MORRIS COLLEGE



2026-2027 CATALOG



Morris College reserves the right to change programs, courses, and published calendars and to institute new requirements (including fees) when changes and additions become necessary. Every effort will be made to minimize the inconvenience such changes might create for students.

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2025 - 2026

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THE ALMA MATER

MORRIS our college dear
With hearts all filled with cheer
We come to thee;
Throughout life's checkered ways
Thy name we'll ever praise
Teacher of youthful ways
All hail to thee.

When from our homes we came
To own thy lofty name
Breathe courage free.
Parents and teachers dear
Calmed by the lack of fear
Pay homage through the years
All hail to thee.

Composed by Ms. Ida Y. Pullens, 1924

College Motto: *"Enter to Learn; Depart to Serve."*

IMPORTANT INFORMATION FOR ALL STUDENTS

Morris College complies fully with all applicable federal laws and regulations pertaining to its students, programs, and activities. These laws and regulations include the following:

- Title 38 of the United States Code regarding Veterans' Benefits.

- Titles VI and VII of the Civil Rights Act of 1964 and Section 501(c)(3) and Section 170 (b)(1)(a)(2) of the Internal Revenue Code, prohibiting discrimination on the basis of race, color, and national or ethnic origin.

- Title IX of the Education Amendments of 1972 (PL 92-318), as amended, prohibiting discrimination on the basis of sex. The College's Title IX Compliance Officer is Mrs. Abby Lawson, Associate Vice President for Human Resources. Mrs. Lawson's office is located in the Jackson Administration Building, and her telephone number is (803) 934-3298.

- Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended, prohibiting discrimination on the basis of handicap in all programs and activities and requiring accessibility for handicapped persons.

- Family Educational Rights and Privacy Act of 1974 (PL 93-380), as amended (PL 93-568, also known as the "Buckley Amendment"), providing greater privacy safeguards to parents and students through the application of fair information practices.

- Immigration and Nationality Act (PL 87-195), by which the College is authorized under Federal law to enroll nonimmigrant alien students.

- Title IV of the 1992 Higher Education Amendments by which the College must comply with all regulations of the federal student loan program and all other Title IV programs.

- The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers from discriminating against individuals based on genetic tests and information.

Morris College reserves the right to make changes without notice or obligation in curricula, degree requirements, course offerings, fees, and all academic and nonacademic regulations when, in the judgment of the faculty, the president, or the board of trustees, such changes are in the best interest of the students and the College.

Registration at the College assumes the student's acceptance of all published academic and nonacademic regulations, including those which appear in this bulletin and other official announcements or publications. Students should contact the Dean of Student Affairs to obtain a copy of the current student handbook.

Students should retain this catalog throughout their tenure at the College to use as a reference and guide. The catalog will be posted on the College's website for access and printing.

ACCREDITATION STATUS AND PROGRAM APPROVALS

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

(Note: Publication of the Commission's address and contact number is designed only to enable interested constituents 1) to learn about the accreditation status of Morris College, 2) to file a third-party comment at the time of the college's decennial review, or 3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Nor- mal inquiries about the College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the College and not to the Commission's office.)

The Morris College Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and all teacher education program areas are approved by the South Carolina State Board of Education.

Courses for degree programs at Morris College are approved by the South Carolina Department of Education for the training of veterans.

The degree programs in Business Administration and Organizational Management are accredited by the Accreditation Council for Business Schools and Programs.

Documentation for Accreditation Status and Program Approvals may be found in the Office of the President.

CONTACT INFORMATION

If you are requesting various kinds of information regarding the college itself, please call the appropriate office listed below using the 803-area code.

Office of Enrollment Management 934-3225
or toll free 1-866-853-1345
Office of Registrar 774-6513
Office of Business Affairs..... 934-3223 or 3229
Office of Financial Aid..... 934-3238 or 3248
Office of Academic Affairs..... 934-3213
Office of Student Affairs..... 934-3217
Office of Student Housing..... 934-3175
Health Services Office..... 934-3256
Office of Human Resources 934-3298

You may also request information by mail addressed to the appropriate office at Morris College, 100 West College Street, Sumter, South Carolina 29150-3599.

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ACADEMIC CALENDAR FOR 2026-2027

FALL SEMESTER 2026

July 29-30	Wednesday-Thursday	Faculty/Staff Institute
July 29	Wednesday	Orientation for New Freshmen Residence halls open for new students
August 2	Sunday	Residence halls open for Cleared Students (must have Clearance Card from Student Affairs)
August 3	Monday	Registration/Clearing of all other student accounts Residence halls open for all other continuing and transfer students (not Cleared)
August 4	Tuesday	Classes Begin Late Registration Begins
August 7	Friday	Last Day to Add Courses
August 13	Thursday	Last Day to Drop a Class Without Penalty
August 27	Thursday	Annual Fall Convocation
September 7	*Monday*	*Labor Day Holiday (No Classes)*
September 28 - October 1	Monday-Thursday	Midterm Examinations
October 2	Friday	Deadline for Faculty to submit Midterm Grades
October 6	Tuesday	Graduate and Professional Schools Information Day
October 8	Thursday	Fall Honors Convocation
October 12-October 23	Monday - Friday	Academic Advisement and Pre-registration for Spring 2027 Semester
October 19-October 23	Monday - Friday	Business Week
October 25	Saturday	Baptist Convention Banquet
November 1-7	Sunday-Saturday	Homecoming Week
November 2-6	Monday-Friday	Education Week
November 5	Thursday	Annual Teacher Education Reception
November 7	*Saturday*	*Homecoming Parade and Games*
November 15	Sunday	Annual Christmas Concert
November 17	Tuesday	Last day of classes for Fall semester Last day for removal of I and X grades
November 19	Thursday	Final examinations begin
November 21	Saturday	*Fall Harvest Worship Service and Rally*
November 24	Tuesday	Final examinations end Thanksgiving Recess begins at 5 p.m. Residence halls close
November 30	Monday	Thanksgiving Recess ends at 8 a.m. (For Faculty, Staff and SA return)
December 2	Wednesday	Deadline for Faculty to Submit Final Grades End of Fall 2026 Semester for Faculty (All other employees follow their 2026-2027 work calendar)
December 11	Friday	Christmas Holiday for Staff (Leave begins at 5:00 pm)

SPRING SEMESTER 2027

January 4	Monday	Faculty and Staff Return: Mid-Year Conference
January 5	Tuesday	Residence Halls open for New and Continuing Students and Clearing Student Accounts and Issuing Registration Permits
January 6	Wednesday	Registration for New/Transfer Spring Semester classes
January 7	Thursday	Classes Begin
January 14	Thursday	President's Information Assembly
January 15	Friday	Last Day to Drop a Course without Penalty
January 18	*Monday*	*Dr. Martin Luther King, Jr. Birthday Observance*
February 2-5	Tuesday-Friday	Science in Action Week
February 11	Thursday	Spring Semester Honors Convocation
February 16-February 19	Tuesday-Friday	Religious Emphasis Week
March 1-March 4	Monday - Thursday	Mid-Semester Examinations
March 5	Friday	Mid-Semester Grades Due in Office of Enrollment Management Spring Break Begins after 5:00 p.m. Classes
March 15	Monday	Spring Break Ends at 8:00 a.m.
March 15-March 26	Monday - Friday	Academic Planning, Advisement and Pre-Registration for Summer and Fall Semester 2027
March 17	Wednesday	Career-Fest
March 26	Friday	Easter Recess Begins after 5:00 p.m. Classes
March 29	*Monday*	*Easter Observed – College Closed*
March 30	Tuesday	Easter Recess Ends at 8:00 a.m.
April 12	Monday	Charter Day
April 20 - April 23	Tuesday - Friday	Final Examinations for Graduating Seniors
April 22	Thursday	Last day of classes for Spring semester Last day for removal of I and X grades
April 23	Friday	Final Grades for Graduating Seniors due in Office of Enrollment Management
April 26	Monday	Final Examinations Begin
April 29	Thursday	Final Examinations End Residence Halls Close for Non-Graduating Students by 5:00 p.m.
May1	Saturday	Annual Commencement Convocation Residence Halls Close for Graduating Students after Graduation
May 4	Tuesday	Spring Semester Grades due in the Office of Enrollment Management Last Day of Academic Year for Faculty
May 24-July 9	Monday-Thursday	2027 Summer Session Begin

2027 SUMMER SESSION

May 31	*Monday*	*Memorial Day Holiday – College Closed*
June 18	Friday	Juneteenth Holiday
July 9	Friday	Grades due in the Office of Enrollment Management and Records

Information about the 2027 Summer Session will also be published in *the 2027 Summer School Bulletin*.

GENERAL INFORMATION

HISTORY OF MORRIS COLLEGE

The Baptist Educational and Missionary Convention of South Carolina, composed of representatives from all of the Black Baptist churches in the state, was chartered in 1877 "to promote the cause of Christ, especially in South Carolina by establishing a Theological and Literary Institute for the training of young men for the ministry, and also for the education of our sons and daughters." It wasn't until 1908, however, that the Convention was able to acquire a site in Sumter, South Carolina to establish a school, which it named in honor of the Rev. Frank Morris, a pioneer leader of the Rocky River er Association. Thus began a heroic venture in higher education by a group of men and women less than half a century removed from the blight of Slavery. These founders were poor and without formal learning themselves, but they possessed an unfaltering faith in God and a zeal to provide for others the educational opportunities they themselves had been denied.

In 1911 the College received a certificate of incorporation from the state of South Carolina. Initially the institution provided schooling at the elementary, high school and college levels, with the college curriculum including liberal arts programs, a program for the certification of teachers, and a theological program. In 1915 the first Bachelor of Arts degrees were awarded to two graduates.

In 1930 the elementary school was discontinued, and the institution converted from a four-year college to a two-year junior college, but in 1933 it resumed its status as a four-year college. In 1946 the high school was dis- continued. In 1948 Dr. Odell R. Reuben began a twenty-two-year term as President, during which the College experienced significant growth in programs, enrollment, and facilities. One aspect of this growth was the establishment in 1948 of the Morris College School of Religion, which operated until 1996, when its program to train ministers and Christian educators was transferred to the College itself. In 1961 the certificate of incorporation was amended to delete the word "Negro," thereby opening the doors at Morris to students of all ethnic groups.

In 1974 Dr. Luns C. Richardson became President and initiated the longest term of service of any of the College's Presidents. During his tenure in 1978, Morris College achieved the goal of accreditation by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. In 1982 the College became a member of The College Fund/UNCF, the nation's largest and most successful black fund-raising organization.

Accreditation and UNCF membership launched the College into an era of remarkable growth and development during the 1980's and 1990's. During this period, the College built or renovated more square feet of building space than had been established during the entire first seventy years of its history. Among the new facilities were a Learning Resources Center, a Fine Arts Center, a Human Development Center, a Chapel and Religious Center, and the College's first full-scale Student Center. Some of this new construction and renovation was a response to the terrible destruction that the College suffered in 1989 as a result of Hurricane Hugo. In spite of the widespread damage, the College was able to reopen within a few days; and all students were able to complete their work without a loss of credits.

The growth years of the 1980's and 1990's were also accompanied by the initiation of new academic programs including Broadcast Media, Christian Education, Criminal Justice, Pastoral Ministry, and Recreation Administration and the initiation of an ROTC Program. In 1996 the College introduced a successful new program in Organizational Management, which is offered during evening and weekend hours to older students with full-time jobs who wish to resume their earlier college careers and complete a college degree. The era of the 1990's was also marked by a substantial expansion of new technologies on the campus with the establishment or expansion of five computer laboratories and the capacity to allow every student to have access to the Internet.

In 2010 the College embarked on a new era of expansion as the result of a gift of $10,000,000 from The Rev. Solomon Jackson, Jr., a former student in the School of Religion. Funds from this gift were used to construct a new maintenance building, a new student health and wellness center, and two new residence halls and to expand the endowment. Additional funds from this gift will be used to construct a new administrative center.

Morris College has more than justified the faith, the labors, and the sacrifices of its founders; and the services that it has rendered have been extensive and beyond value. From its beginning, the College has been a center for training ministers and teachers for the pulpits and schools of the state and of the nation, and its graduates have added to the ranks of professionals and businesspersons. Hundreds of African American youth who would otherwise have never attended college have received at Morris College the benefits of higher education. Many communities and state agencies have used the facilities of the College to carry out programs of general welfare and of social uplift. Morris College thus occupies a unique and significant position in the American social order as one of the few senior colleges built and operated solely under the auspices of African Americans. As such, it represents a distinct contribution to American education and society.

PRESIDENTS OF THE COLLEGE

The following presidents have served the College since its founding: Dr.
Edward M. Brawley, 1908-1912
Dr. John J. Starks, 1912-1930 Dr.
Ira David Pinson, 1930-1939 Dr.
James P. Garrick, 1939-1946 Dr.
Henry H. Butler, 1946-1948
Dr. Jeff W. Boykin, 1948 (Acting President) Dr.
Odell R. Reuben, 1948-1970
Interim Committee: Dr. Henry E. Hardin, Chairman;
Dr. W. L. Wilson, Dr. W. H. Neal, Dr. J. L. Brooks, and
Dr. Anna D. Reuben, 1970-1971
Dr. Henry E. Hardin, 1971-1972 (Acting President) Dr.
Henry E. Hardin, 1972-1973
Interim Committee: Dr. J. W. Taylor, Chairman;
Dr. J. L. Brooks, Rev. R. W. Stallings, 1973-1974
Dr. Luns C. Richardson, 1974-2017
Dr. Leroy Staggers, Acting President 2017-2018
Dr. Leroy Staggers, 2018-2024
Dr. Said Sewell, 2024-present

MISSION STATEMENT OF MORRIS COLLEGE

Morris College was founded in 1908 by the Baptist Educational and Missionary Convention of South Carolina to provide educational opportunities for Negro students in response to the historical denial of access to the existing educational system. Today, under the continued ownership of its founding body, the College opens its doors to a culturally and geographically diverse student body, typically from the Southeast and Northeast regions. Morris College is an accredited, four-year, coeducational, residential, liberal arts and career-focused institution awarding baccalaureate degrees in the arts and sciences as well as certificates and associate degrees in career-based professional fields.

The College serves the needs of its students, alumni, and community. It serves its students by

- Providing sound liberal arts and career-based programs with a particular emphasis on teacher education.
- Providing an intensive program for mastering basic social, thinking, listening, speaking, reading, writing, mathematical, technological, and leadership skills.
- Providing services and programs to enhance their academic, social, professional, and personal development.
- Promoting an ethical and religious environment which complements the student's total development.

It serves its alumni by

- Promoting a relationship that is mutually beneficial to the alumni and the institution.

It serves its community by

- Providing continuing education and services to clergy and laity.
- Promoting the growth and development of the larger community through public service programs.
- Providing research services and facilities in the solution of academic and community problems.

Morris College is primarily a student-centered institution which seeks to fulfill this mission by

- Evaluating the academic performance of students to ensure competence in communication, problem solving, critical thinking, and the use of information technology.
- Emphasizing a broad understanding of the liberal arts and sciences.
- Emphasizing specific professional and technical skills necessary to meet societal demands.
- Emphasizing total development of the student for responsible citizenship in a global society.

This student-centered commitment embraces the College's motto, "Enter to Learn; Depart to Serve."

AFFILIATIONS

Morris College holds membership in the Council of Independent Colleges, the Association of Governing Boards of Universities and Colleges, the American Council on Education, the American Association of Colleges for Teacher Education, the National Association for Equal Opportunity in Higher Education, South Carolina Independent Colleges and Universities, and the College Fund/UNCF.

POLICY OF NONDISCRIMINATION

Morris College does not discriminate against any person on the basis of sex, age, race, religion, color, political affiliation, national or ethnic origin, or handicap in its admissions policies, employment opportunities, scholarship and loan programs, educational and athletic programs, or other college-administered programs.

LOCATION

Morris College is located at 100 West College Street on the north side of the City of Sumter on a forty-one-acre tract of natural beauty in a quiet neighborhood. Sumter is located in central South Carolina approximately forty-five miles from Columbia, the capital city, and from Columbia Airport. The moderate climate and congenial atmosphere of the campus provide a pleasant setting for study.

BUILDINGS

The major buildings on the Morris College campus, their dates of construction, and their principal functions are as follows:

Academic Hall (1924, renovated 1990) is used for classes of the Division of Business Administration, and the Division of Religion and Humanities, and for several administrative offices including the Office of Student Affairs and the Organizational Management Program.

Brawley-Starks Academic Success Center (1932, renovated 1998) contains the Division of General Studies, Student Support Services, the Upward Bound Program, the Career Services Center, and a large learning laboratory.

Pinson Building (1946) houses the office of Business Affairs.

H. H. Butler Building (1952, renovated 2000) houses offices and some classes of the Division of Education and the Division of Social Sciences.

Mabel K. Howard Building (1954) houses the Office of Counseling and Testing, the Health Center, the Financial Aid Office, the Baptist Women's Records Room, and Army ROTC Offices.

G. Goings Daniels Hall (1964, dining facility renovated 2003) is a residence hall and dining facility.

Dobbins-Keith-Whitener Residence Hall (1967) is a residence hall for men.

Wilson-Booker Science Hall (1967, expanded 2013) houses programs of the Division of Natural Sciences and Mathematics.

L. C. Richardson-W. A. Johnson Learning Resources Center (1980) contains the College's library and media facilities.

W. H. Neal-Iola Jones Fine Arts Center (1980) contains an auditorium and instructional facilities for programs in art, music, and theater.

Anna D. Reuben, Mamie Coker, Magnolia Lewis, Albertha Simons Hall (1984) is a residence hall for women.

Security and Information Booth (1984, expanded 2003) is located at the entrance to the campus and houses the Security Office, which also provides information to campus visitors.

The President's Home (1986) is the official residence of the President of the College.

Garrick-Boykin Human Development Center (1991) provides facilities for physical education classes, social and cultural activities, special events, recreation administration classes, and athletic events.

J. O. Rich, S. C. Cureton, Ed F. Johnson Hall (1993) is a residence hall for men.

Jasper L. Brooks-Frank H. Ham Graphics Center (1994) houses the College's printing press and copying facility.

O. R. Reuben Chapel and Religious Center (1996) contains a sanctuary for special religious worship services. The Religious Center contains the office of the College Minister and offices and classrooms for faculty in the area of Religion.

Charles Gilchrist Adams, C. Mackey Daniels, Marion Woodard Wright McLester, Beatrice Gregg Sanders Hall (1998) is a residence hall for women.

Alphonso R. Blake, Willie Edwin Givens, Jr., Arabella H. Rich, Pauline Winston Thompson Student Center (1998) contains food service facilities, the bookstore, post office, game room, meeting room, lounge, student government offices, and student lockers.

Bertie B. White Center for Excellence in Teaching and Learning (completed 2010) serves to nurture, promote, and enhance teaching excellence among faculty members and to enhance student learning.

Forensics Center (2011) supports the Criminal Justice Program and includes two laboratories for genetic testing and one each for fingerprint analysis, ballistics analysis and fire debris and controlled substance analysis. The Center includes two classrooms, two offices, a conference room, a lounge, and a vehicle bay.

Solomon Jackson, Sr., William McKinley Bowman, Sr., Raymond Carolina Physical Plant Building (2011) includes office spaces, a staff conference room, a lawn maintenance equipment area, storage vaults, workshop areas, and four vehicle bays.

Student Health and Wellness Center (2012) contains office and classroom space for the Health Science, Recreation Administration, and ROTC Programs; an office for the center director; and a fitness area, that includes state-of-the-art Nautilus exercise equipment.

Dr. Daisy B. Alexander-Dr. Lewis P. Graham, Sr., Residence Hall (2013)

Ms. Annie Mae Bowman-Ms. Audree A. Clark Residence Hall (2013)

Solomon B. Jackson, Jr., Administration Building (2017)

ADMISSIONS CATEGORIES, REQUIREMENTS AND PROCEDURES

Any falsification or omission of admissions information or documents will result in immediate dismissal from or denial of entry to Morris College.

Admission policies are consistent with the mission of the institution. Admission is open to all persons who show the potential for college-level work, who subscribe to the philosophy and purpose of Morris College, and who meet admission requirements. Students of all races, creeds, and national origins are welcome. New students are admitted in the fall, spring, and summer.

ADMISSION Of DEGREE-SEEKING STUDENTS

With the exception of foreign students, students seeking admission to a degree program are required to submit ACT or SAT scores. These scores are used for information purposes only.

Freshman Students

Applicants may gain admission to the freshman class by meeting any one of the following criteria:

(a) An SAT score of 800 or an ACT score of 18
(b) A high school grade point average of 2.0 orhigher
(c) A high school rank in the upper 75 percent of the graduating class

Other requirements include any one of the following:

(a) Presenting evidence of graduation with a diploma from an accredited high school, ranking in the upper 75 percent of the graduating class, and successfully completing a curriculum which includes the following 24 standard units:

English	4
Mathematics	4
Natural Sciences	3
United States History	1
Social Studies	1
Government	1/2
Economics	1/2
Physical Education or ROTC	1
Computer Science	1
Foreign Language or Vocational	1
Electives	7

(b) Presenting evidence of graduation with a diploma from an accredited high school, achieving an overall grade point average of at least 2.00, and successfully completing the preceding 24 standardunits.

(c) Presenting evidence of graduation with a diploma from an accredited high school, successfully completing the preceding 24 standard units, Scholastic Aptitude Test (SAT) or 18 on the American College Test (ACT).

(d) Presenting evidence of having successfully passed the General Educational Development (GED) Test.

(e) Presenting evidence of having scored no less than 35 on any part of the Army General Development Test.

(f) Presenting evidence of having graduated from a high school under the eleven-year plan prior to the 1947-1948 schoolyear.

A limited number of applicants who do not meet the admissions criteria may be admitted on academic probation at the recommendation of the Admissions Committee. Students who are admitted on academic probation may not enroll for more than 13 credit hours during each of the first two semesters; and those who do not meet the standards of academic progress after two semesters of enrollment will be permanently dismissed from the College.

Transfer Students

A student who previously attended another accredited college may enter Morris College as a transfer student; and according to the nature of the academic record, some or all the credits earned may be transferred to Morris College. All transcripts from other colleges and universities must be received two months prior to registration of the term of entrance.

A transfer student may be admitted to Morris College according to applicable criteria and procedures used for freshmen without restriction provided the student's grade point average at the previous institution is either sufficient to allow the student to continue at the previous institution or to place the student in good academic standing at Morris College. The grade point average at Morris College differs according to whether the student is seeking to transfer as a freshman, sophomore, junior, or senior; and the required averages for each category are listed elsewhere in this catalog.

A transfer student who has been dismissed from another college for academic deficiencies and whose grade point average is not sufficient to place the student in good standing at Morris College must delay transfer to the College for at least one semester. After a one-semester delay, the transfer student may be admitted to Morris College on academic probation and will remain on academic probation for the first two semesters. If a transfer student accomplishes a 3.0 or above their first semester, then they will be allowed to register for up to 16 credit hours their second semester. To remain enrolled, a transfer student must meet the same standards for scholastic eligibility as all other students in the same classification.

In evaluating professional military education and other non-credit course work, the College adheres to the guidelines established by the American Council on Education and published in *The National Guide to Educational Credit for Training Programs*. The College does not award credit for experiential learning.

Special Note to International Students: International students must meet all admissions requirements except submission of ACT or SAT scores. They should make an application at least 90 days prior to the expected date of entrance. Except in countries where English is the official language, the applicant is required to show proficiency in oral and written expression as evidenced by satisfactory performance on the Test of English as a Foreign Language (TOEFL). Probationary admission will be considered for applicants who lack proficiency in English. Such students will be given special instruction in English before admission as a degree-seeking student is granted. International applicants are also required to provide evidence that adequate financial resources are available to defray the cost of their educational expenses while they are attending Morris College.

Articulation with Other Institutions of Higher Education

Morris College maintains articulation agreements with several two- and four-year institutions of higher education both within South Carolina and outside the state. These institutions include Greenville Technical College, Florence-Darlington Technical College, Central Carolina Technical College, Northeastern Technical College, and North Carolina A & T State University. Detailed information regarding articulated courses, programs, and degrees may be obtained from the counseling office of the institutions with which Morris College maintains agreements or from the Morris College Office of Enrollment Management.

ENROLLMENT OF NON-DEGREE-SEEKING STUDENTS

Students in the non-degree-seeking category are persons who enroll at Morris College but who do not intend to pursue a degree. Students in the non-degree-seeking category include "special students" and "transient students."

Special Students

Special students are individuals who wish to take college courses for their personal interest and enjoyment but do not intend to pursue a degree. These individuals will be listed as "special students" and will not be subject to the requirements for admission as degree-seeking students. Special students must, however, give evidence of preparation and ability to perform successfully in college-level courses. A student in this category may earn no more than 30 semester hours.

Special students wishing to change their status to degree seeking may do so by meeting all College admission requirements. Upon changing their status to degree seeking, students may apply credits earned as "special students" to the degree.

Transient Students

A student enrolled at another institution of higher learning may apply for admission to Morris College as a transient student provided such student is in good academic standing at his/her home institution and provided the program of study to be pursued at Morris College has been approved by the appropriate official of the home institution. Application fees must be paid prior to admission.

ADMISSION PROCEDURES

Every candidate for admission must make a formal application to the Office of Enrollment Management, Morris College, 100 West College Street, Sumter, South Carolina 29150. Application forms are available from the Office of Enrollment Management (www.morris.edu). These forms must be completed and returned to the college together with an application fee of $20.00, which is not refundable.

A. Freshman applicants who have not previously attended any college must follow these procedures:

1. Request application materials from the Office of Enrollment Management.
2. Request transcript of secondary school records be sent directly to the Office of Enrollment Management
3. Have Medical Examination form completed by licensed medical personnel. In addition to the Medical Examination form, persons born after December 31, 1956, must also have Immunizations form completed by licensed medical personnel. **The Medical Examination form should be mailed to the Director of Health Services.**
4. Send completed Application for Admission (except for Medical Examination form) and application fee to the Office of Enrollment Management.
5. Complete placement examination in English, reading, and mathematics prior to registration for appropriate placement in English and mathematics courses.

B. Transfer applicants who have not previously attended Morris College should follow the same procedures outlined above for Freshman applicants. In addition, they *must*

1. Submit an official transcript from each college previously attended.
2. Submit evidence of honorable release from the college from which the applicant is transferring.

Any course in which a transfer student has made a grade below "C" will not be accepted for transfer credit.

C. Former students of Morris College whose attendance has been interrupted for one or more semester(s) must apply for readmission and should follow these procedures:

1. Have "Medical Examination" form completed by licensed medical personnel unless previously provided during the past year. In addition to the "Medical Examination" form, persons born after December 31, 1956, must also have "Immunizations" form completed by licensed medical personnel. **The Medical Examination form should be mailed to the Director of Health Services.**
2. Submit an official transcript from any college attended since last attending Morris College

Any student readmitted to the college after an interruption of two or more consecutive semesters must meet all graduation requirements in effect at the time of reentry in accordance with the catalog in effect at the time of reentry. Previous cumulative grade point average will determine readmission status.

D. Any student suspended from the college for any reason must apply for readmission.

FINANCIAL INFORMATION

FEE SCHEDULE FOR 2026-2027

Non-boarding student tuition and fees including insurance for two semesters (not to exceed 18 hours per semester) **$17,636.00**

Boarding student tuition and fees including insurance, room, and board for two semesters (not to exceed 18 hours per semester)..... **$25,850.00**

The above costs do not include books (normally $450.00 to $550.00 per semester, depending on the student's major) and personal expenses.

All tuition charges and fee charges are assigned at the time of registration, and the only acceptable forms of payment for these charges shall be cash, cashier's check, certified check, money order, or major credit card.

NON-BOARDING STUDENTS

	First Semester	Second Semester
Tuition	$7,932.00	$7,932.00
Technology Fee	96.00	96.00
Insurance Fee*	652.00	652.00
Student Activity Fee	138.00	138.00
TOTAL PER SEMESTER	$8,818.00	$8,818.00

BOARDING STUDENTS

	First Semester	Second Semester
Tuition	$7,932.00	$7,932.00
Technology Fee	96.00	96.00
Insurance Fee*	652.00	652.00
Room Fee	1,868.00	1,868.00
Board Fee	2,239.00	2,239.00
Student Activity Fee	138.00	138.00
TOTAL PER SEMESTER	$12,925.00	$12,925.00

Students who are enrolled for more than eighteen hours per semester will be assessed $628.00 for each hour over eighteen. Students who are enrolled for less than twelve hours (part-time students, including Cooperative Education Work Experience) will be assessed on the basis of $628.00 per credit hour.

*Students who can provide Morris College with confirmation that they are already covered by an acceptable health insurance plan can elect to "opt out" of the Morris College plan and not pay the insurance fee.

Graduation Fee $85.00
This fee includes charges for academic attire, diploma, and expenses for graduation.

Late Registration Fee $25.00
Must be paid by students registering after the beginning of classes.

Special or Delinquent Examination Fee $10.00
Persons desiring to take a special examination, or a delinquent final examination must pay this fee after which the cashier will validate and issue a special examination permit.

Transcript Fee..... $4.00

Upon graduation, one certified transcript of an academic record is issued without charge after which each additional request requires payment of a transcript fee. Transcript fees that are sent to the college by mail should always be in the form of a cashier's check, certified check, money order, or major credit card, and never in the form of cash.

Professional Organization Fee $19.50

The Professional Organization Fee, which provides liability insurance as a benefit of membership, is an annual fee for each of the academic years during which a student is enrolled in one of the following courses:

EDU: 251 Foundations of Education, EDU: 302 Educational Psychology, EDU: 304 Educational Assessment and Evaluation, EDU: 306 Class- room Behavior and Development, EDU: 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills, EDU: 312 Curriculum, Instruction and Assessment in Health and Physical Edu- cation, EDU: 313 Curriculum, Instruction and Assessment in Social Studies, EDU: 319 Literature for Children and Adolescents, EDU: 320 Curriculum, Instruction and Assessment in Visual and Performing Arts, EDU: 321 Curriculum, Instruction and Assessment for Early Childhood and Elementary Classrooms, EDU: 400 Curriculum, Instruction and Assessment in Reading, EDU 402: Observation and Directed Teaching (Early Childhood Education, EDU 403: Observation and Directed Teaching (Elementary Education), EDU: 406 Curriculum, Instruction and Assessment in Secondary School Science, EDU: 407 Curriculum, Instruction and Assessment in Secondary School Social Studies, EDU: 412 Observation and Directed Teaching (Secondary Education, EDU: 413 Curriculum, Instruction and Assessment in Secondary School Mathematics, EDU: 415 Curriculum, Instruction and Assessment in Secondary School English, EDU 430: Diagnosis and Correction of Reading Difficulties, HSC: 320 Foundations of Health Education, HSC: 492 Internship, REC: 310 Recreation for Special Populations, REC: 440 Internship.

Student Teaching Fee $100.00

The Student Teaching Fee is charged for each of the following courses and is payable at the beginning of the semester during which the student enrolls in the following course or courses:

EDU 402: Observation and Directed Teaching (Early Childhood Education), EDU 403: Observation and Directed Teaching (Elementary Education), EDU 412: Observation and Directed Teaching (Secondary Education)

Room Reservation Fee..... $100.00

(See "Residence Halls")

Refund Policy

The Higher Education Amendments of 1998 (Public Law 105-244) substantially changed the way funds paid toward a student's education are to be handled when a recipient of Student Financial Aid (SFA) funds withdraws from school. Morris College, therefore, has changed its refund policy to coincide with the New Higher Education Return of Title IV Funds Policy.

A student who withdraws from the College after registration but before he/she has completed 60 percent of the period of enrollment is entitled to a credit of tuition, fees, room, and board based on the following formula:

The percentage of
the period of enrollment
completed =

$$\frac{\text{The number of calendar days completed in the period as of the day the student withdrew}}{\text{The number of calendar days in the period of enrollment}}$$

Percentage of the period of enrollment completed x Institutional charges = Adjusted charges after withdrawal

Example: *15 days completed prior to withdrawal / period of enrollment = 33% period of enrollment completed* *45 days in*

33% x $11,803.00 = $3,894.99 adjusted charges

Students who move off campus during the semester for any reason other than withdrawal will not receive any refund of their room and board charges. The insurance fee is also non-refundable.

NOTE: The preceding formula is also used to determine how much SFA Program funds the student has earned at the time of withdrawal. After the 60 percent point in the period of enrollment, a student has earned 100 percent of the SFA Program funds. (See Consumer Information Bulletin.)

FINANCIAL AID

Morris College believes that no student should be denied a college education because of a lack of resources; and in support of this idea, the college maintains a number of financial aid programs designed to provide assistance to its needy students. This assistance is offered to the extent that funds are available in these programs, and the programs themselves are financed by the federal and state government as well as through various institutional and private sources. Among the kinds of financial aid awards that are available to students are the Federal Pell Grant, Federal Supple- mental Educational Opportunity Grant, William D. Ford Federal Direct Student Loan, Federal College Work-Study, South Carolina Tuition Grant, South Carolina Life Scholarship, South Carolina Hope Scholarship, Palmetto Fellows Scholarship, South Carolina National Guard Student Loan Repayment Program, South Carolina Teacher Loan, Federal Direct Parent Loan, and a number of scholarships and other benefits provided by the college, private agencies, and the federal government.

All students applying for admission to Morris College are eligible to apply for student financial aid and are encouraged to apply for such aid. Students seeking financial aid should complete the following:

(1) Morris College Application for Aid
(2) Free Application for Federal Student Aid (FAFSA) (on the web at www.fafsa.edu.gov.)
(3) Apply for the South Carolina Tuition Grant by listing Morris College in the college choice section of the FAFSA.
(4) Federal Parent Loan Application (optional)

PRIORITY DEADLINES FOR FINANCIAL AID

Fall Semester .....April 30
Spring Semester ..... October 30
Summer Session.....March 30

For additional information, contact the Office of Financial Aid at (803) 934- 3238 or (803) 934-3245. The Office is located in the Administration Building. Students who are residents of South Carolina should apply for a South Carolina Tuition Grant. Applications should be submitted after January 1, the year the student is planning to attend college. All eligible applications received through June 30 will be funded.

Application for a South Carolina Tuition Grant is made by completing the Free Application for Federal Student Aid (FAFSA). By submitting the FAFSA to the federal processor and by listing Morris College in the college choice section, the Tuition Grants Commission will be able to electronically draw down the application.

Students who need additional information about financial aid programs or who need direct assistance in completing financial aid applications should either come to the Financial Aid Office at the college or write or telephone:

Office of Financial Aid
Morris College
100 West College Street Sumter,
South Carolina 29150
Telephone: (803) 934-3238 or (803) 934-3245
e-mail: Finaid@Morris.edu

The office is located in the Administration Building and is open Monday through Friday, 8:00 A.M. to 5:00 P.M.

POLICY ON SATISFACTORY ACADEMIC PROGRESS FOR ELIGIBILITY TO RECEIVE FEDERAL FINANCIAL AID FUNDS

PURPOSE

Morris College's Policy on Satisfactory Academic Progress has been developed in accordance with the Federal Regulations that are defined in Public Law 94-482 (U.S. Department of Education), which require each student receiving federally funded student financial aid to make satisfactory academic progress as a condition for continuing to receive federally funded student financial aid. Accordingly, each student who receives federally funded student financial assistance at Morris College must adhere to this policy in order to continue receiving any type of federal financial assistance.

ELIGIBILITY

To be eligible for the federally funded financial aid at Morris College, a student must meet the following standards:

1. The student must be admitted and enrolled in an academic program.

2. The student must meet the College's academic standards that are specified in the Morris College Catalog.

3. A student who is required to take developmental courses will be eligible to receive financial aid to cover developmental courses for only the first academic year.

4. A student who is seeking to enroll at another institution as a transient student will be considered to receive financial aid for summer school enrollment only. The student must make a special request to the Office of Financial Aid one month prior to enrollment. The student must also have the approval of the Academic Dean.

A student who is seeking admission to the College to pursue another bachelor's degree will not be eligible for financial aid unless he/she has been accepted into the Teacher Education Program. These students will be classified as fifth-year undergraduates. For financial aid purposes, all courses taken must be for teacher certification.

The Higher Education Act requires that in order to receive any Title IV Aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), Federal TEACH Grant, Federal Direct Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS), a student must maintain satisfactory academic progress towards a degree. The satisfactory academic progress applies to all terms regardless of whether financial aid was received.

UNDERGRADUATE ELIGIBILITY

To be considered maintaining Satisfactory Academic Progress for Feder- al Financial Aid, a student must meet the following minimum requirements:

Total Semester Hours Attempted	Cumulative GPA	Earned % of Cumulative Hours Attempted
Up to 24	1.50	66%
25 to 55	1.70	66%
after four semesters of enrollment	2.00	66%

For state funds the student must earn a minimum of twenty-four (24) semester hours each academic year, or twelve hours for one semester of enrollment, and must meet Federal Satisfactory Academic Progress requirements.

TIME FRAME

The average length of an undergraduate program at Morris College is 126 credit hours. An undergraduate student is eligible to receive financial aid for a maximum of 150% of the hours required for the degree. The Student Financial Aid Office will allow students 189 attempted hours including summer school for completion of a 126 semester hours degree. All attempt- ed hours are counted in determining the 189 hours limit, including transfer hours, whether or not financial aid was received, or the course work was successfully completed. A student will be considered to have reached the maximum number of hours after the semester in which the 189 attempted hours are reached or exceeded.

Federal Pell Grant Duration of Eligibility—Beginning with Award Year 2012-2013, the duration of a student's eligibility to receive a Federal Pell Grant is reduced from 18 semesters or its equivalent to 12 semesters or its equivalent. This requirement applies to all students, regardless of when they first enrolled in any postsecondary institution.

Satisfactory progress will be evaluated for all students (full or part-time) at the end of each academic year (end of spring semester). Students who enroll at the mid-point (January) of an academic year or attend one semester only will be evaluated at the end of the spring semester.

Failure to earn the required grade point average and cumulative hours will place the student on financial aid suspension. Students who are suspended from financial aid must remove their academic deficiencies or have an appeal granted before reinstatement of aid. All students are encouraged to attend summer school to remove their deficiencies or to get ahead. A student who does not enroll for a semester and re-enrolls will be evaluated at the time of re-admission.

Determination of academic load is made at the end of the add/drop period each semester. Withdrawing from class(es) after the add/drop period may affect the student's ability to earn the required hours.

LESS THAN FULL-TIME

A part-time undergraduate student is enrolled in less than twelve (12) semester hours. Part-time students must meet the same grade point average requirement for eligibility as a full-time student and must earn the same percentage of the part-time hours enrolled. Students who attend with mixed enrollment (e.g., full-time-first semester and part-time-second semester) must earn 12 hours for the full-time semester and 75 percent of the part-time hours.

Failure to meet the minimum standards outlined above will result in immediate financial aid suspension.

A student who has not received financial assistance in previous award years and subsequently applies for financial aid will be evaluated based on the policy listed above.

Transfer students will be evaluated based on the above policy. Transfer credits include hours earned at institutions other than Morris College and will be used to determine the student's classification. Transfer hours will be included in "total hours attempted" in determining the 189 hours requirement and to determine the cumulative grade point average required. Transfer students are required to earn the required number of hours depending upon enrollment status (full or part-time). Hours transferred in any time after the student enrollment (at least 1 semester) will be used to assist the student in regaining financial aid eligibility.

Withdrawals (W, WF, and WP grades) that are recorded on the student's transcript will be included as credits attempted and will have an adverse effect on the student's ability to maintain satisfactory academic progress. Students who officially withdraw from the College are considered not to be maintaining satisfactory academic progress and must make up the deficit hours. These students are encouraged to attend summer school**.**

The successful completion of a course is defined as receiving one of the following grades: A, B, C or D. Courses with grades of F, I, W, WF, and WP will not qualify in meeting the minimum standard.

An Incomplete (I) grade indicates that a student has not finished all course work required for a grade and is included in the cumulative credits attempted. An "incomplete" will not count as hours passed until a final grade is posted in the Office of Enrollment Management.

A student on financial aid may repeat a course without penalty as long as the student has not earned a passing grade. If the student has earned a passing grade, the repeated course will not be counted in determining the number of hours of enrollment for financial aid purposes.

Change of major - A student may change from one degree to another during attendance at the College. Students who change from one major to another are still expected to maintain satisfactory academic progress and complete the course work within the time frame or hours limitation.

Audited courses do not count as either attempted or earned hours.

Financial Aid students whose cumulative grade point average falls below a 2.0 after the Fall semester will receive a warning letter from the Office of Enrollment Management.

The number of credit hours in which the student is enrolled on the day following the published last day to add/drop a class will be used as official enrollment for financial assistance purposes; full-time status is 12 or more hours. If a student withdraws from classes after the date cited above and reduces his/her enrollment below the awarded status, (the number of hours recorded as of the add/drop date) the student will not meet the minimum number of hours to be earned in one academic year.

* NOTE: Hours earned by Advanced Placement, International Bacca- laureate and College Level Examination Program (CLEP) are considered towards meeting the semester hours requirement only for a student's first academic year.

* Re-admitted students will be reviewed on their previous academic records in order to determine eligibility for assistance, whether or not financial aid was received. Academically suspended students who are allowed to return to the College must attend one semester and earn a minimum of 12 credit hours and a 2.0 semester grade point average. After that semester, the student may appeal for financial aid reinstatement. If the appeal is granted, the student must meet the specified eligibility requirements for continued receipt of financial aid. Financial aid will be canceled for any student who is suspended or dismissed from the College.

Removal from financial aid does not prevent students from attending the College if they are otherwise eligible to continue their enrollment. Students who enroll at the College without benefit of financial aid may request a re- view of their academic record after any term in which they are enrolled without the receipt of financial aid to determine whether satisfactory academic progress has been met. If the standards are met, eligibility is regained for subsequent terms of enrollment in the academic year.

It is the student's responsibility to be aware of his or her academic standing each semester. Although the Student Financial Aid Office will make an effort to promptly notify students of the cancellation of their awards, students are responsible for obtaining their grades and determining if they meet the criteria for continuation of their award.

RE-ESTABLISHING SATISFACTORY ACADEMIC PROGRESS

Any student whose financial aid has been terminated may reestablish satisfactory progress by any of the following methods:

- taking courses during the Summer Session
- repeating failed courses
- removing incomplete grades

Cumulative grade point average can only be increased by attendance at Morris College. Deficient hours may be made up by successfully completing course work at Morris College or at another institution. Before enrolling at another institution, the student must gain the appropriate approval from the Academic Dean.

