				
BIO 100: General Biology I	3				
<b>Second semester: 16 HR</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 106: Career Development and Planning	3				
ENG 112: English Comp. II	3				
REL 100	3				
BIO 210: Anatomy & Physiology I	4				
NUR 101: Introduction to Professional Nursing	3				
<b>Third semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 202: Sophomore Seminar *	2				
Arts/Literature: ART or MUS appreciation, or ENG literature	3				
Social/Behavioral Science: Sociology	3				
HEA 101: Medical Terminology	3				
BIO 211: Anatomy & Physiology II	4				



<b>Fourth semester: 13 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CHE 101: Chemistry	4				
NUR 203: Clinical Nutrition	3				
Social/Behavioral Science: Psychology 102	3				
NUR 204: Pharmacology	3				

<b>ADMISSION TO BSN</b>					
<b>Fifth Semester: 15 Hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	<b>Notes</b>
CSE 303: Junior Seminar *	2				
BIO 406: Pathophysiology	4				
NUR 306: Health Assessment	3				
NUR 307: Foundations of Nursing Practice	6				
<b>Sixth semester: 18 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
BIO 302: Microbiology	4				
NUR 309: Alterations in client needs I	6				
NUR 310: Maternal Child Nursing and Women's Health	4				
NUR 311 Pediatric Nursing	4				
<b>Seventh semester: 15 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
CSE 404: S e n i o r Seminar	2				
NUR 312: Mental Health Nursing	4				
NUR 313: Alterations in client needs II	6				
NUR 314: Evidence Based Practice	3				
<b>Eighth semester: 16 hrs</b>	<b>Hrs.</b>	<b>Course taken</b>	<b>Semester</b>	<b>Grade</b>	
NUR 415: Community and Population Health	4				
NUR 416: Complex alterations in client needs III	5				

NUR 417: Nursing Leadership Management	4				
NUR 418: Senior Capstone	3				

## Course Descriptions

### Art Courses

#### **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.

### Biology Courses

#### **BIO 100: General Biology 3 hours**

General Biology I is an introductory college-level course designed to provide students with a comprehensive understanding of the fundamental principles of biology. The course aims to foster an appreciation for the complexity and diversity of life, as well as develop critical thinking and scientific inquiry skills. The course will cover foundational concepts such as cellular structure and function, genetics, molecular biology, evolution, ecology, and physiology. Emphasis will be placed on understanding the interconnections between these areas and their relevance to everyday life. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours *Prerequisites: None. Co-requisites: BIO 100 L*

#### **BIO 100L: General Biology Lab 1 hour**

This course complements BIO 100 GENERAL BIOLOGY. There will be a combination of hands-on lab exercises, simulations, and experiments in addition to pertinent topics covered in BIO 100 General Biology. *Co-requisite(s): BIO 100 GENERAL BIOLOGY*

#### **BIO 201: Introduction To Botany 3 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. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours.

**Prerequisites:** BIO 100 and BIO 100L **Co-requisites:** BIO 201L

**BIO 201L: Introduction To Botany Lab 1 Hour**

This class is offered as a co-requisite for BIO 201. The labs will correlate to topics covered in the lecture course. **Co-requisite:** BIO 201

**BIO 202: Introduction To Zoology 3 hours**

This course has an emphasis on the habits/behavior, cytology and physiology, phylogeny, evolutionary and diversity patterns of animals. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisite:** BIO 100 and BIO 100L

**Co-requisite:** BIO 202L

**BIO 202L: Introduction To Zoology Lab 1 Hour**

Laboratory exercises include observations, analysis, experiments, and simulations related to lecture topics. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours **Prerequisite:** BIO 100 and BIO 100L **Co-requisites:** BIO 202

**BIO 204: Introduction To Environmental Biology I**

**3 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. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisites:** BIO 100 and BIO 100L **Co-requisite:** BIO 204L

**BIO 204L: Introduction To Environmental Biology I Lab 1 hour**

Lab includes hands on activities and experiments related to lecture. This course is 1 science laboratory credit hour 3 hours per week. **Co-requisites:** BIO 204

**BIO 205: Introduction To Environmental Biology II**

**3 hours**

This is the second component of a two-semester sequence that examines 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. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisites:** BIO 204 and BIO 204 L **Co-requisite:** BIO 205L

**BIO 205L: Introduction To Environmental Biology II Lab 1 hour**

Labs correlate to lecture topics. This course is 1 science laboratory credit hour 3 hours per week. **Co-requisite:** BIO 205

**BIO 210: Anatomy & Physiology I**

**3 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 nursing and other pre-health professions students. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. ***Prerequisites and/or Co-requisite:*** *BIO 100 and BIO 100L and Co-requisite BIO 210L: ANATOMY AND PHYSIOLOGY I*

**BIO 210L: Anatomy And Physiology I Lab 1 Hour**

This course is a co-requisite of BIO 210 ANATOMY AND PHYSIOLOGY I 3 HOURS. Lab will include a combination of exercises, dissections, simulations, and experiments related to topics covered BIO 210 lecture. This course is 1 science laboratory credit hour 3 hours per week. ***Co-requisites:*** *BIO 210*

**BIO 211: Anatomy & Physiology II 3 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 nursing and other pre-health professions students. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. ***Prerequisite:*** *BIO 210 and BIO 210L*

**BIO 211L: Anatomy And Physiology Ii Lab 1 Hour**

This course is a co-requisite of BIO 211 ANATOMY AND PHYSIOLOGY II 3 HOURS. Lab will include a combination of exercises, dissections, simulations, and experiments related to topics covered BIO 211 lecture. This course is 1 science laboratory credit hour 3 hours per week. ***Co-requisites:*** *BIO 211*

**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. ***Prerequisites:*** *BIO 100 and BIO 100L*

**BIO 300: Introduction To Genetics 3 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. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. ***Prerequisites/Co-requisites:*** *CHE 102, BIO 201, BIO 202 and BIO 300L*  
*Permission can be permitted by instructor or chair.*

**BIO 300 L: Introduction To Genetics Lab 1 hour**

Labs correlate to lecture topics such as Mendelian genetic crossings, interpretation of genetic outcomes and analysis of genetic results and other topics related to lecture. This course is 1 science laboratory credit hour 3 hours per week. ***Co-requisite:*** *Bio 300*

**BIO 305: Ecology 3 hours**

Students will learn about all components of ecology such as: populations, communities, ecosystem, and the biosphere. Ecology related topics will include trophic cascade, biogeochemistry, and topics related to how organisms interact with the environment. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisites:** *BIO 201, BIO 201L, BIO 202, and BIO 202L. Co-requisite:* *Bio 305L*

#### **BIO 305L: Ecology Lab 1 hour**

Labs will correlate to lecture topics. This course is 1 science laboratory credit hour 3 hours per week. **Co-requisites:** *BIO 305*

#### **BIO 308: Laboratory Techniques 3 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 combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours.