SUMMER SCHOOL

Satisfactory Academic Progress for summer school will be based on the student's current eligibility status. Students who are suspended from financial aid are encouraged to attend summer school to remove their academic deficiencies. Federal or state financial assistance is not available to students who are not maintaining satisfactory academic progress for summer school unless an appeal is approved.

At the completion of summer school, a student's academic standing is re- viewed. If the deficiencies are removed after summer school attendance, the student is awarded and will not be reviewed again until the end of the Spring Semester. A student who fails to meet or maintain satisfactory academic progress is placed on financial aid suspension.

APPEAL PROCESS

Students denied federal and/or state financial aid for failure to meet the satisfactory academic progress standards are advised of their right to appeal the decision. A student may request reinstatement of their financial aid based on extenuating circumstances by submitting a completed Financial Aid Probation Request Form accompanied by supporting documentation to the Office of Financial Aid, 100 West College Street, Sumter, SC 29150. The student MUST indicate in writing (a) reasons why he/she did not achieve minimum academic requirements, and (b) reasons why his/her aid should not be terminated. Waivers for satisfactory academic progress will be considered if the student has suffered undue hardship such as death of an immediate family member, injury or illness of the student, change of major, or other special circumstances that may have prevented the student from performing his/her academic best. Students should submit documentation to support the request for a waiver.

Conditions under which a student may receive a probationary period may include but are not limited to sickness, death in the student's family, and unusual circumstances. If the appeal is approved, the student will be placed on financial aid probation and their Satisfactory Academic Progress will be reviewed again at the end of each semester.

If an appeal is approved, the student must do the following:

Sign a Satisfactory Academic Progress Action Plan with the Student Financial Aid Office, which indicates the stipulation of the appeal. Students must schedule an appointment with their Academic Advisor to develop an academic plan of action. Students will be notified, in writing, of the Appeals Committee's decision within three weeks of the request.

UNSATISFACTORY PROGRESS NOTIFICATION

Students who do not meet the requirements of the satisfactory academic progress policy will be notified by mail of their suspension from financial aid at the end of the academic year. The letter will be mailed to the student's permanent home address.

Students who are granted an appeal and do not meet the requirements of the action plan will be notified at the end of the semester in which the appeal was approved that their financial aid probation is suspended the following semester.

THE EFFECT OF INCOMPLETE GRADES ON SATISFACTORY ACADEMIC PROGRESS

If a student enrolls for courses and does not withdraw officially from these courses, grades will be assigned in accordance with the institution's grading system. The grade of I represents incomplete work. A student who receives a grade of I (Incomplete) is expected to complete whatever remains to be completed and to remove the Incomplete grade by the end of the semester following the term during which the Incomplete grade was assigned. For each grade of Incomplete that is not removed within the established time limit, a grade of F will be recorded on the student's permanent record. Should this occur, it may have a negative effect on the student's academic status in terms of the Policy on Satisfactory Academic Progress.

THE EFFECT OF REPEATED COURSES ON SATISFACTORY ACADEMIC PROGRESS

A student on financial aid may repeat a failed course as many times as needed without penalty under the rules of Satisfactory Academic Progress. If a student repeats a course for which he/she received a passing grade in order to get a higher grade, however, the repeated course will not be counted in determining the number of hours enroll for financial aid purposes.

STUDENT AFFAIRS

The Division of Student Affairs at Morris College provides staff, facilities, methods, and activities for understanding and meeting the needs of students so that each student will be provided the maximum opportunity for deriving full benefits from the College experience.

The development as well as the administration of this program is the responsibility of the Dean of Student Affairs and the staff; however, initiative in developing student programs and activities appropriate to the educational purpose of the College as well as implementing such activities is shared with student organizations. The President of the College is in charge of the Athletics Program.

The Student Government Association is one of the principal organizations through which students share in the administration of the College. Some of the objectives of the Student Government Association are as follows:

1. To serve as a medium for the expression of student opinion in the formulation of College policies andregulations.
2. To provide experience in the skills of democratic leadership.
3. To assist the College's student affairs staff in the coordination of student organizations and activities.
4. To help the administration in planning and directing recreational, religious, and cultural activities.

Students further assist in the determination of institutional policy through service on standing committees. One student is also elected annually to serve on the Board of Trustees.

ACADEMIC CLUBS

Health Science Club provides meaningful public health experiences for health science students, facilitates school-community interaction regarding health matters, promotes healthy lifestyles among the students and faculty, showcases the benefits of a student-faculty health promotion program, and provides enrichment to the comprehensive Health Science degree program.

STEM Club is open to all students interested in Science, Technology, Engineering, and Mathematics (STEM). Tutorial sessions, lecture series, and research projects are vital parts of the program, with many opportunities for students to participate in these activities.

Morris College INMM (institute of Nuclear Materials Management) Student Chapter is open to any full-time Morris College student. This organization is designed to foster, promote, and further the purpose and objectives of the INMM: to advance nuclear materials management, promote research in this field, establish standards, improve the qualifications and usefulness of those employed in this field, and increase and disseminate information of nuclear materials management.

The Sociology Club is designed to familiarize and further prepare Sociology students with all aspects of the career field and to give them an opportunity to network with professionals in the community.

The Co-op Club assists students in developing marketable skills that will enable them to enter the world of work successfully.

The S-SCEA (The Student-South Carolina Education Association) is a professional organization for college students preparing to teach. It is an integral part of both the National Education Association and the South Carolina Education Association. It provides its members with an opportunity for personal growth and the development of professional competence. Candidates enrolled in the Teacher Education Program are required to hold membership in a student educational professional association.

The Art Club provides opportunities for students to enhance their creative skills; promotes awareness of visual arts and provides hands-on experiences in producing art. Students are assisted in developing marketable visual skills that will enable them to enter the visual arts world successfully.

Social Studies Club is devoted to the study and discussion of current affairs and topics related to the social sciences. Membership is open to all students and is strongly encouraged for students majoring in any social science area.

French Club is open to full-time Morris College students who are interested in learning French and/or enhancing their cultural understanding of France and francophone countries.

Morris College Chapter of the National Broadcasting Society is open to all Mass Communications majors who have an interest in professions that involve over-the-air, cable, and other electronic media outlets.

The Recreation Club promotes an awareness of recreation at Morris College by active participation of the Recreation Administration majors in club projects.

The Block "M" Club is a campus organization composed of and directed by intercollegiate athletes. Any student who participates in any intercollegiate sport of the College is eligible for membership.

Phi Beta Lambda, a business club, complements classroom work in business administration, develops student leadership, develops, and strengthens student-teacher rapport, and instills proper attitudes and social responsibility. Open only to Business Administration and Organizational Management majors.

The Library Club enhances student library relations and aids students in understanding regulations relative to student use of the Learning Resources Center (LRC). Club members make recommendations for improving LRC services. Membership is open to interested students.

The Investment Club is open to all students who are interested in learning the principles and mechanics of all aspects of financial management and investing.

The Literary Society is designed to promote growth through readings, lectures, and literary programs. Membership in the organization is open to all students. Students with major or minor programs in English are strongly encouraged to become members.

The Photography Club is designed to enhance the photographic skills of its members through various photography-related activities and the documentation of student activities that reflect the College's motto "Enter to Learn; Depart to Serve."

Poetry Club is an organization dedicated to the promotion of poetic and cultural enrichment for its members. The understanding of poetry enhances student relations and emphasizes creativity through written and verbal expression.

Morris College Players are open to all students interested in any phase of dramatic endeavors.

The Morris College Dance Team is open to students interested in demonstrating and displaying their talents and skills through dancing to enhance the educational, social, and cultural atmosphere of the campus.

South Carolina Chapter of the National Association of Blacks in Criminal Justice (NABCJ) is a network of criminal justice professionals and criminal justice majors enrolled at accredited colleges and universities who address the needs, concerns, and contributions of African Americans and other minorities as they relate to the administration of equal justice in the United States.

Pre-Law Club consists of students who are interested in attending law school and preparing for the Law School Admission Test (LSAT).

HONOR SOCIETIES

Alpha Kappa Mu National Honor Society (Mu Lambda Chapter) promotes high levels of scholarship and achievement in all fields of knowledge and service. It is open to junior and senior students with a cumulative grade point average of not less than 3.3.

RARE (Reinforcers, Achievers and Representatives of Excellence (RARE-Honors). The purpose of the organization is to implement the objectives of the Morris College Honors Program through accepting leadership roles to further pro-mote the positive image of the College; promoting academic excellence, self-discipline, initiative, self-esteem and creativity; publishing and presenting scholarly papers; participating in national and regional conferences and symposia; and supporting and encouraging an environment conducive to effective teaching, study, and learning at Morris College.

Sigma Tau Delta International English Honor Society (Alpha Gamma Pi Chapter) is open to all college majors. Members must have a minimum of two college courses in English language and literature beyond the usual requirements in freshman English. Members must have completed at least three semesters of college work. Members must have a "B" average in English and "B" cumulative average in college-level courses. Candidates for membership must rank at least in the top thirty-five percent of their class.

Pinnacle is open to all adult (generally defined as 25 years and older) and other non-traditional students who have achieved at least junior status, have a cumulative grade point average of at least 3.0, and are involved in at least three campus or community activities.

Alpha Epsilon Rho is open to Mass Communications majors with a cumulative grade point average of at least 3.25.

Delta Mu Delta Honor Society (Lambda Omicron Chapter) recognizes and rewards scholastic achievement in business administration programs. Membership is open to junior and senior students majoring in Business Administration and Organizational Management with a cumulative grade point average of at least 3.25 and to those students who are in the top 20 percent of their college class in cumulative grade point averages.

MUSIC GROUPS

Morris College Chorale is composed of a select group of thirty to forty voices.

Morris College Gospel Choir is open to students who enjoy gospel singing.

CIVIC ORGANIZATIONS

The National Association for the Advancement of Colored People, College Chapter, works cooperatively with the local Branch and the State and National Association.

National Council of Negro Women, Inc., is open to all women and men, whatever their race, creed, color, national origin, or economic status. This organization is designed to promote and recognize leadership among women of color, maintain effectiveness, and to remain a vital and important resource for African American women of all ages.

The Veterans' Club is open to all officially enrolled veterans and veterans' dependents. The Club provides an opportunity for members to promote veterans' concerns and activities.

RESIDENCE HALL ORGANIZATIONS

Women's Senate and Men's Senate. These organizations provide students with an opportunity to share in promoting a harmonious and wholesome environment in the residence halls and in developing good citizenship.

RELIGIOUS ORGANIZATIONS

Baptist Student Union. Encouraging church attendance and membership, the BSU serves as a link between the student and the local church and seeks to provide Christian fellowship and wholesome fun for all students.

Durham Ministerial Union is an organization open to all ministers. It is designed to develop church policy and ecumenical outlook and to promote awareness of major social and religious issues of our times.

RECREATIONAL AND DEVELOPMENT ORGANIZATIONS

Morris College Ushers is an organization that provides ushers for college assemblies, Religious Emphasis Week Worship Services, and other formal college functions.

NEONS (New Emphasis on Nontraditional Students) is an organization dedicated to serving the needs of nontraditional students and enabling them to become more involved in student life.

The Pre-Alumni Council is designed to provide students an opportunity to further interact with alumni and thereby enhance their preparation for effective service after graduation.

GREEK LETTER ORGANIZATIONS

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

The Greek letter organizations were organized to render services to humanity through concerted efforts to stimulate their members to greater usefulness in the causes of humanity, freedom, and the dignity of the individual.

PUBLICATION GROUPS

The Heritage is the student newspaper that provides a medium through which students may express their views and develop their literary and artistic abilities.

The Hornet, the student yearbook, provides a pictorial record of college life and events.

ATHLETIC ORGANIZATIONS

The Cheerleaders In addition to cheering at basketball games, the cheerleaders' goal is to bolster college spirit and to further the ideals of sportsmanship on campus.

INTERCOLLEGIATE TEAMS

Baseball	(Men)
Basketball	(Men and Women)
Cross Country	(Men and Women)
Softball	(Women)
Track	(Men and Women)
Volleyball	(Women)

RELIGIOUS LIFE

Religious activities at Morris College are designed to enrich the moral and spiritual atmosphere of the campus and the spiritual growth of each student.

To carry out this purpose, the following programs are provided during the regular school year:

1) College assemblies are held each Thursday at 10:00 a.m. During the
2) Bible Study is held each Wednesday at 6:00 p.m.
3) Religious Emphasis Week services are held twice daily during religious Emphasis Week, Monday through Thursday and once on Friday.

Activities provided by the Baptist Student Union and the Gospel Choir also enhance the religious life of the College community. The highlight of religious activities is Religious Emphasis Week which gives the College community an opportunity to place special emphasis on worship and religious ideals.

RESIDENCE HALLS

Morris College operates six residence halls: three for female residents, three for male residents, and one assigned as needed. A student desiring to reserve a room in the residence hall for the regular academic year (fall and spring semesters) must pay a one-time refundable room deposit that allows that student to reserve a room for each session, summer session included. The one-time payment of the $100 deposit will give the student the right to reserve a room by completing the housing agreement for each session. The deposit will be refunded upon the student's graduation or separation from Morris College, pending payment of all outstanding debts to the College.

To be admitted to the residence halls, students must submit a housing permit from the Office of Business Affairs, verifying that they have cleared all previous financial and other obligations to the College. New students are admitted to the residence halls beginning at 8:00 a.m. on the day of Parent/New Student Orientation. Returning students are admitted beginning at 1:00 p.m. on the day designated for returning students to occupy residence halls or at 1:00 p.m. on the day prior to resuming classes after a holiday. Room reservations are made by current students between February 1 and May 1 in the Office of the Director of Residential Life for the approaching summer session, fall semester, or spring semester.

HOUSING

Students are required to maintain a minimum of 12 credit hours (full-time status) to reside in the residence halls during the Fall and Spring Semesters. During the Summer Session, students are required to maintain a minimum of 6 credit hours (full-time status) to reside in the residence halls. Students are not permitted to live in the residence halls with less than 12 credit hours for the Fall and Spring Semester or less than 6 for the Summer Session.

COUNSELING SERVICES

Counseling services at Morris are designed to help the student grow in understanding of his/her feelings, attitudes, and behavior, and in understanding others who are involved with the student. These services include counseling to deal with problems that are personal, social, academic, religious, financial, marital, premarital or health related.

Students desiring to enter graduate school may come to the Counseling Center to obtain information about the Miller Analogies Test (MAT).

HEALTH SERVICES

The student health services program is coordinated under the Office of Student Affairs and is located in the rear of the Mabel K. Howard building. The newly renovated Student Health Services Center is available for any Morris College student taking at least one credit hour. Health services onsite are contracted through a local healthcare provider and a team of health professionals. Student privacy and safety is our priority. All services are conducted in accordance with state and federal HIPPA regulations.

The highly qualified health services team includes a Registered Nurse, available daily from 8:00 a.m. to 5:00 p.m. Monday through Friday and a board-certified Nurse Practitioner available on Monday, Wednesday, and Friday weekly for student appointments. Students will be able to receive comprehensive medical care for acute illness/injury, preventative care, reproductive health, chronic care management, and telehealth visits. Laboratory, rapid COVID testing, and immunization services are also available for students. Students are encouraged to visit the Health Services Center for brochures with information about the services available and how to access services and appointments. For specialty medical care, radiology needs, and medical emergencies, students will be referred to local partner providers, urgent care, and/or Prisma Health Tuomey according to their needs.

Students who experience illness or injury after clinic hours must report to residential staff immediately. Students who receive care at an urgent care or local emergency room are asked to follow up with the health service staff within 24 hours to ensure follow up care is coordinated if applicable. Parents will be notified immediately if a student receives a serious injury, is admitted to the hospital, or is confined to the residence hall for more than two consecutive days due to an injury or an illness.

In accordance with South Carolina Public Health guidelines and Morris College policy, ALL students enrolling at Morris College for the first time are REQUIRED to complete and submit the following medical information prior to registration:

- A Completed Health Profile (Medical Examination form issued by Morris College). The Medical Examination form must be completed annually while enrolled.
- Proof of immunizations as recommended by Center for Disease Control (CDC) and American College Health Association (ACHA) unless contraindicated due to medical conditions:

1. Measles, Mumps, Rubella (MMR) vaccine – two dose series or evidence of positive titer (required for all students born after 1956)
2. Tetanus Diphtheria Pertussis (TDAP) - booster within the past 10 years
3. Hepatitis B – three (3) dose series or laboratory proof of immunity
4. Varicella (Chickenpox) – two (2) dose series at least 4 weeks apart or laboratory proof of immunity
5. Meningococcal (Meningitis) – two (2) dose series or signed declination.
6. TB Skin Test (PPD) – negative test within six months of enrollment or QuantiFERON laboratory test.

Other preventative immunizations that are highly recommended but not required include Gardasil (students under the age of 26 years old), annual influenza, and the SARS-CoV2 (COVID) vaccines. Vaccines are available in health services for students with health insurance coverage.

Returning students must maintain an updated Health Profile in Health services. Audits will be performed annually prior to the Fall Semester. Students will be notified in writing of incomplete health profiles and will be given 7 days to reconcile the mandatory health profile items. Students will not be allowed to return to classes or residential facilities without a complete health profile.

HEALTH INSURANCE

All students are given the opportunity to choose insurance coverage through the college's health plan or if they have coverage prior to coming to Morris they may go the student insurance website and opt out of the college's plan. If a student decides to drop out or enroll in the college's insurance plan at the end of the semester, he/she must go online and change their status. Coverage for the Fall Semester begins in August and ends in December. Spring Semester coverage is from January through Summer School. A schedule of benefits can be obtained from the Office of Health Services.

STUDENT CONDUCT

Students remain at Morris College on the condition of maintaining satisfactory moral character as well as scholarship. The College reserves the right to dismiss from the institution any student whose conduct is not in harmony with the ideals or standards of the institution. To ensure the safety and security of the campus, the College has the right to deal immediately with any student who is a threat to himself or to others and can take necessary action pending formal proceedings.

Each student is obligated to help maintain discipline and order. Minor student violations are handled through residence hall senates or the Student Government Association Senate. Other disciplinary problems are handled by the Dean of Student Affairs or a designated Conduct Administrator in an administrative hearing or the Faculty-Student Judiciary Committee. For further information about the student grievance procedure, please see the current *Morris College Student Handbook* or the current *Guide to Student rights and Judiciary Procedures.*

VEHICLE REGISTRATION

Each student must register the motor vehicle he/she owns or operates and pay the necessary registration fee. Freshman resident students are not permitted initially to bring automobiles or other motor vehicles to campus. After mid- semester examinations in the fall term, all freshmen will be able to register vehicles on campus. Every vehicle must meet all stipulations for on-campus registration such as being registered to a parent, guardian, spouse, or the student, as well as meeting the other guidelines as outlined on the Vehicle Registration forms.

If a freshman is seeking to register a vehicle prior to the end of the mid-semester examination period, he or she must first obtain a letter of permission from the Office of Student Affairs.

PRIZES AND AWARDS

A. T. Eaddy Memorial Award. To the student minister who exerts positive religious influence through his/her religious convictions and sincere dedication to the gospel ministry. Given by daughter, Rev. Eliza Eaddy Black.

The One More Effort Federated Club Award. For the encouragement ofa full-time Morris College sophomore or junior Teacher Education major (regardless of field of concentration) who has good moral qualities and a grade point average of not less than 3.0. Donated by the One More Effort Federated Club of Sumter, South Carolina.

The Inez Hilton Vereen Practicum in Education Award. Presented to the junior student who during the semester of Practicum exemplifies creativity, responsibility, self-reliance, and professionalism. The student must maintain a 3.0 or better grade point average during the semester of the Practicum experience. Donated by friends of the Vereen family and of the College.

The Harris Sabino Richardson Memorial Award. Awarded to a junior of good moral character with a grade point average of 2.5 or above who is supporting himself/herself financially. Donated by Mrs. M. R. Hollingsworth.

Willis C. Johnson Memorial Award. Awarded to a student in need of assistance who has completed the sophomore year with a grade point average of 3.2 or better. This student must also have exhibited qualities of good citizenship during freshman and sophomore years. Donated by Mrs. Minnie W. Johnson in memory of Mr. Willis C. Johnson**.**

H. H. Butler Commemorative Award. To the student who exhibits a strong personality, deep earnest convictions, and Christian character. Donated by the Woman's Baptist State Convention.

Garrick-Pinson Commemorative Award. To the best all-around student in the Senior Class. Donated by the Woman's Auxiliary of the Wateree Association.

O. R. Reuben Prize. Given to the male student who best exemplifies interest and participation in current issues and in projects of human welfare and uplift. Contributed through the O. R. Reuben Memorial Fund.

T. B. Wright Memorial Award. To the senior who has taken the most active part in religious activities on the campus. Donated by Mrs. Margaret W. Davis.

Special Award for Creative Writing. For the best creative writing during the year by a Morris College student. Donated by Dr. Marc David.

The Reverend John C. Simmons Memorial Award. Awarded to the student from Jasper County who exemplifies outstanding qualities of leadership, scholarship, and high moral character. Sponsored by the Simmons Family.

Dr. Martin Luther King, Jr. Memorial Award. Awarded to the student with a 2.5 grade point average and above who participated in both community and student activities that foster and reflect the philosophies of Dr. Martin Luther King, Jr.

The Jenkins Family Award. Presented to the freshman who writes the best enrolled article in the Bell Ringer.

W. H. Hightower Memorial Award. Awarded to a sophomore, junior or senior female student who contributed outstanding leadership through her work with the Baptist Student Union.

Mrs. E. D. Dixon Memorial Award. Awarded to an outstanding male and female member of the Gospel Choir.

Walter Brown Award. Awarded to the junior or senior majoring in Political Science with the highest-grade point average.

Lena M. Baldwin Memorial Award. Presented to the junior or senior majoring in Health Science with the highest-grade point average.

Ronald McNair Award. Presented to a junior or senior Biology major with the highest-grade point average.

Luns C. Richardson Freshman English Award. To the freshman student maintaining the highest average in Freshman English. Donated by Dr. Luns C. Richardson, President**.**

Luns C. Richardson Praxis II Examination Award. To the student making the highest Praxis II Examination scores during the senior year. Donated by Dr. Luns C. Richardson, President.

Boley-Diggs-Sanders Award. Awarded to a female student who exemplifies scholarship and Christian principles. Donated by the Woman 's Auxiliary, Wateree Baptist Association Lower Division in honor of Margaret S. Boley, Mary H. Diggs and Beatrice G. Sanders.

Xi Epsilon Chapter, Alpha Phi Alpha Fraternity, Inc. Award. To the Morris College student who through his/her participation and leadership contributes the greatest toward promoting the intellectual atmosphere of the College. The student must be a rising sophomore, junior or senior with a cumulative grade point average of 2.5 or above. Donated by the college chapter.

The I. DeQuincy Newman Award. Awarded to a student majoring in Political Science who demonstrated outstanding leadership skills. Must have a grade point average of 2.5 or higher.

Dr. and Mrs. S. B. Marshall Award. Awarded to a deserving student who exemplifies high scholarship, has a good citizenship record, and shows commitment to the growth and development of Morris College. Donated by Dr. and Mrs. S. B. Marshall.

Willie Alma Dawson Moody Memorial Award. Awarded to a sophomore or junior with at least a 2.5 grade point average or better in Education (Early Childhood Education) and who displays good character and teaching promise, leadership qualities and is in need of financial assistance to achieve educational goals.

Hallman Education Award. To a rising sophomore student majoring in Teacher Education who has passed the Praxis I Examination.

The Marion Newton Award. To the most outstanding student in student activities. Given by Rev. Marion Newton.

Ethel German Scott Memorial Award. Awarded to the student musician of the Morris College Gospel Choir for the current academic year. Donated by Mrs. Sandra Scott Gibson.

The Noble Leon Elbridge Scott Memorial Award. Awarded to a student majoring in Business Administration with at least a 2.8 grade point average. The student should be interested in becoming an entrepreneur. Donated by his daughter, Mrs. Sandra Scott Gibson.

The Frank K. Sims Award. Awarded to a student majoring in Sociology who exemplifies scholarship, leadership, and strong moral character.

The Shellie Dunbar Prize. To the young lady who makes the most improvement in scholarship, is the most cooperative, and excels in usefulness. Donated by the Woman's Baptist State Convention.

The Georgette L. Felder-Spain Award (charter member of Xi Rho Chapter of Delta Sigma Theta Sorority, Incorporated – Morris College). To be given to a member of Xi Rho Chapter majoring in Education with the highest GPA. Given by children, Christopher & Alexyus Spain; parents, Lucius & Gloria R. Felder; sister, Altoya Felder-Deas (Jimmie), and nephews, Jimal and Antoine.

The Bertha Wright Elmore Annual Award. Awarded to a South Carolina student in need of financial assistance and majoring in Education.

The Eva McLendon-Johnson Award. Awarded to a student majoring in Criminal Justice, maintaining a grade point average of 2.5 or above and possessed of strong moral character and a sincere interest in the criminal justice system. Donated by Dr. Renee DuJean.

The Mordecai Johnson Award. Presented to a deserving rising junior Political Science major with a Pre-Law Minor who has a 2.7 or above grade point average.

The Bertha Belle Williams Award. Awarded to a deserving student with financial need.

The Rev. J. R. Blanding Award. Awarded to a deserving student from Lee or Clarendon County.

The Matthew O. Ramsey Endowed Award. Awarded to a deserving student majoring in Education with plans to teach at the elementary or secondary level. Established by Matthette Ramsey Williams, in honor of her father, a Morris College graduate and instructor**.**

The Rev. Edward H. Thomas Endowed Memorial Award. Awarded to a student very much involved in voter registration and grass-roots politics, who is in good standing with the College. The student must have at least a 2.5. grade point average. Established by the family in recognition of his life of service to God and humanity.

The Bertha Smith Irving Memorial Award. Awarded to a student who demonstrates financial need. Students must be in Teacher Education and doing his or her Practicum. Awarded by Dr. Nathaniel Irving and family in memory of their mother, Bertha Smith Irving.

The Dr. J. S. Maddox Award. Awarded to a needy and deserving student, majoring in Christian Education or Pastoral Ministry, showing great promise for Christian leadership. Established in honor of Dr. J. S. Maddox by Mrs. Bessie Maddox, family, and friends.

The Robert Leroy McLeod Sr. Endowed Award. Awarded to a student with a 3.5 grade point average or above who intends to pursue a career in education or in medicine. The student must exemplify an outstanding level of commitment and willingness to help others and demonstrate it by involvement in community service**.** Donated by his wife. Wilhelmina Pinckney McLeod and children.

The Covel C. and Mary E. Moore Award. Awarded to a full-time student with financial need.

Alexander and Shatirah Rhodes Memorial Award. Awarded to any descendant of Alexander and Shatirah Rhodes who is a full-time student at Morris College. Students must maintain a minimum "C" average in any area of study. Established by the Alexander and Shatirah Rhodes Family Reunion Committee.

Willie Bogan Zimmerman, Jr. Award. Awarded to a member of Epsilon Lambda Chapter of Omega Psi Phi Fraternity, Incorporated who exemplifies high scholastic ability, leadership, strong moral character, and has distinguished himself above others in outreach toward the greater Sumter community as well as making a selfless commitment to making the college experience at Morris College more manageable for peers. The recipient must be a full-time student with a declared concentration, have a 2.7 overall grade point average, and demonstrate sufficient need for financial support. Student must not have any disciplinary or legal actions pending and not be the recipient of the Gamma Iota Scholarship during the same year. Established by Alumni brothers and the family and friends of Willie Bogan Zimmerman, Jr.

The Lester T. Corley Memorial Award. Presented in memory of Lester T. Corley, former Advisor of Xi Epsilon Chapter of Alpha Phi Alpha Fraternity, Inc., to an upper-class student who exemplifies strong leadership skills, outstanding service to the college and community and sound intellectual ability. The student must have a 2.5 grade point average or above. This scholarship is earmarked for books and supplies. Donated by Mrs. Myrna Juanita Corley and son Todd.

The Dorothy Duckette Robertson Award. Presented to a deserving student majoring in Elementary Education with a minimum of a 2.5 grade point average.

The Westcott A. Johnson Award. Presented to a worthy student who has a good academic record and who exhibits outstanding commitment to and support of Morris College. Preference given to a student from Georgetown or Florence County. Established by Dr. Johnson's sister, Mrs. Ruth Johnson Hawkins.

The George and Mollie J. Washington Award. Presented to the most outstanding student in secondary education. Donated by Rev. George H. Washington.

The Sim and Costella Townsend Memorial Award. Established by the Townsend family of Bamberg and Dillon Counties. The award is presented to a deserving student based on need and academic potential.

The Hilton W. Shirley, Sr. Award. Awarded to a deserving male or female who excels in Computer Science and exemplifies genuine leadership. Awarded by Hilton W. Shirley, Sr.

The Laura Teal McCleese Lawrence and Laura M. Trusedell Award. Awarded to a deserving rising senior from Trinity Baptist Church of Florence, or from the city or county of Florence, South Carolina, who exhibits scholarship, leadership, service, and character and is majoring in Elementary Education. Grade point average must be 2.8 or above. Donated by Mrs. Pearl L. McCleese.

The Anderson Honors Program Award. Presented to a member of RARE with financial need for educational expenses. Donated by Dr. Jeanne M. McNett and family.

The Dan Robert Bodison, Sr. Memorial Award. Awarded to a rising junior or rising senior with a declared interest in English or related area.

C. V. Owens Award. Presented to the student with the highest average in Religion and who has good leadership abilities.

The Rev. B. D. Snoddy EndowedAward. Awarded to an active member of a Baptist church. The student must have at least a 2.4 or better grade point average and be a licensed minister of the Gospel by a missionary Baptist church. The student must reflect a sincere and committed relationship with Jesus Christ. Special consideration may be given to a lay student who is majoring in Pastoral Ministry or Christian Education. Donated by the South Carolina Baptist Congress of Christian Education.

The E. J. Lewis Award. Awarded to a student with a GPA of 2.5 or higher who is pursuing a degree in divinity or education and is an active participant in campus organizations and/or ministries which support the Sumter community.

The Mary A. Vereen-Gordon Memorial Award. Awarded to assist students, based on financial need, in their pursuit of academic studies at Morris College. Established by the colleagues, friends, admirers, and family of Dr. Mary A. Vereen-Gordon, former Academic Dean and an outstanding faculty member.

The W. M. Blount Endowed Award. Awarded to a worthy and deserving student majoring In Christian Education, Pastoral Ministry, or Teacher Education. Established by the family of Dr. W. M. Blount.

The Oscar L. Prince Memorial Award. Awarded to a rising sophomore, junior, or senior majoring in Education and possessing a cumulative grade point average of at least 3.0 on a 4.0 scale. Established and endowed by family and friends.

The William B. James Memorial Endowed Award. Awarded to an outstanding student majoring in Political Science with an interest in pursuing a law degree. The student must be a junior or rising senior and must have a GPA of 3.0 and be active in community service on behalf of disadvantaged groups. Established by the Sumter County Public Awareness Association, Incorporated.

The W. E. Price and Ada Lee Price Memorial Award. The fund awards annually a scholarship to a deserving female and a deserving male student. In selecting the deserving recipients, emphasis shall be placed on character as well as scholastic ability. Financial needs may also be considered.

The Pinkie Reid Award. Awarded to a junior of good moral character majoring in Mass Communications, maintaining 2.5 or above grade point average and possessed of a sincere interest and demonstrated talent in broadcast media. Donated by Ebenezer Baptist Church of Chicago.

SCHOLARSHIPS

NOTE: All scholarship recipients MUST be enrolled as a full-time student for the period in which the scholarship will be issued, unless otherwise specified. Scholarships are issued during the ensuring year.

The Luns C. Richardson Endowed Scholarship. Awarded to exceptional high school graduates with a grade point average of 3.5 or higher out of 4.0. Scholarships of $4,500 annually are renewable for up to four years. The Morris College Presidential Scholarship Program was established by the College to recognize and recruit high school seniors who have above- average academic records.

The Presidential Scholars Program. The Presidential Scholars Program was established by the College to recognize and recruit high school seniors who have above-average academic records. Award recipients must rank in the upper one-fourth of their graduating class, must have been admitted to Morris College and must have submitted a completed application for the scholarship by the prescribed date.

The Presidential Scholars Donors: The Ruth Mack Memorial Fund, The Heritage Classic Foundation Scholarship, SAFE Federal Credit Union, The Rotary Club of Sumter, S.C., Foundation of Independent Colleges, SCANA Corporation (SCE&G), D.L. Scurry Foundation, Danka Industries, GSX Chemical Services, Inc., Riley & Company, The Greater Sumter Chamberof Commerce, Wachovia Foundation, C. H. Hallman, and the College.

The William Randolph Hearst Endowed Scholarship. Awarded to a student majoring in Education who has passed the Praxis I Examination, has a grade point average of at least 2.5 or better, and shows leadership qualities.

The Lillie Dozier Coard Endowed Scholarship. Awarded to a freshman majoring in Elementary Education who is a full-time student at Morris College. The student must maintain a 3.0 grade point average and be in need of financial assistance. This scholarship is established with funding from the Williams-Brice-Edwards Charitable Trust and Aladdin Food Service Management.

The Arthur Vining Davis Foundation Scholarship. Awarded to four students (rising sophomores, juniors, or seniors) with a grade point average of 2.5 or above, majoring in Pastoral Ministry or Christian Education. Donated by the Arthur Vining Davis Foundation**.**

The Coroner Hayes F. Samuels, Jr., Endowed Scholarship. Awarded to a junior majoring in Criminal Forensics. Student must have a minimum GPA of 3.0 on a 4.0 scale. Established by his loving wife, Ms. Yvonne James Samuels, and daughter, Ms. Yvette Samuels Green Mr. Samuels was a distinguished mortician and funeral director, who served as coroner of Clarendon County for more than fourteen years.

The Victoria Wine Scholarship. Awarded to a deserving rising junior Education major who maintains a minimum 2.0 grade point average. Donated from the Victoria Wine Estate Funds.

The James B. and Carrie Dennis Haile Scholarship. Awarded to a deserving student with a minimum grade point average of 3.00 on a 4.00 scale in the field of Teacher Education.

The Vashti Jackson Smith Scholarship. Awarded to two needy first-time freshmen (1 male and 1 female) with outstanding high school academic achievement and good citizenship. Donated by the Vashti Jackson Smith Estate.

The Wachovia Endowed Scholarship. Presented to a rising junior or senior majoring in Business Administration. Donated by the Wachovia Foundation**.**

Morris College Trustee Scholarship. Awarded to a graduating senior who demonstrates financial need, who is an outstanding student, and who has excelled in his or her major area of study. Financial need is strongly emphasized. A senior whose overall financial aid package leaves him or her with a balance and who needs financial assistance to help cover the shortfall will be considered. The student must have a minimum 3.0 grade point average and demonstrate academic excellence and outstanding leadership and citizenship. If no one meets the criteria, the scholarship will be awarded to a junior. Sponsored by the Morris College Board of Trustees.

The Reverend Arthur Walter Williams Scholarship. Awarded to the three rising sophomores with the highest-grade point averages.

The Lottie and Wheler Matthews Scholarship. Presented to a conscientious student majoring in Education with a grade point average of 2.5 or above and in need of financial aid. Donated by Mr. & Mrs. Lottie and Wheler Matthews.

The Sarah M. Williams Memorial Scholarship. Awarded to a deserving student who maintains high scholarship and provides student leadership through his or her participation in co-curricular activities. Donated in memory of Mrs. Sarah M. Williams.

The Reverend W. A. Johnson, Sr., and Mrs.Annie M. Johnson Memorial Scholarship. Presented to an outstanding student in Religion. Donated by Mrs. W. J. Moore.

The Geneva and Everett J. Thompson Scholarship. Awarded to a rising sophomore student with the highest average in Elementary Education. Donated by the Thompson Family.

Samuel Leon and Florence V. Darby Scholarship. To an individual from the student members of the Morris College family who exemplifies strong religious convictions. Given by Henry Darby.

The David McLaughlin Scholarship. Awarded in memory of Dr. David McLaughlin to a deserving student of good moral character majoring in one of the sciences and maintaining a grade point average of "B" or above. Donated by Mrs. Iris McLaughlin.

The Thomas Moss Americanism Scholarship. Established by the former U. S. Senator Strom Thurmond, Advisor to John P. Gaty Charitable Trust. Awarded annually to needy and worthy students based on a paper on Americanism, the specific topic of which is announced prior to January.

The Morris College National Alumni Scholarship. Awarded to three advanced students in Teacher Education and two students in any other major who meet the following criteria: Cumulative grade point average of 2.5 or above, evidence of good character and teaching promise, leadership qualities, and a need for financial assistance to achieve educational goals. Sponsored by the Morris College National Alumni Association.

The Bernice Wells Stukes-Mose Scholarship. Presented in memory of James W. Stukes to the student who has high scholarship and is outstanding in leadership skills and in service to the college and local community. Donated by Dr. Bernice Mose.

The Sumter Alumnae Chapter of Delta Sigma Theta Sorority, Inc. Scholarship. Awarded to the member of Xi Rho Chapter of Delta Sigma Theta Sorority, Inc. with the highest-grade point average. Funds are to be used for the purchase of instructional materials.

National Council of Negro Women, Mary McLeod Bethune Section Scholarship. Awarded to two junior or senior Teacher Education majors (one male and one female) who have cumulative grade point averages of at least 2.5, demonstrate exemplary standards of living, and are actively involved in campus and/or community affairs.

The William M. Goodwin Memorial Scholarship. Established by Dr. C. C. Goodwin, Jr. of Sumter, this award is presented to a deserving student who exemplifies strong academic potential, leadership skills, and a good citizenship record.

The Booker Memorial Scholarship. Presented to a student who possesses high Christian ideals and demonstrates a keen interest in Physics or Chemistry. Endowed by the Estate of Mrs. R. C. Booker.

The Gamma Iota Chapter of Omega Psi Phi Fraternity Scholarship. Awarded to the member of Epsilon Lambda Chapter of Omega Psi Phi Fraternity with the highest-grade point average.

The Luns C. Richardson Pee Dee Area Scholarship. Awarded to a worthy student who demonstrates exceptional citizenship, school spirit and academic excellence. Student must be of good reputation, have financial need and have a GPA of 3.0 or better. Preference will be given to a student from the Pee Dee area. Sponsored by the Pee Dee area alumni, businesses, individual churches, and friends in recognition of President Richardson's dedicated leadership.

The James Samuels, Jr., Memorial Music Scholarship. To a rising junioror senior music (Concert Choir, voice, or piano) student who demonstrates leadership ability. The recipient must have a minimum grade point average of 2.5 and must be recommended by the music faculty. Donated by the Sumter Music Guild, Inc, and friends.

The Arthuree McCoy Memorial Scholarship. Awarded to a junior of good moral character majoring in Mass Communications or English who writes the most outstanding article published in The Heritage or other publications. Donated by Dr. Raleigh McCoy.

The Eta Zeta Omega Chapter, Alpha Kappa Alpha Sorority, Inc. Scholarship. Awarded to a member of Nu Gamma Chapter of Alpha Kappa Alpha Sorority, Inc. who exemplifies high scholastic ability, leadership, strong moral character and has earned the highest-grade point average in the chapter. Donated by the Eta Zeta Omega Chapter, Sumter, S.C.

The Pi Theta Chapter of Zeta Phi Beta Sorority, Inc. Scholarship. Presented to the young lady in the freshman class who demonstrates high scholastic achievement and displays the qualities for finer womanhood, as determined by the chapter members. She must have a cumulative GPA of 3.3 or above.

The Dr. W. H. Neal Scholarship. Presented to the junior student with the highest average in Mathematics for three consecutive years. Donated by Mrs. Audrey P. Neal.

The John and Beatrice Chapman Thomas Scholarship. Awarded to a student majoring in Mathematics or Science.

The J. S. Utsey Scholarship. Presented to a rising junior or senior Business Administration student with a grade point average or 2.7 or above.

The Goodfellows Club Scholarship. Awarded to a resident of Sumter, SC, who is majoring in Education and who has passed the Praxis I Examination.

The Mamie N. Coker Scholarship. Awarded to the junior with the highest average in Early Childhood Education. Established by the Baptist Educational and Missionary Convention of South Carolina.

The Janie S. Hightower Memorial Scholarship. Presented to a student majoring in Education who maintains a 2.5 grade point average or above and is in need of financial assistance. Donated by Mr. Willar H. Hightower, Jr.

The Rosa S. Riley Endowed Scholarship. Awarded to a junior or senior Education major with a 3.0 grade point average or above who plans to teach in South Carolina. Donated by Mr. Charles E. Riley and Mrs. Jacqueline M. Williams.

The L. W. Williams Endowed Ministerial Scholarship. Presented to a rising junior or senior with a 2.5 grade point average. The recipient must be either a licensed or an ordained minister of any Christian Denomination who is pursuing a Bachelor of Arts degree in Pastoral Ministry. Donated by the children and other family members of Dr. L. W. Williams.

The Dr. Marion Woodard Wright McLester Endowed Scholarship. An annual award presented to the Education major who performs the greatest amount of college and community service as identified by the Education Division Chair.

Dr. L. W. Long Memorial Scholarship. Presented to a rising non-traditional junior or senior with the highest-grade point average.

The Pauline Winston Thompson Memorial Scholarship. Awarded to an outstanding student in the Cooperative Education Program.

The Creech Roddey Watson Insurance Scholarship. Presented to the rising senior majoring in Business Administration with the highest-grade point average. Donated by Creech Roddey Watson Insurance.

The Dr. Adelle W. Stewart Scholarship. Awarded to a deserving student with financial need.

The Xi Rho Chapter of Delta Sigma Theta Sorority Inc. Scholarship. Awarded to the female freshman student with the highest-grade point average.

The Dill and Azalee Bates Gamble Scholarship. Awarded to a student majoring in Elementary Education with a B or better average.

The Mamie James Hannah and Candace James Richardson Scholarship. Awarded to a deserving student with financial need. Donated by Mr. Jerry Hannah.

The Robert Gregory White Memorial Scholarship. Awarded annually to assist, encourage, and support a deserving male. Student must be a freshman with a grade point average no less than 2.0 and no higher than 2.5 who exhibits a commitment toward getting an education and reaching his potential. Established by Mr. Robert and Mrs. Priscilla White to reflect the memory of Robert Gregory White, their son, affectionately known as Ohio.

The Jessie W. Taylor Scholarship. Awarded to a student majoring in English or Mass Communications or who writes inspirational literature.

The B. J. Whipper, Sr. Endowed Scholarship. Awarded to an incoming freshman for college related expenses. The student must have at least a 2.5 grade point average and exemplify Christian character and possess a proven record of leadership and service. Priority will be given to students who will major in Christian Education or Pastoral Ministry. Established by Dr. Lucille S. Whipper.