**Prerequisites:** *Bio 200 level, CHE 101, and CHE 101L Co-requisite:* *BIO: 308L*

#### **BIO 308L: Laboratory Techniques 1 hour**

Lab will correlate to lecture. This course is 1 laboratory credit hour for 3 hours **Co-requisite:** *BIO 308*

#### **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 with no lab. **Prerequisite:** *consent of Department Chairperson and faculty advisor.*

#### **BIO 402: Biochemistry 3 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. Molecular physiology is covered. This course is required for biology and chemistry minors. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisite:** *BIO 300 and BIO 300L Co-requisite:* *BIO 402L*

#### **Bio 402L: Biochemistry Lab 1 hour**

Lab will correlate to topics covered for lecture. This course is 1 science laboratory credit hour 3 hours per week **Co-requisite:** *BIO 402*

#### **BIO 403: Microbiology 3 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. This course is required for biology and chemistry minors. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisites or Co-requisites:** *BIO 300/BIO 300 L and Co-requisite: BIO 403L Prerequisite:* lower-level nursing. Permission can be permitted by consent of the instructor.

**BIO 403L: Microbiology 1 hour**

Lab involves identifying microorganisms using a light compound microscope and other microbiology principles. This course is 1 science laboratory credit hour 3 hours per week **Co-requisite:** BIO 403

**BIO 404: Biostatistics 3 hours**

The purpose of the course is to teach fundamental concepts and techniques of statistics that can be applied in medical research, health care, medicine, public health, epidemiology, and other health related topics. Basic statistics, including probability, descriptive statistics, means and proportions, and regression methods are topics. The analytic methods and applications will be linked to medical topics. **Prerequisite:** MAT 222

**BIO 405: Biotechnology 3 Hours**

Students will be introduced to careers related to biotechnology. Students will learn, analyze, and conduct labs related to pipetting, PCR, gel electrophoresis, DNA technology, blotting, biomolecule extraction, chromatography, and spectroscopic techniques related to various science subjects. This course is required for biology and chemistry minors. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisite:** CHE 302L **Co-requisite:** BIO 405L

**BIOL 405L: Biotechnology Lab 1 hour** Labs will correlate to lecture topics discussed and it will include a combination of simulations and exercises. This course is 1 science laboratory credit hour 3 hours per week **Prerequisite:** CHE 302 **Co-requisite:** 405

**BIO 406: Pathophysiology 3 hours**

Concepts of pathophysiology and human disease process. No lab. **Prerequisites:** NUR 101, 102, 203, 204. BIO 103, 210, 211, CHE 101

**BIO 442: Introduction To Molecular and Cell Biology 3 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 combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisites:** BIO 300 and BIO 302 or chair approval. **Co-requisite:** BIO 442L

**BIO 442L: Introduction To Molecular and Cell Biology 1 hour**

Lab will consist of a combine ion simulations, and hands on experiences related to lecture. This course is 1 science laboratory credit hour 3 hours per week **Co-requisite:** BIO 442

**BIO 450: Biology Capstone 4 hours**

This is a senior level course. This course will include a paper and presentation based on research of the student's interest. The purpose of the course is for students to analyze and demonstrate what they have learned upon final matriculation of the degree program. Students may gain experience by participating as

an intern, volunteer, or shadowing related to the research topic of choice and field of interest. This course is geared towards independent learning. This course is designed to enhance the student professional skills. Students will have guidelines for their semester project. ***Prerequisite:*** *This course is a final semester course.*

### **Business Courses**

#### **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. ***Prerequisite:*** *MAT 121 or MAT 131*

#### **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:*** *MAT 121 or MAT 131*

#### **BUS 208 Introduction to Human Resources 3 credit hours**

This course aims to provide students with human management, strategic human resource planning, issues in human resources, planning, equal employment opportunity, analyzing and staffing jobs, training and developing human resources for further study or employment in the human resources industry.

#### **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.

***Prerequisites: MAT 121 or MAT 131, BUS 204***

**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.

**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. ***Prerequisite: BUS 204***

**BUS 227 Introduction Banking 3 credit hours**

The course aims to provide the student with an introduction to the role of money, financial markets, financial institutions and monetary policy in the economy, thus providing a solid foundation for further study or employment in the financial services industry.

**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. ***Prerequisites: ECO 201 and ECO 202***

**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. ***Prerequisites: BUS 209, BUS 204 and BUS 213***

**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. ***Prerequisites: BUS 209, BUS 204 and BUS 213***

**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. ***Prerequisite: BUS 208***

**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. ***Prerequisites: BUS 204 and BUS 213***



**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. *Prerequisite: BUS 203*

**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. *Prerequisites: BUS 204, BUS 209 and BUS 213*

**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. *Prerequisites: MAT 121 or MAT 131, BUS 209, BUS 204 and BUS 213*

**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. *Prerequisites: MAT 121, MAT 131, BUS 209, BUS 204 and BUS 213*

**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. *Prerequisites: MAT 121 or MAT 131, BUS 209, BUS 204 and BUS 213*

**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. *Prerequisites: MAT 121 or MAT 131, BUS 209, BUS 204 and BUS 213*

**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. *Prerequisites: MAT 121 or MAT 131, BUS 209, BUS 204 BUS 213, and BUS 309*

**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. Student will understand the problems of overhead accounting and procedures. *Prerequisites: BUS 209, BUS 204, BUS 213, and BUS 206*