The Rev. J. C. Harrison Memorial Scholarship. Awarded to a sophomore student who has a 3.00 grade point average majoring in Pastoral Ministry or Christian Education. Preference given to a student who is a member of a church in the Lovely Hill Baptist Association. Established by his wife, Ruth B. Harrison, and Family.

The Emmett and Crenelle Conyers Scholarship. Awarded each year to a graduating senior with a 3.5 average or above, with a notable record of service to the college and a commitment to improving human relations and the quality of life for fellow human beings. Established by Dr. James E. Conyers and other children of Emmett and Crenelle.

The Leler Scarbough George Scholarship Award. Awarded to a rising senior in pursuit of a degree in Teacher Education with a grade point average of 3.00 or above. Established by the Leler Scarbough George Family.

Omega Psi Phi Fraternity, Inc., Luns C. Richardson Endowed Scholarship. Awarded preferably to a graduating senior based on financial need. Financial need is strongly emphasized, and a senior whose overall financial aid package leaves him or her with a balance and who needs financial assistance to help cover the shortfall will be considered. The student must have a 3.0 grade average; demonstrate excellence in academic achievement, leadership in extracurricular activities, and community involvement; and show great promise for leadership after graduation. If no senior meets the criteria, the scholarship will be awarded to a junior. Established by the national office of Omega Psi Phi Fraternity, Inc. in honor of Dr. Richardson's commitment and service to higher education.

The Almetta Dizzley Clyburn Endowed Scholarship. Awarded to a deserving student participating in the college's Teacher Education Program. Student must be intensely pursuing the "academic and professional development" necessary to become a competent and effective teacher and must have passed Praxis One. Established by United States Representative James E. Clyburn, 6th Congressional District, to perpetuate the memory of his mother, an alumna of the college.

The Enos Lloyd Clyburn Endowed Scholarship. Awarded to a worthy and deserving student majoring in Pastoral Ministry or Christian Education. Student must be a junior or senior with a grade point average of 2.5 or above and must demonstrate a strong and continuing dedication to theological training and preparation. Established by United States Representative James E. Clyburn, 6th Congressional District, to perpetuate the memory of his father, an alumnus of the college, and his life of service to God and man.

The Otis Scott, Sr. Endowed Memorial Scholarship. Awarded to the most needy student majoring in Teacher Education. The student must participate in the college's Teacher Education Program and show evidence of outstanding performance, demonstrate leadership ability and good character, and maintain at least a 3.0 GPA. Established by Mrs. Wilhelmenia Dennis Scott and children in memory of Dr. Otis Scott, Sr., a skillful educator, dedicated pastor and dynamic preacher.

The Paralee Garrick Dupree Memorial Scholarship. Awarded to a freshman, sophomore, junior, or senior majoring in Pastoral Ministry or Christian Education with a 2.5 average on a 4.0 scale and who is active in the religious life of the campus. The student must be recommended by the Chairperson of the Division of Religion and Humanities. Established and endowed in 2004 by family and friends.

The Walker E. Solomon Endowed Scholarship. This scholarship is limited to a sophomore, junior, or senior student majoring in Teacher Education, with a desire to teach in the public school system. Student must have passed Praxis I and maintain at least a 2.5 grade point average. Established by the Palmetto Education Association and the Walker W. Solomon Scholarship Fund, Incorporated.

Frazier Family Foundation Scholarship. Awarded to a minimum of two students who are freshmen from the Charleston Tri-County area. Students must demonstrate a financial need. Established by the Frazier Family Foundation**.**

Arthur and Iris McLaughlin (AIM) Endowed Scholarship. Awarded to a student specializing in education, music or another social science or humanities discipline. Student must demonstrate a financial need and maintain a grade point average of B+ or above. Established by Arthuree McLaughlin Wright to memorialize her parents, Arthur Spigel and Iris Ladson McLaughlin, who were proud and loyal alumni.

Gwendolyn E. Anderson Endowed Scholarship. Awarded to a student majoring in Teacher Education. Student must have passed Praxis I, maintain at least a 2.5 grade point average, and agree to teach elementary education in South Carolina for at least one year. Established by the estate of Gwendolyn E. Anderson.

Callie Clark Seales Scholarship. Awarded to a student who demonstrates a financial need. Priority is given to the student who is a member of First Baptist Missionary Church of Sumter, South Carolina for at least two years and involved in community service. If there is not a student from First Baptist Missionary Church, a Morris College Student entering the second or third year, who has a financial need, and is involved in community service may apply for the Callie Clark Seales Scholarship. Established by Vivian L. Smith in memory of her mother, Callie Clark Seales, who was an active member of First Baptist Missionary Church.

The Louis Fleming Memorial Scholarship. Awarded to the first generation, non-traditional male student who is head of household with child(ren), who has demonstrated a commitment to excellence in education by maintaining a
3.00 GPA. Scholarship is renewable for up to three years. Established by the family.

The Holland Memorial Scholarship. Awarded to a deserving student in need of financial assistance and who exemplifies strong academic potential. Student must be a rising sophomore, junior, or senior; have a 2.0 – 2.5 grade point average; and have a good citizenship record. Established in memory of Mr. Morsby Holland by his wife, Mrs. Willie Mae Holland; children: Jeffery B. Holland and Sandra M. Proctor; and granddaughter, Kayla Proctor.

The Dr. Lewis P. Graham, Sr. Endowed Scholarship. Awarded to a needy and deserving student, majoring in Christian Education or Pastoral Ministry, who shows great promise for Christian leadership. Student must maintain a 2.5 grade point average. Established in honor of Dr. Lewis P. Graham, Sr. by the Graham family, friends, and the Baptist Educational and Missionary Convention of South Carolina.

The Reverend Frank E. Williams, Sr. Endowed Scholarship. To be awarded preferably to a full-time student majoring in English or majoring in English/ Secondary Education who wishes to teach English. The student must have a 3.0 grade point average or above and be in need of financial assistance. The scholarship is to be awarded once every academic year. Established by wife, Mrs. Magnolia R. Williams, and children in honor of the Reverend Frank E. Williams, Sr.

The Magnolia Robinson Williams Endowed Scholarship is awarded to a full-time junior of senior majoring in Criminal Forensics and having a 2.5 GPA or higher. The recipient must have good citizenship. Ms. Williams was co- owner of Williams Funeral Home and was a strong proponent of education. Donated by her son, Elder James Elbert Williams.

The Augustus T. and Eunice S. Stephens Endowed Scholarship. Awarded to a student above the freshman level. The student must be in good standing at Morris College with a cumulative grade point average of at least 3.0. Donated by Lemeul C. Stephens for the Eunice S. Stephens Estate.

Ben E. and Margaret Mayfield Griffith Endowed Scholarship. Awarded to a worthy and deserving student majoring in and preparing to teach English. Student must be a rising senior and maintain the highest average. Established by Ben E. and wife, Deloris Griffith, in honor of his parents.

The M. Veronica Wilson and Carnell A. Wilson, Sr. Endowed Scholarship is awarded to a student from Darlington County, South Carolina. The candidate should be a high school student with a 2.5 GPA or better and plans to major in education, or a currently enrolled student majoring in education with a 2.5 GPA or higher. This scholarship was donated by the children of M. Veronica Wilson and Carnell A. Wilson, Sr.

The AKA-HBCU Endowed Scholarship is awarded to a student who is enrolled full-time and in good academic standing. The recipient is eligible for renewal consideration if he/she continues to meet the scholarship criteria set forth above and applies for renewal. This scholarship was established by the Alpha Kappa Alpha Educational Advancement Foundation, an Illinois not-for- profit corporation.

The Lula Rebecca Beal Shamley Endowed Scholarship. Awarded to a student preferably from Greenville or Anderson counties in South Carolina. The student must be an elementary education major with a minimum GPA of 3.0 or better and demonstrate a need for financial assistance. This scholarship was donated by Mrs. Peggy Brown Baxter, the grandniece of Alumna Lula Rebecca Beal Shamley, Class of 1927.

The Liz Bell, Britannia Cromartie, Annie Curtain, and Teressa Marshall- Herbert Endowed Scholarship is awarded to a deserving young woman/ student who demonstrates scholarly behavior by maintaining a GPA of 3.2 for three consecutive semesters. Recipient must be at least a sophomore, second year of college. The applicants must submit a 500-word essay on "Why They Deserve This Scholarship." Recipients will be selected by Terissa Marshall Herbert or the College when the designated person or her representative is not available. This scholarship was donated by Teressa Marshall Herbert primarily and the ladies initiated through Xi-Rho at Morris College.

The Gerald R. Polinsky Endowed Scholarship is awarded to an entering freshman student majoring in Liberal studies with a 3.0 grade point average or higher. The student must be enrolled full-time and in need of financial assistance. Scholarship applicants must submit an essay of 500 words minimum on the topic of, ''Describe Why You Are Pursuing a Degree in Liberal Studies." A Selection Committee, including the two donors and three Morris College faculty or staff, will make the final selection for the scholarship each time it is awarded. This scholarship was established by Nancy Polinsky Johnson and Joanna Polinsky Berens.

The William-Brice-Edward Charitable Trust Endowed Scholarship is awarded to a junior majoring in Cyber Security with a grade point average of or higher. The student must be enrolled full-time and in need of financial assistance. This scholarship was donated by the William-Brice-Edward Charitable Trust.

The Frank and Dorothy Drone Endowed Scholarship is awarded to a junior majoring in Business Administration who is a full-time student at Morris College. The student must maintain a grade point average of 3.0 and be in need of financial assistance. This scholarship is established by the family of Frank and Dorothy Drones of Abilene, Texas.

The Dr. Leroy Staggers Endowed Scholarship is awarded to a freshman majoring in Cyber Security who is a full-time Student at Morris Collage. The student must maintain a 3.0 grade point average and be in need of financial assistance. This scholarship is established with funding from Dr. Leroy Staggers and the Williams - Brice-Edwards Charitable Trust.

The Lillie Dozier Coard Endowed Scholarship is awarded to a freshman majoring in Cyber Security who is a full-time Student at Morris College. The student must maintain a 3.0 grade point average and be in need of financial assistance. This scholarship is established with funding from the William-Brice-Edwards Charitable Trust and Aladdin Food Service Management.

The Marie Shaw Endowed Scholarship is awarded to a freshman majoring in Cyber Security who is a full-time student at Morris College. The student must maintain a 3.0 grade point average and be in need of financial assistance. This scholarship is established with funding from the William-Brice-Edwards Charitable Trust and Aladdin Food Service Management.

The J. V. Wilson Morris College Endowed Scholarship. Awarded to a rising junior or senior student majoring in Business Administration and demonstrates financial need. Established by Alumnus James V. Wilson, a Sumter businessman and entrepreneur.

T**he Rev. Dr. Thomas Dawkins Scholarship.** Awarded to a non-traditional student in the Organizational Management Program who demonstrates financial need. This scholarship was established by Dr. Henry Darby.

The Bennie L Webb Memorial Scholarship is a need-based scholarship awarded to a returning sophomore male student majoring in Business Administration, Social Studies, or Education. The student should possess a 2.5 cumulative grade point average with a minimum of 24 credit hours. Special consideration will be given to first generation college students. This non-renewable scholarship is presented by the family of Benny L. Webb.

The Edith W. S. Wiggins Memorial Scholarship. Awarded to a senior who exhibits scholarship, leadership, service, character and is majoring in Elementary Education. Grade point average must be 3.0 or above. The funda are donated by the family members and friends of Edith W. S. Wiggins.

Veterans, Veteran Dependents and Service Personnel Enrollment Opportunities for Veterans, Veteran Dependents and Service Personnel

Morris College is a fully accredited institution of higher learning certified to process claims for veterans and spouses and children of deceased or 100 percent disabled veteran, with the Department of Veterans Affairs and the state of South Carolina. Morris College is committed to assisting veterans, eligible spouses and dependent children, and active-duty personnel to meet their educational needs.

If you feel that you may be eligible for the VA GI Bill® or South Carolina state benefits, please contact the Veterans Resource Center located in the Health and Wellness Center on the Morris College campus. The telephone number is (803) 934-3215. Until such time as your application for veteran's benefits is approved, you are responsible for all fees owed to the college at the time of registration. You are responsible for informing the Morris College Veterans Resource Center office of changes in your enrollment status or changes in dependency or marital status. You are also responsible for keeping your address and phone numbers current with the Office of Enrollment Management and Records as well as the Veterans Resource Center office. Your benefits may be suspended or terminated if problems arise with your certification, and we cannot contact you.

Educational Programs for Veterans/Dependents and Active and Reserve Personnel

Qualified veteran students may be considered for various financial aid or scholarship programs. All students are encouraged to apply for all available programs. Additional information is available at the Veterans Assistance office, the Financial Aid office or by visiting the Morris College website. These programs include the following:

Montgomery G.I. Bill® (Chapter 30): This program provides 36 months of full-time benefits to veterans or military personnel in return for service to their country; a $1,200 contribution with completion of their first tour of duty under honorable conditions. These students also may qualify for VA work-study positions when available.

Veteran Readiness and Employment (Chapter 31): This program pays tuition, fees, textbooks, supplies, and equipment, plus a monthly subsistence allowance to veterans with a compensable service-connected disability resulting in employment disability as determined by the VA. You must apply within 12 years of VA notification of disability compensation. Generally, benefits are payable up to 48 months for undergraduate training. Free tutorial assistance is available but must be requested as early in the semester as possible. Eligible students may qualify for VA work-study positions when available.

Dependents Educational Assistance (Chapter 35): This program provides benefits for spouses and children of veterans who, resulting from active duty, died of service-related causes or have been awarded 100 percent total permanent disability. There are many different eligibility requirements for this program. Please visit the Veterans Resource Center or the Financial Aid office for help in completing your application. These students may qualify for VA work-study positions when available.

Payment of Benefits - Chapter 35 Survivors' and Dependents' Educational Assistance Program (DEA): Eligible students receive benefits based on their particular VA benefit program and training time while at Morris College. The Veterans Administration processes benefit payments at the end of the month for that month's enrollment. Advance payment of the first partial month's benefit and second full month's benefit is available if you are entering college for the first time or were previously enrolled but have a break of 30 days or more between sessions. The VA must receive advance pay request at least 60 days before and not more than 120 days before the beginning of each semester. Advance payment is not applicable to Chapter 33 students.

Choice Act-Section 702-Veterans, spouses, and dependents may be eligible for in-state tuition charges based on the following: the veteran lives in-state, enrolls within three years of military discharge period and has served active- duty service of 90 or more days. A DD214-4 copy is required for proof of discharge. Transfer entitlement students must reside in-state and have a local address on file.

Post-9/11 Veterans Educational Assistance Act of 2008: This educational program (Chapter 33 of Title 38 U.S. Code) provides benefits for individuals who served on active-duty on or after Sept. 11, 2001, for at least 30 continuous days and were honorably discharged due to a service-connected disability or served for an aggregate period ranging from 90 days to 36 months. Additional information is available at www.gibill.va.gov.

The Department of Veterans Affairs determines the payment of benefits for Summer Semester or any accelerated terms by calculating the number of whole weeks in the semester and the number of credit hours of enrollment for that semester/term. Contact the Department of Veterans Affairs if you have questions concerning your benefit calculation for accelerated terms.

Please visit the Morris College Veterans Resource Center or the Financial Aid office for more information regarding benefits during the Summer Semester.

Active-Duty Tuition Assistance: This program pays all or part of tuition costs for college courses taken while on active duty. Each branch of the military administers it. Check with your Military Education office for program requirements. Tuition assistance forms should be processed through your Military Education Center and submitted to the Morris College Business Office well in advance of the start of the semester.

Other Resources for Dependents: Educational loans may be available through Army Relief, Navy Relief and Air Force Aid societies for qualified children or spouses of active-duty servicepersons, servicepersons who died while on active-duty or retired status, or veterans on retired status.

General Information: The federal, state, or private agency administering these educational assistance programs has sole responsibility for determining eligibility and awarding benefits. Most federal VA educational benefits are payable for 10 years from the date of discharge or the date of eligibility. Generally, veterans with dishonorable discharge are not eligible. Federal or state legislation reserves the right to change, without notice, any programs, and guidelines for eligibility.

Tutorial Assistance

You may receive monetary assistance from the Department of Veterans Affairs to pay for a tutor if one is required. All chapters except Chapter 31 must pay the tutor directly and then submit a claim for reimbursement for tutorial assistance to the VA. Those students who receive benefits under the S.C. State Free Tuition program only are not eligible for tutorial reimbursement. Additional information is available at the Morris College Veterans Resources Center.

Receiving Benefits

As a student receiving VA educational benefits, you may receive benefits only for those courses that are required for graduation in your major. In addition, the VA will not pay for audited courses or courses for which you have already received transfer credit or received a passing grade. The VA pays benefits for courses that are repeated if the courses are within the program outline and were previously failed. *Note: The Department of VA will not pay benefits for online developmental or bridge courses.*

Transfer Credit

Students receiving VA benefits must submit their military and/or college transcripts to the Morris College Office of Enrollment Management and Records no later than the end of the second semester of enrollment at the college.

Veterans Tuition Payments

All veteran students, with the exception of Chapter 33/100% entitlements, Chapter 31, Vocational Rehabilitation and Employment and South Carolina State Free Tuition recipients, are required to pay their tuition and fees by the deadline date published in the Morris College academic calendar and other official documents. These payments are due without regard to your educational benefits from the U.S. Department of Veterans Affairs.

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

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

However, to qualify for this provision, such students may be required to provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class. Additional information is available at www.va.gov and https://www.morris.edu.

STANDARDS OF PROGRESS AND CONDUCT FOR VETERANS AND ELIGIBLE PERSONS

Records which show the progress of each veteran or eligible person.*

Records which show the progress of each veteran or eligible person are kept and maintained by the College:

All courses which a veteran or eligible person takes in a program of study are recorded by numbers and descriptive titles on an official registration form. A grade report for each course is submitted at the end of each semester.
When a veteran or eligible person withdraws or is dropped, the date of withdrawal or termination is recorded in his folder.
When a veteran re-enrolls after having withdrawn or dropped out from the college, the date of re-enrollment is recorded in the student's folder.

Veterans are generally subject to the same standards of academic performance and class attendance that apply to all other students at Morris College.

After two consecutive semesters of failure to achieve the minimum grade point average, the student will be suspended. A student suspended for academic reason cannot re-enroll at the College for one full semester.

Procedures for determining the point in time the eligible person ceases to maintain attendance in a course.

(1) Official withdrawal from a course.
Official withdrawal application must be made by the eligible person in triplicate, signed by the officials listed on the form, and delivered to the Office of Enrollment Management. Reports are then sent to the Veterans Counselor by the Office of Enrollment Management. Attendance reports will reflect unofficial withdrawal.
(2) Unofficial withdrawal or unscheduled interruption in course enrollment and/or attendance.
(3) Unsatisfactory conduct of students is determined on the basis of due process involving formal hearings and/or official written notification to the student concerned. Any change made in the enrollment status of a veteran or eligible person shall be made to the Veterans Administration within the month occurring or immediately thereafter.
(4) See "Students Called to Military Service" (Page 57).

Procedures for awarding appropriate credit for previous education and training of the veteran or eligible person.

College credits earned at another institution of higher education are evaluated by the Director of Enrollment Management and the advisor in the academic program to which the eligible person is seeking admission. Transcripts must be sent from the institution where credit was earned directly to the Morris College Office of Enrollment Management. Morris College will not accept any course completed at another college for which the grade received is below "C." Courses will be accepted for graduation requirements on the basis of their relevance to the requirements established by Morris College for the respective degree programs offered by the institution.

Credit for educational experiences in the Armed Services will be awarded on the following basis: (1) an evaluation made upon presentation of valid credentials certifying such educational experiences, (2) guidelines set forth in the *Guide to the Evaluation of Educational Experiences in the Armed Services* published by the Commission on Educational Credit of the American Council on Education, and (3) the relevance of such educational experiences to the requirements of Morris College for the respective degree programs offered by the institution.

Notification of the award of credit for previous education and training shall be made to the eligible person, to the Veteran's Counselor and to the Veterans Administration prior to admission.

Veterans and eligible persons are expected to request evaluation of previous educational experiences at the time of application for admission to the College.

VA Certification for Online Courses

In order to meet VA certification requirements for off-campus courses such as practica, internships/externships and residencies, as well as courses offered via the Internet or other modes of distance learning, Morris College acknowledges that these courses are part of the college's approved curriculum, are directly supervised by the college, are measured in the same unit as other courses, are required for graduation, and are part of a program of study approved by the State Approving Agency. Students should contact a school certifying official regarding hybrid classes and VA guidelines. The college requires that the faculty teaching these courses use a grading system similar to the grading system used in resident courses and include statements in the course syllabus that indicate that appropriate assignments are needed for the completion of the course and that the student is expected to demonstrate, at least once a week, that he/she is actively involved in the class. Examples of activities that can be used to demonstrate this involvement include, but are not limited to, the following: posting/ receiving emails, participating in online class discussions and class chat rooms, and completing and submitting course assignments. Further, Morris College requires that these courses have schedules of time for training and instruction which demonstrate that students shall spend at least as much time in preparation, instruction, and training as is normally required by the college for its resident courses.

*The term 'eligible person" is used to include veterans and other V.A.-related eligible persons.

GENERAL ACADEMIC INFORMATION

ORGANIZATION

To carry out effectively the purpose and philosophy of Morris College, the academic program of the College is organized under five divisions:

Division of General Studies
Division of Business Administration
Division of Education
Division of Religion, Humanities and Social Sciences
Division of Natural Sciences and Mathematics

DEGREES

The College offers the following degrees:

Bachelor of Arts with majors in Christian Education, Criminal Forensics, Criminal Justice, English, Liberal Studies, Pastoral Ministry, Sociology, English/Secondary Education, and Social Studies/Secondary Education.

Bachelor of Fine Arts with a major in Mass Communications.

Bachelor of Science with majors in Biology, Business Administration, Cybersecurity, Esports-Cybersecurity, Esports-Management, Esports-Video Game Design, Health Science, Mathematics, Organizational Management, Recreation Administration, Biology/Secondary Education, and Mathematics/ Secondary Education, Supply Chain Management.

Bachelor of Science in Education with majors in Early Childhood Education and Elementary Education.

MAJOR AND MINOR

A **major** is defined as the primary academic area of specialization within the student's curriculum. For most majors the hours required for completion vary from a minimum of 30 to a maximum of 36. A **minor** is defined as a secondary academic area of specialization. The hours required for the completion of a minor vary from a minimum of 18 to a maximum of 24.

Students are **required to declare a major and are encouraged to select a minor.** Additionally, most programs provide for at least six semester hours of elective credit. Requirements for each major and minor offered at the College are found in the "Academic Divisions and Programs" section of the Catalog.

The information for each major includes a semester-by-semester curriculum exhibit, which outlines the courses that a student pursuing a major in that discipline should take during each semester of his or her four years at the College. Since students in a given major will select different minors and electives, the curriculum exhibit indicates only the semester during which a minor course or an elective is to be taken. The faculty advisor will help the student select the appropriate minor course or elective during academic advisement.

GENERAL EDUCATION

The general education program is designed to develop knowledge, understanding, skills, and attitudes which should be the common possession of all educated persons in a free society. The General Education track for all majors is 49 hours.

GENERAL EDUCATION REQUIREMENTS
SCIENCE (BIOLOGY) TRACK

English ..... 9 Hours

ENG 103	Fundamentals of Composition	3
ENG 104	Research and Composition	3
ENG 205	African American Literature	3

Social/Behavioral Sciences ..... 9 Hours

HIS 106	African American History	3
PSY 201	General Psychology	3
SOC 101	Principles of Sociology	3
or		
GEO 201	World Geography or	
HIS 104	World History	

Natural Sciences ..... 8 Hours

BIO 101	Biology 101	4
CHM 101	General Chemistry I	4*

Religion ..... 6 Hours

REL 201	Literature and Religion of the Old Testament	3
REL 202	Literature and Religion of the New Testament	3
REL 203	World Religions	3

Mathematics ..... 3 Hours

MAT 103	College Algebra	3

Health and Physical Education ..... 3 Hours

**HSC 210	Health and Physical Education	3
**REC 101	Physical Activity and Conditioning	3

Fine Arts ..... 4 Hours

ART 101	Art Appreciation	2
MUS 101	Music Appreciation	2

FRS 100 Freshman Seminar I ..... 1 Hour

FRS 102 Freshman Seminar II ..... 1 Hour

CIS 101 Introduction to Computers ..... 2 Hours

Voice and Speech Improvement ..... 3 Hours

SPH 103	Voice and Speech Improvement	3

TOTAL ..... 49 Hours

*PHS 100 Physical Sciences is required for Biology/Secondary Education majors in lieu of CHM 101.

**Three credit hours of Military Science may be substituted for HSC 210 or REC 101.

GENERAL EDUCATION REQUIREMENTS
MATHEMATICS AND NONSSCIENCE TRACK

English ..... 9 Hours

ENG 103	Fundamentals of Composition	3
ENG 104	Research and Composition	3
ENG 205	African American Literature	3

Social/Behavioral Sciences ..... 9 Hours

HIS 106	African American History	3
PSY 201	General Psychology	3
SOC 101	Principles of Sociology	3
or		
GEO 201	World Geography or	
HIS 104	World History	

Natural Sciences ..... 8 Hours

BIO 100	Biology 100	4
PHS 100	Physical Sciences	4*

Religion ..... 6 Hours

REL 201	Literature and Religion of the Old Testament	3
REL 202	Literature and Religion of the New Testament	3
REL 203	World Religions	3

Mathematics ..... 3 Hours

MAT 103	College Algebra	3
**MAT 104	Trigonometry	(3)
**MAT 105	Elementary Functions	(3)

Health and Physical Education ..... 3 Hours

***HSC 210	Health and Physical Education	3
**REC 101	Physical Activity and Conditioning	3

Fine Arts ..... 4 Hours

ART 101	Art Appreciation	2
MUS 101	Music Appreciation	2

FRS 100 Freshman Seminar I ..... 1 Hour

FRS 102 Freshman Seminar II ..... 1 Hour

CIS 101 Introduction to Computers ..... 2 Hours

Voice and Speech Improvement ..... 3 Hours

SPH 103	Voice and Speech Improvement	3

TOTAL ..... 49 Hours

*Students who plan to major in Sociology are advised to take SOC 101; students who plan to major in Education must take GEO 201.
**Required for Mathematics majors only.
**Three credit hours of Military Science may be substituted for HSC 210.

Developmental Studies

New students who score below a certain level on the placement test will be required to complete one or more developmental courses before beginning their freshman courses. Transfer students with 24 or more semester hours and no grade below "C" will not be required to take developmental courses.

ACADEMIC REGULATIONS

Registration

Registration is open to all persons admitted to Morris College by the Office of Enrollment Management. Students may register in the fall, spring, or summer according to dates listed in the official academic calendar. All faculty and staff members assist in the registration process during the designated periods.

Registration is normally held for two days. New freshmen are registered on the first day. Continuing and transfer students are registered on the second day. Students are directed through the following process:

1. Fee payment/permit to register
2. Academic clearance
3. Advisement
4. Registration approval
5. Fee assessment
6. Financial aid
7. Terminal control
8. I.D. cards
9. Library
10. Placement and Cooperative Education

The Student Statistical Information/Official Registration Form must be properly filled out, signed by the student, the faculty advisor, the Academic Dean, and the Director of Enrollment Management. The form must be turned in at the Enrollment Management station in order for the student to be officially registered at Morris College for a designated period.

Credit Hour Load

The normal credit hour load for a full-time student range from 12 to 18 credit hours a semester. A student on academic probation, however, may not enroll for more than 13 hours a semester. A student with a grade point average of 3.0 or higher for the preceding semester may enroll for 19 to 21 credit hours, with the approval of his or her academic advisor and the Academic Dean. (For matters of credit hour load as related to financial aid, please consult the "Financial Aid" section of this catalog.)

Limitation of Courses Offered

The College reserves the right to cancel any course for which the enrollment is not sufficient. The listing of available courses in this catalog does not imply a contractual obligation on the part of the College to offer these courses each year. A student who needs only one upper-division course to meet graduation requirements may be permitted to take the course by directed study during the summer session if the course does not appear on the summer school schedule. **Directed studies are not permitted during the fall or the spring semesters.**

Repeated Courses

A student may repeat a course in order to raise a "D" or "F" grade that ap- pears on the record of courses at Morris College. A repeated course is counted only once in computing the grade point average. Courses in which the grade earned is "C" or above may not be repeated for credit.

Grade Reports

Student grade reports are prepared and distributed at the mid-semester and the end of each semester. Grades are provided to students and are withheld if the student is delinquent in his or her account or indebted to the College in any way. Students should review grade reports carefully and notify the Office of Enrollment Management of any grading errors. If no error is reported within a month of the term ending date, it is assumed that the report is correct; and all entries become a part of the student's permanent record.

Classification of Students Serving Internships

Before serving an internship, a student must be classified as a senior (as defined by the current edition of the *Morris College Catalog*).

Description of Courses

All courses offered at Morris College are listed under the subject areas in which they belong. These areas are listed in alphabetical order beginning with Art and ending with Speech and Theater.

When a student has scheduling difficulties and has to enroll in a course that is numbered higher than his own rank, the student may do so upon the approval of the major advisor and the Academic Dean.

In general, the level of a course is indicated by the first digit as follows:

1.....Freshman level
2.....Sophomore level
3.....Junior level
4.....Senior level

Grading System

Academic achievement at Morris is indicated by the following letter grades, numerical grades and grade points used in calculating grade-point averages:

A	(90-100)	4 points	Excellent
B	(80-89)	3 points	Good, above average
C	(70-79)	2 points	Satisfactory, average
D	(60-69)	1 point	Poor, but passing
F	(Below 60)	0 points	Failure
U	(Below 70)	0 points	Unsatisfactory
S	(Above 69)	0 points	Satisfactory

"U" and "S" grades are used in all noncredit courses.

"I" (incomplete) denotes that the student failed to complete all requirements for a course.

"X" denotes that the student was absent from the final examination.

"X" and "I" grades incurred during the academic year must be removed by the end of the succeeding semester (whether or not the student is enrolled); otherwise, the grade of "F" will be recorded on the permanent record.

Similarly, "X" and "I" grades incurred during the summer sessions must be removed by the end of the succeeding semester (whether or not the student is enrolled); otherwise, the grade of "F" will be recorded on the permanent record.

"WP" denotes withdrew passing from a course, if the student is performing satisfactorily at the time of withdrawal.

"WF" denotes withdrew failing from a course after the deadline for dropping a course, or because of excessive absences.

"AU" denotes "audit" and is listed in the computer module only.

The following grade symbol is also used but is not included in computing the grade-point average: "W" denotes withdrawal from the College.

Grade Point Average

The grade point average is determined by dividing the total number of quality points earned by the total number of credit hours attempted. In order to receive a degree, a student must attain an overall average of "C" (2.00) and no grade less than "C" in his major and minor areas which are offered to meet graduation requirements. "Major and minor areas" include courses listed in the "Other Required Courses" section of each program outline, with the exception of JRS 300, in which a student must earn a "C."

Class Attendance

Students are required to regularly attend all classes for which they are officially registered; and faculty members are required to keep complete and accurate attendance records for all students officially registered in their classes. A student who compiles a record of absences that exceeds twice the number of weekly class meetings will be dropped from the course with a grade of WP and WF. The maximum number of absences permitted for a class that meets four times a week is eight; for a class that meets three times a week, six; for a class that meets twice a week, four; and for a class that meets once a week, two. A student who receives a WP or a WF because of documented extended personal illness or natural disaster such as tornado, hurricane, earthquake, or blizzard may appeal for reinstatement in the class. The letter of appeal must be submitted to the chairperson of the division to which the student is assigned within three work- days. The student must continue to attend class until a decision on the appeal is rendered. Students will be excused from class to participate in official activities of the College such as choir engagements, intercollegiate athletic contests, and field trips.

Transient Enrollment

Permission for transient enrollment will be granted only for summer school. If a student is enrolled at Morris College, he or she cannot enroll for credit at another institution without prior permission from the Academic Dean. Otherwise, the credit so earned will not be accepted by Morris College. Students requesting permission to take courses at another institution must have attained a cumulative grade point average of at least "C," must be in good financial standing, and must be currently enrolled before approval is granted. All courses must be taken at an accredited institution, and upper-level courses cannot be taken at a two-year institution.

Dropping Courses

A student desiring to drop a course must obtain the required forms from his/her academic advisor. The forms, when completed, must be presented to the Office of Enrollment Management for certification of the record.

Withdrawal from a course by the end of the drop/add period will not be recorded on the student's permanent record and, therefore, will not be counted in the computation of hours attempted. If a student drops a course after the prescribed deadline for dropping a course, the hours are counted in computing the grade point average.

Voluntary Withdrawal from the College

A student desiring to withdraw from the College should secure an Application for Withdrawal Form from the Office of Enrollment Management. The form must be completed and returned to the issuing office with all designated signatures affixed. Students must depart the campus upon withdrawal. A student who withdraws from the College contrary to this policy will receive a grade of "F" in all courses in which he/ she is enrolled. All students who officially withdraw from the College MUST be formally readmitted. Information about readmission can be obtained from the Office of Enrollment Management.

Involuntary Withdrawal from the College

Students who receive WF grades at midterm which total 75 percent of their credit hour load during any semester will be administratively withdrawn from the College and must depart the campus within 24 hours. Students who have been administratively withdrawn from the College are subject to the provisions of the academic probation, suspension, and dismissal policy.

Students Called to Military Service

The following policy applies only to students who are required to withdraw from ongoing classes because of being called to active military service either as a member of the Armed Forces Reserve or a National Guard Unit or through actions of a Selective Service Board. In all cases where such actions occur, the student should first seek an extension of the required reporting date in order to complete the work of the semester or summer session without the loss of any academic credit. If such an extension cannot be granted, the College will apply the following special regulations:

1) A student who has completed fewer than 75 percent of the calendar days prescribed for the semester or summer session shall receive a grade of "W" for all courses from which the student is required to withdraw and shall receive a full refund of all tuition, fees, and room and board charges that have been assessed for the term during which the military withdrawal occurs.

2) A student who has completed 75 percent or more of the calendar days prescribed for the semester or summer session may (1) request a grade of "I" or "X" as deemed appropriate by the faculty member teaching the course or (2) request to withdraw with a grade of "W." Students receiving a grade of "I" or "X" under these special regulations shall be allowed a period of thirty-six months from the date of withdrawal to convert the "I" or "X" grade to a completed passing grade or else receive a grade of "F." Students receiving a grade of "I" or "X" under these special regulations shall receive no refund of any tuition or fees but shall receive a pro rata refund of unused room and board charges. Students withdrawing with a grade of "W" shall receive no refund.

If a student does not maintain Satisfactory Academic Progress as a result of being called to active military service, the student will be granted a waiver for the period that he or she did not earn the required grade point average and/or credit hours. Students who are required to withdraw from ongoing classes due to active-duty military service are exempt from readmit policies.

Academic Probation, Suspension, and Dismissal

Students must maintain a minimum grade point average based on the number of semester hours attempted. The minimum grade point average is as follows:

Total Semester Hours Attempted	Cumulative Grade Point Average
up to 24	1.50
25 to 55	1.70
56 and above	2.00

Academic Probation

The record of each student is reviewed at the end of each semester. For each semester during which the student fails to achieve the minimum grade point average, he/she is placed on academic probation. A student on aca- demic probation may enroll for no more than 13 semester credit hours and may participate only in academic and academic-related activities.

Academic Suspension

After two consecutive semesters of failure to achieve the minimum grade point average, the student will be suspended. A student suspended for academic reasons cannot reenroll at the College for one full semester; however, he/she may seek approval from the Academic Dean to attend summer school in order to improve his/her cumulative grade point average. The student must present written confirmation of the Academic Dean's approval before he/she will be permitted to register for the summer session.

Academic Dismissal

A student who has been previously suspended and who fails to achieve the minimum grade point ratio after being readmitted will be dismissed from the College and will not be eligible to reenroll.

Academic Classification

Academic classification is based on the number of credit hours earned:

Freshmen — less than 24 hours
Sophomore — 24 semester hours
Junior —56 semester hours
Senior—90 semester hours

Declaration of a Major and Minor

A student pursuing courses leading to a baccalaureate degree must select a major. This selection should be made as early as possible but not later than the beginning of the junior year. The requirements for majors and minors are stated in the academic programs given under each division. No credits toward graduation will be granted for any course in the major or minor field in which the grade earned is below "C."

Change of Major

A student who desires to change his/her major should do so at least two semesters prior to graduation. The student should complete the following procedures:

(1) Obtain a Change in Major Form from the Office of Enrollment Management.
(2) Complete the form and have it approved by the former advisor, the new advisor and the Academic Dean.
(3) Submit a copy of the completed and approved form to the former advisor, the new advisor, the Academic Dean, and the Director of Enrollment Management.

Final Examinations

Final examinations are scheduled by the Office of the Academic Dean during the last week of each semester. The College requires that a final examination be given for every course that carries credit and that final examinations begin at the time scheduled. Conflicts and changes concerning examinations are to be resolved only by the Academic Dean. An examination taken at any time other than that officially scheduled by the designated office will be considered a special examination and must receive the approval of the Academic Dean. All students must present a permit to sit for final examinations.

Credit by Examination

Morris College awards course credit on the basis of examinations administered under the College Level Examination Program (CLEP), Dantes Program Standardized tests, and ACT Proficiency Examinations Program (PEP). Students may not take a CLEP, Dantes, or PEP examination to receive credit for a course which they have audited, failed, or passed. Credit may not be earned for 300- or 400-level courses or for one sequential or two-semester courses if students have already taken one of the courses. Students who wish to take CLEP, Dantes, or PEP examinations must do so prior to the completion of 90 semester hours. Any student who wishes to obtain credit by examination through the CLEP, Dantes, and PEP Programs must complete an application, and secure signatures of approval from the professor in the subject area, the Division Chair, and the Academic Dean prior to taking the examination. A passing score will result in a grade of "P" (Pass) being posted to the student's academic record. Credit will be awarded but will not be used to compute the semester or the cumulative grade point average.

Morris College also awards credit for high school courses in which College Entrance Examination Board (CEEB) Advanced Placement (AP) examinations have been given and appropriate levels of competence demonstrated. Students may not take for credit a course or courses for which they have earned advanced placement credit.

A maximum of 30 credits may be earned through credit by examination. Degree credit will be awarded to students who make a score of "C" or better or the numeric equivalent on all examinations. Grades, credit hours, and quality points will be recorded on the transcripts of students who receive credit by examination. Students who have taken CEEB AP examinations in high school should have their scores sent directly to the Office of Admissions and Records.

Students may confer with their respective advisors for additional information about earning credit by taking the CLEP, Dantes, and PEP examinations. Prospective students may confer with the Director of Admissions and Records regarding CEEB AP credit.

Auditing

Any student may be granted the privilege of noncredit enrollment in a credit course upon approval of the student's advisor and the Academic Dean. This "auditing" privilege carries full rights to class participation, but it does not carry academic credit. The auditing privilege is subject to the same fees as credit courses.

Determination of Degree Requirements

In the determination of degree requirements, a student must follow the catalog in effect at the time of his/her initial enrollment, provided he/she has been continuously enrolled. However, a student who interrupts his/her studies at Morris College for two or more consecutive semesters must meet all requirements according to the catalog in effect at the time of reentry.

Transcripts

Official transcripts from the College are obtained upon written request to the Office of Enrollment Management. All accounts, library fines, fees, and any other obligations to the College must be cleared before a transcript is released. Once a student graduates, one transcript is issued free of charge. A fee of $4.00 is required for all additional transcripts.

ACADEMIC HONORS

President's List and Dean's List

The President's List contains the names of all students who attained a semester grade-point average of 4.0, provided the student has completed a minimum of 15 credit hours with no developmental studies courses.

The Dean's List contains the names of all students who attained a semester grade-point average of 3.0 or above. **The student must have completed a minimum of 15 credit hours, with no developmental studies courses. Although 12 semester hours is defined as "full time," a higher level of achievement is expected for academic honors, hence the requirement for the semester credit hour load of 15 hours.**

Morris College Scholars

Students who are named to the President's List and/or the Dean's List for six consecutive semesters and who complete at least 15 credit hours each semester with no developmental courses are designated as "Morris College Scholars." This is the highest academic honor students can attain prior to graduation. Scholarship emblems bearing the seal of the College are awarded to each "Morris College Scholar." A grade-point average of 3.0 is required for each semester following the initial listing for continued designation as a Morris College Scholar.

O. R. Reuben Scholars

Students who have been listed on the Dean's or President's List for both semesters of their freshman year are designated O. R. Reuben Scholars. This academic honor is named for the late Odell R. Reuben, a former President of the College.

Graduation Honors

The following honors are awarded at graduation to students who have maintained a high level of scholarship during their college careers. A student must be enrolled at the College for at least one year (30 credit hours) in order to receive graduation honors.

Cum Laude—grade point cumulative average of 3.0 or higher.
Magna Cum Laude—grade point cumulative average of 3.50 or higher.
Summa Cum Laude—grade point cumulative average of 3.85 or higher.

Graduation Requirements

1. A candidate for graduation must have earned at least 25 percent of the required hours in residence at Morris College.
2. A candidate for graduation must have earned a minimum of 120 credit hours and a grade point average of not less than 2.0. Certain major programs require a higher number of credit hours as the minimum for graduation.
3. A written application for graduation that is available in the Office of Ad- missions and Records must be filed with that office no later than the end of a student's junior year. An applicant for graduation will be notified by the Office of Admissions and Records of his or her status prior to the next registration period.
4. A graduation fee of $85.00 must be paid to the Financial Services Office at the time the application is made.
5. Graduation exercises are held annually in May following the close of the spring semester. All candidates are expected to participate in the exercises at this time. If compliance with this regulation is not possible, requests for graduation in absentia must be made in writing to the Academic Dean.
6. All candidates for graduation must be certified by the Vice President of Enrollment Management.
7. A final written examination is required of all candidates for graduation.
8. Students seeking to graduate in four years may require more than four years if

(1) they had academic deficiencies in English and/or mathematics;
(2) they were on academic probation one or more times;
(3) they enrolled in teacher preparation programs; or
(4) they changed their major academic program.

Change of Name and/or Address

It is the obligation of every student to notify the Office of Enrollment Management of any change in name or permanent address. Failure to do so can cause serious delay in handling of student records and important correspondence.

Textbook Policy

Textbooks are required. All students must adhere to the textbook copyright law. Textbooks must be obtained at least one month prior to midterm or final grades will be affected.