**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. *Prerequisites: BUS 101, BUS 203*

**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. *Prerequisite: BUS 205*

**BUS 324: 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 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. *Prerequisites: Seniors Only, BUS 202, BUS 310, and BUS 402*

**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. *Prerequisites: BUS 203 and BUS 308*

**BUS 403: Small Business Management 3 hours**

In this course, students will examine the fundamentals of business management and the full business cycle, from how to start and manage to growing and harvesting a business. *Prerequisites: BUS 101, BUS 204 and BUS 212*

**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 executing of multinational business strategy. *Prerequisites: BUS 101, BUS 203, and BUS 402*

**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. *Prerequisites: Senior status, BUS 202*

**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. *Prerequisite Senior Only*

**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.

*Prerequisite: BUS 309*

**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. *Prerequisites: BUS 309 and BUS 408*

**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. *Prerequisites: BUS 310 and BUS 402*

**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. *Prerequisites: BUS 310 and BUS 402*

**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.

### **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. *Prerequisite: BUS 307*

### **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. *Prerequisite: Seniors Only*

## **Chemistry Courses**

### **CHE 101: General Chemistry I 3 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. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours.

*Prerequisite/co-requisite: MAT 110: College Algebra or higher and CHE 101*

### **CHE 101L: General Chemistry I 1 hour**

The lab is a co-requisite with CHE 101. Laboratory exercises reinforce and extend lecture content, including solutions and chemical reactions. Lab is required. This course is 1 science laboratory credit hour 3 hours per week **Co-requisite:** CHE 101L

### **CHE 102: General Chemistry II 3 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. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Co-requisite:** CHE 101L

### **CHE 102: General Chemistry II 3 hours**

The lab is a co-requisite with CHE 102. Laboratory exercises reinforce and extend lecture content which may include simulations, hands on exercises, and experiences. This course is 1 science laboratory credit hour 3 hours per week.

**Prerequisite:** CHE 101 **Co-requisite:** CHE 201L

### **CHE 201 Environmental Chemistry I 3 hours**

In this course the students will learn about how chemistry processes affect the environment such as air, water, and soil. Environmental issues will be discussed such as waste disposal, global warming, air, and water pollution. Students will learn the fundamentals of chemistry and chemical safe practices. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Pre-requisite:** CHE 102 **Co-requisite:** CHE 201L

### **CHE 201L Environmental Chemistry I Lab 1 hour**

The lab will correlate to lecture topics and include air, water and soil analysis, waste disposal and hazardous waste management. This course is 1 science laboratory credit hour 3 hours per week. **Co-requisite:** CHE 201

### **CHE 202: Environmental Chemistry II 3 hours**

This is the second part of the course. Students will learn about the earth's chemistry and the relation to the environment. Students will learn about different sources of energy. Other topics covered will be agricultural chemicals, household chemicals, drugs, chemotherapy, pest control, and food additives. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisite:** CHE 201 **Co-requisite:** CHE 202L

### **CHE 202L: Environmental Chemistry II Lab 1 hour**

Labs will correlate to lecture topics and there will be lab analysis pertinent to topics covered. This course is 1 science laboratory credit hour 3 hours per week. **Co-requisites:** CHE 202

### **CHE 301: Organic Chemistry I 3 hours**

This course will provide students with a general understanding of carbon compounds. Students will learn the fundamentals of nomenclature, synthesis of carbon compounds, acid/base chemistry, bonding, and resonance, stereochemistry, chemistry of alkenes, and substitution and elimination reactions. This is a combined total 4-credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours. **Prerequisite:** CHE 102 and CHE 102L **Co-requisite:** 301L

### **CHE 301L: Organic Chemistry I Lab 1 hour**

Lab will support the principles covered during lecture. This course is 1 science laboratory credit hour 3 hours per week. **Co-Requisite:** CHE 301

### **CHE 302: Organic Chemistry II 3 hours**

The course concentrates on organic reactions and their mechanisms. The principles of organic chemistry I will be emphasized. This course is more focused on aromaticity, structures: alcohols, aldehydes, carboxylic acids, amines, hydrocarbons, ethers, phenols, and ketones. Spectroscopic identification of functional groups is to be described. This is a combined total 4-

credit course that includes three hours lecture and 1 laboratory credit hour for 3 hours.

**Prerequisite:** BIO 301 and BIO 301L **Co-requisite:** CHE 302L

### **CHE 302L: Organic Chemistry II Lab 1 hour**

This laboratory course is designed to investigate the correlation of organic chemical behavior with organic structures. Basic spectroscopy techniques will also be introduced. A combination of simulations and hands-on experiences will be offered. This course is 1 science laboratory credit hour 3 hours per week. **Co-requisite:** Bio 302

## **Criminal Justice Courses**

### **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.

## **Computer Courses**

### **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., Brightspace). **Prerequisite: None.**

### **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. **Prerequisite: None.**

### **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, photo/video/audio management using AI Applications. **Prerequisite: COM 101**

### **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. This course may include: Internet Fundamentals, Networking Technologies, Telecommunication Systems, Internet protocols, Internet Security, Internet of Things, Cloud Computing, Internet Governance and Policies, Internet Applications and Services. **Prerequisite: 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 201**

### **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. Topics may include: Introduction to System Analysis, System development Life Cycle, Requirements Gathering and Analysis, Data and Process Modeling, System Design Concepts, System Analysis Tools, Feasibility Studies, Risk Assessment and Management, Prototyping and Iterative Development, Project Management in Systems Analysis, Documentation and Communication, Ethical and Legal Considerations. **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**

## **Computer Science Courses**

### **CSC 101: Introduction To Computer Science And Programming**

#### **3 hours**

Students will learn the fundamentals of computer logic formulation, solving problems, programming techniques, and writing programs. Students will also survey several programming languages. Prerequisite: None.

LAB. Labs will consist in coding actual algorithms in, say, one of the programming languages studied in class. The student may do this by using either a free online coding platform or the department's own computer programming resources.