Classroom Disruption

All students are expected to behave in a mature and orderly manner. Disruptive and/or disorderly conduct will not be tolerated in the classrooms or laboratories at Morris College. After the initial warning, faculty may dismiss from class or laboratory a student whose conduct is, in his/her opinion, disruptive. This includes, but is not limited to, verbal abuse, any kind of harassment, profanity, fighting, destruction of property, chronic tardiness, or any other interference with classroom activities. Such students will not be permitted reentry into the class until clearance is obtained from the faculty member, the appropriate division chair, and/or the Academic Dean. Absences incurred during a dismissal from class will be recorded as unexcused. The length of absence from class shall not exceed two class days (48 hours) from the date of the incident.

In a case involving extremely disruptive behavior, the college reserves the right to take additional disciplinary action through its established judicial process. If a student is found responsible for such violation, the minimum disciplinary action may be dismissal from the class in question with a semester grade of F, while the maximum disciplinary action may be expulsion from the college, dependent upon the gravity of the violation.

Academic Honesty

Academic honesty is expected in all situations at Morris College. Morris College students are expected to have the self-confidence, the self-respect, and the good judgment to recognize that a sound education requires doing one's own work. Thus, plagiarism and other forms of academic dishonesty are the basis for failure, according to the college's policy as follows:

Dishonest work of the following kinds will result in a student's being penalized:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Use of any portion of books, papers, or notes copied from any source (including electronic transmission) without acknowledgment;
- Use of bribery, threats, or any other means of coercion to influence any college official, faculty member, or employee responsible for processing grades, evaluating grades or for maintaining academic records;
- Use of forgery, alteration, unauthorized possession, or misuse of college documents pertaining to academic records, including, but not limit- ed to, late or retroactive change to schedule forms and late or retroactive withdrawal of application forms;
- Use of any other misleading or dishonestpractice.

A report must be initiated and executed within 48 hours by the instructor on the prescribed form, *Report of Academic Dishonesty*. In a case of dis- honesty, an instructor may decide to give the student no credit for the assignment in question or for the course as a whole. Depending on the severity of the case, the instructor must submit a written statement to the Office of Student Affairs and the Office of Academic Affairs for further action to be taken. A student may appeal the action by written statement to the Office of Academic Affairs.

Academic Grievance Procedure

For information about the academic grievance procedure, please see the current *Morris College Student Handbook*

Weekly Assemblies

***Beginning in the Fall 2025, the College is making weekly assemblies as a course (ASB 100) with a pass or fail grade. A credit of 0.5 is attached to the course (subject to change), this course will be added to all student schedules, and a P or F will be recorded at the end of the semester. ***

Assembly 100..... 0.5 Hours

SPECIAL PROGRAMS AND SERVICES

Freshman Orientation Program

Intensive orientation activities are offered to new students during entry weeks of the fall and spring semesters. Students then continue their orientation within a comprehensive course, FRS 100 Freshman Seminar. The pivotal concern is that students will be provided with a sound, successful, entry level academic growth experience.

Student Support Services

Student Support Services is a federally funded program which provides opportunities for academic development for 200 freshmen and sophomores annually. First-generation, low-income students and students with disabilities are eligible to participate. The program assists students in their transition from high school to college, helps with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education.

Career Services Center

The Career Services Center offers career development and counseling, workshops and seminars on career related subjects and assistance with résumé writing, interviewing, internships, graduate and professional school admission, and job placement.

This service is provided by the College to offer students information about careers to assist them in securing employment during summers and after graduation, and in gaining entry into graduate and professional schools.

Summer School

Morris College summer school consists of one six-week session, during which students may earn up to nine credit hours. Summer school is designed primarily to help students who wish to make up needed credits, lighten their course load during the regular semester, or reduce the time required for graduation. Summer school also offers special benefits to in-service teachers, persons wishing to pursue academic work for personal advancement, and recent high school graduates who desire an early start in college.

Entering first-time students must apply to the Office of Enrollment Management, and admission to summer school is determined on the same basis as admission to the fall or spring semesters. Transient students may be ad- mitted by letter of approval from their respective schools.

For details about summer school, see the current *Morris College Summer School Bulletin*.

Learning Resources Center

The Richardson-Johnson Learning Resources Center (LRC) opened to the Morris College community in 1980. The LRC, a three-story building, can seat 350 users. This facility houses the Library, the Media Services Department, and an academic computer laboratory. On the first floor are the Cataloging, Circulation, and Reference Departments; administrative offices; and the Archives Room. The library offers several print and online resources in all academic areas for use by Morris College students, faculty, and staff.

On the second floor are reading and private study rooms and computers for research. Also on the second floor are the Coleman Collection of books by and about African Americans; and the general books collection.

The third floor houses the Media Center which provides videos, DVD's, CD's, and multimedia equipment. There is a film-lecture room equipped for classes, and meetings. Also, on the third floor are the journalism /photography lab, the computer lab, and the Children's Literature Collection.

Information Technology Services

Recognizing the importance of computers in modern society, Morris College provides information technology resources so that every student is afforded the opportunity to acquire basic computer competencies. There are ten computer laboratories with Internet access to support instructional and research applications in the major academic areas. Typical applications include word processing, statistics, database management, spreadsheet analysis, graphics, and communications. The College also provides wireless Internet access throughout the campus and email access.

Morris College's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology. Hours of operation for each laboratory are posted.

Upward Bound

Upward Bound is a federally funded pre-college program for high school students. It is designed to help low-income potentially first-generation college students successfully graduate from high school and pursue post-secondary education. Upward Bound is funded by the United States Department of Education (Title IV), and Morris College serves as the host institution. The program is funded to serve 65 local high school students.

The Morris College Upward Bound Program provides the following support services for its participants:

1. Individual and small group counseling
2. Classes in math, science, reading, English, foreign language, and computer literacy
3. Cultural enrichment activities
4. Educational materials and supplies
5. Academic, career, personal, and social counseling
6. Transportation
7. Six-weeks residence on campus
8. Visits to postsecondary institutions
9. Individualized tutoring
10. A small stipend

The program operates with centralized and decentralized sessions during the academic year. During the summer all participants reside on the campus for six (6) weeks. All centralized sessions are held on campus twice monthly on Saturdays.

ACADEMIC DIVISIONS AND PROGRAMS

THE DIVISION OF GENERAL STUDIES

The Division of General Studies at Morris College offers students, through its core curriculum of liberal arts courses, an opportunity to improve their skills and learn the content necessary for success in major courses. Furthermore, the Division of General Studies administers programs for first- and second-year students entering the college, and the Division provides an academic program and academic support services to meet the diverse needs of freshmen, sophomores, and transfer students. The programs sponsored by this division are designed to promote relationships among faculty, advisors, and students in an effort to provide students with the collegiate environment necessary for academic success. Courses and programs offered by the Division of General Studies provide a rigorous academic foundation for students through success-oriented experiences which promote excellence, scholarship, and retention. The Division also sponsors a variety of activities to enhance and display the talents of freshmen and sophomores. Each year the Division publishes *The Bell Ringer,* a literary magazine for freshmen, and *The Hornet's Nest,* a literary magazine and newsletter for sophomores.

DIVISION OBJECTIVES, LEARNING OUTCOMES, AND EXIT REQUIREMENTS

The primary goal of the Division of General Studies is to provide students with a solid foundation in the liberal arts. In order to achieve this goal, the Division has the following objectives:

1. To provide a stimulating success-oriented academic environment that will promote student retention.
2. To provide students with a core curriculum of course work in oral and written communication, the humanities, mathematics, and the natural and social sciences.
3. To help students develop adequate competencies in reading, writing and mathematics.
4. To improve the students' abilities to analyze, synthesize, and evaluate intellectual ideas and principles.
5. To ensure that students are placed in appropriate courses and follow a specific course of study.
6. To instruct the students in the fundamentals of computer literacy.
7. To provide strong academic support services through tutorials, advisement, and facilities for assisted learning in English, mathematics, and reading.

General Education Learning Outcomes

It is the aim of the Morris College General Education Curriculum to ensure that each student can:

1. Critical Thinking: Students who successfully complete the General Education curriculum will be able to demonstrate ability to analyze, synthesize and evaluate information, intellectual ideas, and principles by achieving a performance level of 70% or greater on a comprehensive written examination.

2. Communications: Students who successfully complete the General Education program will be able to demonstrate fluency in reading comprehension by achieving a performance level of 70% or greater on a comprehensive written examination.

Students who successfully complete the General Education curriculum will be able to demonstrate fluency in oral communication by achieving a performance level of 70% or greater on a formal oral presentation assessed by means of a faculty-designed scoring rubric.

Students who successfully complete the General Education curriculum will be able to demonstrate fluency in written communication by achieving a performance level of 70% or greater on a major writing project assessed by means of a faculty-designed scoring rubric.

3. Quantitative Literacy: Students who successfully complete the General Education curriculum will demonstrate the ability to perform mathematical operations as applied to problems of moderate to advanced levels of difficulty by achieving a performance level of 70% or greater on a comprehensive written examination.

Students who successfully complete the General Education curriculum will demonstrate ability to perform computer-based operations as applied to problems of moderate to advanced level of difficulty by means of achieving a performance level of 70% or greater on a major computer-based demonstration assessed by means of a faculty-designed scoring rubric.

4. Scientific Literacy: Students who successfully complete the General Education curriculum will demonstrate a working knowledge of the major principles and concepts associated with the natural sciences by achieving a performance level of 70% or greater on a comprehensive written examination.

Students who successfully complete the General Education curriculum will be able to demonstrate ability to apply the major principles and concepts associated with the natural sciences in the biological and physical world by achieving a performance level of 70% or greater on a major laboratory exercise assessed by means of a faculty-designed scoring rubric.

5. Civic Competency and Engagement: Students who successfully complete the General Education curriculum will be able to demonstrate the basic awareness and knowledge required to interact constructively with others in addressing common social issues on the community, societal and global levels by achieving a performance level of 70% or greater on a comprehensive written examination.

6. Intercultural Awareness and Diversity: Students who successfully complete the General Education curriculum will be able to demonstrate basic awareness and knowledge of various cultures throughout the world by achieving a performance level of 70% or greater through completing a formal paper on an approved topic related to the subject matter assessed by means of a faculty-developed scoring rubric.

7. Historical and Social/Behavioral: Students who successfully complete the General Education curriculum will be able to demonstrate a basic knowledge of events, conditions and personalities that have shaped the course of human history by achieving a performance level of 70% or greater on a comprehensive examination.

Students who successfully complete the General Education curriculum will be able to demonstrate knowledge of the central concepts and principles employed in the exploration of human social interaction and behavior by achieving a performance level of 70% or greater on a comprehensive examination.

8. Ethical and Aesthetic: Students who successfully complete the General Education curriculum will be able to demonstrate a foundational knowledge of major concepts, ideas and personalities associated with the clarification of ethical values as well as the expression of creative ideas in art, literature and music by means of achieving a performance level of 70% or greater on a formal oral presentation on an approved topic related to the subject matter assessed by a faculty-developed scoring rubric.

Upon completion of all General Education requirements, student files are transferred to the major divisions. Students wishing to enter the Teacher Education Program must have a 3.0 grade point average and must have passed all parts (reading, writing, and mathematics) of the Praxis Core Program I Examination.

PLACEMENT TESTING AND DEVELOPMENTAL STUDIES

Students who plan to enroll at Morris College must take the Accuplacer Next Generation placement examination, which tests skills in English, mathematics and reading. Based on the results of the tests, students may be placed in developmental courses. They must receive a grade of "C" or above in each developmental course in order to proceed to the next developmental or general education course in the sequence. Credit for developmental courses does not count toward graduation or the 15 hours required for academic honors. Developmental courses are as follows:

DEG 101	Developmental English I
DEG 102	Developmental English II
DMA 101	Developmental Mathematics I
DMA 102	Developmental Mathematics II
DRD 101	Developmental Reading I
DRD 102	Developmental Reading II

ACADEMIC PROBATION

Students who are admitted on academic probation may not enroll in more than 13 hours during each of the first two semesters of enrollment. The students and their parents must sign a contract which stipulates adherence to a structural program of study, scheduled tutorial sessions and regular class attendance. Each student's progress will be monitored.

ACADEMIC ADVISEMENT

An interdisciplinary faculty provides academic advising to students in the Division. Each advisor is assigned a number of advisees who receive assistance in registering in appropriate general education courses and whose academic progress is monitored to ensure completion of general education requirements prior to exiting the Division of General Studies.

BRAWLEY-STARKS ACADEMIC SUCCESS CENTER LAB

The Brawley-Starks Academic Success Center offers students access to computer workstations and Northstar Developmental Education software programs geared toward improving their skills in English, mathematics and reading. This facility is available to all students.

HONORS PROGRAM

The Division of Academic Affairs houses the Morris College Honors College. This program provides an environment conducive to intellectual stimulation and growth through honors seminars and cocurricular experiences. Consistent with the institution's goal of promoting the intellectual and personal growth of all students, the Honors College is designed to encourage leadership, to promote critical thinking, and to meet the needs of scholars who are academically capable, intellectually curious, and highly motivated. The program is implemented through special Honors seminars and other projects and activities coordinated by the program director. HON 110, HON 210, HON 220, HON 310, HON 320, HON 410, and HON 420 are required for a student to graduate as a member of the Honors Program. Honors additional courses are as follows:

HON 103 - Honors College Algebra - College Algebra (MAT 103)
HON 104 - Honors World History - World History (HIS 104)
HON 105 - Honors English - Fundamentals of Composition (ENG 103)
HON 106 - Honors African American History - African American History (HIS 106)
HON 107 - Honors Research & Composition - Research & Composition (ENG 104)
HON 205 - Honors African American Literature- African American Literature (ENG 205)

THE DIVISION OF BUSINESS ADMINISTRATION

Students completing the course requirements for majors offered by the Division will earn a Bachelor of Science degree with a major in Business Administration or Organizational Management. The mission of the Division of Business Administration is the development of individual abilities and the development of marketable skills necessary to secure employment in business, industry, government, and other selected areas. The Division is aware of society's need for persons in responsible positions to display professional, moral, and ethical behavior. Thus, the Division endeavors to provide competent instruction, leadership, and guidance toward these ends.

PROGRAM REQUIREMENTS

Bachelor of Science Degree with a Major in Business Administration*

In addition to the 49 hours of General Education requirements, all business students complete 45 hours in the Business Administration major, six hours of Economics, one hour of Junior Seminar and 21 hours of electives.

Bachelor of Science Degree with a Major in Organizational Management*

In addition to the 60 hours of credits transferred, all students in the Organizational Management major complete 50 hours of organizational management core requirements and one hour of Junior Seminar. Students may select a minimum of 13 hours of additional courses to complete degree requirements.

Bachelor of Science Degree with a Major in Esports Management

In addition to the 49 hours of General Education requirements, all Esports Management students complete 30 hours in the major core requirements, 27 hours of management requirements, 10 hours in other required courses and 6 hours of electives.

Bachelor of Science Degree with a Major in Esports-Video Game Design

In addition to the 49 hours of General Education requirements, all Esports-Video Game Design students complete 27 hours in the major core requirements, 21 hours of video game design, 21 hours in other required courses and 6 hours of electives.

Bachelor of Science Degree with a Major in Supply Chain Management

In addition to the 49 hours of General Education requirements, all Supply Chain Management students complete 30 hours in the major core requirements, 30 hours of management required courses, 7 hours in other required courses and 6 hours of electives.

Student Responsibility
Students are responsible for knowing and completing their major requirements as stated in this catalog. Advisors will provide every possible assistance to enable students to complete their requirements.

The Objectives of the Business Administration major are as follows:

1. To provide experiences that will assist students in developing an understanding of the free enterprise system.
2. To assist students in developing an understanding of business functions, operations, technology, and interrelationships.
3. To provide experiences that will enable students to become intelligent consumers and to execute their personal business transactions.
4. To develop in students the leadership traits that will assist them in assuming responsible positions in community betterment, business, industry, government, and related areas.

*The degree programs in Business Administration and Organizational Management are accredited by the Accreditation Council for Business Schools and Programs.

5. To reinforce and encourage continual development of communication and decision-making skills.
6. To provide opportunities for career awareness and explorations in the areas of business, industry, government, and related areas.
7. To promote continuing education in business.

Business Administration Program Learning Outcomes

Graduates successfully completing the Business Administration degree program will

1. Demonstrate and apply significant facts, concepts, theories, methodologies, and knowledge in the core business areas.
2. Explain the business and management concepts from a global perspective.
3. Communicate a readable sequence of rational ideas effectively, both orally (presentation building and delivery) and in writing (reports, emails, and business correspondence).
4. Employ various methods and processes from diverse areas of business to formulate analytical/quantitative solutions to business problems.
5. Apply critical thinking skills to formulate solutions to problematic scenarios and cases involving diverse areas of business.
6. Identify the appropriate behavioral responses to exhibit in personal, social, and professional environments to promote ethical decision making and corporate social responsibility.
7. Produce business reports that incorporate critiqued documentation, database analysis, and statistically sound research methodologies.
8. Establish and improve personal and professional leadership and team-building skills.
9. Explain how contemporary events and issues are affecting the world of business.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BUSINESS ADMINISTRATION

General Education **49**

Business Administration Major **45**

BUS 375	Principles of Management	3
BUS 380	Principles of Marketing	3
BUS 385	Financial Accounting	3
BUS 390	Business Communication	3
BUS 395	Statistics	3
BUS 400	Business Law and Ethics	3
BUS 405	Operations Management	3
BUS 410	Managerial Accounting	3
BUS 465	International Business Management	3
BUS 467	Business Internship	3
BUS 470	Human Resource Management	3
BUS 475	Managerial Finance	3
BUS 480	Management Information Systems	3
BUS 490	Organizational Behavior	3
BUS 495	Business Policy	3
BUS 497	Business Research	3

Other Required Courses **7**

ECO 301	Macroeconomics	3
ECO 302	Microeconomics	3
JRS 300	Junior Seminar	1

Electives **18**

TOTAL **122**

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION

Students majoring in other disciplines who want to minor in Business Administration are required to complete the following courses:

BUS 375	Principles of Management	3
BUS 380	Principles of Marketing	3
BUS 385	Financial Accounting	3
BUS 400	Business Law and Ethics	3
BUS 465	International Business Management	3
BUS 470	Human Resource Management	3
TOTAL		**18**

REQUIREMENTS FOR A MINOR IN BUSINESS INFORMATION TECHNOLOGY

Students majoring in other disciplines who want to minor in Business Information Technology are required to complete the following courses:

BUS 375	Principles of Management.	3
BUS 405	Operations Management.	3
BUS 470	Human Resource Mgt.	3
BUS 480	Management Info Systems.	3
CIS 303	Introduction to Project Management	3
CIS 440	Information Resource Management.	3
TOTAL		**18**

REQUIREMENTS FOR A MINOR IN COMPUTER INFORMATION SYSTEMS

Students majoring in other disciplines who want to minor in Computer Information Systems are required to complete the following courses:

CIS 300	Systems Analysis and Design	3
CIS 303	Introduction to Project Management	3
CIS 310	Introduction to Computer Programming	3
CIS 320	Business Telecommunications	3
CIS 400	Database Design	3
CIS 440	Information Resource Management	3
TOTAL		**18**

REQUIREMENTS FOR A MINOR IN ESPORTS-VIDEO GAME DESIGN

Students majoring in other disciplines who want to minor in Esports-Video Game Design are required to complete the following courses:

VGD 201	Introduction to Game Design and Development	3
VGD 215	Survey if Video Gaming	3
VGD 220	Technical Strategies in Game Design	3
VGD 303	Introduction to 3D Animation and Visual	3
VGD 325	3D Game Programming	3
VGD 340	Visual Design and Digital Graphics for Games	3
VGD 405	Game Development and Design Workshop	3
TOTAL		**21**

REQUIREMENTS FOR A MINOR IN E-SPORTS MANAGEMENT

Students majoring in other disciplines who want to minor in E-Sports Management are required to complete the following courses:

ESP 101	Introduction to Esports	3
ESP 102	Performance and Performance Enhancement Tools in Esports	3
ESP 201	Esports Business and Marketing	3
ESP 202	Structure and Governance in Esports	3
ESP 301	Principles of Management in Esports	3
ESP 302	Experiential Learning in Esports	3
ESP 400	Contemporary Issues in Esports	3
TOTAL		**21**

REQUIREMENTS FOR A MINOR IN SUPPLY CHAIN MANAGEMENT

Students majoring in other disciplines who want to minor in Supply Chain Management are required to complete the following courses:

BUS 300	Introduction to Business	3
CIS 440	Information Resource Management	3
SCM 301	Principles of Supply Chain	3
SCM 302	Global Supply Chain	3
SCM 303	Technology and Supply Chain	3
SCM 304	Special Issues and Topics in Supply Chain	3
TOTAL		**18**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BUSINESS ADMINISTRATION

FRESHMAN YEAR

Fall Semester	Credit
CIS 101 Introduction to Computers	2
ENG 103 Fundamentals of Composition	3
FRS 100 Freshman Seminar	1
HIS 106 African American History	3
MAT 103 College Algebra	3
SPH 103 Voice and Speech Improvement	3
	15

Spring Semester	Credit
ART 101 Art Appreciation	2
BIO 100 Biological Science	4
ENG 104 Research and Composition	3
FRS 102 Freshman Seminar II	1
GEO 201 World Regional Geography or HIS 104 World History or SOC 101 Principles of Sociology	3
Minor Course/Elective	3
	16

SOPHOMORE YEAR

Fall Semester	Credit
ENG 205 African American Literature	3
HSC 210 Health and Physical Education	3
REL 201 Literature & Religion of The Old Testament	3
Minor Course/Elective	3
Minor Course/Elective	3
	15

Spring Semester	Credit
MUS 101 Music Appreciation	2
PHS 100 Physical Science	4
PSY 201 General Psychology	3
REL 202 Literature & Religion of The Old Testament	3
Minor Course/Elective	3
	15

JUNIOR YEAR

Fall Semester	Credit
BUS 375 Principles of Management	3
BUS 385 Financial Accounting	3
BUS 395 Statistics	3
ECO301 Macroeconomics	3
JRS 300 Junior Seminar	1
Minor Course/Elective	3
	16

Spring Semester	Credit
BUS 380 Principles of Marketing	3
BUS 390 Business Communications	3
BUS 405 Operations Management	3
BUS 410 Managerial Accounting	3
ECO 302 Microeconomics	3
	15

SENIOR YEAR

Fall Semester	Credit
BUS 465 International Business Management	3
BUS 470 Human Resource Management	3
BUS 475 Managerial Finance	3
BUS 467 Business Internship	
Minor Course/Elective	3
Minor Course/Elective	3
	15

Spring Semester	Credit
BUS 400 Business Law and Ethics	3
BUS 480 Management Information Systems	3
BUS 490 Organization Behavior	3
BUS 495 Business Policy	3
BUS 497 Business Research	3
	15

Objectives for Organizational Management

- To provide non-traditional students with research skills necessary for defining, analyzing, synthesizing, and solving organizational problems.
- To provide non-traditional students with leadership skills, technological skills, oral and written communication skills, and research skills appropriate for professional settings.
- To promote group learning as a vehicle for academic exchange, professional networking, and peer support.

Learning Outcomes for Organizational Management

Upon completion of the Organizational Management degree program, graduates will

1. Apply management principles, concepts, theories, and critical thinking skills to work-related situations.
2. Understand management processes and leadership styles that influence organizational effectiveness.
3. Evaluate and analyze financial statements and make managerial decisions based on the use of accounting information.
4. Understand theory and practice of team building, collaborative problem solving, and conflict resolution.
5. Compare goals, objectives, strategies, global opportunities, and ethical issues related to wholesaling, retailing, and direct marketing.
6. Demonstrate effective oral, written, and nonverbal communication skills.
7. Conduct empirical research synthesizing key business concepts, utilizing quantitative and/or qualitative analysis, and identifying solutions to business problems.
8. Apply ethical principles and approaches in analyzing domestic and global issues, problems, and case studies.
9. Demonstrate proficient technology usage to enhance critical thinking and professional development skills.
10. Utilize a variety of information resources to explain how contemporary events and issues are affecting the global economy and the world of business.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ORGANIZATIONAL MANAGEMENT

The Organizational Management major is a unique alternative to the traditional degree program. It offers working adults who are at least 25 years old the opportunity to earn a baccalaureate degree in as short a time as eighteen months. (The actual time will vary according to the number of credits by discipline transferred.) Classes meet for four hours, and many classes meet only one evening each week.

Minimum credits transferred from previous college work..... **60**

Transfer credits should include:

English Grammar and Composition	3
Literature	3
Speech	3
Natural Science	4
College Algebra	3
Computer Science/Computer Applications	2
Social/Behavioral Sciences	12

Major Courses..... **50**

ORM 300	Adult Development and Career Life Assessment	3
ORM 301	Group and Organizational Behavior	3
ORM 303	Organizational Communication	3
ORM 304	Methods of Research and Analysis	3
ORM 305	Research Project Seminar I	1
ORM 306	Information Systems Management	3
ORM 307	Managerial Accounting	3
ORM 312	Managerial Finance	3
ORM 400	Humanities: Holistic Approach	3
ORM 401	Managerial Economics	3
ORM 402	Managerial Marketing	3
ORM 404	Managerial Principles	3
ORM 405	Biblical Perspectives	3
ORM 406	Human Resource Management	3
ORM 407	Strategic Management	3
ORM 408	Legal and Ethical Issues in Management	3
ORM 409	Research Project Seminar II	4

Other Required Courses

JRS 300	Junior Seminar	1

Electives..... ..0-13 hours as required

TOTAL..... **124**

Curriculum for the Bachelor of Science Degree with a Major in Organizational Management

FALL ENTRY

Fall Semester	**Credit**
†JRS 300 Junior Seminar	1
†ORM 300 Adult Development and Career Life Assessment	3
†ORM 301 Group and Organizational Behavior	3
ORM 304 Methods of Research and Analysis	3
ORM 305 Research Project Seminar I. 1 ORM 404 Managerial Principles	3
	14

Spring Semester	**Credit**
†ORM 306 Information Systems Management	3
ORM 303 Organizational Communication	3
ORM 307 Managerial Accounting	3
ORM 400 Humanities: A Holistic Approach	3
†ORM 402 Managerial Marketing	3
	15

Summer Semester	**Credit**
†ORM 312 Managerial Finance	3
ORM 401 Adult Development and Career Life Assessment	3
†ORM 405 Biblical Perspectives	3
	9

Fall Semester	**Credit**
Electives	0-13 Hours as required

SPRING ENTRY

Spring Semester	**Credit**
†JRS 300 Junior Seminar	1
†ORM 300 Adult Development and Career Life Assessment	3
†ORM 301 Group and Organizational Behavior	3
ORM 304 Methods of Research and Analysis	3
ORM 305 Research Project Seminar I. 1 ORM 404 Managerial Principles	3
	14

Summer Semester	**Credit**
†ORM 306 Information Systems Management	3
ORM 307 Managerial Accounting	3
ORM 400 Humanities: A Holistic Approach	3
	9

Fall Semester	**Credit**
ORM 303 Organizational Communication	3
ORM 312 Managerial Finance	3
ORM 401 Managerial Economics	3
ORM 402 Managerial Marketing	3
†ORM 405 Biblical Perspectives	3
	15

Spring Semester	**Credit**
ORM 406 Human Resource Management	3
ORM 407 Strategic Management	3
ORM 408 Legal and Ethical Issues in Management	3
ORM 409 Research Project Seminar II	4
	13

Electives ..0-13 Hours as required

THE ESPORTS MAJORS

What is Esports?

Esports is a competitive video gaming that involves individual players competing against each other or in teams. It is different from regular video games since it is based on a highly organized competitive atmosphere (environment).

Esports Majors and Career Prospects

The Morris College Esports programs consists of three academic majors: Esports-Cybersecurity Major, Esports-Management Major, and Esports-Game Design Major. The First Major resides in The Division of Natural Sciences and Mathematics and the other two are housed in the Division of Business Administration. The three majors prepare students academically, competitively, and professionally so that the graduates become future innovators and leaders in the Esports environment.

The Program prepares students for careers in the esports industry with opportunities for employment in esports security management, game design and production, esports performance, esports health, and injuries and rehabilitation. Experiential learning and hands-on experiences will further enhance students' preparation for careers in the financial aspects of the lucrative esports industry. Related financial career options may include event manager, marketer, event streamer and esports trainer.

Students seeking a major in Esports-Cybersecurity must complete 123 credit hours covering 30 credit hours in the Major Core Requirements, 16 hours in Cybersecurity Requirements, 28 hours in Other Course Requirements and 6 hours in free electives in addition to 49 hours in General Education Requirements. A Minor in Esports-Cybersecurity consists of 20 credit hours.

Esports Management Program

In today's workforce, there is an expanding need for workers that come with developed analytical and soft skills to meet everyday demands, but also possess a competitive passion to meet the goals outline even before the set deadlines. This type of worker provides the industry with a proficient and work-oriented skill set to ensure production is efficient. One such hobby, sports, and now a discipline that develops students into this type of career is Esports, which is blossoming into a repository for in-demand employers. This sport is growing immensely, and competitive video game play is developing needed skills for tomorrow's workforce.

Esports are advancing at a rapid pace in the US, where market research revealed that the industry's value is set to hit a whopping 1.8 billion dollars in the next few years. "Esports has grown by an astounding 49% in the three-year span of 2019–2021, and the projected expansion of esports' popularity shows no signs of slowing." The rise of esports was given a further boost with millions of players and fans around the world turning to the virtual sporting realm amid ongoing restrictions on real-life sports. "As esports become more recognized throughout the world, colleges and universities are seeing the potential of an untapped group of potential students who excel at teamwork, critical thinking, and technical skills."

As quickly as the economy is changing, so are teaching, and learning practices. Gaming and game development curricula serve as a platform for adopting innovative, at-scale approaches to teaching and learning to improve student outcomes. Developing a curriculum that incorporates gaming and a protection component such as cybersecurity will be one of the first of its kind in higher education. Esports may represent an opportunity to provide the workforce with a special skill set for the workforce, as well as provide enrollment growth for institutions as program startup costs appear to be low compared to many other programs.

As technology continues to evolve, esports are the new frontier of the sports business. This major provides students with the ability to build on the comprehensive business administration core with skills in game design and game management. Students master the knowledge and skills necessary to succeed in the increasing variety of esports organizations and businesses that complement the industry. A degree prepares students to work in a variety of roles within the realm of esports including law, event management, facility management, and marketing.

An undergraduate Esports Management degree will provide you with the skills you need to achieve your career goals, including:

- Game design
- Game management
- Facility planning
- Event management
- Esports business consulting

Graduates with a degree in Esports Management will be able to pursue a variety of opportunities in the professional, competitive, and amateur Esports arenas. They will be qualified for positions in areas such as management, production, operations, marketing, sales, sponsorship, analytics, content creation, player relations, law, and organizational governance. Opportunities for graduates of the Esports Management program will increase with the expansion of the industry and the evolving concept of sport as leisure and entertainment.

These opportunities will include roles such as:

- Director of Esports Sales
- Esports Marketing Specialist
- Esports Content Producer
- Esports Gaming Product Manager

The Esports-Management Objectives

The objectives of the Esports-Management Program are as follows:

1. Demonstrate advanced study or engagement in the business structure of Esports.
2. Prepare students to address contemporary issues by utilizing evolving business strategies, analytical thinking, and business design models.
3. Integrate content knowledge from the core areas of the esports industry into an adequate business structure.
4. Demonstrate skills in individual work, teamwork, group communication, and networking competencies.
5. Demonstrate effective business communication skills integrating digital tools.

Learning Outcomes for the Esports-Management Program

1. Develop an integrated marketing and communications plan for an esports entity based on industry best practices.
2. Evaluate brand strategies and contrasting business models of various esports.
3. Develop revenue models for various Esports events.
4. Develop marketing strategies that can enhance an esports entity's community reach and engagement through various platforms.
5. Integrate current techniques, skills, and tools necessary for creating effective business strategies for Esports marketing.
6. Demonstrate a level of subject matter content knowledge and applied skills in order to design and develop the construction of management systems of varying complexity.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN ESPORTS MANAGEMENT

General Education Requirements 49

Major Core Requirements 30

ESP 101 Introduction to E-Sports..... 3
ESP 102 Performance and Performance Enhancement Tools In Esports..... 3
ESP 201 Physical Education for Elementary Education 3
ESP 202 Structure and Governance in E-Sports 3
ESP 301 Principles of Managing E-Sports 3
ESP 302 Experiential Learning in E-Sports..... 3
ESP 400 Contemporary Issues in E-Sports..... 3
ESP 401 Health and Performance in E-Sports..... 3
ESP 402 Injuries and Rehabilitation in E-Sports 3
ESP 405 Esports Management Capstone 3

Management Requirements 27

BUS 380 Principles of Marketing…..... 3
BUS 385 Financial Accounting 3
BUS 395 Statistics..... 3
BUS 400 Business Law and Ethics 3
BUS 405 Operations Management 3
BUS 410 Managerial Accounting..... 3
BUS 465 International Business..... 3
BUS 480 Management Information Systems…..... 3
BUS 490 Organizational Behavior 3

Other Course Requirements 10

CIS 303 Project Management…..... 3
ECO 301 Principles of Macroeconomics..... 3
ECO 302 Principles of Microeconomics 3
JRS 300 Junior Seminar 1

Electives..... 6

TOTAL HOURS **122**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE
WITH A MAJOR IN ESPORTS MANAGEMENT
FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Intro. to Computers ……	2	Art 101 Art Appreciation ……	2
ENG 103 Fundamentals of Composition ..	3	HIS 106 African American History …	3
FRS 100 Freshman Seminar I……	1	HSC 210 Health and Phys. Ed ……	3
MAT 103 College Algebra ……	3	ENG 104 Research and Composition ..	3
SPH 103 Voice and Speech Improvement	3	FRS 102 Freshman Seminar II ……	1
GEO 201 World Regional Geography or.. HIS 104 World History or…… SOC 101 Principles of Sociology….	3	MAT 104 Algebra and Trigonometry ..	3
	15		15

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ECO 301 Principles of Macroeconomics	3	ECO 302 Principles of Microeconomics	3
BIO 100 Biological Sciences ……..	4	PSY 201 General Psychology ……	3
MUS 100 Music Appreciation ……	2	ENG 205 African American Literature .	3
REL 201 Literature and Religion of OT..	3	CIS 303 Project Management ……	3
Elective ……	3	ESP101 Intro to Esports …….	3
	15		15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ESP 102 Performance Enhancing Tools in Esports ……	3	ESP 201 Esports Bus. and Marketing…	3
BUS 385 Financial Accounting ……..	3	ESP 202 Structure and Gov. in Esports..	3
BUS 395 Statistics ……	3	BUS 380 Principles of Marketing……..	3
PHS 100 Physical Sciences ……...	4	BUS 400 Business Law …….	3
REL 202 Literature and Religion of NT…	3	BUS 410 Managerial Accounting …….	3
JRS 300 Junior Seminar ……	1		
	17		15

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ESP 301 Prin. In Management in …… Esports	3	ESP 401 Health Performance in Esports	3
ESP 302 Exp. Learning in Esports……...	3	ESP 405 Esports-Video Game Design… Sem	3
BUS 405 Operations Management…….	3	BUS 480 Management Information Sys..	3
ESP 400 Contemporary Issues in Esports .	3	BUS 490 Organizational Behavior……..	3
BUS 465 International Business ……	3	Elective ……	3
	15		15

Esports-Video Game Design Program

In today's workforce, there is an expanding need for workers that come with developed analytical and soft skills to meet everyday demands, but also possess a competitive passion to meet the goals outline even before the set deadlines. This type of worker provides the industry with a proficient and work-oriented skill set to ensure production is efficient. One such hobby, sports, and now a discipline that develops students into this type of career is Esports, which is blossoming into a repository for in-demand employers. This sport is growing immensely where competitive video game play is developing needed skills for tomorrow's workforce.

Esports are video games played in an organized competitive environment such as a club or for sport. The video games range from individual play to team-oriented multiplayer play which can be in person or online. Esports has become a multi-layered activity that is now expanding all over the world and becoming the most popular activity that develops skills needed in today's workforce.

Likewise, a video game designer helps create games for entertainment and the video game designer's job outlook is positive. The U.S. Bureau of Labor Statistics (BLS) generally groups video game designers under the larger umbrella of multimedia artists and animators. The BLS reported that the job outlook for multimedia artists and animators from 2018 to 2028 was 4%. This job outlook is as fast as the national average and may be attributed to the balancing factors of an increase in demand for entertainment, but also an increase of these professionals working overseas.

While the education requirements for a game designer may vary slightly by position and specific job duties, such as the requirements for a game artist versus the requirements for a game writer, in general, most multimedia artists and animators need at least a bachelor's degree. Associate degree programs in game design are available, but bachelor's degree programs in the field of game design are even more common.

With the popularity of Esports and the need for video game design skills such as game development, level design, 3D modeling/design, prototyping, Python, animation, and gaming industry knowledge, students will not only learn and develop content knowledge on the cutting edge but receive competitive salaries for their work. Thus, Morris College seeks to offer an academic new program in Esports-Video Game Design.

The Esports-Video Game Design Program Objectives

The objectives of the Esports-Video Games Design Program are as follows:

1. Demonstrate advanced study or engagement into professional practice within Esports and Video Game Design.
2. Prepare students to address contemporary issues by utilizing evolving technologies, analytical thinking, and design methodologies.
3. Integrate content knowledge from the core areas of the esports industry into video-integrated learning.
4. Demonstrate skills of individual work, teamwork, group communication, and networking competencies.
5. Demonstrate effective communication skills integrating digital tools.

Learning Outcomes for the Esports-Video Game Design Program

1. Summarize fundamental concepts in computing and mathematics appropriate to the discipline.
2. Analyze a problem and define and identify computing methods for an appropriate solution.
3. Demonstrate the ability to design, implement and evaluate a computer-based program to meet desired needs.
4. Demonstrate the ability to function effectively in teams to accomplish a common goal.
5. Integrate current techniques, skills, and tools necessary for computing practices.
6. Demonstrate a level of subject matter content knowledge and applied skills in order to design and develop the construction of software systems of varying complexity.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN ESPORTS-VIDEO GAME DESIGN

General Education **49**

Major Core Requirements **27**

ESP 101 Introduction to E-Sports 3
ESP 102 Performance and Performance Enhancement Tools In Esports 3
ESP 201 Physical Education for Elementary Education 3
ESP 202 Structure and Governance in E-Sports 3
ESP 301 Principles of Managing E-Sports 3
ESP 302 Experiential Learning in E-Sports 3
ESP 400 Contemporary Issues in E-Sports 3
ESP 401 Health and Performance in E-Sports 3
ESP 405 Esports Management Capstone 3

Video Game Design Requirements **21**

VGD 201 Introduction to Game Design and Development… 3
VGD 215 Survey of Video Gaming 3
VGD 220 Technical Strategies in Game Design 3
VGD 303 Introduction to 3D Animation and Visual 3
VGD 325 3D Game Programming 3
VGD 340 Visual Design and Digital Graphics for Games 3
VGD 405 Game Development and Design Workshop. 3

Other Course Requirements **21**

CSC 102 Computer Programming I. 4
CSC 201 Computer Programming II 4
CSC 202 Data Structures and Algorithms 3
JRS 300 Junior Seminar 1
MAT 104 Algebra and Trigonometry 3
MAT 105 Elementary Functions 3
MAT 201 Calculus I. 3

Electives **6**

TOTAL HOURS **124**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ESPORTS-VIDEO GAME DESIGN

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Intro. to Computers …….	2	Art 101 Art Appreciation ……..	2
ENG 103 Fundamentals of Composition	3	HIS 106 African American History ..	3
FRS 100 Freshman Seminar I ……	1	HSC 210 Health and Phys. Ed ……..	3
MAT 103 College Algebra ……	3	ENG 104 Research and Composition	3
SPH 103 Voice and Speech Improvement	3	FRS 102 Freshman Seminar II …….	1
GEO 201 World Regional Geography or HIS 104 World History or SOC 101 Principles of Sociology	3	MAT 104 Algebra and Trigonometry	3
	15		**15**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
CSC 102 Computer Programming I ……	4	CSC 201 Computer Programming II ..	4
BIO 100 Biological Sciences ……..	4	PSY 201General Psychology …….	3
ESP 101 Introduction to Esports …….	3	ENG 205 African American Literature	3
MUS 100 Music Appreciation ……	2	MAT 105 Functions ……	3
REL 201 Literature and Religion of OT..	3	Elective ……	3
	16		**16**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ESP 102 Performance Enh. Tools in ….. Esports	3	ESP 201 Esports Bus. And Marketing…	3
CSC 202 Data Structures and ……. Algorithms	3	ESP 202 Structure and GOV. in Esports	3
VGD 201 Intro. to Game Design and …. Dev Sports	3	VGD 215 Survey of Video Gaming For.. Gaming	3
PHS 100 Physical Sciences ……	4	VGD 220 Tech. Strat. In Game Design..	3
REL 202 Literature and Religion of NT..	3	MAT 201 Calculus I ……...	3
JRS 300 Junior Seminar ……	1		
	17		**15**

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ESP 301 Prin. In Management in ……. Esports	3	ESP 401 Health Performance in Esports …….	3
ESP 302 Exp. Learning in Esports……	3	ESP 405 Esports-Video Game Design Sem……	3
VGD 303 Intro. to 3D Anim. and Visual..	3	VGD 340 Visual Design and Dig. Graphics For Games ……..	3
VGD 325 3D Game Programming ……..	3	VGD 405 Game Dev. And Des. Workshop……	3
ESP 400 Contemporary Issues in Esports..	3	Elective…….	3
	15		**15**

Bachelor of Science Degree with a Major in Supply Chain Management

Students in the Supply Chain Management program garner an end-to-end perspective on the flow of products and services from the raw materials provider down to the customer and the flow of valuable information back up the chain.

The course curriculum includes planning and analysis, global logistics, operations strategy, lean six sigma, production, and operations management, procurement, and management of information systems. In addition, students will be able to study green supply chains, statistics, and supply chain risk management.

In addition to the 49 hours of General Education requirements, all supply chain management students complete 30 hours in supply chain management, 30 hours in the Business Administration major, six hours of Economics, one hour of Junior Seminar, and six hours of electives.

Student Responsibility

Students are responsible for knowing and completing their major requirements as stated in this catalog. Advisors will provide every possible assistance to enable students to complete their requirements.