### **CSC 102: Programming I 4 hours**

Students will learn the fundamentals of basic programs and programming techniques. Students will need to apply knowledge regarding programs algorithms, designing programs, debugging programs, learning the basics of Python programming language and semantics, learning structured programming. *Prerequisite CSC: 101 Introduction to Computer Science and Programming*

LAB. Labs will consist in implementing actual algorithms in the Python programming language. The student may do this by using either a free online coding platform or the department's own computer programming resources.

### **CSC 201: Programming II 4 hours**

Students will learn about the Python programming language, development of programs, communicate and describe programming errors, object-orientation and object-oriented programming in Python. *Prerequisite CSC 102: Programming I*

LAB. This lab is a continuation of the lab works for CSC 102. The student will use either a free online coding platform or the department's own computer programming resources.

### **CSC 301: Programming III 4 hours**

This course is a continuation of computer science. Students will have more extensive knowledge of the Python programming language. Advanced topics will include implementing algorithms. Lists, stacks, queues. Students will be introduced to the basics of Machine Learning and Artificial Intelligence using Python. Students will complete a programming project. *Prerequisite CSC 201: Programming II*

LAB. This lab is a continuation of the lab works for CSC 201. The student will use either a free online coding platform or the department's own computer programming resources.

### **CSC 302: Computer Networks For Industrial Cybersecurity 3 hours**

Students will learn the fundamentals of communications and networking systems, their architectures, functions, and operations. Evolution of communications, Wired and Wireless communications, Students will learn how all fundamentals are implemented with current network technologies. Network Infrastructure Implementation, Network Management and Security. Topics may include: Network Protocols for Industrial Cybersecurity, Industrial Firewalls and Intrusion Detection Systems, Secure Remote Access and VPNs, Network Monitoring and Incident



Response, Defense-in-Depth for Industrial Cybersecurity, Secure Network Design and Best Practices. ***Prerequisite CSC 201: Programming II***

LAB. This is to supplement with hands-on Labs theoretical knowledge acquired from the lectures. The student will learn to use the following equipment: SOHO AP/Routers, Cable Strippers & Crimpers, Ethernet Connectors, Network Interface Controllers, and Cable Testers.

### **CSC 303: Data Visualization For Cybersecurity 3 hours**

Fundamentals of data literacy and building creative and technical skills to transform data into visual reports. Topics may include: Data Source and Preprocessing for Visualization, Exploratory Data Analysis [EDA] for Cybersecurity, Cybersecurity Data Analysis Tools, Visualizing Network Traffic and Intrusion Detection, Visualizing Malware Analysis and Threat Intelligence, Time Series Data Visualization in Cybersecurity, Geospatial Data Visualization in Cybersecurity, Visualization for Security Operations and Incident Response, Data Storytelling with Cybersecurity Visualization. ***Prerequisite CSC 301: Programming III***

LAB. The lab complements the theoretical course. Students will learn about how to install or set up a data visualization tool, how to import sample data and create simple visualizations, how to visualize network traffic data, create incident response dashboards, visualize vulnerabilities, etc.

### **CSC 304: Artificial Intelligence 3 hours**

Students will be introduced to many if not all of these topics: Machine Learning concepts, Supervised Learning, Unsupervised Learning, Applied Statistics, Natural Language Processing, Face Detection, Sentiment Analyzer, Object detection, Reinforcement Learning, Neural Network, Motion Analysis and Object Tracing, TensorFlow. ***Prerequisite CSC 301: Programming III.***

LAB. Depending on the students' background, the instructor can choose from the following hands-on topics to complement the theoretical course: Use a neural network to classify images, analyze sentiment in movie reviews or tweets, Chatbox development, Build a simple reinforcement learning game, Data visualization with python libraries, AI in Excel or Google sheets, etc.

### **CSC-305: Special Topics (Cybersecurity Research) 3 hours**

This course is an expansion of the cybersecurity capstone course. Students will research and learn about various topics related to the importance of preventing unauthorized surveillance. Research topics will be related to the following categories: information security, and protection of digital services. ***Prerequisite: Cybersecurity Capstone***

## **Introductory Studies Courses**

### **CSE 100: Freshman Seminar 2 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 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 course will assist you in establishing a solid foundation for your academic journey.

**CSE 106: 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 202: Sophomore 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.

***Prerequisites: 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***

**Culture Courses****CUL 200: 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.

### **Cybersecurity Courses**

#### **CYB 101: Introduction To Industrial Cybersecurity 3 hours**

Fundamentals of cybersecurity which includes legal and ethical issues, security policies, authentication, firewalls, digital certificates, malicious codes, and incident handling. Topics may include: Introduction to Industrial Control Systems, The Importance of Industrial Cybersecurity, Common Cyber Threats to Industrial Environments, Introduction to Cybersecurity Measures, Security Risks in Industrial Internet of Things, Physical Security in Industrial Facilities, Human Factors in Industrial Cybersecurity, Incident Response and Cybersecurity Careers, Ethical and Legal Aspects of Industrial cybersecurity, The Future of Industrial Cybersecurity. **Prerequisite: None**

LAB. Depending on the students' background, the instructor can choose from the following hands-on topics to complement the theoretical course: Network mapping and asset identification after setting up a simulated industrial network, Vulnerability assessment and scanning using tools such as Nessus or OpenVAS, Secure configuration and patch management, Practice deploying an intrusion detection and prevention system in a lab environment, Firewall configuration and rule analysis, Security monitoring and incident response using SIEM tools, Conduct a physical security assessment of an industrial facility, Secure PLC and HMI programming, Secure remote access and VPN setup, Conduct a security awareness training simulation, etc.

#### **CYB 201: Data Structures For Industrial Cybersecurity 4 hours**

Analysis of data structures and algorithms using the Python programming language. Focus subjects include fundamentals and basic algorithm analysis. Topics may include: Arrays and Matrices, Linked Lists for Data Management, Stacks and Queues for Industrial Processes, Trees and Graphs for Industrial Systems, Hashing and Data Integrity, Databases for Industrial Cybersecurity, File Structures and Storage Management, Real time Data Processing and Data Streams .

***Prerequisite/Co-requisite CSC 102: Programming I***

#### **CYB 202: Web Application Programming I 4 hours**

Designing and Building Web pages and Applications using HTML, CSS, and JavaScript.

***Prerequisite/Co-requisite CSC 102: Programming I***

LAB. The student will build a website, with HTML, CSS and JavaScript, as part of his or her own computer science portfolio.

#### **CYB 203: Django Framework 4 hours**

Students will study the free and open-source, Python-based web framework Django to build responsive and interactive web pages and apps. ***Prerequisite CSC 201: Programming II***

LAB. The student will build a website or web application, using Django, as part of his or her own computer science portfolio.

**CYB 301: Web Application Programming II 4 hours**

This course is an expansion of CYB 202. It teaches web development using advanced methods needed to enhance rich internet applications. Students will be introduced to the JavaScript-based React or TypeScript based Angular framework. *Prerequisite CYB 202: Web Application Programming I*

LAB. The student will continue the lab work done in CYB 202 by incorporating React or Angular.

**CYB 302: Database Design And Security 4 hours**

Students will learn about the design of Databases with Security in Mind. Topics may include Fundamentals of Database Design, Securing Database Access and Authentication, Database Encryption for Industrial Data Security, Data Integrity and Validation in Databases, Auditing and Logging for Database Security, Database Backup and Recovery for Resilience, Managing Database Permissions and Roles, Real-time Data Streaming and Handling, Database Security Best Practices for Industrial Cybersecurity. *Prerequisite CYB 201: Data Structures.*

LAB. The student will have hands-on practice with the relational database management system SQL, the implementation of database administration and security.

**CYB 303: Operating Systems And Introduction To Computer Organization 4 hours**

Students will learn about operating systems and computer architecture. Topics may include: Operating Systems in Industrial Cybersecurity, Computer Hardware Organization for Industrial Cybersecurity, Operating Systems Security Fundamentals, Industrial Operating System Types and Selection, Operating System Updates and Patch Management, Industrial System Monitoring and Logging, Virtualization and Sandboxing for Industrial Security, Secure boot and Firmware Integrity, Resilience and redundancy in Industrial Systems, Secure shutdown and Emergency Protocols. *Prerequisite CSC 201: Programming II*

LAB. Depending on the students' background, the instructor can choose from the following topics: Exploration of computer components, Execute basic command-line Interface, Create and manage user accounts, Set passwords and learn the importance of password security, Perform basic hands-on maintenance on a computer (with supervision), etc.

**CYB 304: Cyber Law, Ethics, And Crime 4 hours**

Students will learn about issues with law and ethics in the cyber world. Topics will include government regulation of online behavior, constitutional considerations concerning free speech and content controls, intellectual property, hacking, and ethics of internet behavior. *Prerequisite CYB 200 level courses.*

**CYB 400: Malware Analysis For Cybersecurity 4 hours**

Students will learn the behavior of a suspicious file or URL and output analysis aids and detection of threats. Topics may include: Malware in Industrial Cybersecurity, Malware Delivery and Infection Techniques, Malware Analysis Methodology, Static Malware Analysis, Dynamic Malware Analysis, Behavioral Indicators of Malware, Code Obfuscation and Anti-Analysis Techniques, Analyzing Industrial-Specific Malware, Malware Incident Response for Industrial Cybersecurity, Malware Mitigation and Prevention Strategies. *Prerequisite CYB 300 level*

***courses.***

LAB. Depending on students' background, the instructor can choose from the following topics: Analyze different malware samples and classify them based on characteristics, Setting up a safe malware analysis environment, Analyze malware samples without executing them, Use antivirus scanners, Execute malware in a control environment, Identify malicious network traffic, Memory forensics, Develop a basic malware removal plan, etc.

**CYB 401: Defensive Network Security I 4 hours**

Students will learn the fundamentals principles underlying awareness of threats and identify future threats. They will also learn how to defend against attacks on networks, web, and operating systems. Topics may include: Cybersecurity Defense for Industrial System, Threat Awareness and Intelligence Gathering, Network Security for Industrial Systems, Web Application Security for Industrial Environments, Industrial IoT Security, Endpoint Security and Device Management, Data Protection and Encryption for Industrial Systems, Incident Response and Cybersecurity Forensics, Security Awareness and Training for Industrial Personnel. ***Prerequisite CYB 300 level courses.***

LAB. The student will learn how to use: Security controllers, Security and fire sensors, Surveillance cameras and DVRs, Servers, switches, routers, and firewalls, IoT devices, PLC and SCADA, Virtualization Systems, etc.

**CYB 402: Digital Forensics And Response 4 hours**

Students will learn the fundamentals of digital forensics and then apply these to specific areas of, say, Windows forensics, Linux forensics, Email forensics, Mobile forensics, Network forensics, or Memory forensics. ***Prerequisite CYB 401: Defensive Network Security I***

**CYB 404: Defensive Network Security II 4 hours**

This course is a deepening and expansion of CYB 401. Students will learn attack techniques and how to defend against them. They will focus on network attacks and defense, operating system failures, web security, email malware, social engineering attacks. Privacy, and digital rights management. ***Prerequisite CYB 401: Defensive Network Security I.***

LAB. The student will learn how to use: PLCs, HMI and SCADA systems, Data historians, Pentesting software, Servers, enterprise routers, and switches, Firewall appliances, etc.

**Economic Courses**

**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.

### **Education Courses**

#### **EDU 100: Introduction To Elementary Education 3 hours**

This course is designed to study the American school system with emphasis on current trends/issues, the development of teaching as a profession, its organization, governance, financial structure, and history. The course represents the beginning course in the program of study for teacher education majors. Field experience required.

#### **EDU 101: Introduction To Early Childhood Education 3 hours**

This course is 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**

This course examines the fundamental principles of life-span human growth and development relative to teaching and learning. It is also designed to increase cognition and understanding of intellectual, social, emotional, and physical development from birth to death, and is based upon theories of teaching and learning. It is required for all elementary, secondary, teacher candidates.

#### **EDU 103: Early Childhood Literature 3 hours**

This course is a survey of chapter books for children (EC-8), children's poetry and songs, the history of children's books, picture books and their illustrators, and traditional storytelling (fables, fairy tales, folktales, myths, and parables). Current theories and methods about integrating literature into all curriculum areas will also be discussed and demonstrated. Additionally, in this course we will be focusing on what makes children's literature for children.