The Objectives of the Supply Chain Management major are as follows:

1. To provide experiences that will assist students in developing an understanding of supply chain management.
2. To assist students in developing an understanding of business functions, operations, technology, and interrelationships relative to supply chain management.
3. To provide experiences that will enable students to become intelligent managers and to execute their business transactions in supply chain management.
4. To develop in students the leadership traits that will assist them in assuming responsible positions in community betterment, business, industry, government, and related areas.
5. To reinforce and encourage continual development of communication and decision-making skills.
6. To provide opportunities for career awareness and explorations of supply chain management in the areas of business, industry, government, and related areas.
7. To promote continuing education in business and supply chain management.

Supply Chain Management Major Learning Outcomes

Graduates successfully completing the degree in Supply Chain Management will:

1. Demonstrate and apply significant facts, concepts, theories, methodologies, and knowledge in the core supply chain management areas.
2. Explain the business and supply chain management concepts from a global perspective.
3. Communicate a readable sequence of rational ideas effectively, both orally (presentation building and delivery) and in writing (reports, emails, and business correspondence).
4. Employ various methods and processes from diverse areas of business to formulate analytical/quantitative solutions to supply chain management problems.
5. Apply critical thinking skills to formulate solutions to problematic scenarios and cases involving diverse areas of supply chain management.
6. Identify the appropriate behavioral responses to exhibit in personal, social, and professional environments to promote ethical decision making and corporate social responsibility.
7. Produce reports that incorporate critiqued documentation, database analysis, and statistically sound research methodologies.
8. Establish and improve personal and professional leadership and team-building skills.
9. Explain how contemporary events and issues are affecting the world of supply chain management.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN SUPPLY CHAIN MANAGEMENT

General Education **49**

Major Courses **30**

SCM 301 Principles of Supply Chain 3
SCM 302 Global Supply Chain 3
SCM 303 Technology and Supply Chain 4
SCM 304 Special Issues and Topics in Supply Chain 3
SCM 350 Supply Chain Planning and Analysis 3
SCM 360 Supply Chain Management Internship 3
SCM 400 Purchasing and Supply Chain 3
SCM 420 Transportation Management 3
SCM 425 Warehouse Management 4
SCM 450 Supply Chain Management Research 3

Management Required Courses **32**

BUS 300 Introduction to Business… 3
BUS 370 PC Systems and Application Software 3
BUS 385 Financial Accounting 3
BUS 395 Statistics 3
BUS 400 Business Law and Ethics 3
BUS 405 Operations Management 3
BUS 410 Managerial Accounting 3
BUS 475 Managerial Finance 3
BUS 480 Management Information Systems… 3
BUS 490 Organizational Behavior 3

Professional Education **7**

ECO 301 Principles of Macroeconomics… 3
ECO 302 Principles of Microeconomics 3
JRS 300 Junior Seminar 1

Electives **6**

TOTAL HOURS 124

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN SUPPLY CHAIN MANAGEMENT

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers ……	2	ART 101 Art Appreciation …….	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science ……	4
FRS 100 Freshman Seminar I …….	1	ENG 104 Research and Composition ..	3
HIS 106 African American History ……	3	FRS 102 Freshman Seminar II ……	1
MAT 103 College Algebra …….	3	GEO 201 World Regional Geography Or HIS 104 World History …….. Or SOC 101 Principles of Sociology ...	3
SPH 103 Voice and Speech Improvement	3	Elective ……	3
	15		**16**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature …	3	PHS 100 Physical Science …….	4
HSC 210 Health and Physical Education .	3	PSY 201 General Psychology ……	3
REL 201 Literature & Religion of The Testament……..	3	REL 202 Literature & Religion of The New Testament ……..	3
SCM 301 Principles of Supply Chain …..	3	MUS 101 Music Appreciation ……	2
BUS 300 Introduction to Business……	3	SCM 302 Global Supply Chain ……	3
	15		**15**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
SCM 303 Technology and Logistics…….	4	SCM 350 Supply Chain Planning & Analysis ……..	3
BUS 385 Financial Accounting…….	3	BUS 390 Business Communications…	3
BUS 395 Statistics ……	3	BUS 405 Operations Management …..	3
ECO 301 Macroeconomic…….	3	ECO 302 Microeconomics ……..	3
JRS 300 Junior Seminar ……	1	BUS 400 Business Law and Ethics …..	3
SCM 304 Special Issues & Topics in Supply Chain Management……	3		
	17		**15**

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
BUS 370 PC Systems and Application ….	3	SCM 460 Supply Chain Management Internship ……	3
SCM 420 Transportation Management ….	3	BUS 480 Management Information Systems ……	3
SCM 400 Purchasing and Supply Chain ...	3	BUS 490 Organizational Behavior..	3
BUS 475 Managerial Finance ……..	3	SCM 425 Warehouse Management..	4
Elective …….	3	SCM 450 Supply Chain Management Research…….	3
	15		**16**

THE DIVISION OF EDUCATION

The Division of Education offers majors in Early Childhood Education, Elementary Education, Health Science, and Recreation Administration and secondary education specialization in biology, mathematics, English, and social studies. The Division also administers three special programs: (1) the Army Reserve Officer Training Corps (ROTC), which is a professional program designed to produce future officers for the United States Army; (2) the Cooperative Education program, which enables students to acquire work experience while they are still in College; and (3) the "Call Me Mister" program, which seeks to attract more minority males as teachers in the state's public elementary schools. The Division operates within the framework of the institution's philosophy of preparing students for professional service in the public schools, in health science and recreation programs, and in the armed forces.

Overall Design of the Teacher Education Unit

The Education Preparation Provider (EPP) is administered within the Division of Teacher Education. The unit has six programs: Early Childhood Education, Elementary Education, Biology/Secondary Education, English/Secondary Education, Mathematics/Secondary Education, and Social Studies/Secondary Education. Candidates preparing to teach on the secondary level are majors in their chosen disciplines. They must, however, enroll in the Teacher Education Program. The program of instruction for all teacher education majors consists of four main segments: general education, professional education, the specialized requirements of the major area, and electives.

The Candidate Proficiencies

The Teacher Education Unit has identified four (4) candidate outcomes (Competent, Critical Thinker, Reflective Practitioner, and Caring) and eighteen proficiencies that must be demonstrated by all candidates. These proficiencies are aligned with the institutional standards, the unit's conceptual framework, the state's ADEPT 4.0 (Assisting, Developing, and Evaluating Professional Teaching) Performance Standards; the Council for Accreditation of Teacher Preparation standards (CAEP), as well as the standards of specialized associations for which the unit has programs: National Council for the Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); the National Science Teachers Association (NSTA); and the National Association for the Education of the Young Children (NAEYC). The alignment includes the principles of the Interstate New

Teacher Assessment and Support Consortium (INTASC).

Acquisition of these proficiencies will ensure that all program completers will possess the knowledge, skills, and dispositions required to become teachers who are Competent, Critical Thinkers, Reflective Practitioners, and Caring. Moreover, the candidates will be prepared to facilitate learning that will have a positive impact on P-12 student achievement. The proficiencies are aligned with the EPP's learning outcomes.

Morris College has implemented grade span designations which are approved by the South Carolina State Board of Education in the preparation of teaching majors. The grade span designations are as follows:

a.	Early Childhood	Pre-Kindergarten-Grade 3
b.	Elementary Education	Grades 2-6
c.	Secondary	Grades 9-12

Early Childhood Education Major

Students interested in teaching pre-kindergarten through third grade should declare a major in Early Childhood Education. Early Childhood Education majors should complete the general education program, major subject matter requirements, professional education courses and all requirements for certification. The objectives of the Early Childhood Education major are designed to produce effective teachers who are able:

1. to develop an understanding of and an appreciation for both the function and the beauty of language and how it develops.
2. to build the foundations of mathematics understanding to include counting, recognition of numerals, problem solving, and reasoning, using manipulatives and technology.
3. to develop an understanding of and an appreciation for the various areas of science, to include life science, earth science and physical science and to encourage a spirit of inquiry.
4. to help students understand who they are and how they relate to family, school, community, and the larger society; how the past, the present, and the future are interconnected; and how cultures are similar and different.
5. to develop an understanding of the importance of personal hygiene, health, and physical fitness and to promote good health habits and appropriate physical activity.
6. to build a foundation for understanding, appreciating, and participating in the visual and performing arts.

Elementary Education Major

Students who plan to become elementary teachers should declare a major in Elementary Education and must complete the general education program, professional courses, and additional subject matter preparation as required for certification.

The elementary education program places emphasis on the development of skills and their application to the content area in programs for grades two through six. The objectives of the Elementary Education major are as follows:

1. To develop an understanding of the influence of communication on individual development, and an understanding of the processes involved in learning to listen, speak, read, and write the English language clearly and effectively.
2. To develop an understanding of the language of mathematics, mathematical skills, and problem-solving skills.
3. To provide an understanding of the scope, content, skills, and methods of social studies.
4. To provide an appropriate program for science, health, physical and safety needs of children.
5. To provide study in the fine arts so that the teacher may develop the skills needed to work creatively with children in the aesthetic experiences in music, visual arts, dramatics, and creative dance.
6. To provide for the study of human growth of young pupils in the elementary grades with diverse backgrounds.
7. To provide for study of principles of learning and the learning environment for elementary children.

Student Learning Outcomes for Early Childhood Education

1. Demonstrate knowledge of students as diverse learners including exceptionalities, learning styles, intelligences, second language acquisition and the influence of prior learning experiences, as well as knowledge of the legislation governing students.
2. Apply the theoretical foundations of human development, human motivation, and human behavior in the learning environment to support developmentally appropriate learning.
3. Using knowledge of the foundations of learning and human development, engage in learning activities that teach autonomy and initiative, thereby providing effective classroom management and strategies that will promote purposeful learning.
4. Employ major physical, social, emotional, and cognitive processes associated with child development to provide a wide range of appropriate instructional strategies, as well as assessment strategies, using all available resources to enhance student learning.
5. Articulate the steps in planning all phases of the learning process, using national, state, and local standards to ensure that developmental appropriateness in all experiences is maintained.
6. Demonstrate application and integration of effective communication techniques both verbal and nonverbal with students and parents.
7. Implement a personal growth plan to incorporate professional development and usage of community resources to enhance the learning process for themselves, the students, the parents, and the community as a whole.
8. Interpret all major laws related to students' rights and teacher responsibilities to meet the needs of all students.

Student Learning Outcomes for Elementary Education

1. Demonstrate knowledge of students as diverse learners including exceptionalities, learning styles, intelligences, second language acquisition and the influence of prior learning experiences, as well as knowledge of the legislation governing these students.
2. Apply the theoretical foundations of human development, human motivation, and human behavior in the learning environment to support individual and group work in the classroom.
3. Using knowledge of the foundations of learning and human development, engage in learning activities that teach self-motivation, thereby providing effective classroom management and strategies that will promote purposeful learning.
4. Employ major cognitive processes associated with student learning to provide a wide range of appropriate instructional strategies, as well as assessment strategies, using all available resources to enhance student learning.
5. Articulate the steps in planning all phases of the learning process, using national, state, and local standards to ensure that effective bridges between goals and students' experiences are maintained.
6. Demonstrate application and integration of effective communication techniques both verbal and nonverbal.
7. Implement a personal plan to incorporate professional development and usage of community resources to enhance the learning process for themselves, the students, the parents, and the community as a whole.
8. Interpret all major laws related to students' rights and teacher responsibilities to meet the needs of all students.

Criteria for Admission to the Teacher Education Program

Pre-candidates who desire to enter the teaching profession are to take Praxis Core no later than the end of the sophomore year. Application for formal admission to the Teacher Education Program is completed once all criteria re met:

a. passing scores on all parts of Praxis Core, ACT score of 22 or SAT score of 1100 on Redesigned SAT or 1650 on Three Part SAT (2005-2015) may be substituted.
b. completion of forty-five (45) hours of college credit.
c. a grade point average of 2.75 on a 4.0 scale.
d. completion of EDU 251: Foundation of Education, with a grade of **"C" or better.**

Membership and Participation in a Professional Organization

Prospective teachers are required to become active members of a recognized professional association at the local, state, or national level. The Association for Childhood Education International (ACEI), the Student-South Carolina Education Association (The S-SCEA), and the Palmetto State Teachers Association (PSTA) National Council of Social Studies (NCSS), the National Council for Teachers of English (NCTE), the South Carolina Science Council (SC2), and the National Association for the Education of the Young Child (NAEYC) are examples of such associations. Teacher education students enrolled in EDU 200, 302, 402, 403, and 412 are required to join a professional organization. The fee to join a professional organization becomes a part of the student's tuition and fees.

FIELD EXPERIENCES

To ensure that candidates have opportunities for practical experiences as they develop into teachers who are competent, critical thinkers, reflective practitioners, and caring, the teacher education program requires a minimum of 100 hours of field experiences prior to internship. Candidates are to complete their pre-directed teaching internship practicum hours during the following four field experiences: Type I Practicum: Observation (10 hours); Type II Practicum: Strategies and Activities (10 hours); Type III
Practicum: Methods and Materials (10 - 25 hours).

The directed teaching internship is Type IV Practicum: Observation and Directed Teaching Internship and consists of a minimum of 480 hours in a public classroom setting under the supervision of a cooperating teacher. Transportation for all field experiences is the responsibility of the teacher education pre-candidate.

Criteria for Admission to the Observation and Directed Teaching Internship Preparation in the Type IV Practicum: Observation and Directed Teaching Internship occurs after candidates have completed all their course requirements with a grade point average of 2.50 or better and have met qualifying scores for state required examinations in the appropriate licensure area; have passed all of the Praxis II Examinations to include Principles of Learning and Teaching; and have received at least an "acceptable" rating from the Teacher Education Review Committee on their pre-directed teaching portfolio and interview.

Candidates must be approved for clearance by the South Carolina Department of Education before placement for Directed Teaching.

Requirements for a Recommendation for Certification

1. A candidate must maintain a cumulative 3.0 grade point average.
2. A candidate must achieve a grade of "C" or better in each professional education course.
3. A candidate must achieve a grade of "C" or better in each course offered to meet graduation requirements in the major field.
4. A candidate must pass threeAssisting, Developing, and Evaluating Professional Teaching (ADEPT) observations.
5. A candidate must apply to the South Carolina Department ofEducation for certification.
6. No application for certification can be sent without passing scores on:
   a. Praxis Core
   b. Praxis II
   c. ADEPT 4.0
   d. Principles of Learning and Teaching (PLT)
7. The candidate must have received a clear criminal background check from the South Carolina State Law Enforcement Agency (SLED). This criminal check is conducted prior to the Observation and Directed Teaching Internship.
8. Most current transcripts must be included.

Health Science Major

The Health Science degree program is designed for students interested in seeking careers that provide vital assistance to individuals and communities in a variety of settings. Health Science graduates develop, implement, and evaluate health programs; administer health-related ser- vices; or promote hazard-free environments. Career opportunities also include conducting research, teaching, consulting, or working in the growing field of substance abuse prevention and treatment. Health Science graduates can pursue graduate degree programs in public health, medicine, or other health related fields.

Most courses in the Health Science major incorporate the seven Areas of Responsibility for a Health Educator as delineated by the National Commission for Health Education Credentialing, Inc. (NCHEC), and are identified (*) in the list of required courses. Completion of a minimum of twenty-five (25) credit hours of these health science courses prepares the students to sit for Certified Health Education Specialist (CHES) certification examinations. Students with a minimum of a 2.0 and approval by the faculty of the Division of Education must take an internship in health science in order to attain professional hands-on experience before entering the job market. The internship will consist of 120 clock hours of activity under the supervision of a professional in the field and the college intern- ship supervisor. Health Science majors on internship must join a professional organization (The S-SCEA or a health science association with liability coverage). The fee to join a professional organization becomes a part of the student's tuition and fees.

The goal of the Health Science major is tailored to reflect the goals of Healthy People 2010, a national health promotion and disease prevention initiative, which are as follows:

1. To increase the span of healthy years for all Americans.
2. To reduce health disparities among Americans

In order to achieve this goal, the Health Science major has the following objectives:

1. To develop an understanding of the influence of individual and community's lifestyle chronic and communicable development.
2. To develop and understand the importance of preventive health care, health education, and health promotion interventions.
3. To reinforce and encourage communication and decision-making skills in health promotion interventions.
4. To improve opportunities for career enhancement through NCHEC credentialing and certification.
5. To improve student's abilities to plan, implement, evaluate health education programs.
6. To help students develop adequate competencies in assessing individual and community needs for health education.
7. To develop students' leadership potentials required of a resource person in health education.
8. To provide opportunity for students to acquire a hands-on experience through a structured internship in the heath science field.

Learning Outcomes for Health Science

Upon completion of the Health Science degree programs, graduates will

1. Assess individual and community needs for health education.
2. Plan health education strategies, interventions, and programs.
3. Implement health education strategies, interventions, and programs.
4. Evaluate the effectiveness of health education programs.
5. Administer health education intervention programs.
6. Serve as a resource person in Health Education.
7. Communicate and advocate health, health education needs, and health concerns and resources.

Recreation Administration Major

Students who desire to work as leisure specialists in a variety of set- tings such as parks, camps, cruise ships, playgrounds, rehabilitation centers, condominium complexes, rest homes, and recreation centers should enroll in the recreation administration major. Students with a minimum grade point average and approval by the faculty of the Division of Education must take an internship in Recreation Administration. The internship will consist of 400 clock hours over a period of ten weeks.

Recreation majors on internship must join a professional organization (The S-SCEA or a recreation association with liability coverage). The fee to join a professional organization becomes a part of the student's tuition and fees. The objectives for the Recreation Administration major are as follows:

1. Enable students to apply an understanding of the role of recreation in a changing society.
2. Develop a measurable understanding of community needs and interests in recreation.
3. Arrange experiences to develop an understanding of the skills need- ed in the field.
4. Prepare the graduate to provide leadership by encouraging a student to have knowledge of a wide variety of activities within the overall program.
5. Encourage graduates to motivate self and others to recognize the relationship of recreation and leisure to overall health.
6. Demonstrate an ability to be a professional in the recreation field.
7. Support and promote scholarly research and graduate study.

Student Learning Outcomes for Recreation Administration

1. Students graduating from the program shall demonstrate entry-level knowledge of the scope of the profession that is the focus of the pro- gram, along with professional practices of that profession.
2. Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the profession for which the program prepares students.
3. Students graduating from the program shall demonstrate the ability to apply knowledge of professional practice and the historical, scientific, and philosophical foundations of the relevant profession decision-making.
4. Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.
5. Students graduating from the program shall demonstrate the ability to facilitate recreation and related professional experiences for diverse clientele, settings, cultures, and contexts.
6. Students graduating from the program shall demonstrate the ability to evaluate recreation and related professional service offerings and to use evaluation data to improve the quality of offerings.
7. Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in recreation and related professions.
8. Students graduating from the program shall be able to apply entry- level concepts, principles, and procedures of management/administration in recreation and related professions.
9. Students graduating from the program shall demonstrate, through two practicum courses (50 clock hours each) and a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

General Education 49

Major Courses 21

EDU 306 Behavior and Development of the Young Child 3
EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education 3
EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education 3
EDU 318 Curriculum, Instruction and Assessment in Health and Physical Education for Early Childhood Education 3
EDU 321 Curriculum, Instruction and Assessment in Visual and Performing Arts and Movement for Early Childhood Education 3
EDU 323 Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education 3
EDU 325 Concepts of Play and Social Development of Infants and Young Children 3

Other Required Courses 11

GSC 201 Curriculum, Instruction and Assessment in Health and Science for Early Childhood Education 3
JRS 300 Junior Seminar 1
SSC 100 Contemporary Affairs 1
Foreign Language 6

Professional Education 45

EDU 215 Human Development… 3
EDU 251 Foundations of Education 3
EDU 302 Educational Psychology 3
EDU 304 Educational Assessment and Evaluation 3
EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills 3
EDU 314 Introduction to Exceptional Children 3
EDU 319 Literature for Children and Adolescents 3
EDU 335 Family, School, and Community Dynamics 2
EDU 340 Diversity and Management 2
EDU 345 Resources and Technology in Teaching 2
EDU 400 Curriculum, Instruction and Assessment in Reading 3
EDU 402 Observation and Directed Teaching 9
EDU 405 Educational Seminar 3
EDU 430 Diagnosis and Correction of Reading Difficulties 3

Electives 6

TOTAL HOURS **132**

CURRICULUM FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

FRESHMAN YEAR

Fall Semester	Credit
CIS 101 Introduction to Computers	2
ENG 103 Fundamentals of Composition	3
FRS 100 Freshman Seminar	1
HSC 210 Health and Physical Education	3
MAT 103 College Algebra	3
SPH 103 Voice and Speech Improvement	3
	15

Spring Semester	Credit
BIO 100 Biological Sciences	4
EDU 251 Foundations of Education	3
ENG 104 Research and Composition	3
FRS 102 Freshman Seminar II	1
HIS 106 African American History	3
REL 201 Old Testament	3
	17

SOPHOMORE YEAR

Fall Semester	Credit
PHS 100 Physical Sciences	4
EDU 215 Human Development	3
EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education	3
ENG 205 African American Literature	3
MUS 101 Music Appreciation	2
SPA 101 Elementary Spanish I	3
	18

Spring Semester	Credit
ART 101 Art Appreciation	2
EDU 310 Curriculum, Instruction and Assessment in Language Development Communication Skills	3
HIS 104 World History	3
PSY 201 General Psychology	3
REL 202 New Testament	3
SPA 102 Elementary Spanish II	3
	17

JUNIOR YEAR

Fall Semester	Credit
EDU 302 Educational Psychology	3
EDU 304 Educational Assessment and Evaluation	3
EDU 319 Literature for Children and Adolescents	3
EDU 335 Family, School, and Community Dynamics	2
EDU 340 Diversity and Management	2
JRS 300 Junior Seminar	1
SSC 100 Contemporary Affairs……..	1
Minor/Elective	3
	18

Spring Semester	Credit
EDU 306 Behavior and Development of the Young Child	3
EDU 314 Introduction to Exceptional Children	3
EDU 321 Curriculum, Instruction and Assessment in Visual, Performing Arts, and Movement for Early Childhood Education	3
EDU 325 Concepts of Play and Social Development of Infants and Young Children	3
EDU 345 Resources and Technology in Teaching	2
EDU 400 Curriculum, Instruction and Assessment in Reading	3
	17

CURRICULUM FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

SENIOR YEAR

Fall Semester	Credit
EDU 316 Curriculum, Instructions and Assessment in Mathematics for Early Childhood Education	3
EDU 323 Curriculum, Instructions and Assessment in Social Studies for Early Childhood	3
EDU 430 Diagnosis and Correction of Reading Difficulties	3
GSC 201 Curriculum, Instructions and Assessment in Health Science for Early Childhood Education	3
EDU 318 Curriculum, Instruction, and Assessment Health & Physical Education for Early Childhood Education	3
Minor/Elective	3
	18

Spring Semester	Credit
EDU 402 Directed Teaching	9
EDU 405 Educational Seminar	3
	12

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN ELEMENTARY EDUCATION

General Education **49**

Major Courses **15**

EDU 301 Curriculum, Instruction and Assessment Elementary Classroom 3
EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education 2
EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education 2
EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education 3
EDU 320 Curriculum, Instruction and Assessment in Visual and Performing Arts and Movement for Elementary Education 3

Other Required Courses **17**

GSC 200 Curriculum, Instruction and Assessment in Health and Science for Elementary Education 3
GEO 201 World Geography 3
HIS 304 American History I or HIS 305 American History II 3
JRS 300 Junior Seminar 1
SSC 100 Contemporary Affairs 1
Foreign Language 6

Professional Education **45**

EDU 215 Human Development… 3
EDU 251 Foundations of Education 3
EDU 302 Educational Psychology 3
EDU 304 Educational Assessment and Evaluation 3
EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills 3
EDU 314 Introduction to Exceptional Children 3
EDU 319 Literature for Children and Adolescents 3
EDU 335 Family, School, and Community Dynamics 2
EDU 340 Diversity and Management 2
EDU 345 Resources and Technology in Teaching 2
EDU 400 Curriculum, Instruction and Assessment in Reading 3
EDU 403 Observation and Directed Teaching. 9
EDU 405 Educational Seminar 3
EDU 430 Diagnosis and Correction of Reading Difficulties 3

Electives **6**

TOTAL HOURS **132**

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN ELEMENTARY EDUCATION

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	BIO 100 Biological Science	4
ENG 103 Fundamentals of Composition	3	EDU 251 Foundations of Education	3
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HSC 210 Health and Physical Education	3	FRS 102 Freshman Seminar II	1
MAT103 College Algebra	3	HIS 106 African American History	3
SPH 103 Voice and Speech Improvement	3	REL 201 Old Testament	3
	15		**17**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
EDU 215 Human Development	3	ART 101 Art Appreciation	2
EDU 301 Curriculum, Instruction and Assessment in Elementary Education	3	EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills	3
ENG 205 African American Literature	3	HIS 104 World History	3
SPA 101 Elementary Spanish I	3	SPA 102 Elementary Spanish II	3
PHS 100 Physical Science	4	PSY 201 General Psychology	3
MUS 101 Music Appreciation	2	REL 202 New Testament	3
	18		**17**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
EDU 302 Educational Psychology	3	EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education	3
EDU 304 Educational Assessment and Evaluation	3	EDU 314 Introduction to Exceptional Children	3
EDU 319 Literature for Children and Adolescents	3	EDU 320 Curriculum, Instruction and Assessment in Visual, Performing Arts, and Movement For Elementary Education	3
EDU 335 Family, School, and Community Dynamics	2	EDU 400 Curriculum, Instruction and Assessment in Reading	3
EDU 340 Diversity and Management	2	HIS 304 World History I or HIS 305 World History II	3
GEO 201 World Geography	3	Minor/Elective	3
JRS 300 Junior Seminar	1		
SSC 100 Contemporary Affairs	1		
	18		**18**

SENIOR YEAR

Fall Semester	Credit
EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education	3
EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education	3
EDU 430 Diagnosis and Correction of Reading Difficulties	3
GSC 200 Curriculum, Instruction, and Assessment in Health and And Science for Elementary Education	3
EDU 345 Resources and Technology in Teaching	2
Elective	3
	17

Spring Semester	Credit
EDU 403 Directed Teaching	9
EDU 405 Educational Seminar	3
	12

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN HEALTH SCIENCE

General Education **49**

Major Courses **40**

HSC 240	Drug Education	3
HSC 301	Introduction to Nutrition	3*
HSC 302	Chronic and Communicable Diseases	3*
HSC 304	Family Life and Sex Education	3*
HSC 303	Stress Management	3*
HSC 310	Introductionto Epidemiology	3*
HSC 320	Foundations of Health Education	3*
HSC 400	Health Services Organization and Administration	3*
HSC 425	Ethical and Legal Issues for Health Professionals	3*
HSC 427	Community Development for Health	3*
HSC 431	Research Methods	1*
HSC 450	Environmental Health and Safety	3*
HSC 490	Health Science Seminar	3
HSC 492	Internship	3

Other Required Courses **5**

BIO 200	Anatomy and Physiology for Health Sciences	4
JRS 300	Junior Seminar	1

Minor Courses/Electives **18**

Electives **12**

TOTAL **124**

REQUIREMENTS FOR A MINOR IN HEALTH SCIENCE

Students majoring in other disciplines who wish to minor in Health Science are required to complete the following courses:

HSC 301	Introduction to Nutrition	3
HSC 303	Stress Management	3
HSC 304	Family Life/Sex Education	3
HSC 320	Foundations of Health Education	3
HSC 427	Community Development for Health	3
HSC 450	Environmental Health and Safety	3
TOTAL		18

A student who minors in Health Science is encouraged to enroll in seven additional credit hours in Health Science, one of which must be the one- credit hour Research Methods course. When added to the eighteen credit hours listed above, these seven credit hours will allow the student to complete the minimum 25 credit hours required to take the NCHEC examination.

*Courses that address the NCHEC Areas of Responsibility

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN HEALTH SCIENCE

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	BIO 100 Biological Science	4
ENG 103 Fundamentals of Composition	3	ENG 104 Research and Composition	3
FRS 100 Freshman Seminar	1	FRS 102 Freshman Seminar II	1
HIS 106 African American History	3	REL 201 Old Testament	3
MAT 103 College Algebra	3	SOC 101 Principles of Sociology	
SPH 103 Voice and Speech Improvement	3	GEO 201 or World Regional Geography	
		HIS 104 or World History	3
		Minor Course/Elective	3
	15		**17**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
PHS 100 Physical Science	4	ENG 205 African American Literature	3
ART 101 Art Appreciation	2	HSC 240 Drug Abuse Education	3
HSC 210 Health and Physical Education	3	BIO 200 Anatomy and Physiology for Health Science	4
MUS101 Music Appreciation	3	PHY 201 General Psychology	3
REL 202 New Testament	2	Minor Course/Elective	3
Minor Course/Elective	3		
	17		**16**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
HSC 320 Foundations of Health Education	3	HSC 301 Introduction to Nutrition	3
JRS 300 Junior Seminar	1	HSC 304 Family Life and Sex Education	3
HSC 302 Chronic and Communicable Diseases	3	HSC 303 Stress Management	3
Minor Course/Elective	3	HSC 310 Introduction to Epidemiology	3
Minor Course/Elective	3	Minor Course/Elective.	3
Minor Course/Elective	3		**15**
	16		

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
HSC 400 Health Services Organization and Administration	3	HSC 490 Health Science Seminar	3
HSC 425 Ethical and Legal Issues for Health Professionals	3	HSC 492 Internship	3
HSC 427 Community Development for Health	3	Minor Course/Elective	3
HSC 450 Environment Health and Safety	3	Minor Course/Elective	3
Minor Course/Elective	3		**12**
HSC 431 Research Methods	1		
	16		

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN RECREATION ADMINISTRATION

General Education. 49

Major Courses 41

REC 201	Introduction to Recreation	3
REC 310	Recreation for Special Populations	3
REC 312	Programming for Recreation	3
REC 320	Camp Counseling and Management	3
REC 350	Practicum I	1
REC 351	Practicum II	1
REC 403	Administrative Concepts, Leadership and Practices in Recreation I	3
REC 404	Administrative Concepts, Leadership and Practices in Recreation II	3
REC 405	Facility Maintenance and Management	3
REC 420	Risk Management and Legal Issues	3
REC 435	Research and Evaluation in Recreation	3
REC 440	Internship	9
REC 450	Senior Seminar	3

Other Required Courses 7

BUS 300	Introduction to Business	3
EDU 215	Human Development	3
JRS 300	Junior Seminar	1

Minor Courses/Electives. 18

Electives. 6

TOTAL **121**

REQUIREMENTS FOR A MINOR IN RECREATION ADMINISTRATION

Students majoring in other disciplines who want to minor in Recreation Administration are required to complete the following courses:

BUS 300	Introduction to Business	3
REC 201	Introduction to Recreation	3
REC 312	Programming for Recreation	3
REC 320	Camp Counseling and Management	3
REC 403	Administrative Concepts, Leadership and Practices in Recreation I	3
REC 405	Facility Maintenance and Management	3

TOTAL **18**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN RECREATION ADMINISTRATION

FRESHMAN YEAR

Fall Semester	Credit
ART 101 Art Appreciation	2
CIS 101 Introduction to Computers	2
ENG 103 Fundamentals of Composition	3
FRS 100 Freshman Seminar	1
MAT 103 College Algebra	3
SPH 103 Voice and Speech Improvement	3
MUS 101 Music Appreciation	2
	16

Spring Semester	Credit
BIO 100 Biological Sciences	4
ENG 104 Research and Composition	3
FRS 102 Financial Literacy	1
HIS 106 African American History	3
REL 201 Literature and Religion of The Old Testament	3
SOC 101 Principles of Sociology or GEO 201 World Regional Geography or HIS 104 World History	3
	17

SOPHOMORE YEAR

Fall Semester	Credit
HSC 210 Health and Physical Education	3
EDU 215 Human Development	3
REC 201 Introduction to Recreation	3
REL 202 Literature and Religion of the New Testament	3
Elective	3
	15

Spring Semester	Credit
ENG 205 African American Literature	3
PHS 100 Physical Sciences	4
PSY 201 General Psychology	3
BUS 300 Introduction to Business	3
Elective	3
	16

JUNIOR YEAR

Fall Semester	Credit
JRS 300 Junior Seminar	1
REC 310 Recreation for Special Population	3
REC 320 Camp Counseling & Management	3
REC 350 Practicum I	1
Elective	3
Elective	3
	17

Spring Semester	Credit
REC 312 Programming for Recreation	3
REC 351 Practicum II	1
REC 403 Administrative concepts, Leadership and Practices in Recreation II	3
REC 420 Risk Management and Legal Issues	3
REC 435 Research and Evaluation in Recreation	3
Elective	3
	16

SENIOR YEAR

Fall Semester	Credit
REC 404 Administrative Concepts, Leadership and Practices in Recreation II	3
REC 405 Facility Maintenance & Management	3
Elective	3
Elective	3
Elective	3
	15

Spring Semester	Credit
REC 440 Internship	9
REC 450 Senior Seminar	3
	12

ARMY RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

Military Science

Army ROTC is a coeducational program dedicated to producing college- educated men and women to serve as Army Officers in positions requiring a sense of responsibility and managerial skills. The program embodies the "citizen-soldier" concept, whereby individuals may serve most of their military obligation in reserve in their home community.

Objective

Army ROTC is a professional program designed to produce future officers through:

1) developing a sense of responsibility and leadership skills,
2) providing professional military education, and
3) providing commissioned officers for the United States Army.

General Information

Army ROTC requires two to four years to complete, depending on student qualifications. This time is normally broken into a two-year no-obligation Basic Program and a two-year contractual Advanced Program. Students with prior active-duty service, Junior ROTC or National Guard or United States Army Reserve service may qualify for direct placement in the Advanced Program. At the beginning of their junior year, students with at least two years remaining before graduation can also qualify for the Advanced Program by attending a five-week Basic Camp offered each summer at Fort Knox, Kentucky. All ROTC students participate in a regular program of physical fitness and field training.

PROFESSIONAL MILITARY SCIENCE PROGRAM

The United States Army Reserve Officers Training Corps Professional Military Education (PME) Program exists to enhance the career development and performance of cadets as future Army officers.

The Professional Military Education guidelines for Army ROTC cadets are as follows:

1. All cadets must successfully complete a course in each of the following areas prior to commissioning:
   a. written communications
   b. military history
   c. computer literacy
2. All cadets are encouraged to take a course from each of the following two areas prior to commissioning:
   a. management
   b. national security studies

   Students will meet with the Professor of Military Science/Class Advisor to select these courses.

The Scholarship Program

The Army ROTC Scholarship Program awards four-, three-, and two-year scholarships to eligible students on a competitive basis. The ROTC Office accepts applications for two- and three-year ROTC scholarships throughout the year. Students do not have to be enrolled in ROTC to apply for two- and three-year scholarships.

Each scholarship pays for full tuition and provides $450 for books, and an allowance for laboratory fees and other educational expenses. The student also receives $200 per month for up to ten months of each school year and half the base pay of a second lieutenant while attending the five- week Advanced Camp at Fort Lewis, Washington, after the junior year.

Simultaneous Membership Program (SMP)

The Simultaneous Membership Program allows an individual to be both a member of the Army ROTC and the Army National Guard (ARNG) or the United States Army Reserve (USAR). The student may then receive entitlements from both the ROTC and the ARNG or USAR, including the New GI Bill for Reservists.

The SMP is a voluntary program that requires acceptance by the ARNG or USAR. If a student is accepted into the SMP by the ARNG/USAR, he/she will become an officer trainee and be paid as a sergeant (E5), while performing duties commensurate with the rank of second lieutenant.

SMP participation is limited to students in the ROTC Advanced Program. ROTC entitlements equal $2,500 total during the Advanced Program and approximately $1,900 a year from the ARNG or USAR.

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program (Co-op) provides career guidance to students and relates academic study to practical work situations by coordinating full-time college studies with employment in business, industry, government, or service organizations.

Students spend a portion of their time in the classroom and portion in off-campus positions usually related to their major course of study. This program enables students to "earn while they learn" and offers them an opportunity to gain experience in the world of work.

Types of Co-op work Assignments

Alternating Plan

1. Students are matched to Co-op positions according to their academic majors. Students work full-time or 40 hours per week in alternating semesters.

Parallel Plan

2. The student works twenty hours or less per week (half-day working and half-day attending classes) based on the expressed needs of the employer.

One Semester or Summer Plan

3. The student works on a Co-op work assignment for one full semester or one summer period to complete credits needed for his/her academic studies.

Criteria for Student Participation in Co-op Ed

1. Completion of at least one semester of full-time study.
2. Acceptable academic standing with at least a 2.0 grade point average.
3. Completion of a Co-op application and/or agency application.
4. Authorization to acquire a copy of student's transcript.

Policies Governing Co-op Students

1. All Co-op students must be officially registered during the semester of their work experience.
2. For this Co-op experience students may receive up to 6 credit hours for summer Co-op work and up to 6 credit hours for semester Co-op work. No more than a total of 15 hours of Co-op work experience credit may be applied towards graduation requirements.
3. Full-time students will be permitted to enroll for no more than three credit hours (course work) in addition to the Co-op hours, provided they have a cumulative grade point average of not less than 3.0. Students enrolled in the Co-op Ed program may not take any additional credit hours (course work) during the summer session.
4. Veterans are ineligible to receive financial compensation from the Veterans Administration while enrolled in the Cooperative Education Pro- gram.
5. Students must have completed Cooperative Education 199 (Seminar in Cooperative Education) before enrolling in the Cooperative Education fee of $315.00 per credit hour (of Co-op Education) will be charged to each student. Eligible students may receive financial assistance to defray registration fees.
6. At the end of each work experience, each Co-op student is required to submit a written report to the Director of the Co-op Program and the Chairman of his Division before any credit is assigned. This "Co- operative Education Experience" credit will be applied toward fulfilling general elective requirements. For details about this credit, see courses numbered 298, 299, 398, 399, 498, and 499 listed under "Description of Courses, Co-op Education."
7. Based on the performance evaluation by the work supervisor, the written report and the nature of the work experience, the Director and the Division Chairperson will file a final grade report for each student with the Office of Admissions and Records and the Academic Dean.

CALL ME MISTER PROGRAM

Call Me Mister (acronym "Mentors Instructing Students Toward Effective Role Models") is a scholarship and leadership training program for males who come from diverse backgrounds and are interested in pursuing careers in teaching at the Elementary or Early Childhood levels. Applicants must first meet the College's admissions requirements and have a minimum score of 800 on the SAT or a minimum score of 18 on the ACT. Activities are designed to permit MIS- TER's to work and study together, to attend motivational sessions, and to participate in community outreach programs. Students accepted into the MISTER's program must agree to teach one year in a public school in South Carolina for each year that financial assistance if received from the program. The Call Me MISTER program is a collaboration between Clemson University and Morris College, as well as twenty-two other four-year colleges and universities and technical colleges in the state. Benefits include the following:

- Tuition assistance up to $5,000 per semester
- Tuition assistance through loan forgiveness programs
- Academic support systems to help assure academic success
- Social and cultural cohort support systems
- Textbook assistance of a minimum of $250.00 per semester
- A stipend of a minimum of $250.00 per semester
- One summer's paid internship at Clemson University
- Assistance with job placement upon program completion

THE DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Objectives

The Division of Natural Sciences and Mathematics offers majors in biology, cybersecurity, and mathematics. The objectives of the Division are as follows:

1. To offer basic courses which will help prepare students to become professional biologists and mathematicians and to encourage additional preparation in physics, chemistry, and computer science.
2. To prepare students to become teachers of biology and mathematics.
3. To prepare students to study engineering, medicine, dentistry, nursing, pharmacy, and other health-related areas.
4. To provide the general education course requirements in the natural sciences and mathematics.
5. To develop and encourage appreciation, understanding, and skillful application of science to everyday life.
6. To nurture and encourage the mastery of logical reasoning necessary for the analytical approach utilized in the scientific method of investigation.
7. To provide opportunities for instruction-related research, pure and applied, by faculty and students.

Students seeking a major in biology must complete a minimum of 36 hours of major courses, 30 hours of other requirements, 6 hours of electives, and 49 hours of general education. They may also select a minor in another discipline. Students seeking a major in mathematics must complete a minimum of 42 hours of major courses, 18 hours of other requirements, 12 hours of electives, and 49 hours of general education. They may also select a minor in another discipline. Students who are interested in teaching high school biology or high school mathematics must complete 33 hours of professional education in addition to the other requirements.

Students seeking minors in biology or mathematics must complete 20 hours in biology or 18 hours in mathematics respectively.

Students seeking a major in cybersecurity must complete 40 hours in major course requirements, 18 hours in other course requirements, 15 hours of electives, and 49 hours of general education requirements.

Students seeking minors in cybersecurity and computer science must complete 20 hours in each of these areas.

Students are responsible for completing the requirements as stated in this catalog. Advisors will provide every possible assistance to enable students to meet these requirements.

THE BIOLOGY EDUCATION MAJOR
THE BIOLOGY PROGRAM

Objectives

The Objectives of the Biology Program are as follows:

1. To present an integrated concept of life as manifested in animals, plants, and microorganisms. Such a concept reveals characteristics common to all these forms of life and accentuates their dependence on one another, directly or indirectly.
2. To demonstrate the interrelationships of living organisms with their abiotic environment.
3. To demonstrate that organization and coordination at different levels are so vital that any disruption of these processes may result in disturbance or even "death".
4. To provoke thought and inquiry concerning the evolution and meta- morphosis of living beings prior to acquiring their present form.
5. To provide the necessary background for advanced study and the preparation required for studying medicine, dentistry, nursing, or any other related health profession.
6. To study biology and other sciences in light of recent technological advances and recognize the impact of these at the human, ethical, and environmental levels.
7. To enable students to recognize the contributions of biologists from diverse cultures and different eras of human history.
8. To prepare interested students for research, governmental, and industrial-technological leadership roles.