#### **EDU 104: Exceptional Children 3 hours**

This course focuses on the characteristics, identification, assessment, and instruction of students with exceptionalities. Explores special education children's syndromes and their learning environments. Covers how to provide free and appropriate academic services to children with exceptionalities. Includes the theories, laws, and procedures surrounding special education. Course topics also include specific learning disabilities, autism, mild and severe behavior disorders, emotional impairment, intellectual disability, visual and hearing impairments, speech impairment, giftedness, physical impairments and chronic medical conditions. Additional discussions revolve around different special education learning environments such as inclusion, mainstreaming, pullout programs, resource rooms, co-teaching environments, and the self-contained classroom.

#### **EDU 106: Family And Community Relations 3 hours**

This course is an overview of techniques and materials for promoting effective family/program partnerships to foster positive child development. Emphasis is on availability and accessibility of

community resources and on developing appropriate communication skills.

**EDU 205: Health Safety And Nutrition 3 hours**

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child.

**EDU 208: Creative Arts 3 Credit hours**

This course is a study of relationship 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 230: Teaching Art To Children 3 hours**

This course includes the materials usually offered in such courses as practical art, industrial arts, and creative arts and crafts, and the use of environmental and inexpensive commercial materials. This course is for early childhood and elementary education majors, emphasizing the integration of art with other content areas.

**EDU 231: Teaching Music To Children 3 hours**

This is a materials and methodology course for the teaching of music for early childhood and elementary teacher candidates. They develop skills for teaching the basic elements (rhythm, melody, harmony, form, tonal color, dynamics, and tempo) to children. The cycle of experiences includes singing, playing instruments, listening, moving, creating, and music reading.

**EDU 232: Teaching Health/ Pe To Children 3 hours**

This course exposes teacher candidates to methods of teaching physical education to children with emphasis on games, physical fitness, perceptual motor activities and rhythms. Emphasis is on health factors that influence the ability to attain and maintain optimal well-being. This course includes the typical developmental tasks and physical problems experienced by children.

**EDU 300: Foundations In Reading/Writing 3 hours**

This course emphasizes theoretical and evidence-based foundations of developmentally appropriate reading and writing processes, theories, and instructional knowledge for teaching reading and writing development and their components including word recognition, language comprehension, strategic knowledge, and reading –writing connections. There is a major emphasis on past and current research that has an impact on the understanding of the reading process and reading instruction. In addition, candidates will learn how to teach the writing process. Also, included for discussion are methodologies and pragmatic techniques, with consideration given to individual, small group, and whole class settings. *Prerequisites: EDU 231, EDU 232, EDU 230, and EDU 205*

**EDU 302: Teaching In A Diverse Society 3 hours**

The course emphasizes micro-cultures and provides an understanding and appreciation of pluralism and multicultural education. Course outcomes include the demonstration of knowledge and dispositions related to diversity to foster excellence in a culturally responsive environment.

***Prerequisite: EDU 300***

#### **EDU 304: Reading/Writing Content Area 3 hours**

This course emphasizes theoretical and evidence-based foundations of developmentally appropriate reading and writing processes, theories, and instructional knowledge for teaching reading and writing development and their components including word recognition, language comprehension, strategic knowledge, and reading –writing connections. There is a major emphasis on past and current research that has an impact on the understanding of the reading process and reading instruction. In addition, candidates will learn how to teach the writing process. Also, included for discussion are methodologies and pragmatic techniques, with consideration given to individual, small group, and whole class settings. Candidates will apply their learning by completing field-based assignments in the appropriate setting under the supervision of a mentor teacher. ***Prerequisites: EDU 300, EDU 302***

#### **EDU 306: History, Principles, Philosophy 3 hours**

The course is designed to study the philosophical framework, theories, and principles shaping teacher principles and practice, curriculum theory, and educator/student interactions. The course identifies pioneers who have significantly shaped educational theory and practice and examines the evolution of ideologies in the American education system. ***Prerequisites: EDU 300, EDU 302, EDU 304.***

#### **EDU 320: Elementary School Curriculum And Assessment 3 hours**

This course is a study of the principles of curriculum development, the framework of the curriculum, the types of curricula assessment and procedures used in elementary schools. This course is designed to give candidates experience in the development of tests and interpretation of test results. Field experience required. ***Prerequisites: EDU 300, EDU 302, EDU 304, EDU 306.***

#### **EDU 330: Technology For Teachers 3 hours**

This course is designed to prepare pre-service teachers to integrate technology into the curriculum based on national and state educational technology standards, with the focus on the effective use of technology in teaching and learning. Topics covered include the role of technology in Teaching Learner- Centered Knowledge; Delivering Learner-Centered Instruction; Providing Equity in Excellence for All Learners; Demonstrating Learner-Centered Communication; and Acquiring Learner-Centered Professional Development. ***Prerequisites: EDU 300, EDU 302, EDU 304, EDU 306, EDU 320***

#### **EDU 332: Instructional Strategies 3 hours**

This course assists teacher candidates in developing the pedagogical and management skills needed to facilitate learning in constructivist classrooms. Topics include planning, implementing, and assessing classroom instruction, as well as organizing and managing the classroom. ***Prerequisites: EDU 300, EDU 302, EDU 304, EDU 306, 320, EDU 330***

#### **EDU 400: The Teaching Of Reading 3 hours**



This course is designed to provide teacher candidates with a basic understanding of how students learn to read; how to develop strategies and materials for diagnosing students' content reading needs; and how to offer instructional suggestions for teaching the skills and habits essential to understanding content materials. A major focus will be the preparation of reading lessons for classroom settings. Field experience required. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 330, EDU 332*

**EDU 401: Teaching Language Arts 3 hours**

This course is designed to provide teacher candidates with a study of methods and materials for teaching language arts. Emphasis is on learning theories and research-based strategies to meet the needs of candidates in the areas of language, spelling, listening, handwriting, composition, and speaking. Field experience required. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 332, EDU 400*

**EDU 403: Teaching Social Studies 3 hours**

This course is designed to enable the teacher candidate to become cognizant of current affairs, problems, and controversial issues and to promote competency in using teaching methods and techniques in the social studies presently taught in the elementary schools. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 332, EDU 400, EDU 401*

**EDU 406: Classroom Management 3 hours**

This course is designed to study research and discuss best practices for efficiency and effectiveness in classroom management. It focuses on principles and procedures underlying effective social and academic development and the use of positive motivational methods with children and youth. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 332, EDU 400, EDU 401, EDU 403*

**EDU 422: Teaching Mathematics To Children 3 hours**

This course is a study of methods and materials for teaching science in constructivist elementary classrooms. Emphasis is on presenting science as meaningful hands-on inquiry experiences with a standards-based approach. Field experience required. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 332, EDU 400, EDU 401, EDU 403, EDU 406*

**EDU 423: Teaching Science To Children 3 hours**

This course is a study of methods and materials for teaching science in constructivist elementary classrooms. Emphasis is on presenting science as meaningful hands-on inquiry experiences with a standards-based approach. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 332, EDU 400, EDU 401, EDU 403, EDU 406, EDU 422*

**EDU 450: Professional Clinical Practice I 14 hours**

THIS course provides the teacher candidate with the opportunity to apply instructional theory and classroom management in classroom settings. Course activities include a structured seminar with directed observation and supervised teaching in a clinical situation. Fourteen semester credit hours. ***Prerequisites:** EDU 300, EDU 302, EDU 304, EDU 306, EDU 320, EDU 332, EDU 400, EDU 401, EDU 403, EDU 406, EDU 422, EDU 423*

## **English Courses**

### **ENG 111: English Composition 3 hours**

Study and practice of expository writing, emphasizing the writing process for clarity, purpose, 93 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 200: American Literature**

Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

### **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. *Prerequisite: 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. *Prerequisite: 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.

## **Healthcare Administration and Management Courses**

### **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 Administration and the role, responsibility and functions of the health care manager.

### **HEA 101: Medical Terminology 3 hours**

Introduction to medical terminology used in anatomy, physiology, pathology, diagnosis, medical procedures, pharmacology, and instrumentation.

**HEA 102: Leadership And Ethics In Healthcare 3 hours**

This course provides students with the opportunity to examine and critically reflect on the nature and implications of leadership ethics in health care. In this course students will examine key characteristics of ethical leadership and the theoretical underpinnings of sound moral decision making and action of health care leaders.

**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 201: Business Management For Healthcare Professionals 3 hours**

This course provides a framework for addressing management problems in health care organizations, with particular focus on how to manage within the landscape of advanced technologies, regulations, and world events.

**HEA 202: Finance For Healthcare 3 hours**

This course provides an introduction to and increases understanding of how financial accounting and management are important tools used in decision making in health services delivery, management and policy.

**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 301: Information Technology And Systems For Healthcare 3 hours**

The course provides an overview of key healthcare information technologies and concepts: healthcare data and analytics, electronic health records, health information exchanges, healthcare information privacy and security, telemedicine, consumer health and mobile health systems, and population health management.

**HEA 302: Strategic Planning In Health Care 3 hours**

In this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization.

**HEA 303: Healthcare Rights And Responsibilities 3 hours**

This course will explore the evolution of rights and responsibilities of healthcare professions that are actively involved in healthcare administration, and the contemporary issues that are likely to affect healthcare in the future.

### **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.

## **History Courses**

### **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.

**Mathematic Courses**

**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*

### **MAT 300: Probability And Statistics 3 hours**

This course is a foundation course for cybersecurity students. Students will learn various topics such as: random variables, conditional probability, correlation, regression, probability distributions, sample and mean variance, expectation and variance, hypothesis testing, estimating distributions, distribution functions, and the central limit theorem. *Prerequisite: MAT 221*

## **Music Courses**

### **MUS 100: Applied Voice 2 credit hours**

Individual instruction in voice. Applied Voice students will be taught the fundamentals of **healthy vocal production, including** proper posture and breathing to sing, pitch and rhythm stability, tone production and improvement according to genre, range expansion, flexibility, understandable diction, expression (dynamics and phrasing), and how to care for the singing voice.

### **MUS 103: Music History 3 hours**

This course covers survey of Western music history from medieval times to the present. The course emphasizes familiarity with historic repertoire and the musical, social and cultural contexts of that repertoire.

### **MUS 104: 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 200: Applied Voice II 2 hours**

Individual instruction in voice. Applied Voice students will be taught the fundamentals of **healthy vocal production, including** proper posture and breathing to sing, pitch and rhythm stability, tone production and improvement according to genre, range expansion, flexibility, understandable diction, expression (dynamics and phrasing), and 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 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 their study of sight reading, rhythm, vocal score analysis, aural skills, and basic piano. Students will explore choral music in at least two 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, the fundamentals of harmonic piano playing (both hands), melodic dictation, and choir administration. ***Prerequisite: MUS 203***

**MUS 206: Foundation Of Music Theory & Ear Training II 3 hours**

An expanded version of MUS 101, 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 101***

**MUS 207: Applied Voice III 2 hours**

Individual instruction in voice. Applied Voice students will be taught the fundamentals of **healthy vocal production, including** proper posture and breathing to sing, pitch and rhythm stability, tone production and improvement according to genre, range expansion, flexibility, understandable diction, expression (dynamics and phrasing), and 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. Applied Voice students will be taught the fundamentals of healthy vocal production, including proper posture and breathing to sing, pitch and rhythm stability, tone production and improvement according to genre, range expansion, flexibility, understandable diction, expression (dynamics and phrasing), and how to care for the singing voice. *Prerequisite: MUS 207*

**MUS 210: Piano 3 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 211: Choir IV 2 hours**

Students will explore choral music in at least three 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 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 sacred music tradition and how music continues to shape the theology of the Black church.