Learning Outcomes for the Biology Program

Upon completion of the Biology degree program, graduates will

1. Summarize fundamental concepts in biology spanning the three domains of organisms.
2. Analyze data and interpret them graphically.
3. Interpret and solve problems in content and concept.
4. Integrate laboratory methodology and technology.
5. Demonstrate the relationship of the history and processes of Science.
6. Use scientific communication in discursive practices, writing and oral/poster presentations.
7. Be prepared for graduate and professional careers, research, and governmental and industrial technological leadership roles.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BIOLOGY

General Education **49**

Major Courses **36**

Core Major Courses 24

- BIO 102 Biology II 4
- BIO 205 General Microbiology 4
- BIO 209 Biomedical Terminology 1
- BIO 300 Cell and Molecular Biology 4
- BIO 301 General Genetics 4
- BIO 305 General Ecology 4
- BIO 402 Biology Seminar 3

Additional Major Courses 12

*Select twelve hours from the following courses: BIO 201 Vertebrate Anatomy and Embryology(4) BIO 203 Introduction to Research Methods (4) BIO 207 Human Anatomy and Physiology I (4) BIO 208 Human Anatomy and Physiology II (4) BIO 403 Human Physiology (4) CHM 400 Biochemistry (4)

Other Required Courses **30**

- CHM 102 General Chemistry II 4
- CHM 201 Organic Chemistry I 4
- CHM 202 Organic Chemistry II 4
- PHY 201 General Physics I 4
- PHY 202 General Physics II 4
- MAT 104 Algebra and Trigonometry 3
- MAT 105 Elementary Functions 3
- MAT 206 Introductory Probability and Statistics 3
- JRS 300 Junior Seminar 1

Electives **6**

Total **121**

*Recommended for Biological Sciences Track
BIO 201 (4) and
BIO 203 or CHM 400 (4) and
BIO 403 or BIO 207 or BIO 208 (4).

*Recommended for Health Professions Track
BIO 207 (4) and
BIO 208 (4) and
BIO 201 or BIO 203 or CHM 400 (4)

REQUIREMENTS FOR A MINOR IN BIOLOGY

Students majoring in other disciplines who want to minor in Biology are required to complete the following courses:

- BIO 101 Biology I 4
- BIO 102 Biology II 4
- BIO 205 General Microbiology 4
- BIO 305 General Ecology 4
- BIO 403 Human Physiology or BIO 207 Human Anatomy and Physiology I or BIO 208 Human Anatomy and Physiology II 4

TOTAL **20**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BIOLOGY

BIOLOGICAL SCIENCE TRACK

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 101 Biology I	4	BIO 102 Biology II	4
ENG 103 Fundamentals of Composition	3	CIS 101 Introduction to Computers	2
FRS 100 Freshman Seminar I	1	ENG 104 Research and Composition	3
HSC 210 Health and Physical Education	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	MAT 104 Algebra and Trigonometry	3
MUS 101 Music Appreciation	2	SPH 103 Voice and Speech Improvement	3
	16		**16**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 201 Vertebrate Anatomy and Embryology	4	BIO 207 Anatomy and Physiology I or BIO 208 Anatomy and Physiology II or BIO 209 Biomedical Terminology	1
BIO 205 General Microbiology	4	BIO 403 Human Physiology	4
CHM 101 General Chemistry I	4	CHM 102 General Chemistry II	4
ENG 205 African American Literature	3	MAT 105 Elementary Functions	3
	15	PSY 201 General Psychology	3
			15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 300 Cell and Molecular Biology	4	ART 101 Art Appreciation	2
CHM 201 Organic Chemistry I	4	BIO 301 General Genetics	4
MAT 206 Introductory Probability and Statistics	3	CHM 202 Organic Chemistry II	4
PHY 201 General Physics I	4	JRS 300 Junior Seminar	1
	15	PHY 202 General Physics II	4
			15

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 305 General Ecology	4	BIO 203 Introduction to Research Methods	4
GEO 201 World Regional Geography or HIS 104 World History or SOC 101 Principles of Sociology	3	BIO 402 Biology Seminar	3
HIS 106 African American History	3	REL 202 Literature and Religion of the New Testament	3
REL 201 Literature and Religion of the Old Testament	3	Elective	3
Elective	3		**13**
	16		

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN BIOLOGY

HEALTH PROFESSIONS TRACK

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 101 Biology I	4	BIO 102 Biology II	4
ENG 103 Fundamentals of Composition	3	CIS 101 Introduction to Computers	2
FRS 100 Freshman Seminar I	1	ENG 104 Research and Composition	3
HSC 210 Health and Physical Education	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	MAT104 Algebra and Trigonometry	3
MUS 101 Music Appreciation	2	SPH 103 Voice and Speech Improvement	3
	16		**16**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 205 General Microbiology	4	BIO 208 Anatomy and Physiology II or	
BIO 207 Human Anatomy and Physiology I	4	BIO 209 Biomedical Terminology	1
CHM 101 General Chemistry I	4	BIO 403 Human Physiology	4
ENG 205 African American Literature	3	CHM 102 General Chemistry II	4
	15	MAT 105 Elementary Functions	3
		PSY 201 General Psychology	3
			15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 300 Cell and Molecular Biology	4	ART 101 Art Appreciation	2
CHM 201 Organic Chemistry I	4	BIO 301 General Genetics	4
MAT 206 Introductory Probability and Statistics	3	CHM 202 Organic Chemistry II	4
PHY 201 General Physics I	4	JRS 300 Junior Seminar	1
	15	PHY 202 General Physics II	4
			15

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 305 General Ecology	4	BIO 203 Introduction to Research Methods or	
GEO 201 World Regional Geography or		BIO 400 Biochemistry	4
HIS 104 World History or		BIO 402 Biology Seminar	3
SOC 101 Principles of Sociology	3	REL 202 Literature and Religion of the New Testament	3
HIS 106 African American History	3	Elective	3
REL 201 Literature and Religion of the Old Testament	3		
Elective	3		
	16		13

CYBERSECURITY MAJOR

What is Cybersecurity?

"Cybersecurity" refers to the measures taken to protect an organization's technical information resources against criminal or unauthorized access or attack. These resources include computer networks and programs, electronic devices and electronic data.

Objectives of the Cybersecurity Program

1. Develop in the students the skills and problem-solving capability that enables them to solve cyber problems at various levels.
2. Introduce and develop students' capability of monitoring networks and security breaches.
3. Instruct students in the process of installing security software in private and public networks.
4. Introduce and prepare students to plan, coordinate and implement security measures that protect and defend the cyber infrastructure of governmental and private institutions of the nation.
5. Emphasize ethics and morality while teaching students methods of protecting the information technology ofpublic and private clients.
6. Prepare students for graduate work and professional cybersecurity careers in public and private institutionsand industries.

Learning Outcomes

Upon completion of the cybersecurity degree program, graduates will be able to

1. Apply relevant skills and problem-solving ability to solve cyber problems at various levels.
2. Monitor networks and security breaches.
3. Install security software in public and private networks.
4. Plan, coordinate and implement network security measures to protect and defend the Cyber infrastructure of governmental and Private institutions.
5. Demonstrate knowledge of the accepted principles of ethical and moral conduct within the cybersecurity profession that protects the Information Technology IT of clients.
6. Demonstrate a level of subject matter content knowledge and applied skills in order to pursue graduate study andprofessional careers in public and private institutions and industries.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN CYBERSECURITY

General Education Requirements **49**

Major Course Requirements **40**

CSS 103:	Introduction to Cybersecurity	3
CSS 104:	Python Programming	4
CSS 201:	Web Application Programming I	4
CSS 202:	Web Application Programming II	4
CSS 300:	Operating Systems/Linux	3
CSC 320:	Data Base Design and Principles	3
CSS 330:	Cybercrime, Cyberlaw and Cyberethics	3
CSS 340:	Defensive Network Security	3
CSS 410:	Malware Analysis	3
CSS 420:	Computer Security and Networks I	4
CSS 440:	Computer Security and Networks II	3
CSS 450:	Cybersecurity Seminar	3

Other Course Requirements **18**

CSC 101:	Introduction to Computer Science and Programming Logic	3
CSC 102:	Computer Programming I	4
CSC 201:	Computer Programming II	4
JRS 300:	Junior Seminar	1
MAT 104:	Algebra and Trigonometry	3
MAT 206:	Introductory Probability and Statistics	3

Electives **15**

Total **122**

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

Students majoring in other disciplines who want to minor in Computer Science are re- quired to complete the following courses:

CSC 101:	Introduction to Computer Science and Program Logic	3
CSC 102:	Computer Programming I	4
CSC 201:	Computer Programming II	4
CSC 202:	Data Structures and Algorithms	3
CSC 310:	Operating Systems and Network Fundamentals	3
CSC 320:	Database Design and Principles	3
TOTAL		**20 hours**

REQUIREMENTS FOR A MINOR IN CYBERSECURITY

Students majoring in other disciplines who want to minor in Cyber Security are required to complete the following courses:

CSS 103:	Introduction to Cybersecurity	3
CSS 104:	Python Programming	4
CSS 300	Operating Systems	3
CSC 320	Database Design and Principles	3
CSS 420	Computer Security and Networks I	4
CSS 440	Computer Security and Networks II	3
TOTAL		**20 hours**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN CYBERSECURITY

FRESHMAN YEAR

Fall Semester	Credit
CIS 101 Intro. to Computers	2
ENG103 Fundamentals of Composition	3
FRS 100 Freshman Seminar I	1
MAT103 College Algebra	3
SPH 103 Voice and Speech Improvement	3
Elective	3
	15

Spring Semester	Credit
ART 101 Art Appreciation	2
CSC 101 Intro. to Comp. Science and Programming Logic	3
CSS 103 Intro. to Cybersecurity	3
ENG 104 Research and Composition	3
FRS 102 Freshman Seminar II	1
MAT 104 Algebra and Trigonometry	3
	15

SOPHOMORE YEAR

Fall Semester	Credit
CSC 102 Computer Programming I	4
CSS 201 Web Application Programming I	4
HIS 106 African American History	3
MUS100 Music Appreciation	2
Elective	3
	16

Spring Semester	Credit
CSS 202 Web Application Programming II.	4
CSS 104 Python Programming	4
ENG 205 African American Literature	3
MAT 206 Intro. Probability and Statistics	3
Elective	3
	17

JUNIOR YEAR

Fall Semester	Credit
CSC 201 Computer Programming II	4
CSC 320 Database Design and Security	3
CSS 300 Operating Systems/Linux	3
GEO 201 World Regional Geography or HIS 104 World History or SOC 101 Principles of Sociology	3
JRS 300 Junior Seminar	1
Elective	3
	17

Spring Semester	Credit
BIO 100 Biological Sciences	4
CSS 330 Cybercrime, Cyberlaw and Cyberethics	3
CSS 340 Defensive Network Security	3
PSY 201 General Psychology	3
REL 201 Lit. and Rel. of Old Testament	3
	16

SENIOR YEAR

Fall Semester	Credit
CSS 410 Malware Analysis	3
CSS 420 Computer Security & Networks I	4
PHS 100 Physical Sciences	4
REL 202 Literature and Religion of the New Testament	3
	14

Spring Semester	Credit
CSS 440 Computer Security & Networks II	3
CSS 450 Penetration Testing: Cybersecurity Seminar	3
HSC 201 Health and Phys. Ed	3
Elective	3
	12

Esports-Cybersecurity Major

Students seeking a major in Esports-Cybersecurity must complete 123 credit hours covering 30 credit hours in the Major Core Requirements, 16 hours in Cybersecurity Requirements, 28 hours in Other Course Requirements and 6 hours in free electives in addition to 49 hours in General Education Requirements. A Minor in Esports-Cybersecurity consists of 20 credit hours.

Objectives of the Esports-Cybersecurity Major

The overall arching objective of the esports major is to prepare students academically, competitively, and professionally. Specifically, the objectives of the Esports-Cybersecurity Major are to:

1. Introduce students to the world of Esports and its unlimited specialties.
2. Inform Esports participants of the level of their level of performance and how to enhance it using existing and futuristic tools.
3. Make Esports Gamers aware of their health limitations and how to use preventive measures to mitigate looming health disabilities.
4. Expose Esports practitioners to management principles that will prepare them for future careers in the field.
5. Introduce Esports students to the principles of esports governance and how esports teams, leagues and organizations operate locally and globally.
6. Provide basic economic principles that prepare students to understand the business aspects of esports and revenue generation.
7. Inculcate in the students the value of avoiding malfeasance and corruption in esports.

Learning Outcomes of Esports-Cybersecurity Major

Graduates of Esports Major will be able to:

1. Apply acquired esports skills to enhance their performance in other fields of knowledge and life situations.
2. Enhance their esports performance using legal tools and behavioral modulation and avoiding illicit drugs and illegal performance enhancers.
3. Stay healthy in esports and allow time for rest and rehabilitation.
4. Engage in managing esports while recognizing existing hierarchies in esports teams, leagues, and organizations.
5. Be ready to assume leadership roles as astute event managers, esports coordinators and consultants.
6. Use economic principles learned in the major to help generate revenue and become successful esports owners and directors.

Bachelor of Science Degree with a Major in Esports-Cybersecurity

In addition to the 49 hours of General Education requirements, all Esports-Cybersecurity students complete 30 hours in the major core requirements, 13 hours of Cybersecurity requirements, 25 hours in other required courses and 6 hours of electives.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ESPORTS-CYBERSECURITY

General Education		**49**
Esports-Cybersecurity Major Core		**30**
ESP 101	Introduction to E-Sports	3
ESP 102	Performance and Performance Enhancements Tools in Esports	3
ESP 201	Esports Business and Marketing	3
ESP 202	Structure and Governance in Esports	3
ESP 301	Principles of Management in Esports	3
ESP 302	Practical Learning in Esports	3
ESP 400	Contemporary Issues in Esports	3
ESP 401	Health and Performance in Esports	3
ESP 402	Injuries and Rehabilitation in Esports	3
ESP 405	Esports-Cybersecurity Seminar	3
Cybersecurity Requirements		**13**
CSS 103	Introduction to Cybersecurity	3
CSS 410	Malware Analysis	3
CSS 420	Computer Security and Networks I	4
CSS 440	Computer Security and Networks II	3
Other Required Courses		**25**
CSC 101	Intro to Computer Science and Program Logic	3
CSC 102	Computer Programming I	4
CSC 201	Computer Programming II	4
CSC 202	Data Structure and Algorithms	3
CSS 104	Python Programming	4
CSS 300	Operating Systems	3
CSS 340	Defensive Network Security	3
JRS 300	Junior Seminar	1
Electives		**6**
TOTAL		**123**

REQUIREMENTS FOR A MINOR IN ESPORTS-CYBERSECURITY

Students majoring in other disciplines who want to minor in Esports-Cybersecurity are required to complete the following courses:

ESP 101	Introduction to Esports	3
ESP 201	Esports Business and Marketing	3
ESP 301	Principles of Management in Esports	3
CSS 103	Introduction to Cybersecurity	3
CSS 201	Web Application Programming I	4
CSS 202	Web Application Programming II	4
TOTAL		**20**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ESPORTS-CYBERSECURITY

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Intro. to Computers ……..	2	Art 101 Art Appreciation ……..	2
ENG 103 Fundamentals of Composition	3	CSC 101 Intro to Comp. Science and Programming Logic ……..	3
FRS 100 Freshman Seminar I ……	1	CSS 103 Intro. to Cybersecurity ……	3
MAT 103 College Algebra ……	3	ENG 104 Research and Composition	3
SPH 103 Voice and Speech Improvement	3	FRS 102 Freshman Seminar II ……..	1
ESP 101 Intro to Esports ……	3	ESP 102 Performance and Performance Enhancement Tools ……	3
	15		15

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
CSC 102 Computer Programming I ……	4	CSC 201 Computer Programming II..	4
ESP 201 Esports Business and Marketing	3	CSS 104 Python Programming ……..	4
HIS 106 African American History ……	3	CSS 300 Operating Systems …….	3
MUS 101 Music Appreciation ……	2	ENG 205 African American Literature	3
Elective ……	3	ESP 202 Structure and Governance in Esports ……	3
	15		17

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
CSC 202 Data Structure and Algorithms.	3	BIO 100 Biological Sciences ……	4
ESP 301 Principles of Management in Esports …….	3	ESP 302 Experiential Learning in Esports	3
HSC 210 Health and Physical Education	3	CSS 340 Defensive Network Security …..	3
GEO 201 World Regional Geography or HIS 104 World History or …… SOC 101 Principles of Sociology…….	3	PSY 201 General Psychology ……...	3
JRS 300 Junior Seminar	1	REL 201 Lit. and Rel. Old Testament……	3
Elective……..	3		
	16		16

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
CSS 410 Malware Analysis …….	3	CSS 440 Comp. Security & Net. II …..	3
CSS 420 Computer Security & Networks I ……	4	ESP 401 Health Performance in Esports	3
PHS 100 Physical Sciences …….	4	ESP 402 Injuries and Rehab. In Esports..	3
REL 202 Lit. and Rel. of the New Testament ……	3	ESP 405 Esports-Cybersecurity Seminar	3
ESP 400 Contemporary Issues in Esports	3	Capstone …….	3
	17		15

THE MAJOR OF MATHEMATICS PROGRAM

Objectives

The objectives of the Mathematics program are as follows:

1. Develop proficiency in computational mathematics and in the use of the symbolic language of mathematics.
2. Enable the student to apply mathematics to a wide range of problems in everyday life and in related academic disciplines.
3. Develop in the student an appreciation of the role of mathematics in the culture of the past as well as the present.
4. Prepare the student for continued study of mathematics at an advanced level.
5. Prepare interested students for research, governmental, and industrial-technological leadership roles.

Learning Outcomes for the Mathematics Program

Upon completion of the Mathematics degree program, graduates will

1. Analyze and solve problems in sets, logic and algebraic structures
2. Solve mathematical functions (polynomial, exponential and logarithmic, trigonometric, and multivariable)
3. Solve algebraic, and trigonometric equations
4. Construct proofs in sets, integers, groups, geometric and inductive and deductive proofs
5. Recognize patterns in formulas, mathematical rules and geometric figures
6. Develop mathematical models in probability, differential equations and physics
7. Comprehend history, diversity, vocabulary and mathematic symbols
8. Be prepared for graduate, research and governmental and industrial- technological leadership roles

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN MATHEMATICS

General Education **49**
Major Courses **42**
- MAT 201 Calculus I 3
- MAT 203 Set Theory and Logic 3
- MAT 206 Introductory Probability and Statistics 3
- MAT 210 Calculus II 3
- MAT 303 Linear Algebra 3
- MAT 304 Abstract Algebra 3
- MAT 310 Calculus III 3
- MAT 320 Calculus IV 3
- MAT 401 College Geometry 3
- MAT 402 Advanced Probability and Statistics 3
- MAT 403 Differential Equations 3
- MAT 404 Elementary Number Theory 3
- MAT 405 Advanced Calculus 3
- MAT 412 Mathematics Seminar 3

Other Required Courses **18**
- CIS 210 Introduction to Computer Programming 3
- JRS 300 Junior Seminar 1
- MAT 104 Algebra and Trigonometry 3
- MAT 105 Elementary Functions 3
- PHY 201 General Physics I 4
- PHY 202 General Physics II 4

Electives **12**
TOTAL **121**

REQUIREMENTS FOR A MINOR IN MATHEMATICS

Students majoring in other disciplines who want to minor in mathematics are required to complete the following courses.

- MAT 104 Algebra and Trigonometry 3
- MAT 105 Elementary Functions 3
- MAT 201 Calculus I 3
- MAT 203 Set Theory and Logic 3
- MAT 206 Introductory Probability and Statistics 3
- MAT 210 Calculus II 3

TOTAL **18**

CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN MATHEMATICS

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ENG 104 Research and Composition	3
ENG 103 Fundamentals of Composition	3	FRS 102 Freshman Seminar II	1
FRS 100 Freshman Seminar I	1	HIS 106 African American History	3
GEO 201 World Regional Geography or HIS 104 World History or		HSC 210 Health and Physical Education	3
SOC 101 Principles of Sociology	3	MAT 104 Algebra and Trigonometry	3
MAT 103 College Algebra	3	MUS 101 Music Appreciation	2
SPH 103 Voice and Speech Improvement	3		
	15		**15**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ART 101 Art Appreciation	2	MAT 201 Calculus I	3
BIO 100 Biological Sciences	4	MAT 203 Set Theory and Logic	3
ENG 205 African American Literature	3	PSY 201 General Psychology	3
MAT 105 Elementary Functions	3	PHS 100 Physical Sciences	4
MAT 206 Introductory Probability and Statistics	3	Elective	3
	15		**16**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 310 Introduction to Computer Programming	3	MAT 304 Abstract Algebra	3
JRS 300 Junior Seminar	1	MAT 310 Calculus III	3
MAT 210 Calculus II	3	MAT 402 Advanced Probability and Statistics	3
MAT 303 Linear Algebra	3	REL 202 Literature and Religion of The New Testament	3
REL 201 Literature and Religion of The Old Testament	3	Elective	3
Elective	3		**15**
	16		

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
MAT 320 Calculus IV	3	MAT 404 Elementary Number Theory	3
MAT 401 College Geometry	3	MAT 405 Advanced Calculus	3
MAT 403 Differential Equation	3	MAT 412 Mathematics Seminar	3
PHY 201 General Physics I	4	PHY 202 General Physics II	4
Elective	3		
	16		**13**

THE DIVISION OF RELIGION, HUMANITIES AND SOCIAL SCIENCES

The Division of Religion, Humanities and Social Sciences offers majors in ten fields of study. These are Christian Education, Criminal Forensics, Criminal Justice, English, English/Secondary Education, Liberal Studies, Mass Communications, Pastoral Ministry, Social Studies/Secondary Education and Sociology. In addition, students may also pursue minor concentrations in the aforementioned areas (except for English/Secondary Education and Social Studies Secondary Education), as well as in Criminal Forensics, Gerontology, International Relations, Minority Studies, Music, Psychology and Religion.

Academic and co-curricular experiences within the Division of Religion, Humanities and Social Sciences combine humanistic, interpretive, and quantitative approaches to the development of knowledge with rigorous intellectual preparation for advanced studies as well as professional careers. Toward these ends, the Division aspires to achieve the following goals relative to its students:

1. To cultivate critical thinking, reasoning, and related intellectual skills necessary to explore major aspects of the human condition;
2. To develop strong communication skills (e.g., listening, speaking, reading, and writing).
3. To develop an appreciation of the importance of creative ideas and expression as part of the human experience in areas such as art, literature and music;
4. To stimulate an awareness and clarification of values leading to a workable philosophy of life;
5. To develop foundational knowledge of major concepts, theories, personalities, and subject matter associated with the humanities, liberal arts, and social sciences as specialized fields of scholarly inquiry;
6. To encourage inquiry into the nature of human interaction and social phenomena through use of the scientific method;
7. To cultivate competence in utilizing qualitative, quantitative, and computer-based methods to conduct research on social, moral, ethical, and aesthetic issues;
8. To prepare interested students to teach social studies at the secondary school level;
9. To help students prepare for graduate study and professional careers based upon their interests and aptitudes.

CHRISTIAN EDUCATION MAJOR

Objectives

1. To prepare graduates for careers as directors of Christian education programs in churches, camps, retreats, and conventions.
2. To prepare graduates for graduate and professional schools.
3. To provide meaningful internships for practical application and skill development.
4. To enhance communication skills in the areas of reading, writing, speaking and critical thinking.
5. To provide a wide range of courses that would give students a panoramic and in-depth view of the discipline.

Learning Outcomes for Christian Education

Upon completion of the Christian Education degree program, graduates will

1. Demonstrate a knowledge of basic concepts in the various theologies of the Old and the New Testament.
2. Illustrate an understanding of various administrative functions and duties as well as the elements of effective leadership within the Baptist Church.
3. Define church polity with a special emphasis on the principles governing the Baptist Church.
4. Identify the prophets of Israel and articulate the impact of their prophetic principles.
5. Research and compose critical and analytical writings on various topics, themes, and motifs.
6. Demonstrate a knowledge of the history, theories, and basic principles of Christianity, the Christian Church, and Christian education.
7. Demonstrate an understanding of the practical application of the major course content.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE
WITH A MAJOR IN
CHRISTIAN EDUCATION

General Education.....49

Major courses 39
REL 300 Introduction to Christian Education 3
REL 301 Church History 3
REL 302 Principles of Worship 3
REL 303 The Prophets 3
REL 304 Theology of the Old Testament 3
REL 305 Theology of the New Testament 3
REL 306 Black Church Studies 3
REL 311 Church Administration 3
REL 312 Principles of Christian Education 3
REL 315 Baptist Polity 3
REL 318 Theology and Christian Thought 3
REL 402 Christian Leadership Seminar 3
REL 415 Internship 3

Other Required courses 7
ENG 310 Advanced Composition and Rhetoric 3
JRS 300 Junior Seminar 1
MUS 330 Church Music 3

Minor Course/ Electives 18
Electives 9

TOTAL.....**122**

CURRICULUM FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN CHRISTIAN EDUCATION

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	GEO 201 World Regional Geography or	
SPH 103 Voice and Speech Improvement	3	HIS 104 World History or	
		SOC 101 Principles or Sociology	3
		Minor Course/Elective	3
	15		16

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health and Physical Education	3	PHS 100 Physical Science	4
REL 201 Literature and Religion of the Old Testament	3	PSY 201 General Psychology	3
		REL 202 Literature and Religion of the New Testament	3
Minor Course/Elective	3	Minor Course/Elective	3
Minor Course/Elective	3		
	15		15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
JRS 300 Junior Seminar	1	MUS 330 Church Music	3
REL 300 Introduction to Christian Education	3	REL 303 The Prophets	3
REL 301 Church History	3	REL 305 Theology of the New Testament.	3
REL 302 Principles of Worship	3	REL 306 Black Church Studies	3
REL 304 Theology of the Old Testament	3	REL 312 Principles of Christian Education	3
Minor Course/Elective	3	Minor Course/Elective	3
	16		18

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
REL 311 Church Administration	3	ENG 310 Advanced Grammar & Composition	3
REL 315 Baptist Polity	3	REL 402 Christian Leadership Seminar	3
REL 318 Theology and Christian Thought	3	REL 415 Internship	3
Minor Course/Elective	3	Minor Course/Elective	3
Minor Course/Elective	3		
	15		12

CRIMINAL FORENSICS

Goals/Objectives

1. To provide students with knowledge of the basic elements and principles of the scientific method and its use as a means of investigating criminal activity;
2. To enable students to acquire a working knowledge of the various procedures and techniques used in the collection, classification, and processing of various types of physical evidence from crime scenes through the use of laboratory-based methods;
3. To demonstrate knowledge of basic ethical principles associated with the conducting of criminal forensic investigation;
4. To provide experiences that enable students to demonstrate a capacity to execute the collection, classification, and processing of physical evidence from simulated as well as actual crime scenes through the use of specific laboratory-based methods;
5. To enable students to demonstrate a capacity to analyze, interpret and report the results of laboratory-based processing of physical evidence.
6. To enable students to pursue professional employment and advanced study in Criminal Forensics and related fields.

Learning Objectives

Students completing the prescribed curriculum in Criminal Forensics at Morris College will be able to:

1. Explain the basic assumptions, theory, and approaches associated with the scientific method as a means of inquiry.
2. Explain how the scientific method and laboratory-based techniques are useful in the investigation of criminal activity.
3. Demonstrate a working knowledge of the professionally accepted ethical principles involved in the conducting of laboratory-based criminal investigations.
4. Explain the various procedures involved in processing a crime scene.
5. Collect and classify various types of physical evidence obtained from crime scenes.
6. Utilize various types of laboratory equipment in the processing of physical evidence collected from crime scenes.
7. Analyze the results of laboratory-based methods used in processing physical evidence from crime scenes as well as assess the validity and reliability of methods and results used.
8. Develop formal reports of the results obtained from investigations of physical evidence obtained from crime scenes.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN CRIMINAL FORENSICS

General Education **49**
Criminal Forensics Major **36**

CFS 300 Introductory Survey of Forensic Studies 3
CFS 301 Crime Scene Forensics 3
CFS 302 Criminalistics I: Impression Evidence 3
CFS 303 Criminalistics II: Trace Evidence 3
CFS 304 Criminalistics III: Forensic Drug and Toxicology Evidence 3
CFS 305 Forensic Pathology 3
CFS 306 Digital Evidence 3
CFS 307 Forensic Photography 3
CFS 401 Forensic Evidence and Ethics 3
CFS 402 Criminal Forensics Capstone 3
CFS 404 Criminal Forensics and the Social Sciences 3
CFS 405 Internship 3

Other Required Courses **13**

PSC 306 State and Local Government 3
SPA 201 or FRE 201 Intermediate Spanish I or Intermediate French I 3
SPA 202 or FRE 202 Intermediate Spanish II or Intermediate French II 3
JRS 300 Junior Seminar 1
SSC 401 Introduction to Social Research 3

Minor Courses/Electives **18**
Electives **6**

Total **122**

CURRICULUM FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN CRIMINAL FORENSICS

FRESHMAN YEAR

Fall Semester	Credit
CIS 101 Introduction to Computers	2
ENG 103 Fundamentals of Composition	3
FRS 100 Freshman Seminar	1
HIS 106 African American History	3
MAT 103 College Algebra	3
SPH 103 Voice and Speech Improvement	3
	15

Spring Semester	Credit
ART101 Art Appreciation	2
BIO 100 Biological Science	4
ENG104 Research and Composition	3
FRS 102 Freshman Seminar II	1
GEO 201 World Regional Geography or HIS 104 World History or	
SOC 101 Principles or Sociology	3
Minor Course/Elective	3
	16

SOPHOMORE YEAR

Fall Semester	Credit
ENG 205 African American Literature	3
HSC 210 Health and Physical Education	3
REL 201 Literature and Religion of the Old Testament	3
SPA 201 Intermediate Spanish I or	
FRE 201 Intermediate French I	3
Minor Course/Elective	3
	15

Spring Semester	Credit
MUS 101 Music Appreciation	2
PHS 100 Physical Science	4
PSY 201 General Psychology	3
REL 202 Literature and Religion of the New Testament	3
SPA 202 Intermediate Spanish II or	
FRE 202 Intermediate French II	3
CFS 300 Introductory Survey of Forensic Studies	3
	18

JUNIOR YEAR

Fall Semester	Credit
CFS 301 Crime Scene Forensics	3
CFS 302 Criminalistics I: Impression Evidence	3
CFS 303 Criminalistics II: Trace Evidence	3
PSC 306 State and Local Government	3
JRS 300 Junior Seminar	1
Minor Course/Elective	3
	16

Spring Semester	Credit
CFS 304 Criminalistics III: Forensic Drug and Toxicology Evidence	3
CFS 305 Forensic Pathology	3
CFS 401 Forensic Evidence and Ethics	3
Minor Course/Elective	3
Minor Course/Elective	3
	15

SENIOR YEAR

Fall Semester	Credit
CFS 306 Digital Evidence	3
CFS 307 Forensic Photography	3
CFS 404 Criminal Forensics and the Social Sciences	3
SSC 401 Introduction to Social Research	3
Minor Course/Elective	3
	15

Spring Semester	Credit
CFS 402 Criminal Forensics Capstone	3
CRJ 405 Internship	3
Minor Course/Elective	3
Minor Course/Elective	3
	12

Student Learning Outcomes for Criminal Justice

Upon completion of the Criminal Justice degree program, graduates will

1. Demonstrate knowledge of major terms and definitions used in the study of crime and the criminal justice system.
2. Identify the principal theories on the causes of crime and the major concepts used in the study of the criminal justice system.
3. Identify the various parts of the criminal justice system and the function of each part.
4. Apply concepts, theory and specific practices used in criminal justice within a workplace environment.
5. Be able to relate theory, concepts, and practices to current issues in the field of criminal justice through conducting computer-based and quantitative research.
6. Demonstrate sufficient levels of academic preparation and related skills to successfully pursue professional employment.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

General Education **49**

Major Courses **33**

CRJ 300 Introduction to Criminal Justice 3
CRJ 301 Law Enforcement Systems 3
CRJ 302 Corrections, Probation, Pardon and Parole Systems 3
CRJ 303 Judicial Systems 3
CRJ 304 Criminal Law 3
CRJ 305 Criminology 3
CRJ 400 Juvenile Delinquency 3
CRJ 401 Criminal Investigation 3
CRJ 402 Special Problems in Administration of Justice 3
CRJ 403 Internship 3
CRJ 404 Criminal Forensics 3

Other Required Courses **13**

JRS 300 Junior Seminar 1
PSC 304 American National Government 3
SPA 201 Intermediate Spanish I or
FRE 201 Intermediate French I 3
SPA 202 Intermediate Spanish II or
FRE 202 Intermediate French II 3
SSC 401 Introduction to Social Research 3

Minor Courses **18**

Electives **9**

TOTAL **122**

REQUIREMENTS FOR A MINOR CRIMINAL FORENSICS

Students majoring in other disciplines who want to minor in Criminal Forensic Studies are required to complete the following courses:

CFS 300 Introductory Survey of Forensic Studies	3
CFS 301 Crime Scene Forensics	3
CFS 302 Criminalistics I: Impression Evidence	3
CFS 303 Criminalistics II: Trace Evidence	3
CFS 401 Forensic Evidence and Ethics	3
CFS 402 Special Topics in Criminal Forensics Evidence	3
TOTAL	**18**

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE

Students majoring in other disciplines who want to minor in Criminal Justice are required to complete the following courses:

CRJ 300 Introduction to Criminal Justice	3
CRJ 301 Law Enforcement Systems	3
CRJ 302 Corrections, Probation, Pardon and Parole Systems	3
CRJ 304 Criminal Law	3
CRJ 400 Juvenile Delinquency	3
CRJ 402 Special Problems in Administration of Justice	3
TOTAL	**18**

CURRICULUM FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN CRIMINAL JUSTICE

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MA 103 College Algebra	3	GEO 201 World Regional Geography or	
SPH 103 Voice and Speech Improvement	3	HIS 104 World History or	
	15	SOC 101 Principles or Sociology	3
		Minor Course/Elective	3
			16

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health and Physical Education	3	PHS 100 Physical Science	4
REL 201 Literature and Religion of the Old Testament	3	PSY 201 General Psychology	3
SPA 201 Intermediate Spanish I or		REL 202 Literature and Religion of the New Testament	3
FRE 201 Intermediate French I	3	SPA 202 Intermediate Spanish II or	
Minor Course/Elective	3	FRE 202 Intermediate French II	3
	15		15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
CRJ 300 Introduction to Criminal Justice	3	CRJ 303 Judicial Systems	3
CRJ 301 Law Enforcement Systems	3	CRJ 304 Criminal Law	3
CRJ 302 Corrections, Probation, Pardon, and Parole Systems	3	CRJ 305 Criminology	3
PSC 304 American National Government	3	Minor Course/Elective	3
JRS 300 Junior Seminar	1	Minor Course/Elective	3
Minor Course/Elective	3	Minor Course/Elective	3
	16		18

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
CRJ 400 Juvenile Delinquency	3	CRJ 400 Special Problems in Administration of Justice	3
CRJ 401 Criminal Investigation	3	CRJ 403 Internship	3
CRJ 404 Criminal Forensics	3	Minor Course/Elective	3
SSC 401 Introduction to Social Research	3	Minor Course/Elective	3
Minor Course/Elective	3		
	15		12

REQUIREMENTS FOR A MINOR IN RELIGION

Students majoring in other disciplines who want to minor in Religion are required to complete the following courses.

REL 302	Principles of Worship	3
REL 304	Theology of the Old Testament	3
REL 305	Theology of the New Testament	3
REL 306	Black Church Studies	3
REL 311	Church Administration	3
REL 316	The Social Teachings of Jesus	3
TOTAL		**18**

ENGLISH MAJOR

Objectives

1. To produce proficiency in three components—language, literature, and composition—that will assure success in graduate study or a career.
2. To encourage enthusiasm for reading great works of literature from all time periods and places.
3. To cultivate the ability to apply basic principles of language, literature, and composition to contemporary life.
4. To orient students to the influences, ideas, and movements that have affected writers from a wide variety of cultures.
5. To encourage the study of the language and literature of other cultures.
6. To arrange experiences, both curricular and co-curricular, that afford enrichment in areas related to language, literature, and composition— art, music, history, oratory, philosophy, psychology, and theatre.
7. To foster techniques of associating the past and the present in language, literature, and composition.
8. To recognize through broad reading the universal nature of the human experience.
9. To show students how to motivate themselves and others to pursue advanced levels of learning and scholarship.
10. To support and promote related literary activities such as dramatic performances, participation in discussions, and scholarly exchange.

Learning Outcomes for English

Upon completion of the English degree program, graduates will

1. Demonstrate a knowledge of diverse literature and genres from the Ancient World to the 21st Century.
2. Analyze literary works; summarize and evaluate literary content, periods, language, and locations; compare, and contrast literature with similar works from various times and locations.
3. Evaluate a work of literature within the framework of the author's intent without making moral judgments.
4. Utilize basic library skills in the composition of essays, research papers, and other written assignments.
5. Articulate orally and clearly factual information, ideas, and opinions regarding literature and the English language.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN ENGLISH

General Education **49**

Major courses **36**

ENG 305 American Literature I 3
ENG 306 American Literature II 3
ENG 307 World Literature I 3
ENG 308 World Literature II 3
ENG 310 Advanced Composition and Rhetoric 3
ENG 311 History of the English Language 3
ENG 312 Modern English Grammar 3
ENG 405 Shakespeare 3
ENG 412 British Literature I 3
ENG 413 British Literature II 3
ENG 415 Literary Criticism 3
ENG 490 English Seminar 3

Other Required courses **10**

ENG 309 Major Novels 3
ENG 322 Twentieth Century Literature 3
JRS 300 Junior Seminar 1
SPH 201 Public Speaking 3

Minor **18**

Electives **9**

TOTAL **122**

REQUIREMENTS FOR A MINOR IN ENGLISH

Students majoring in other disciplines who want to minor in English are required to complete the following courses:

ENG 310 Advanced Composition and Rhetoric 3
ENG 311 History of the English Language 3
ENG 312 Modern English Grammar 3

Select three of the following:

ENG 305 American Literature I 3
ENG 306 American Literature II 3
ENG 307 World Literature I 3
ENG 309 Major Novels 3
ENG 322 Twentieth Century Literature 3
ENG 405 Shakespeare 3
ENG 412 British Literature I 3
ENG 413 British Literature II 3
ENG 415 Literary Criticism 3

TOTAL **18**

CURRICULUM FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR ENGLISH

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	REL 201 Literature and Religion of the Old Testament	3
SPH 103 Voice and Speech Improvement	3	GEO 201 World Regional Geography or HIS 104 World History or SOC 101 Principles or Sociology	3
	15		16

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health and Physical Education	3	PHS 100 Physical Science	4
REL 202 Literature and Religion of the New Testament	3	PSY 201 General Psychology	3
Minor Course/Elective	3	Minor Course/Elective	3
Minor Course/Elective	3	Minor Course/Elective	3
	15		15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 305 American Literature I	3	ENG 306 American Literature II	3
ENG 307 World Literature I	3	ENG 308 World Literature II	3
ENG 310 Advanced Composition	3	ENG 311 History of The English Language	3
ENG 312 Modern English Grammar	3	SPH 201 Public Speaking	3
JRS 300 Junior Seminar	1	Minor Course/Elective	3
Minor Course/Elective	3		15
	16		

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 309 Major Novels	3	ENG 413 British Literature II	3
ENG 322 Twentieth Century Literature	3	ENG 415 Literary Criticism	3
ENG 405 Shakespeare	3	ENG 490 English Seminar	3
ENG 412 British Literature I	3	Minor Course/Elective	3
Minor Course/Elective	3	Minor Course/Elective	3
	15		15

REQUIREMENTS FOR A MINOR IN HISTORY

Students majoring in other disciplines who want to minor in history are required to complete the following courses:

HIS 304	American History I	3
HIS 305	American History II	3
HIS 311	Classical and Medieval Civilizations	3
HIS 312	Early Modern Europe	3
HIS 402	Twentieth Century United States	3
HIS 403	History and Principles of the American Constitution	3
TOTAL		**18**

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN LIBERAL STUDIES

Learning Outcomes for Liberal Studies

Upon completion of the Liberal Studies degree program, graduates will

1. Demonstrate a knowledge of basic concepts in the various theologies of the Old and the New Testament.
2. Identify terms and concepts related to the study of various disciplines in humanities.
3. Discuss social issues relationally, logically, reasonably, and critically in formal and informal situations.
4. Think more critically and exhibit a cultivated spirit of inquiry.
5. Articulate an understanding of and an appreciation for the way various disciplines are connected and contribute to the enlightenment of mankind.
6. Demonstrate an understanding of the various career and graduate school options associated with a liberal studies major.

General Education.....49

Major Courses.....36

A minimum of eighteen hours each from the course offerings of any two of the following course groups:

Natural Sciences and Mathematics
Social Sciences
Religion and Humanities

Natural Sciences and Mathematics

BIO 200 Anatomy and Physiology for Health Sciences..... 4
BIO 204 General Botany 4
BIO 205 General Microbiology 4
MAT 206 Introductory Probability and Statistics.....3
Select three additional hours from the natural sciences and mathematics course groups (Courses with BIO, CHM, CSC, MAT, PHY prefixes)

Social Sciences

HIS 402 Twentieth Century United States 3
PSC 306 State and Local Government..... 3
PSY 401 Applied Psychology 3
PSY 402 Organizational and Industrial Psychology.....3
Select six additional hours from the social sciences course groups (Courses with CRJ, HIS, PSC, PSY SOC, SSC prefixes)

Religion and Humanities

ENG 310 Advanced Composition and Rhetoric 3
ENG 415 Literary Criticism 3
MED 300 Mass Communications 3
MED 401 Public Relations 3
Select six additional hours from the religion and humanities course groups (courses with prefixes ART, ENG, MED, MUS, REL, SPH)

Other Required courses 4

HUM 400 Liberal Studies Seminar 3
JRS 300 Junior Seminar 1

Minor Courses / Electives 18

Electives 15

TOTAL **122**

CURRICULUM FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN LIBERAL STUDIES

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	GEO 201 World Regional Geography or	
SPH 103 Voice and Speech Improvement	3	HIS 104 World History or	
		SOC 101 Principles or Sociology	3
		Minor Course/Elective	3
	15		**16**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health and Physical Education	3	PHS 100 Physical Sciences	4
REL 201 Literature and Religion of the Old Testament	3	PSY 201 General Psychology	3
Minor Course/Elective	3	REL 202 Literature and Religion of the New Testament	3
Minor Course/Elective	3	Minor Course/Elective	3
	15		**15**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
JRS 300 Junior Seminar	1	Major Courses	12
Major Courses	12	Minor Course / Elective	3
Minor Course / Elective	3		
	16		**15**

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
Natural Sciences and Mathematics		Natural Sciences and Mathematics	
Religion and Humanities		Religion and Humanities	
Social Science	6	Social Science	6
Minor Course / Elective	3	HUM 400 Liberal Studies Seminar	3
Minor Course / Elective	3	Minor Course / Elective	3
Minor Course / Elective	3	Minor Course / Elective	3
	15		**15**

The Mass Communications Major

The major in Mass Communication attempts to fill a definite need in our present communications-conscious society. Students in the major prepare for professional work or graduate study through in-depth course work and hands-on experience.