**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. Applied Voice students will be taught the fundamentals of healthy vocal production, including proper posture and breathing to sing, pitch and rhythm stability, tone production and improvement according to genre, range expansion, flexibility,



understandable diction, expression (dynamics and phrasing), and 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. ***Prerequisites: 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 310: 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 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. *Prerequisite: MUS 303*

**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 406*

**MUS 411: Senior Recital/Capstone 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.

**Nursing Courses****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.

***Prerequisite: 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. ***Prerequisite: 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. ***Prerequisite: 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. ***Prerequisites: NUR 102, MAT 131***

**NURS 305: Pathophysiology 4 hours**

Concepts of pathophysiology and human disease process. Didactic, skills lab. ***Prerequisites: NUR 101, 102, 203, 204. BIO 103, 210, 211, CHE 101***

**NUR 306: 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. ***Prerequisites: NUR 101, 102, 203, 204; BIO 103, 210, 211, CHE 101***

**NUR 307 Foundation Of Nursing Practice 6 hours**

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, CHE 101***

**NUR 309: Alteration In Client Needs I 6 hours**

Evidenced-based nursing practice with adults experiencing alterations in client needs, moving from simple to complex states of health and spheres of care. Didactic and clinical practicum. ***Prerequisites: NUR 305, 306, 307. Pre-requisite or Co-requisite: BIO 302***

**NUR 310: Material Child Nursing And Women's Health 4 hour**

Evidenced-based nursing care of client needs of childbearing families and women's health. Didactic and clinical practicum. ***Prerequisites: NUR 305, 306, 307. Prerequisite or Co-requisite: BIO 302***

**NUR 311: Pediatric Nursing 4 hours**

Evidenced based nursing care of well children and children with alterations in client needs. Didactic and clinical practicum. ***Prerequisites: NUR 305, 306, 307. Prerequisite or Co-requisite: BIO 302***

**NUR 312: Mental Health Nursing 4 hours**

Evidenced based nursing care of clients with alterations in mental health needs. Didactic and clinical practicum. ***Prerequisites: 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. ***Prerequisites: 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. ***Prerequisites: NUR 309, 310, 311***

**NUR 415 Community And Population Health 4 hours**

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. ***Prerequisites: 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. ***Prerequisites: 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. ***Prerequisites: 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. ***Prerequisites: NUR 312, 313, 314***

**Physical And Health Education Courses**

**EXSC 301: Kinesiology 3 hours**

This course consists of a basic understanding of movement. The course will cover the physical activity of the promotion of health, rehabilitation, and the prevention of disease. Other concepts

are applied to the study of movement such as the fundamentals of biomechanics, anatomy and physiology and motor control. ***Prerequisite: Bio 210***

**EXSC 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. ***Prerequisite: BIO 210***

**EXSC303: 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. ***Prerequisite: BIO 210***

**EXSC 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 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.

**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.

**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.

### **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 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 examines 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. *Prerequisite: BIO 103*

## **Physics Courses**

### **PHY 400: 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. *Prerequisite: BIO 304 Organic Chemistry*

**PHY 401: 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. *Prerequisite: PHY 400*

**Government Courses****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.

**PLS 205: Community And Economic Planning 3 hours**

Student will learn how to navigate the complexities of communities and community organizations and inspire positive changes on local, regional, and national levels.

**Psychology Courses****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.

*Prerequisite: 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.



## **Religion Courses**

### **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**

An introductory study of the history of the respective denominations: African Methodist Episcopal Zion, African Methodist Episcopal, Baptist, Presbyterian (U.S.A.), United Methodist, Church of God in Christ, and Christian Methodist Episcopal.

### **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 101*

**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 223: Biblical and Theological Leadership 3 hours**

This course examines the biblical models of leadership and how these models of leadership can be transformational in the congregation and other faith communities.

**REL 224: Introduction to Educational Ministry 3 hours**

This course examines the practices of teaching and education in ministry, and how educational ministry can shape Christian formation and discipleship.

**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 226: Introduction to Missions 3 hours**

Students will be introduced to the nature, methods and approaches to the ministry of missions; both within local communities, their home country, and across the globe (Jerusalem, Samaria and uttermost

part).

**REL 230: Family Ministry 3 hours**

This course will introduce students to ministry within the family and will equip students to minister to the various age groups within a family.

**REL 231: Stages of Faith 3 hours**

This course helps students understand the developmental stages of maturity of an individual and how these stages impact their ability to develop and mature in faith.

**REL 232: Congregational Ministry 3 hours**

The aim of this course is to introduce students to the disciplined study of congregations. Students will learn how to examine the context, culture, and identity of a congregation; leadership styles; and the methods needed to study a congregation. Attention is also given to the ministry setting/context and the analysis of this setting in relationship to the ministry of the congregation.

**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. *Prerequisites: 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. *Prerequisites: 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.

**REL308: 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. *Prerequisites: 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.***

**Science Courses**

**PSC 100: Physical Science 3 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.

**Sociology Courses**

**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.

**Spanish Courses**

**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*

**Sport Management Courses****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.

**Urban Studies Courses****URB 105: Urban Planning 3 hours**

This course is designed for working professional and is tailored to students seeking a credential in the field but not in need of a degree. This program is taught by expert practitioners that provide firsthand insight on projects they have conducted and such. The course will provide you with the skills you need to develop and propose actionable solutions to improve your community

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B.A., University of South Carolina

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B.A., Coastal Carolina University

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A.A., Clinton College

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B.A. Claflin University  
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M.S., Purdue University Global  
B.A., Morris College  
A.A., Clinton College

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M.B.A., American Intercontinental University  
B.S., South Carolina State University  
Director of IPEAR (Institutional Planning, Effectiveness, Accreditation, and Research)

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B.A., Johnson C. Smith University

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B.S., Fayetteville State University

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A.S. studies, York Technical College  
Diploma, Rhema Bible Training Center

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A.S., EPCI University  
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M.A., Winthrop University  
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B.A., Shaw University  
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B.M.E., Winthrop University

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B.A., Winthrop University  
Director of Performing Arts

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LPC  
MPC, Liberty University  
MPA, Ashford University  
BA, Winthrop University

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B.A., Johnson C. Smith University

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B.S., University of Mount Olive

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**Hunt, Marcus..... Women's Head Coach**

B.S., University of Memphis

MDM, Shorter University

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As down life's path we flee;  
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We love you so!

When we enter her gate,  
When we our classes take;  
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We'll honor, cherish thee,  
As down life's path we flee;  
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