Objectives

1. To give students an understanding in their field of endeavor.
2. To prepare students for professional experiences by giving them a thorough grounding in their field of endeavor.
3. To prepare students for graduate study in the area of their choice.
4. To help students speak and write effectively.
5. To promote students' professional growth through internships and exposure to professional organizations.
6. To help students to appreciate the various uses of visual and verbal media.
7. To help students better understand the processes of human communication.

Learning Outcomes for Mass Communications

Upon completion of the Mass Communications degree program, graduates will

1. Demonstrate an understanding of mass communications theories, functions, and influences on individuals and the public.
2. Illustrate the various research methods in mass media and apply those methods in the preparation of media research studies.
3. Prepare newspaper advertisements, radio and television commercials, newsletters, and promotional packages.
4. Describe techniques and principles of effective announcing.
5. Proofread, edit, and design layouts for publications.
6. Gather news and write and report news stories for print and electronic media.
7. Articulate ethical considerations in mass media.
8. Demonstrate an understanding of the practical application of the major course content.

REQUIREMENTS FOR THE BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN MASS COMMUNICATIONS

General Education **49**

Major courses **36**

- MED 300 Mass Communications 3
- MED 302 News Writing and Editing 3
- MED 304 Advertising 3
- MED 320 Television Production 3
- MED 341 Broadcast Announcing 3
- MED 351 Writing for the Media 3
- MED 360 Basic Sound Recording 3
- MED 361 Media Law and Ethics 3
- MED 362 Media Research Methods 3
- MED 401 Public Relations 3
- MED 410 Advanced Media Project 3
- MED 490 Internship 3

Other Required courses **4**

- JRS 300 Junior Seminar 1
- MED 331 Basic Photography 3

Minor Courses/Electives **18**

Electives **15**

TOTAL **122**

CURRICULUM FOR THE BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN MASS COMMUNICATIONS

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	GEO 201 World Regional Geography or	
SPH 103 Voice and Speech Improvement.	3	HIS 104 World History or	
	15	SOC 101 Principlesor Sociology	3
		Minor Course/Elective	3
			16

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health and Physical Education	3	PHS 100 Physical Sciences	4
REL 201 Literature and Religion of the Old Testament	3	PSY 201 General Psychology	3
Minor Course/Elective	3	REL 202 Literature and Religion of the New Testament	3
MED 300 Mass Communications	3	Minor Course/Elective	3
	15		15

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
MED 302 News Writing and Editing	3	MED 304 Advertising	3
MED 331 Basic Photography	3	MED 320 Television Production	3
MED 351 Writing for the Media	3	MED 341 Broadcast Announcing	3
MED 360 Basic Sound Recording	3	MED 362 Media Research	3
MED 361 Media Law and Ethics	3	Minor Course/Elective	3
JRS 300 Junior Seminar	1	Minor Course/Elective	3
	16		18

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
MED 490 Internship	3	MED 410 Advanced Media Project	3
Minor Course/Elective	3	MED 401 Public Relations	3
Minor Course/Elective	3	Minor Course / Elective	3
Minor Course/Elective	3	Minor Course / Elective	3
	12	Minor Course / Elective	3
			15

REQUIREMENTS FOR A MINOR IN MASS COMMUNICATIONS

Students who are majoring in other disciplines who want to minor in Mass Communications are required to complete the following courses:

MED 300 Mass Communications	3
MED 302 News Writing and Editing	3
MED 304 Advertising	3
MED 320 Television Production	3
MED 341 Broadcast Announcing	3
MED 401 Public Relations	3
TOTAL	**18**

THE MAJOR IN PASTORAL MINISTRY

Objectives

1. To prepare students for careers in ministry and to develop them as effective ministers.
2. To prepare students with the proper foundation for graduate and professional study.
3. To help accelerate professional growth for practicing ministers and chaplains.
4. To provide meaningful internships for practical application and skill development.
5. To enhance communication skills in the areas of reading, writing, speaking and critical thinking.
6. To provide a wide range of courses that offers students a panoramic and in-depth view of the discipline.

Learning Outcomes for Pastoral Ministry

Upon completion of the Pastoral Ministry degree program, graduates will

1. Demonstrate a knowledge of basic concepts in the various theologies of the Old and New Testament.
2. Describe church polity, the various administrative functions and duties, and the elements of effective leadership within the Church.
3. Articulate the social teachings of Jesus and the principles and practices of worship within the Protestant tradition.
4. Research and compose critical and analytical writings on various topics, themes, and motifs.
5. Demonstrate an understanding of Christian ethics, the evolution of ethics in Christian history, and the application of moral standards that should be applied when engaged in making Christian ethical decisions.
6. Explain the need for intense spiritual and cognitive preparation for effective preaching, the expectations of a pastor in regard to a congregation, and the basic principles undergirding pastoral care and counseling.
7. Sketch the history, theories, and basic principles of Christianity, the Christian Church, and Christian education.
8. Demonstrate understanding of the practical application of major course content.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN PASTORAL MINISTRY

General Education **49**

Major Courses **39**

REL 302 Principles of Worship 3
REL 304 Theology of the Old Testament 3
REL 305 Theology of the New Testament 3
REL 306 Black Church Studies 3
REL 311 Church Administration 3
REL 315 Baptist Polity 3
REL 316 The Social Teachings of Jesus 3
REL 318 Theology and Christian Thought 3
REL 319 Black Theology 3
REL 400 Christian Ethics 3
REL 401 Homiletics 3
REL 404 Pastoral Care and Counseling 3
REL 415 Internship 3

Other Required Courses **7**

ENG 310 Advanced Composition and Rhetoric 3
JRS 300 Junior Seminar 1
MUS 330 Church Music 3

Minor/Electives **18**

Electives **9**

TOTAL **122**

Requirements for a Minor in Music
18 Hours

MUS 203 Music Theory 2
MUS 204 Music Theory II 2
MUS 221 African American Music 3
MUS 330 Church Music 3
MUS 433 Music History I 3
MUS 434 History II 3

and

MUS 111 Piano 1
MUS 112 Piano 1

Or

Two hours of Choir to include the following:
MUS 100 Choir 1
MUS 102 Choir 1
MUS 200 Choir 1
MUS 202 Choir 1
MUS 300 Choir 1
MUS 302 Choir 1
MUS 400 Choir 1
MUS 402 Choir 1

TOTAL **18**

CURRICULUM FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN PASTORAL MINISTRY

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	GEO 201 World Regional Geography or	
SPH 103 Voice and Speech Improvement.	3	HIS 104 World History or	
		SOC 101 Principlesor Sociology	3
		Minor Course/Elective	3
	15		**16**

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health and Physical Education	3	PHS 100 Physical Sciences	4
REL 201 Literature and Religion of the Old Testament	3	PSY 201 General Psychology	3
		REL 202 Literature and Religion of the New Testament	3
Minor Course/Elective	3	Minor Course/Elective	3
Minor Course/Elective	3		
	15		**15**

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
JRS 300 Junior Seminar	1	MUS 330 Church Music	3
REL 302 Principals of Worship	3	REL 305 Theology of the New Testament	3
REL 304 Theology of the Old Testament	3	REL 306 Black Church Studies	3
REL 311 Church Administration	3	REL 316 The Social Teaching of Jesus	3
REL 315 Baptist Polity	3	REL 319 Black Theology	3
REL 318 Theology and Christian Thoughts	3	Minor Course/Elective	3
	16		**18**

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 310 Advanced Composition and Rhetoric	3	REL 404 Pastoral Care and Counseling	3
REL 400 Christian Ethics	3	REL 415 Internship	3
REL 401 Homiletics	3	Minor Course / Elective	3
Minor Course/Elective	3	Minor Course / Elective	3
Minor Course/Elective	3		
	15		**12**

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

Students majoring in other disciplines who want to minor in Political Science are required to complete the following courses:

PSC 300	Introduction to Political Science	3
PSC 304	American National Government	3
PSC 306	State and Local Government	3
PSC 351	Comparative Government	3
PSC 410	Political Thought.	3
SSC 401	Introduction to Social Research	3
	TOTAL	**18**

Student Learning Outcomes for Sociology

Upon completion of the Sociology degree program, graduates will

1. Define major terms and concepts used in sociological inquiry.
2. Explain the structure and primary functions of human social institutions.
3. Identify significant similarities and differences among human social institutions in various cultures around the world.
4. Identify the major types of social problems that exist among human societies.
5. Distinguish among the major sociological theories related to how human societies are organized, function and experience change.
6. Use computer-based and quantitative techniques in conducting research on sociological issues.
7. Demonstrate sufficient levels of academic and related skills to successfully pursue professional employment or graduate study.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN SOCIOLOGY

General Education **49**

Major Courses **39**

SOC 301 Social Psychology 3
SOC 302 Social Problems 3
SOC 309 Courtship, Marriage, and Family 3
SOC 310 Cultural Anthropology 3
SOC 400 Introduction to Social Welfare 3
SSC 401 Introduction to Social Research 3
SOC 402 Social Theory 3
SOC 403 Ethnic Minority Groups in American Society 3
SOC 404 Urban Sociology 3
SSC 302 Political Economy and Society 3
SSC 400 Social Science Seminar 3
SSC 350 Introduction to Social Statistics 3
SSC 450 Social Science Internship 3

Other Required Courses **7**

JRS 300 Junior Seminar 1
SPA 201 Intermediate Spanish I or
FRE 201 Intermediate French I 3
SPA 202 Intermediate Spanish II or
FRE 202 Intermediate French II 3

Minor Courses **18**

Electives **9**

TOTAL **122**

REQUIREMENTS FOR A MINOR IN SOCIOLOGY

Students majoring in other disciplines who want to minor in Sociology are required to complete the following courses:

SOC 302	Social Problems	3
SOC 309	Courtship, Marriage, and Family	3
SOC 310	Cultural Anthropology	3
SSC 401	Introduction to Social Research	3
SOC 402	Social Theory	3
SOC 404	Urban Sociology	3
	TOTAL	**18**

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN SOCIOLOGY

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
CIS 101 Introduction to Computers	2	ART 101 Art Appreciation	2
ENG 103 Fundamentals of Composition	3	BIO 100 Biological Science	4
FRS 100 Freshman Seminar	1	ENG 104 Research and Composition	3
HIS 106 African American History	3	FRS 102 Freshman Seminar II	1
MAT 103 College Algebra	3	GEO 201 World Regional Geography or	
SPH 103 Voice and Speech Improvement.	3	HIS 104 World History or	
	15	SOC 101 Principles or Sociology	3
		Minor Course/Elective	3
			16

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
ENG 205 African American Literature	3	MUS 101 Music Appreciation	2
HSC 210 Health & Physical Education	3	PHS 100 Physical Sciences	4
REL 201 Literature & Religion of The Old Testament	3	PHY 201 General Psychology	3
Minor Course/Elective	3	REL 202 New Testament	3
Minor Course/Elective	3	Minor Course/Elective	3
	15	Minor Course/Elective	3
			18

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
SOC 301 Social Psychology	3	SOC 309 Courtship, Marriage & Family	3
SOC 302 Social Problems	3	SOC 310 Cultural Anthropology	3
SSC 302 Political Economy and Society	3	SSC 350 Introduction to Social Statistics	3
SPA 201 Intermediate Spanish I or		SPA 202 Intermediate Spanish II or	
FRE 201 Intermediate French I	3	FRE 202 Intermediate French II	3
JRS 300 Junior Seminar	1	Minor Course/Elective	3
Minor Course/Elective	3		15
	16		

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
SOC 400 Introduction to Social Welfare	3	SOC 402 Social Theory	3
SSC 401 Introduction to Social Research	3	SOC 403 Ethnic Minority Groups in American Society	3
SOC 404 Urban Sociology	3	SSC 400 Social Science Seminar	3
Minor Course/Elective	3	SSC 450 Internship	3
Minor Course/Elective	3		12
	15		

REQUIREMENTS FOR A MINOR IN GERONTOLOGY

Students majoring in other disciplines who want to minor in Gerontology are required to complete the following courses:

SOC 300 Introduction to Gerontology	3
SOC 303 Societal Responses to Aging	3
SOC 315 Gerontological Development and Social Policy	3
SOC 340 Social Work Methods in Human Services	3
SOC 405 Techniques of Management in Aging Agencies	3
SOC 406 Practicum	3
TOTAL	**18**

REQUIREMENTS FOR A MINOR IN INTERNATIONAL RELATIONS

Students majoring in other disciplines who want to minor in International Relations are required to complete the following courses:

PSC 300 Introduction to Political Science	3
PSC 304 American National Government	3
PSC 351 Comparative Government	3
PSC 361 American Foreign Policy	3
PSC 401 International Relations	3
PSC 410 Political Thought	3
TOTAL	**18**

REQUIREMENTS FOR A MINOR IN MINORITY STUDIES

Students majoring in other disciplines who want to minor in Minority Studies are required to complete the following courses:

HIS 401 Modern Sub-Saharan Africa	3
PSC 302 Ethnic Minority Group Politics	3
SOC 310 Cultural Anthropology	3
SOC 403 Ethnic Minority Groups in American Society	3
SOC 404 Urban Sociology	3
SSC 301 Women's Role in a Changing Society	3
TOTAL	**18**

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

Students majoring in other disciplines who want to minor in Psychology are required to complete the following courses:

PSY 301 Abnormal Psychology	3
PSY 30 Theories of Personality	3
PSY 305 Tests and Measurements	3
PSY 306 Psychology of the African American Experience	3
PSY 401 Applied Psychology	3
PSY 402 Organizational Psychology	3
TOTAL	**18**

COURSE DESCRIPTIONS

ART

ART 101 Art Appreciation (2)
Art Appreciation is designed to expand awareness and appreciation of art through exploration of media, theory, and history of art.

ART 110 Ceramics (1)
Ceramics deals with basic issues of aesthetics and techniques developed through the direct manipulation of clay. A variety of forming techniques are explored and demonstrated: pinch, coiling, slab, and hand-building construction and decorating, glazing, and firing techniques.

ART 201 Fundamentals of Art (3)
Fundamentals of Art is a study of the art process through the exploration of the elements, concepts, media materials, and methods used to produce art.

ART 210 Basic Design (3)
Basic Design is a course designed to develop comprehension and manual dexterity in two- and three-dimensional media.

ART 211 Basic Drawing (3)
Basic Drawing is an introduction to materials and basic techniques of drawing. Emphasis is placed on observation, organization, and development of manual control.

ART 221 African American Artists (3)
African American Artists is a survey course that presents historical and critical analyses of major African American works of art, periods, styles, and themes from the eighteenth century to the present. Topics include Slavery and Emancipation, the Harlem Renaissance, the Civil Rights Movement, thelives of African American artists, and collecting African American Art.

BIOLOGY

BIO 100 Biological Sciences (4)
Biological Sciences is a survey of the fundamentals of life sciences and focuses on biological principles as they appear in animals, plants, and microorganisms ranging from the subcellular to the organismic level. Major topics include introductions to cell biology, evolution, ecology, and genetics. Special emphasis is placed on human reproduction, nutrition, and current human biological concerns. Three lecture hours and one two-hour laboratory per week.

BIO 101: Biology I (4)
Biology I explore the fundamentals of biology as science, the chemical and cellular basis of life, genetics and the evolution of living organisms. The course uses plants, animals, and microorganisms to illustrate the relationship between structure and function. Three lecture hours and one 2-hour laboratory per week. Required of all Biology Majors.

BIO 102: Biology II (4)
Biology II is a continuation of Biology I. The course uses an evolutionary approach to examine how animals and plants develop and adapt to their environments and examines the structure (anatomy) and function (physiology) of animals and plants at different levels of their complexity. Three lecture hours and one 2-hour laboratory per week. Required of all Biology Majors.

BIO 103 General Zoology (4)
General Zoology treats basic principles of living things and surveys the lower and higher forms of the animal kingdom with reference to their morphology, classification, evolution, methods of reproduction, inheritance, and relationship to man. The historical aspects of zoology are studied, especially with reference to evolution. Three lecture hours and one two-hour laboratory per week.

BIO 200 Anatomy and Physiology for Health Sciences (4)
Anatomy and Physiology for Health Sciences is designed to provide basic information on the structure and function of the human body: the skeletal, articular, nervous, muscular, circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems. Three lecture hours and one two-hour laboratory per week. Open only to students who have earned at least 56 semester hours of college-level credits.
Prerequisite: BIO 100 or BIO 102

BIO 201 Vertebrate Anatomy and Embryology (4)
Vertebrate Anatomy and Embryology covers basic principles of sex cell maturation, fertilization, and embryonic cell differentiation leading to the formation of the vertebrate embryo and its development to a highly complex form. The course also presents a study of adult vertebrates: their organ- systems, anatomy, evolution, specialization, behavior, and reproductive activities. Three lecture hours and one two-hour laboratory per week.
Prerequisite: BIO 101 or BIO 102

BIO 203 Introduction to Research Methods (4)
Introduction to Research Methods is an introduction to methods of investigation that prepare students to participate in meaningful undergraduate research. Included in these methods are microscopy, measurements, centrifugation, electrophoresis, spectrophotometry, and chromatography. In addition, experimental design, statistical treatment of data, literature search, technical writing, and preparation of manuscripts, posters, grant proposals, and oral presentations are covered. Three lecture hours and one two-hour laboratory per week.
Prerequisites: BIO 101 or BIO 102

BIO 204 General Botany (4)
General Botany is a functional introductory survey of microorganisms and lower and higher plants including their morphology, histology, physiology, reproduction, inheritance, and relationship to man. The history of botany is covered, with special reference to contributions of early civilizations. Three lecture hours and one two-hour laboratory per week.

BIO 205 General Microbiology (4)
General Microbiology emphasizes the fundamental concepts of microbiology, including morphology, ultra structure, reproduction, cultivation, and metabolism of microorganisms and their role in nature in relation to man. The history of the development of microbiology and the contributions of microbiologists from diverse cultures are studied. Three lecture hours and one two-hour laboratory per week.
Prerequisite: BIO 101 or BIO 102

BIO 207 Human Anatomy and Physiology I (4)
Human Anatomy and Physiology I is the first component of a two-semester sequence that examines the structure and function of the human body. It covers human cells and tissues and their embryonic origins as well as a study of the integumentary, skeletal, muscular, and nervous systems. Three lecture hours and one two-hour laboratory per week. Recommended for pre-nursing and other pre-health professions students. BIO 200 may be taken in lieu of BIO 207.
Prerequisites: BIO 100 or BIO 101 or BIO 102

BIO 208 Human Anatomy and Physiology II (4)
Human Anatomy and Physiology II is a continuation of Human Anatomy and Physiology I. It covers the study of the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, excretory, and reproductive systems. Special emphasis is placed on the mechanisms of action of the integrated human organ systems. Three lecture hours and one, two-hour laboratory per week.
Prerequisites: BIO 100 or BIO 101 or BIO 102

BIO 209: Biomedical Terminology (1)
Biomedical Terminology is designed to assist students perusing the Biology- Health Professions Track to gain and demonstrate understanding of terminology used in the biomedical sciences. Through the study of word roots, prefixes and suffixes, students will learn the fundamentals of biomedical word construction which will enable them to develop and apply a sizable working biomedical vocabulary. One lecture hour per week. May be taken concurrently with BIO 207 or BIO 208.

BIO 300 Cell and Molecular Biology (4)
Cell Biology and Molecular Biology involves the study of the structure and function of cells, emphasizing their physiology and biochemistry. Topics include energy production and utilization; membrane structure and transport; physiological responses to external signals such as hormones or other cells; genome organization, replication, transcription, and translation; and cell growth, division, and differentiation. Ethical, human, and technological implications of biotechnology are studied in light of advances in the field. Three lecture hours and one two-hour laboratory per week.
Prerequisites: BIO 205, CHM 101

BIO 301 General Genetics (4)
General Genetics deals with the general principles of heredity in animals, plants, and microorganisms and the interrelationships between heredity and the environment concerning the phenotypic expression of traits. It covers Mendelian, molecular, and population genetics. The history of genetics is studied. Three lecture hours and one two-hour laboratory per week. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: BIO 101 or BIO 102

BIO 305 General Ecology (4)
General Ecology provides the principles governing living organisms and their environment and the principles of interaction of these organisms with one another. Emphasis is placed on the human environment and ethical and technological problems related to various types of pollution and human populations. Three lecture hours and one two-hour laboratory per week. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: BIO 101 or BIO 102

BIO 402 Biology Seminar (3)
Biology Seminar is the capstone course for Biology majors and involve as review of previously learned concepts, exploration of current topics and recent advances in biology, and preparation for standardized tests required for graduation (senior exit examination) and for graduate and professional schools (GRE, MCAT, PCAT, DAT, etc.). Current topics and advances in biology include biotechnology, genetic engineering, genomics, proteomics, glycemics, stem cell research, cloning, behavioral and environmental sciences that affect the human condition and the study of the moral and ethical impact of these advances on society. Students are required to conduct independent literature research and review and summarize scientific articles, present oral reports, write a scholarly term paper, and engage in weekly standardized practice tests. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.
Prerequisites: BIO 300 or BIO 301 or BIO 305

BIO 403 Human Physiology (4)
Human Physiology introduces the functioning of the human body as a whole and the interrelationships among the various organs and systems. The interrelationships of physiology, physics, and chemistry in the various body systems are demonstrated. Ethical and technological aspects and the impact of technology are studied in the light of advances in the field. Three lecture hours and one two-hour laboratory per week.
Prerequisites: BIO 201, CHM 102

BIO 406 Special Topics in Biology (3)
Special Topics in Biology may be taken as an independent research project or in conjunction with a faculty research project.

BUSINESS ADMINISTRATION

BUS 200 Basic Money Management (3)
Basic Money Management is a financial literacy course designed to provide students with practical guidance making wise money management decisions that affect their daily and long-term financial positions as consumers. Practical topics covered will include budgeting, savings, investing, credit card debt, loans, spending decisions, comparison shopping, credit problems and services, mortgage financing, and retirement planning. Students will develop money management skills through interactive financial planning exercises that deal with real-life scenarios.

BUS 300 Introduction to Business (3)
Introduction to Business provides basic background information related to the scope of business activities and methods for solving business problems. The topics cover management, marketing, finance, economics, accounting, production, insurance, transportation, and computer science.

BUS 305 Keyboarding (3)
Keyboarding is a study of the principles and practices of touch-typing using computer software, with emphasis upon both personal and vocational use. Minimum speed requirement is 30 GWPM (Gross Words per Minute).

BUS 370 PC Systems and Application Software (3)
PC Systems and Application Software is an introduction to computer applications which covers the following areas: computers (components), disk operating system (DOS) commands, the Internet, word processing, and spreadsheets. Students use the various software packages to process information and generate different types of documents.

BUS 375 Principles of Management (3)
Principles of Management looks at the functions of business organizations and the role management plays in all types of business enterprises. Emphasis is given to the various business structures, the levels of decision making, the fixing of responsibilities, and the synchronization of work by divisions, departments, and individuals. Open only to students who have earned at least 56 semester hours of college-level credit.

BUS 380 Principles of Marketing (3)
Principles of Marketing is a study of various interacting business activities designed to plan, promote, and distribute products and services to consumers. Students evaluate and develop a practical marketing plan.

BUS 385 Financial Accounting (3)
Financial Accounting covers the procedures and methodology used by the accountant to determine the net income and the financial position of a business enterprise, the single proprietorship, the partnership, and the corporation. Students complete practical exercises and application problems to demonstrate their accounting skills.

BUS 390 Business Communications (3)
Business Communications is a study of the procedures and practices of written and oral communication in business professions. Students develop skills in writing business letters, preparing informal and formal reports, and making oral presentations. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: ENG 104

BUS 395 Statistics (3)
Statistics includes descriptive statistics, statistical inference, probability theory, and the fundamentals of modern statistical methods. Emphasis is on methods of data production and analysis. A tabular and graphical presentation of data relevant to practical business and social problem solving will be covered.

BUS 400 Business Law and Ethics (3)
Business Law and Ethics involves a study of contracts, property rights, business transactions, negotiable instruments, credit transactions, sales, mergers, acquisitions, and insurance. Students use the case method to analyze legal and ethical issues in business.

BUS 405 Operations Management (3)
Operations Management covers business strategies used to effectively produce goods and services. Students examine techniques for improving decision making in relation to job design, capacity, inventory, location, layout, and scheduling. Spreadsheet applications are used to solve practical application problems.
Prerequisite: BUS 395

BUS 410 Managerial Accounting (3)
Managerial Accounting is the analysis of accounting data used in the planning, control, and decision-making activities of business. Topics include but are not limited to financial statements, flow of funds, cost-value-profit relationship, budgetary planning and control, cost consideration in decision making, and the use of quantitative techniques as an instrument of control and proper planning.
Prerequisite: BUS 385

BUS 435 Marketing Management (3)
Marketing Management incorporates an analytical decision-making approach to formulating solutions to marketing problems. Emphasis is placed on the following areas of marketing management: production, distribution, pricing, and promotional strategies. Students enrolled in the course develop a total marketing plan for a product of their choice.
Prerequisite: BUS 380

BUS 450 Federal Income Tax (3)
Federal Income Tax reviews the laws and procedures incorporated in the current income tax structure. Students prepare individual income tax returns.

BUS 460 Technology & AI in Business Management* (3)
Examines the emerging technologies that are shaping modern organizations, with emphasis on their strategic business applications. Students explore topics such as robotics, automation, robotic process automation (RPA), artificial intelligence, data-driven decision making, computer-integrated manufacturing, and computer-aided design. focusing on how these technologies improve efficiency, innovation, and competitive advantage across various business functions. *Contingent Upon Board Approval
Prerequisite**s:** CIS 101, BUS375 or BUS300

BUS 465 International Business Management (3)
International Business Management is a study of the various management practices of multinational corporations. Students analyze the dynamic, complex political environment that contributes to the success or the failure of international businesses.
Prerequisite: BUS 375

BUS 467 Business Internship (3)
This course provides students with supervised professional experience in a business, nonprofit, or governmental organization. Students apply business knowledge, develop workplace competencies and reflect on their professional growth. The course includes structured academic assignments, faculty oversight, and employer evaluations to ensure alignment with program learning outcomes and ACBSP expectations.

BUS 470 Human Resource Management (3)
Human Resource Management deals with the process of integrating people into situations that motivate them to work together cooperatively and productively by developing proper psychological attitudes. The course helps students to understand and solve human relations problems in business.
Prerequisite: BUS 375

BUS 475 Managerial Finance (3)
Managerial Finance is an introduction to financial management. Topics include analysis and uses of financial statements; cash flow management; time value of money; analysis of risks and expected rates of return; stocks, bonds, and their valuation, yield to maturity, and financial ratios and their uses. Emphasis is on cash budgeting, retained earnings, dividend policy, capital budgeting, net present values and optimal capital structure. Students are required to examine financial statements, analyze financial ratios, and evaluate the capital budget of any Fortune 500 company of their choice.
Prerequisite: BUS 385

BUS 480 Management Information Systems (3)
Management Information Systems deals with the planning, development, management, and use of information technology tools to help people perform tasks related to human resource management, marketing, finance, and management. Students work individually and in groups with hands-on information technology projects. Information technology project activities focus on careers, global business, and various industry settings.
Prerequisites: BUS 375, CIS 101

BUS 485 Small Business Management (3)
Small Business Management emphasizes the procedures and the knowledge required to establish, finance, and successfully manage a small business enterprise. Students analyze the special problems confronted by small business owners in the day-to-day operation of their enterprises.

BUS 490 Organizational Behavior (3)
Organizational Behavior is a study of group behavior and the way in which group interaction affects organizational effectiveness. Students will focus on conflict management and group decision-making.
Prerequisite: BUS 375

BUS 495 Business Policy (3)
Business Policy is designed to integrate and utilize the knowledge acquired in various courses in business and economics. Students formulate solutions to practical business problems through the use of case analysis.
Prerequisites: BUS 375, BUS 380, BUS 385

BUS 497 Business Research (3)
Business Research is a capstone course that provides students with a forum for discussion, reflection, and analysis of current business events and contemporary business issues. Students are required to conduct research, write scholarly business papers and participate in personal and professional development activities. A review for the Senior Exit Examination covering subject matter in the various business disciplines is incorporated.

CHEMISTRY

CHM 101 General Chemistry I (4)
General Chemistry I cover the following topics: measurements, symbols, chemical equations, stoichiometry, atomic structure, periodic law and chemical bonding, gas, liquid, and solid states, solutions, acids, bases and salts. Topics relevant to environmental issues will be presented. The history of chemistry is also introduced. Three lecture hours and one two-hour laboratory per week.

CHM 102 General Chemistry II (4)
General Chemistry II is a continuation of Chemistry I. The following topics are covered in this course: properties of acids, bases and salts, pH and hydrogen ion concentration, properties of solutions of electrolytes and non- electrolytes, rates of chemical reactions, solubility products, chemical equilibria, ionic equilibria, electrochemistry, oxidation-reduction reactions, and thermodynamics. Topics relevant to environmental issues will be presented. The history of chemistry is also introduced. Historical aspects of chemistry are also studied. Three lecture hours and one two-hour laboratory per week.
Prerequisite: CHM 101

CHM 201 Organic Chemistry I (4)
Organic Chemistry I is designed to provide a broad treatment of carbon compounds. The emphasis is placed on nomenclature, structure, mechanisms, and the identification of various organic groups. The following groups are covered: alkanes, alkenes, alkynes, dienes, alicyclic and aromatic hydrocarbons, arenes, alcohols, aldehydes, ketones, and ethers. Spectroscopic methods as well as stereochemical properties are briefly discussed. History of the discovery of various compounds is included. Three lecture hours and one two-hour laboratory per week.
Prerequisite: CHM 101

CHM 202 Organic Chemistry II (4)
Organic Chemistry II is a continuation of Organic Chemistry I. Emphasis is placed on nomenclature, structure, mechanisms, and the identification of various organic groups. The following groups are covered: carboxylic acids, esters, amides, anhydrides, acid halides, and amines. The organic chemistry of proteins, nucleic acids, and their constituents is briefly discussed. The laboratory provides experiments involving the identification, preparation, and characterization of organic compounds, with special reference to their discovery and their effects on living organisms. Three lecture hours and one two- hour laboratory per week.
Prerequisite: CHM 201.

CHM 400 Biochemistry (4)
Biochemistry provides an introduction to biological chemistry and biological processes at the molecular level. Catabolism and biosynthesis of carbohydrates, lipids, proteins, and nucleic acids are studied. Metabolic processes such as glycolysis, citric acid cycle, oxidative phosphorylation, and photosynthesis are also studied; and their relationship to the laws of thermodynamics are explored. Gene expression and gene manipulation constitute a portion of this course. Three lecture hours and one two-hour laboratory per week.
Prerequisites: CHM 201

COMPUTER INFORMATION SYSTEMS

CIS 101 Introduction to Computers (2)
Introduction to Computers covers the role, concepts, history, social-ethical issues, and applications of the computer. Hardware, software, file management, operating systems, and security will also be covered. Students will have extensive hands-on experience. Computer application preparation activities include word processing, spreadsheets, presentation packages, and internet communications.

CIS 300 Systems Analysis and Design (3)
Systems Analysis and Design is the study of systems integration, the analysis of existing systems, and the design of new systems. Students review each stage of the System Development Life Cycle (SDLC) and solve practical SDLC data management problems. Projects are required.
Prerequisite: CIS 101

CIS 303 Introduction to Project Management (3)
Introduction to Project Management examines the theory and tools for implementing projects in organizations and provides a comprehensive overview of the skills needed and challenges to be faced in managing them. This course helps students to understand important concepts and principles of project scope, scheduling, risk and resource management and to develop the analytical and interpersonal skills that will be useful to them as project managers.
Prerequisite: CIS 101 or equivalent

CIS 310 Introduction to Computer Programming (3)
Introduction to Computer Programming covers problem solving, program formulation, logic, and the development of good programming techniques. The course involves projects and extensive hands-on experience with an appropriate computer language to write programs.
Prerequisite: CIS 101

CIS 320 Business Telecommunications (3)
Business Telecommunications is the analysis of technical and management problems and issues associated with telecommunications systems using microcomputers. Included are telecommunication theory, infrastructure (including digital communication hardware and software), information services, and the Internet. Personal, business, social, and ethical implications are stressed. Projects are required.
Prerequisite: CIS 101

CIS 400 Database Design (3)
Database Design focuses on software design and programming in a database environment. Among the topics covered are data models, query languages, and relational database design using normal forms. Problems will be assigned using relational database management systems and Structured Query Language. Projects are required.
Prerequisite: CIS 300

CIS 440 Information Resource Management (3)
Information Resource Management (IRM) is a seminar in information systems management, with emphasis on planning, organizing, and controlling user services and managing the recommended systems development process. Students apply IRM methodologies to manage realistic problems faced by business firms and computer-using organizations. Projects are required.
Prerequisite: CIS 101

CIS 460 Technology Management Trends and Issues (3)
Technology Management Trends and Issues covers topics on robotics, automation, computer-integrated manufacturing, and computer-aided design. Ethical, legal, and social issues in new technology management are also examined.
Prerequisite: CIS 101

COMPUTER SCIENCE

CSC 101 Introduction to Computer Science and Program Logic (3) Introduction to Computer Science and Program Logic covers the fundamentals of organizing and operating the computer system. Computer arithmetic: binary, hexadecimal, and decimal number conversions, binary number arithmetic and Institute of Electrical and Electronics Engineers (IEEE) binary floating point number standard. Basic Computer logic: gates, combination circuits, sequential circuits, adders, arithmetic logic unit (ALU), static random-access memory (SRAM) and dynamic random-access memory (DRAM). Introduction to assembly language programming, machine language set design and the design of single cycle central processing unit (CPU). The million instructions per second (MIPS) based computers are used as example architecture, and alternative architectures are also discussed. Three lecture hours per week.
Prerequisite: CIS 101

CSC 102 Computer Programming I (4)
Computer Programming I introduce the basic programming constructs and object-oriented programming techniques. The focus of this course is learning programming language syntax, semantics, and developing students' abilities to apply the knowledge in transforming algorithms into code. Additional topics include: enhancing program design skills, program debugging, and promoting good programming styles. The laboratory provides time to gain experience writing programs and becoming familiar with the programming interface and environment. Three lecture hours and one, two-hour, laboratory session per week.
Prerequisite: CSC 101

CSC 201 Computer Programming II (4)
Computer Programming II introduces data structures, algorithms and building objects. Topics include linked lists, stacks and queues trees and recursion. An introduction to C programming in a UNIX environment will also be covered. The laboratory provides time for the student to gain experience writing programs in C++ and C Programming within the UNIX environment. Three lecture hours and one, two-hour, laboratory session per week.
Prerequisite: CSC 102

CSC 202 Data Structures and Algorithms (3)
Data Structures and Algorithms is an analysis of data structures and algorithms using C++ as the implementation language. Topics include a detailed examination of lists, heaps, trees, graphs, file structures, and the use of formal methods. Emphasis is placed on the fundamentals, development, and the basics of algorithms analysis.
Prerequisite: CSC 201

CSC 310 Operating Systems and Network Fundamentals (3)
Operating Systems and Network Fundamentals provides fundamental conceptual knowledge about operating systems. It covers the basic concepts of operating systems. Students will concentrate on the Linux and Windows operating system architecture environments. Topics in structure, scheduling,

inter-process communication, multiprogramming, memory management, file systems, input and output devices will also be covered. The course also covers the network protocols, hardware, and standard network communication application layers.
Prerequisite: CSC 201

CSC 320 Database Design and Principles (3)
Database Design and Principles is an introductory course emphasizing the basic concepts and principles of database systems. Topics include an introduction to database systems and databases, different database system models, basic system, and language support (SQL-Structured Query Language) for database systems, relational modes, relational algebra, an introduction to relational database design as well as an overview of common database system issues. Three lecture hours per week.
Prerequisite: CSC 102 or CSC 103 or CIS 300

COOPERATIVE EDUCATION

COE 199 Cooperative Education Seminar (1)
Cooperative Education Seminar introduces students to cooperative education concepts and prepares them for paid field experiences within academic majors. Students are involved in career exploration.

COE 298 Part-Time Cooperative Education Experience I (3)
Part-Time Cooperative Education Experience I provide a semester of work/ study experience in business, industry, government, or a social agency. The student is engaged in part-time employment in an area related to his academic program.
Prerequisite: COE 199

COE 299 Full-Time Cooperative Education Experience I (6)
Full-Time Cooperative Education Experience I provide a semester of work/study experience in business, industry, government, or a social agency. The student is engaged in full-time employment in an area related to his academic program.
Prerequisite: COE 199

COE 398 Part-Time Cooperative Education Experience II (3)
Part-Time Cooperative Education II is a second- or junior-level work/study experience in part-time employment related to the student's academic studies.
Prerequisite: COE 298

COE 399 Full-Time Cooperative Education Experience II (6)
Full-Time Cooperative Education Experience II is a second- or junior-level work/study experience in full-time employment related to the student's academic studies.
Prerequisite: COE 299

COE 498 Part-Time Cooperative Education III (3)
Part-Time Cooperative Education III is a third- or senior-level work/study experience in part-time employment related to the student's academic studies.
Prerequisite: COE 398

COE 499 Full-Time Cooperative Education Experience III (6)
Full-Time Cooperative Education Experience III is a third- or senior-level work/study experience in full-time employment related to the student's academic studies.
Prerequisite: COE 399

CRIMINAL FORENSICS

CFS 300 Introductory Survey of Forensic Studies (3)
Introductory Survey of Forensic Studies familiarizes students with the basic principles and uses of forensic science in the criminal justice system in the United States, including its practical capabilities and limitations. Applications of biological, physical, chemical, medical, and behavioral sciences to questions of evidence and law in criminal matters will be emphasized. Students are encouraged to complete an introductory course in Criminal Justice, e.g., CRJ 300, either prior to or concurrent with this course.
Prerequisites: BIO 100, MAT 103, PHS 100, or equivalents

CFS 301 Crime Scene Forensics (3)
Crime Scene Forensics provides an overview of techniques and procedures involved in the recognition, collection, preservation, and analysis of physical evidence related to criminal matters. Students are encouraged to complete an introductory course in Criminal Justice, e.g., CRJ 300 either prior to or concurrent with this course.
Prerequisites: BIO 100, MAT 103, PHS 100, or equivalents

CFS 302 Criminalistics I: Impression Evidence (3)
Criminalistics I: Impression Evidence familiarizes students with basic elements of collecting, processing, and analyzing trace biological and impression evidence in criminal matters. Major topics include blood and fluid identification, fingerprints, footwear and tire marks, and other forms of impression evidence. Students are encouraged to complete an introductory course in Criminal Justice, e.g., CRJ 300 either prior to or concurrent with this course.
Prerequisites: BIO 100, MAT 103, PHY 100, or equivalents

CFS 303 CFS Criminalistics II: Trace Evidence (3)
Criminalistics II: Trace Evidence is designed to provide students with a basic understanding of the analysis of trace evidence, including the principles and concepts on which trace analysis is based. Methods of analysis for various types of trace evidence, including hairs, fibers, glass, soil, paints, and metals will be emphasized.
Prerequisites: BIO 100, MAT103, PHY 100, or equivalents

CFS 304 Criminalistics III: Forensic Drug Analysis and Toxicology
This course reviews theory, techniques, and basic laboratory practices related to drug and forensic toxicology. The course also provides a survey of scientific techniques used in these analyses. The comparison and contrasts relative to psychological and physical drug dependency are incorporated. The chain of custody issues related to the handling of evidence and the current state of drug and alcohol laws are also reviewed.
Prerequisites: CFS 300, 303

CFS 305 Forensic Pathology
This course provides a survey of scientific techniques used in Medicolegal investigations. Principle topics include regional injuries and death, firearm injuries, transportation injuries, physical injuries, trauma and disease, child abuse and sexual assaults. Forensic elements needed to reach decisions in death investigations from the coroner, medical examiner and forensic pathologists are explored along with the relationship with the legal arena.
Prerequisites: CFS 300, 301

CFS 306 Digital Evidence

This course reviews theory techniques, and basic laboratory practices related to digital evidence and the resulting investigation. Different types of digitally related crimes such as fraud, stalking, identity theft and internet related crimes will be discussed. A review of issues pertaining to chain of custody and current legal issues on digital evidence are also incorporated into class discussions.
Prerequisites: CFS 300, 301; MED 331

CFS 307 Forensic Photography
The principles and techniques of film and digital photography, as applied to crime scenes, forensic evidence, identification, and court presentations, are emphasized in this course. The use of various types of cameras, along with types of lightning is explored. The legal aspects of forensic photography and courtroom presentation are included as major topics in the course.
Prerequisites: CFS 300, 301; MED 331

CFS 401 Forensic Evidence and Ethics (3)
Forensic Evidence and Ethics is designed to acquaint students with the application of scientific methods in the investigation of criminal matters as they relate to the legal process. The role of forensic science in the administration of justice and rules of ethics and codes of professional conduct for practitioners in the field are emphasized.
Prerequisites: CFS 300, CFS 301

CFS 402 Criminal Forensics Capstone (3)
Criminal Forensics Capstone is the culminating experience for majors, integrating core forensic concepts, investigative techniques, laboratory methods, and applied professional practices. Students complete a semester-long research project or applied forensic case study, develop a professional portfolio, engage in advanced readings/discussions/presentations on contemporary issues, and sit for a comprehensive senior exit examination assessing subject-matter competency.
Prerequisites: CFS 300, CFS 301, CFS 302

CFS 404 Forensic Application of the Social Sciences (3)
This course considers matters of theory, techniques, and practices within the Social Sciences as they are related to Criminal Forensics. Relevant issues pertaining to Public and Social Policy, Forensic Psychology, Forensic Psychiatry, Serial Offenders, and Criminal Personality Profiling, as they affect criminal forensic practices are explored.
Prerequisites: CFS 300, 301, 401

CFS 405 Forensics Internship
Forensics internship provides the student the opportunity to engage in practical application of concepts, classroom theory, and content knowledge in Criminal Forensic Studies within a formal workplace setting. Classroom lectures and discussions are combined with at least sixty (60) clock hours of supervised work experience through student placement in an organizational setting related to the field of Criminal Forensics. This course serves as the Capstone course for Criminal Forensics Major, and as such, students will sit for a comprehensive subject matter examination as well conduct and present a major research project in the subject area.
Prerequisites: CFS 300, 301 401, 402 404; SSC 401

CRIMINAL JUSTICE

CRJ 200 Forensics for the Everyday Citizen (3)
Forensics for the Everyday Citizen provides an introductory exploration of forensic science and its various uses in the criminal justice process for a general college audience. Lectures and discussion on the basic elements of forensic science as well as demonstrations and supervised hand-on applications of basic laboratory techniques in the criminal justice process will be emphasized.
Prerequisites: BIO 100 or BIO 103, MAT 103

CRJ 300 Introduction to Criminal Justice (3)
Introduction to Criminal Justice is an overview of the criminal justice system including personnel and agencies. The course also examines criminal behavior from cultural and political viewpoints and includes an orientation to the use of laboratory techniques in the crime-solving process.

CRJ 301 Law Enforcement Systems (3)
Law Enforcement Systems is a study of personnel, agencies, processes, and activities in law enforcement, with emphasis on enforcement responsibilities of the local and state police in the United States.

CRJ 302 Correction, Probation, Pardon and Parole Systems (3) Correction, Probation, Pardon, and Parole Systems is a study of historical background, agencies, and facilities of corrections systems, with emphasis on contemporary problems in administration. The course also addresses the way that the system coordinates activities with criminal justice components.

CRJ 303 Judicial Systems (3)
Judicial Systems is a study of the United States judicial system, including the federal, state, and local courts and their personnel, procedures, policies, and decisions. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: CRJ 300

CRJ 304 Criminal Law (3)
Criminal Law is viewed as a means of influencing human behavior with intensive analysis made of various principles which apply to virtually every criminal case: justification, attempt, conspiracy, parties to crime, ignorance, mistake, immaturity, insanity, and intoxication. Some common law statutes of South Carolina are studied. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: CRJ 300

CRJ 305 Criminology (3)
Criminology is designed to introduce students to the basic concepts of crime causation and criminal behavior. Major attention is given to the biological, economic, sociological, and psychological causes of crime. The major schools of criminological thought are also studied.
Prerequisite: CRJ 300

CRJ 400 Juvenile Delinquency (3)
Juvenile Delinquency addresses biological, economic, psychological, and sociological factors related to the causes of juvenile delinquency. The course emphasizes theories and trends related to the prevention and treatment of juvenile delinquency.
Prerequisite: CRJ 300

CRJ 401 Criminal Investigation (3)
Criminal Investigation is a study and practical application of investigative methods, with emphasis on carrying out investigations and presenting and reporting on material discovered. Students are also provided an introduction to the use of laboratory-based techniques used in the investigation of crime. Prerequisite: CRJ 300

CRJ 402 Special Problems in the Administration of Justice (3)
Special Problems in the Administration of Justice is the capstone course for students majoring in Criminal Justice. It combines a study of complex factors involved in the administration of justice in American society with a synthesis of theory and content knowledge relative to various facets of Criminal Justice. A comprehensive exit examination as well as a major research paper are included as part of the requirements for this course.
Prerequisite: CRJ 300

CRJ 403 Internship (3)
Internship provides a practical application of concepts, classroom theory, and content knowledge in Criminal Justice within a formal workplace setting. Classroom lectures and discussion are combined with 120 clock hours of supervised work experience through student placement in organization settings related to the field of Criminal Justice. Information regarding career opportunities as well as preparation for advanced study in Criminal Justice-related fields is also incorporated into the subject matter for this course.
Prerequisites: CRJ 300, CRJ 301, CRJ 304, CRJ 305

CRJ 404 Criminal Forensics (3)
Criminal Forensics is the application of scientific analytical methods to physical evidence associated with a setting where criminal activity has occurred. In this course, laboratory exercises are used to provide students with an understanding of basic concepts, techniques and procedures in forensic science as utilized in the criminal investigatory process. Topics will include crime scene analysis, fingerprint and impression evidence, ballistics, DNA/Serology, and drug/trace analysis. Course enrollment is limited to twelve students.
Prerequisite: CRJ 300

CYBERSECURITY

CSS 103 Introduction to Cybersecurity (3)
Introduction to Cybersecurity will introduce students to topics relating to access, active attack, blacklist, bot, cloud computing, critical infrastructure, cryptography, data breach, digital forensics, enterprise, risk management, information assurance, intrusion detection, malware, passive attack, penetration testing, phishing, software assurance, virus and whitelist.
Prerequisite: CIS 101

CSS 104 Python Programming (4)
Python Programming is the first course in computer programming that introduces the basic python programming constructs and scripting programming techniques. The focus of this course is learning python programming language syntax and semantics and developing students' abilities to learn to think computationally and write programs to tackle useful problems. Additional topics include enhancing program design skills, program debugging, and promoting good programming styles. The laboratory provides time for the student to gain experience writing programs in python and becoming familiar with the programming interface and environment. Three lecture hours and one, two-hour laboratory session per week.
Prerequisite: CSC 101

CSS 201 Web Application Programming I (4)
This course is an introduction to the languages used to develop web applications with a focus on client-side technologies. Topics include web programming practices, HTML, SCC, JavaScript, and modern frameworks to support client-side web development. Three lecture hours, and one two- hour laboratory session per week.
Prerequisite: CSC 101

CSS 202 Web Application Programming II (4)
This course is an introduction to languages used to develop web applications with a focus on server-side technologies. Topics include issues common to the development of web applications, such as data-driven content, security, and architecture. Three lecture hours, and one two-hour laboratory session per week.
Prerequisite: CSS 201

CSS 300 Operating Systems (3)
Operating Systems provides fundamental conceptual knowledge about operating systems. It will cover the basic concepts of operating systems. Topics include the history and evolution of operating systems, the concepts and structure of various operating systems, process scheduling, inter- process communication, input and output, multiprogramming, memory management, and file systems. The course will include a thorough review of computer hardware and software, with emphasis on the application of current and appropriate computing safety and environmental practices. The objective is to evaluate, install, configure, maintain, and troubleshoot computer hardware components and operating systems. Three lecture hours per week.
Prerequisite: CSS 104

CSS 330 Cybercrime, Cyberlaw and Cyberethics (3)
This course is a study of the impact of cybercrimes affecting various entities and organizations engaged in cyberspace transactions and activities including the government, military, financial institutions, retailers, and private citizens. It covers broad areas of law pertaining to cyberspace, including Intellectual Property (Copyright, Patent, Trademark, and Trade Secret), Contract and the U.S. Constitution. The study of Cyberethics addresses a definition of ethics, provides a framework for making ethical decisions and analyzes in detail several areas of ethical issues that computer professionals are likely to encounter in cyberspace and in business. Three lecture hours per week.
Pre-requisite: CSS 300

CSS 340 Defensive Network Security (3)
This course provides theoretical and practical aspects to firewalls and intrusion detection systems. Topics include configuration implementation, rule creation, filtering, and other state-of-the-art developments. Intrusion detection topics will provide both-host based and network-based exposure while firewalling concepts will include the use of both application and enterprise level devices. Three lecture hours per week.
Prerequisite: CSS 300

CSS 410 Malware Analysis (3)
This course provides fundamental knowledge of Malware analysis. Topics include an introduction to both static and dynamic techniques for analyzing unknown binaries. Students will be exposed to advanced malware concepts including malware detection as well as the utilization of industry standard tools to analyze, debug, and reverse engineer unknown binaries. Three lecture hours per week.
Pre-requisite: CSS 300

CSS 420 Computer Security and Networks I (4)
Computer Security and Networks I is designed for information technology (IT)and computer professionals to learn computer and network security theories and practices that can be used to significantly reduce the security vulnerability of computers on internal networks or the Internet. The course assumes some familiarity with various operating systems and computer networks. Topics include cryptography, program security, operating systems security, database security, network security, security administration, computer ethics, and legal issues. The laboratory provides time to gain experience performing networking administration and security tasks, practicing security monitoring procedures, and performing basic network intrusions and defense tasks. Three lecture hours and one, two-hour, laboratory session per week.
Prerequisite: CSS 300

CSC 440 Computer Security and Networks II (3)
Computer Security and Networks II is the second course in network security that introduces domain specific networking and security theory to students. Topics include corporate network security, industrial cyber security systems, medical network security, and an introduction to ethical hacking. Three lecture hours per week.
Prerequisite: CSS 420

CSS 450 Penetration Testing: Cybersecurity Seminar (3)
A detailed examination of real-world cybersecurity knowledge, enabling recognition of vulnerabilities, exploitation of system weaknesses, and safeguards against threats. Students will learn the art of penetration testing through hands-on exercises and a final research project. Students who complete this course will be equipped with the knowledge necessary to analyze and evaluate systems security. This is the capstone-designated course for Cybersecurity major. Three lecture hours per week.
Pre-requisite: CSS 440.

DEVELOPMENTAL STUDIES

All developmental and tutoring students (reading, English, and mathematics) are required to complete weekly computer lab assignments in addition to the classroom work; and the computer lab grade and tutoring sessions constitute 15 percent of the final course grade.

DEG 101 Developmental English I (3)
Developmental English I emphasize sentence-level skills and paragraph- length assignments based on personal experience. The course includes an extensive review of skills in grammar, sentence structure, word usage and punctuation, in addition to paragraph writing. Also, emphasis is placed on outlining drafting, revising, editing, and the writing process. Special attention will be given to the rules of Standard Written English. All students must receive a grade of "C" or better in order to successfully pass the course.

DEG 102 Developmental English II (3)
Developmental English II emphasizes paragraphing skills and simple multi- paragraph assignments. Special attention is given to the rules of Standard Written English, patterns of paragraph development, and basic essay structure. All students must receive a grade of "C" or better in order to successfully pass the course.

DMA 101 Developmental Mathematics I (3)
Developmental Mathematics I is a review of whole numbers, fractions, decimals, ratios, and proportions, percents, and basic operations with integers. All students must receive a grade of "C" or better in order to successfully pass the course.

DMA 102 Developmental Mathematics II (3)
Developmental Mathematics II is a continuation of Developmental 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. All students must receive a grade of "C" or better in order to successfully pass the course.

DRD 101 Developmental Reading I (3)
Developmental Reading I emphasize the development of skills in word attack, vocabulary development, comprehension, reading-study, library usage, expressive oral reading, and listening. All students must receive a grade of "C" or better in order to successfully pass the course.

DRD 102 Developmental Reading II (3)
Developmental Reading II is based on the needs and interests of individual students, with emphasis on vocabulary development, word attack skills, higher order comprehension skills, and reading rate. All students must receive a grade of "C" or better in order to successfully pass the course.

ECONOMICS

ECO 301 Macroeconomics (3)
Macroeconomics topics include the basic function of an economic system, law of supply and demand, business cycles, consumption, savings, monetary and fiscal policy, and money and the banking system. Emphasis is on production, employment, and the estimation of inflation and unemployment rates.

ECO 302 Microeconomics (3)
Microeconomics includes application of supply and demand elasticity, the market structure under American capitalism, price, and output determination of the individual firm under varying competitive market structures, and pricing of factors of production. Students evaluate the comparative advantage among nations as it relates to global competition and international trade.

EDUCATION

DME 102 Developmental Mathematics for Praxis Core Preparation (3) Developmental Mathematics for Praxis Core Preparation will focus on the strands of mathematics covered on the Praxis Core Mathematics Test outlined by ETS and the strands of mathematics covered in the DMA 101 and 102 and MAT 103 courses. Topics include whole numbers, fractions, decimals, ratios and proportions, percentages, and basic operations with integers; operations with integers, exponents, polynomials; linear equations and inequalities with applications; factoring trinomials, tables, charts, graphs, and measurement, basic geometry; and basic statistics. The course will require lab work to practice skills learned in class. All students must receive a grade of "C" or better in order to successfully pass the course.
The course is open only to prospective Teacher Education majors.

EDU 215 Human Development (3)
Human Development includes a study of human growth and development covering the periods of conception, prenatal, neonatal, early childhood, childhood, adolescence, old age, and death. Emphasis is placed on the interrelationship between actual growth, maturational processes, and environmental influences. The study of the relationship of teaching and learning to physical, social, intellectual, and emotional development is essential.

EDU 251 Foundations of Education (3)

Foundations of Education focuses on the nature of education in general and provides an understanding of the historical, philosophical, sociological, legal, governance and societal influences on American and international education. The course advances the knowledge and skills of prospective education candidates though teaching about diverse peoples and cultures of selected industrialized countries of the world. It includes an emphasis on the role, development, and organizations of public education in the United States and in other industrialized countries. Students conduct a comparative analysis of education and educational systems in the United States with those of other countries. It emphasizes the legal status of teachers and students, including federal and state laws and regulations, schools as social organizations, contemporary issues in education, the foundations of instructional design, and the growth and improvement of knowledge in the field of education. Diversity and technology are integrated throughout the course. A fifteen-hour practicum and fifteen hours of preparation for Praxis Core are required.

EDU 301 Curriculum, Instruction and Assessment in Elementary Education (3) Curriculum, Instruction and Assessment in Elementary Education familiarizes the prospective elementary school teachers with current major programs and develops skills in the selection, organization, and use of materials and methods for elementary instruction. Major considerations include the changing elementary school, the teacher's instructional and professional role, planning for learning, classroom management, community resources, conflict resolution skills, career exploration, parental involvement, nature of child growth and development, and orientation to instruments used.

EDU 302 Educational Psychology (3)
Educational Psychology is designed to study the nature of educational processes based on psychological concepts, principles, and theories related to classroom teaching. Emphasis is given to the discussion of such important topics as learning styles, diversity, intelligence, motivation, personality, and career education. Required of all early childhood, elementary and secondary education majors.

EDU 304 Educational Assessment and Evaluation (3)
Educational Assessment and Evaluation is concerned with the history, development, analysis, assessment and evaluation and the application of tests used in public and private classrooms. More specifically, it is concerned with the student of tests and measurements as they relate to classroom situations. Special emphasis is placed on the study, selection, and use of various standardized and teacher-made measuring devices and on simple methods of interpreting and presenting test results. The course is designed to help students improve their skills in taking standardized tests and to assist them in developing their critical thinking, problem solving, and performance skills.

EDU 306 Behavior and Development of the Young Child (3)
This course focuses on understanding and analyzing young children's behavior while fostering healthy social and emotional development in the main types of early education settings (early school grades, child-care settings, and homes and Head Start programs). The course will provide students with strategies for creating theory-based, individualized, child-centered interventions, and for establishing nurturing classroom learning communities in which all children feel safe, valued, and genuinely respected. A ten-hour practicum is required.

EDU 309 Principles of Guidance (3)
Principles of Guidance explores the philosophy and functions of guidance; the study of basic skills and techniques of guidance such as observation, case studies, projective techniques, records; and the study and evaluation of the role of the administrator, teacher, and counselor. Students are involved in career exploration and counseling initiatives.

EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills (3)
Curriculum, Instruction and Assessment in Language Development and Communication Skills focuses on an understanding of the principles of learning, teaching methods, and assessment to promote student learning as it relates to understanding of language development and communication skills, the relationships among curriculum, instruction, and assessment. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. More specifically, the course focuses on the development of language arts from birth through the elementary school years. Students are acquainted with activities which are appropriate in developing the language arts skills of listening, speaking, reading, and writing.

EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education (3)
Curriculum, Instruction and Assessment in Early Childhood Education acquaints students with methods and materials appropriate for the content areas that are a part of the curriculum for early childhood education. Basic concepts in curriculum development are emphasized, and several early childhood programs are examined. Career opportunities for Early Childhood majors are explored. A twenty- hour practicum is required.

EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education (3)
Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education focuses on theories, practices, objectives, content,and methods of presenting and assessing health and physical education in the secondary school curriculum. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. Instruction will be supplemented by observation and participation in public and private science settings. More specifically, it prepares classroom teachers in the field of health. The three phases of the school health program, school health services, health instruction, and healthful school living, are treated. Special attention is given to the health status of school children, common health problems, and the role of the school in handling such problems. Exposing children to careers in health is essential. The importance of physical activities for Pk-6 grades is highlighted. Movement Education and activities to encourage active movement is emphasized. A fifteen-hour practicum is required in a physical education classroom.

EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education (3)
Curriculum, Instruction and Assessment in Social Studies for Elementary Education also focuses on theories, practices, objectives, content, and methods of presenting and assessing social studies in the early childhood and elementary school curriculum. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. Instruction will be supplemented by observation and participation in public and private science settings More specifically, it acquaints early childhood and elementary school students exploring the meaning of social studies, teaching and learning strategies for social studies; planning for instruction; content of social science (anthropology, economics, geography, history, sociology, and political science); values and human relationships, inquiry and problem solving; research methods; strategies for making and interpreting maps; current events; career exploration; games and simulations for social studies; and skill building in social studies. Atwenty- hour practicum is required.

EDU 314 Introduction to Exceptional Children (3)
Introduction to Exceptional Children is a study of the characteristics and needs of exceptional children, including the gifted and talented. An overview of the competencies needed to work with this population, appropriate educational programs, and delivery of services is incorporated into this course.

EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education (3)
Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education is a study of sets, counting numbers, numeration systems, properties of the fundamental operations, elementary number theory, the rational number systems, decimal representation, the set of real numbers, informal algebra, and plane and solid geometry. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.
Prerequisite: MAT 103

EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education (3)
Curriculum, Instruction and Assessment in Mathematics for Elementary Education is a study of the rational number system, decimal representation, the set of real numbers, informal algebra, and plane and solid geometry. A twenty-hour practicum is required. Open only to students who have been admitted to the Teacher Education Program.
Prerequisite: MAT 103

EDU 318 Curriculum, Instruction, and Assessment in Health and Physical Education for Early Childhood Education (3)
Curriculum, Instruction and Assessment in Health and Physical Education for Early Childhood Education is designed to develop instructional techniques as related to health and physical education, movement education theory and the integration of early childhood studies through movement experiences; included in an examination of health concepts and health programs.
A fifteen-hour practicum is required in a physical education classroom.

EDU 319 Literature for Children and Adolescents (3)
Literature for Children and Adolescents deals with literature for children and adolescents and with criteria for selecting and evaluating works of special interest to children and adolescents. Diversity and the use of technology will be infused throughout the course.

EDU 320 Curriculum, Instruction, and Assessment in the Visual and Performing Arts and Movement for Elementary Education (3)
Curriculum, Instruction and Assessment in Visual and Performing Arts for Elementary Education focuses on theories, practices, objectives, content, and methods of presenting and assessing visual and performing arts in the elementary school curriculum. Analysis of the curricular program used in the state of South Carolina to meet the needs of students will be incorporated. Instruction will be supplemented by observation and participation in public and private settings. More specifically, the course focuses on current curriculum models that permit candidates to gain insight into the role of the arts in our schools and in our lives. The course allows candidates the opportunity to create and to maintain a network of community arts and cultural institutions that support all teachers and students, as success and immersion in the arts are closely linked. The course also addresses multiple intelligences, creative thinking, cultural diversity, technology, and special needs as they relate to the arts. Emphasis is given to the integration of the arts into the content subject areas with special focus on music, dance, and drama as well as the visual arts. A fifteen-hour practicum is required.

EDU 321 Curriculum, Instruction, and Assessment in the Visual and Performing Arts and Movement for Early Childhood Education (3) Candidates examine basic arts concepts and skills, factual or contextual learning about the arts in history and culture, and higher order to critical thinking skills relating to dance, drama/theatre, music, and the visual arts. The course consists of study and experiences in each art form through four curricular components: aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing. A ten-hour practicum is required.

EDU 322 Foundations of Reading (3)
Foundations of Reading focuses on the major components of the reading process, including linguistic, psychological, physiological, and sociological factors affecting each stage of the development of the process. It identifies the components of reading and familiarizes students with trends and issues in reading education. Prospective teachers apply the principles of scientifically-based reading research as the foundation of comprehensive instruction. A twenty-five-hour practicum is required.

EDU 323 Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education (3)
Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education introduces students to all facets of the P-3 social studies experiences needed to guide early childhood school students on the path to responsible citizenship. The course focuses on the highly integrative and multidisciplinary nature of social studies. Particular emphasis is placed on the integration of history, geography, and civics education with other areas of the curriculum. A ten- hour practicum is required.

EDU 325 Concepts of Play and Social Development of Infants and Young Children (3)
Concepts of Play and Social Development of Infants and Young Children explores the behavior of the preschool child from infancy through age five. Focus is placed on the role of play in influencing cognitive, social, emotional, physical, and language development.

EDU 335 Family School and Community Dynamics (2)
Family School and Community Dynamics focuses on historical trends, theoretical models, and strategies of effective family/school/community relationships. Special emphasis is placed on multicultural issues and on programs that support collaborative interaction with families that benefit children.

EDU 340 Diversity and Management (2)
Diversity and Management focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, instructional strategies, and materials in order to provide equity and excellence for all P-12 learners. The course also examines classroom management models, including theoretical and empirical approaches to classroom management. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment for all P-12 learners.

EDU 345 Resources and Technology for Teachers (2)
Resources and Technology for Teachers explores how technology may be used as in instructional tool in the P-12 classroom to facilitate changes in the ways teachers teach and students learn. The course examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching as a means to promote student learning.

EDU 400 Curriculum, Instruction, and Assessment in Reading (3) Curriculum, Instruction and Assessment in Reading focuses on an understanding of the principles of learning, teaching methods, and assessment to promote student learning as it relates to understanding reading theories, instructional strategies, and assessment tasks. More specifically, the course focuses on helping candidates develop skills in the facilitation of effective learning experiences for learners in literacy. Focus will be on the study of reading curriculum, instructional strategies and methods, and assessment of students, materials and classroom procedures and evaluation techniques to facilitate reading in the content areas. Students will use a variety of teaching strategies which are applicable to all grades. These strategies will promote critical thinking through analysis and reflection; while the use of creative thinking practices help educators align content, processes, and assessment to increase student achievement in the areas of literacy and reading. Course participants will engage in classroom discussion, research and reflection, observation, and practicum experiences. A twenty-hour practicum is required.

EDU 402 Observation and Directed Teaching (Early Childhood Education) (9) Observation and Directed Teaching is a course required of all early childhood education majors preparing to teach in public schools with diverse learners. In addition to classroom work prior to and after the student teaching period, the prospective teacher is required to perform twelve weeks of observation and actual teaching in the area of his specialization in the public school.
Open only to students who have been admitted to the Teacher Education Program.

EDU 403 Observation and Directed Teaching (Elementary Education) (9) Observation and Directed Teaching is required of all elementary education majors preparing to teach in public schools with diverse learners. In addition to classroom work prior to and after the student teaching period, the prospective teacher is required to perform twelve weeks of observation and actual teaching in the area of his specialization in the public school.
Open only to students who have been admitted to the Teacher Education Program

EDU 405 Educational Seminar (3)
Educational Seminar is the capstone course designed to summarize and synthesize the knowledge accumulated in the early childhood, elementary, and senior high school curricula. Current innovations in methods, materials and procedures especially related to the conceptual framework of preparing competent, critical thinking, reflective, and caring teachers are explored. Direction of the course. Classroom demonstrations, web-based instruction, guest lecturers, and research enable the candidate to gain a systematic view of the whole field of education. Candidates also become acquainted with various technologies and diversity related issues, assessment and instructional strategies, and equipment through the use of the Bobby Leroy Brisbon Curriculum Resource Room. Candidates also become involved in communication for the workplace, career development, and professional collegiality. This course is taken concurrently with EDU 412, EDU 402 or EDU 403 Observation and Directed Teaching.
Open only to students who have been admitted to the Teacher Education Program

EDU 406 Curriculum, Instruction, and Assessment in Secondary School Science (3)
Curriculum, Instruction and Assessment in Secondary School Science focuses on the objectives of science teaching; the nature of science; the process of learning science; curriculum developments and trends in biology, physics, chemistry, physical science, earth science, and general science; the history of science; the psychology of learning and its implication for science teaching; the place of experiments, demonstrations, audio-visual aids, instructional media, lecture, and discussion and questioning techniques in science programs; facilities for science teaching; reading in science programs; providing for individual differences; planning science lessons and units; planning environmental studies; patterns in the use of laboratory techniques and procedures; and using science textbooks, notebooks, workbooks, excursions, science clubs, science projects, fairs, and congresses; and testing and evaluations in the science program. A thirty-five- hour practicum is required.

EDU 407 Curriculum, Instruction, and Assessment in Secondary School Social Studies (3)
Curriculum, Instruction and Assessment in Secondary School Social Studies focuses on curriculum, instruction, and assessment in Social Studies at the Secondary School level. It acquaints students with a short history of the trends in social studies. Patterns of curriculum with organization; instructional units and lesson planning; diagnosing and assessing students' learning; utilizing various modalities and instructional techniques; decision making; cultural heritage studies and law-focused studies; moral education; utilizing the local community; integrating the social studies disciplines (history, geography, political science, economics, sociology and psychology); career exploration; and the characteristics of social studies teachers are analyzed in this course. A thirty-five-hour practicum is required.

EDU 409 Reading and Writing in the Content Areas (3)
Reading and Writing in the Content Areas focuses on curriculum, instruction, assessment, and evaluation of teaching, reading, and writing in the content areas. More specifically, it includes strategies and materials that facilitate students' reading, writing, and study skills. It examines the relationship between literacy instruction and content area study and includes adaptation to culturally diverse and exceptional students. A twenty-five-hour practicum is required.

EDU 412 Observation and Directed Teaching (Secondary Education) (9) Observation and Directed Teaching is a course required of all secondary education specializations preparing to teach in public schools with diverse learners. In addition to classroom work prior to and after the student teaching period, the prospective teacher is required to perform twelve weeks of observation and actual teaching in the area of his specialization in the public school.
Open only to students who have been admitted to the Teacher Education
Program.

EDU 413 Curriculum, Instruction, and Assessment in Secondary School Mathematics (3)
Curriculum, Instruction and Assessment in Secondary School Mathematics deals with the history of mathematics, the principles for planning and directing effective learning experiences in mathematics, and the selection and utilization of appropriate materials for instruction in the secondary school. The course includes instruction in technology in mathematical problem solving and applications. Use of the tools of geometry, compasses, the protractor, and the ruler is emphasized. A thirty-five-hour practicum is required.

EDU 415 Curriculum, Instruction, and Assessment in Secondary School English (3)
Curriculum, Instruction and Assessment in Secondary School English focuses on an understanding of curriculum, instruction, and assessment of English in the secondary schools. It concentrates on the roles and responsibilities of the English teacher; effective classroom techniques; and procedures in the teaching of literature, language, and composition. A thirty-hour practicum is required. Diversity and the use of technology will be infused through the course.

EDU 430 Diagnosis and Correction of Reading Difficulties (3) Diagnosis and Correction of Reading Difficulties involves the selection of suitable materials and desirable techniques. It also embodies practice in analyzing and diagnosing individual needs for corrective and remedial treatment.

ENGLISH

ENG 103 Fundamentals of Composition (3)
Fundamentals of Composition emphasizes writing in essay format. Classroom activities and assignments involve expository, critical, persuasive, and research-based writing. All students must receive a grade of "C" or better in order to pass the course.

ENG 104 Research and Composition (3)
Research and Composition emphasizes research-based writing. Special attention is given to the acquisition and employment of research skills. All students must receive a grade of "C" or better in order to pass the course.
Prerequisite: ENG 103

ENG 201 Creative Writing (3)
Creative Writing emphasizes the principles of creative writing, with emphasis on essays, short fiction, and poetry.

ENG 202 Introduction to Literature (3)
Introduction to Literature introduces literary and critical approaches to literature and reference tools. It develops understanding and appreciation of poetry, drama, fiction, and essays.
Prerequisite: ENG 104

ENG 205 African American Literature (3)
African American Literature is a critical and historical survey of literary works by African American writers from the colonial period to the modern period. Critical interpretation of the literature is related to socio-historical forces and African American literary traditions.
Prerequisite: ENG 104

ENG 301 Critical Thinking and Reasoning (3)
The goal of Critical Thinking and Reasoning is to provide the student with skills necessary to read and think in an analytical manner. Topics to be reviewed include critical thinking, vocabulary, word parts, and word origins, as well as drawing inferences and skimming and scanning. This course involves the learner in developing advanced reading and writing skills.

ENG 305 American Literature I (3)
American Literature I covers major writings in American Literature from the seventeenth century through the middle of the nineteenth century.

ENG 306 American Literature II (3)
American Literature II covers major writings in American Literature from the middle of the nineteenth century to the present. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: ENG 305

ENG 307 World Literature I (3)
World Literature I covers masterpieces of World Literature in translation from the Ancient World to the French Neo-Classic period. It includes works by European, Asian, and African writers.

ENG 308 World Literature II (3)
World Literature II covers masterpieces of World Literature in translation from the Neo-Classic period to the Modern period. It consists of works by American, European, African, and Asian writers.
Prerequisite: ENG 307

ENG 309 Major Novels (3)
Major Novels emphasize major developments in the novel, from its beginning to the present in the areas of style, theory, and philosophy.

ENG 310 Advanced Composition and Rhetoric (3)
Advanced Composition and Rhetoric stresses competency in the expression of ideas with organization, clarity, and effectiveness. It involves written analysis of classical and contemporary rhetorical devices and their effect on communication.

ENG 311 History of the English Language (3)
History of the English Language is a study of the sounds and structure of the English language in the various stages of its development and a survey of the external and internal influences that affect language. The course includes analyses of texts in Old, Middle, and Modern English.

ENG 312 Modern English Grammar (3)
Modern English Grammar is a study of the grammar of the language. It emphasizes syntactic analysis and applies the methods of traditional grammar, structural grammar, and transformational-generative grammar.

ENG 313 African American Poets (3)
African American Poets examines and critically analyzes major periods, key themes, and key works of African American poets from the early eighteenth center to the present.

ENG 315 Technical Writing (3)
Technical Writing introduces students to models of technical writing, ranging from memos and summaries to detailed formal reports and proposals. Attention is given to the strategies of research, design, and rhetoric necessary for effective communication.

ENG 321 History of the Theater (3)
History of the Theater is a study of dramatic theory and literature from the Greeks to the present day, with emphasis on the Greek theater; the English theater of the Renaissance period; the mid-eighteenth-century theater; and recent developments in realism, naturalism, and expressionism.

ENG 322 Twentieth Century Literature (3)
Twentieth Century Literature covers the major literary trends of the twentieth century. Attention is paid to the major genres of the period and includes Continental as well as English and American literature. Open only to students with 56 semester hours of college-level credit.
Open only to students who have earned at least 56 semester hours of college-level credits.

ENG 330 African American Drama (3)
African American Drama is a study of the development of African American drama, with emphasis on the Harlem Renaissance and contemporary periods.

ENG 360 Literature Studies (3)
Literature Studies is a study of one or more European, Asian, African, British, or American authors, genres, or literature periods.

ENG 405 Shakespeare (3)
Shakespeare is a study of selected comedies, tragedies, historical dramas, and poetry by Shakespeare. It covers his development as a dramatist and poet, with attention to each of these genres.

ENG 412 British Literature I (3)
British Literature I covers the works of major writers, genres, and movements from the medieval period to the Age of Johnson.

ENG 413 British Literature II (3)
British Literature II is a survey course from the Romantics to the present. Emphasis is on major writers, genres, and movements from the latter part of the eighteenth century to the present.
Prerequisite: English 412

ENG 414 Nineteenth Century British Literature (3)
Nineteenth Century British Literature is a study of British Literature from the beginning of the Romantic period through the Victorian period, with emphasis on writers, movements, and genres.

ENG 415 Literary Criticism (3)
Literary Criticism is an introduction to critical approaches to literature and the major critical theories from Aristotle to the present.

ENG 422 Contemporary Literature (3)
Contemporary Literature is a study of major trends, writers, and movements since 1945, including English, American, and world literatures.

ENG 490 English Seminar (3)
English Seminar is the capstone course for English majors. It offers a systematic review of major literary concepts, figures, and historical periods, as well as theories of language development and use. Students prepare a semester-long research project and professional career portfolio. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.

ESPORTS

ESP 101 Introduction to Esports (3)
Introduction to Esports introduces students to the field of esports that includes games, game events, facilities, game development history and game leagues. Required of Esports-Cybersecurity majors.
Three (3) lecture hours per week.

ESP 102 Performance and Performance Enhancement Tools in Esports
Performance and Performance Enhancement Tools in Esports introduces the students to the performance-related esports based on sports science principles. Team and individual esports skills, coaching and analysis and motor control are components of this course. The role of neurocognitive brain stimulators such as Transcranial Direct Current Stimulation (tDCS) and anodal tDCS (a-tDCS) as well as behavior modification and physical exercises and rest, is explored.
Three (3) lecture hours per week
Prerequisite: ESP 101

ESP 201 Esports Business and Marketing (3)
Esports Business and Marketing explores the business aspects of esports through the esports community, teams, and organizations. It includes economics, marketing, and revenue generation from the esports industry.
Three (3) lecture hours per week.
Prerequisite: ESP 101

ESP 202 Structure and Governance in Esports (3)
Structure and Governance in Esports examines the basic structure of esports and how esports leagues, teams and events are organized domestically and around the world. It also examines the policies that govern levels of oversight and supervision in esports.
Three (3) lecture hours per week.
Prerequisite: ESP 101

ESP 301 Principles of Management in Esports (3)
Principles of Management in Esports introduces students to basic concepts of managing esports and esports organizations that include planning and strategy, control and change within the organization, and leadership roles.
Three (3) lecture hours per week.
Prerequisite: ESP 101 and ESP 202

ESP 302 Experiential Learning in Esports (3)
Experiential Learning in Esports examines the benefits that students gain through internships, on campus practical experiences or projects. Advisors and students jointly identify projects that help them gain practical experiences of the esports industry.
Three (3) lecture hours per week.
Prerequisite: ESP 101 and ESP 301

ESP 400 Contemporary Issues in Esports (3)
Contemporary Issues in Esports examines the present-day issues facing the esports world in general. Specifically, it examines topics pertaining to esports business, performance, and governance. The course further examines current issues through specific projects, assignments, and class discussions.
Three (3) lecture hours per week
Prerequisite: ESP 301

ESP 401 Health and Performance in Esports
Health and Performance in Esports delves into the health component of the practicing gamers and how it affects their performance. It concentrates on the elements of good health practices that enhance performance, and the preparation required to attain maximal results. Among the health factors to be emphasized are: good body posture, hydration, regular exercise, relaxation and regular hand and wrist exercises.
Three (3) lecture hours per week
Prerequisites: ESP 102 and ESP 302

ESP 402 Injuries and Rehabilitation in Esports (3)
Injuries and Rehabilitations in Esports makes students aware of the injuries afflicting gamers such as eyestrain, fatigue, and radial carpal syndrome. Rehabilitation methods of injuries sustained in esports may include: Ergonomic assessment and correction, Physical therapy, injections, stretching exercises, rest and activity modification.
Three (3) lecture hours per week
Prerequisites: ESP 102 and ESP 401

ESP 405 Esports-Cybersecurity Seminar (Capstone) (3)
Esports-Cybersecurity Seminar is the capstone course in the Esports-Cybersecurity Major. It involves reviewing major concepts of the courses and exploring current topics and recent advances in esports and cybersecurity. Instructors of Esports and Cybersecurity collaborate in selecting topics that prepare students to successfully complete the Senior Exit Examination prepared specifically for the major.
Three (3) lecture hours per week.
Pre-requisite: Senior standing in Esports-Cybersecurity Major.

FRENCH

FRE 101 Elementary French I (3)
Elementary French I provides an introduction to the four basic language skills: listening, speaking, reading, and writing. It includes a limited study of French history, culture, and national identity.

FRE 102 Elementary French II (3)
Elementary French II is a continuation of Elementary French I and the basic language skills. It includes a broader study of French history, culture, and national identity.
Prerequisite: FRE 101

FRE 201 Intermediate French I (3)
Intermediate French I is designed to further the student's skills in conversation and writing, with emphasis on grammar review, more complex structures, vocabulary expansion, and French culture. Students must have completed FRE 101 and FRE 102 or the equivalent or one year of high school French.

FRE 202 Intermediate French II (3)
Intermediate French II is designed to enable students to further develop basic skills so that they can converse and write more effectively in the language. Continued emphasis will be placed on grammar; more complex structures; vocabulary expansion; and francophone cultures, histories, and national identity.
Prerequisite: FRE. 201

FRESHMAN SEMINAR

FRS 100 Freshman Seminar I: Introduction to College (1)
Freshman Seminar provides comprehensive guidance to students in the process of making successful adjustment to college life. It includes units on development of productive study habits, sound academic planning, increased test sophistication, and career awareness. All students must receive a grade of "C" or better in order to successfully pass the course.

FRS 102 Freshman Seminar II: Financial Literacy (1)
Freshman Seminar II: Financial Literacy provides students with information about managing time, money, and financial aid/loan debt and helps them organize their personal finances while they are enrolled in college and after they graduate. All students must receive a grade of "C" or better in order to successfully pass the course.

GEOGRAPHY

GEO 201 World Regional Geography (3)
World Regional Geography is a survey of the major economic, social, political, and physical characteristics of the world's economically developed nations and the world's economically developing nations. Students engage in considerable amounts of map preparation work for every region of the world.

GEO 401 Cultural Geography (3)
Cultural Geography deals with the relationship between land and people. It examines cultural patterns of linguistic, religious, ethnic, and popular geographic differentiation as well as spatial and environmental concerns.

GENERAL SCIENCE

GSC 200: Curriculum Instruction and Assessment in Health and Science for Elementary Education (4)
Science for the Early Childhood and Elementary Classrooms (PK-6) emphasizes selected topics from the Physical Sciences, Earth and Space Sciences, Biological Sciences, Science as Inquiry, Science and Technology, Science in Personal and Social Practices, and the History and Nature of Science. The methods of applying these topics to classroom situations are taught as essential to a successful educator. The Constructivist approach is highlighted as the most current technique in science teaching. A fifteen-hour practicum is required.
Prerequisites: BIO 100 and PHS 100 or equivalents

GSC 201 Curriculum Instruction and Assessment for Early Childhood Education (4)
This course is designed for the study and practice of teaching methods and materials for science at the early childhood school levels, grades P-3. Emphasis is placed on concept development through questioning techniques, critical thinking, multimedia/technology, and inquiry teaching to meet group and individual needs. A fifteen-hour practicum is required.
Prerequisites: BIO 100 and PHS 100 or equivalent

HISTORY

HIS 104 World History (3)
World History examines the history of the world from 1500 to the present. It deals with significant developments, events, people, institutions, and global interaction and includes social, economic, political, military, religious, aesthetic, legal, and technological factors that contribute the student's understanding of the modern world.

HIS 106 African American History (3)
African American History is a survey of major developments of the African Diaspora in its American context from African heritage to the present. Particular emphasis is placed on the African way of life, the beginning of slavery, the era of the Civil war and Reconstruction, African American leadership and organizations, the struggle for civil rights, and contemporary issues and concerns.

HIS 304 American History I (3)
American History I is the study of the colonization of America, the establishment of American independence, the formation of the federal republic, the growth of the American nation, and the Civil War up to 1865. Open only to students who have earned at least 56 semester hours of college-level credit.

HIS 305 American History II (3)
American History II is the study of modern America; the impact of World War I, World War II, and the Civil Rights Movement and industrial and political changes, with emphasis on economic, social, and intellectual developments from 1865 to the present.
Open only to students who have earned at least 56 semester hours of college-level credit.

HIS 307 American Economic History (3)
American Economic History covers historical development in agriculture, industry, communication, transportation, banking and credit, commerce, and government economic policies.

HIS 310 History of the Civil Rights Movement (3)
History of the Civil Rights Movement examines the contributions of African American leaders of the Civil Rights era. It evaluates the origins of the movement, the struggles, and the protests of the 1950's and the 1960's, the variety of strategies and tactics employed by the movement's leaders, and the legacy of the reform movement.

HIS 311 Classical and Medieval Civilizations (3)
Classical and Medieval Civilizations cover developments in North Africa, Southwest Asia, and Europe before 1500. It includes topics on ancient Egyptian, Mesopotamian, Hebrew, early Persian, Greek, Roman, Germanic, Celtic, Byzantine, Slavic, and Medieval European history. It also examines Judaism, Christianity, and Islam from a historical perspective.

HIS 312 Early Modern Europe (3)
Early Modern Europe is a study of European history that begins with the Renaissance through the French Revolution and Napoleonic eras. Attention is given to the Protestant Reformation, the emergence of "modern states," the origins of modern science, the expansion of Europe, and the Enlightenment. The course offers an overview of recent European developments.

HIS 317 Recent European History (3)
Recent European History deals with a study of recent European development and process with a study of European history from the Congress of Vienna through the Common Market. Emphasis is placed on both national and "European" movements, ideas, and institutions that have shaped the course of the modern world.

HIS 321 Non-Western Area Studies (3)
Non-Western Area Studies is an interdisciplinary approach to the study of major non-western areas of the world from the aspects of culture, religion, politics, and economics.

HIS 401 Modern Sub-Saharan Africa (3)
Modern Sub-Saharan Africa deals with the legacy of colonialism in Africa, the transition to nationalism in the independent states of Black Africa, and the search for a Pan-African future. Major political and cultural changes and regional economic and political groupings will be discussed.

HIS 402 Twentieth Century United States (3)
Twentieth Century United States is a study of the economic, political, social, and diplomatic affairs of the United States in the twentieth century.

HIS 403 History and Principles of the American Constitution (3)
History and Principles of the American Constitution is an inquiry into the historical development of the American constitutional system, with emphasis on the judiciary in the interpretation of the Constitution.

HIS 407 Evolution of Warfare/ American Military Experience (3)
Evolution of Warfare/ American Military Experience provides an overview of the American military experience, with emphasis on the principles of warfare and the historical threads of continuity. Students review battles from every major period of history, particularly those relevant to the evolution of warfare. Students are expected to be able to conduct a systematic battle analysis. A battlefield visit is required.

HIS 409 History of South Carolina (3)
History of South Carolina deals with the growth and development of South Carolina, with emphasis on the current, social, political, and economic problems.

HIS 499 History Seminar (3)
History Seminar is the capstone course for students majoring in History. It provides a basic foundation in historiography and research methods directed toward the preparation and preparation of a scholarly paper. An overview of current issues and concerns within the discipline, a comprehensive Exit Examination, as well as a consideration of professional development skills and career opportunities related to the field are also included in the instructional format.

HONORS PROGRAM

HON 110 Honors Seminar (2)
Honors Seminar 110 introduces and prepares students toward the development of leadership skills, potential and style. This seminar will also enhance and facilitate student success, honing study skills, professionalism, and interpersonal skills, thereby equipping, and preparing students for advanced academic study. (Second Semester Freshman)

HON 210 Honors Seminar (2)
Honors Seminar 210 focuses on critical thinking skills reflecting societal, educational, and collegiate issues, building upon cultural awareness. This seminar will also involve active student participation in activities and projects that focus on civic/community involvement designed to enhance leadership and service awareness, skills, and experiences. (First Semester Sophomore)

HON 220 Honors Seminar (2)
Honors Seminar 220, a continuation from HON 210, will offer students the opportunity to deliver presentations, discuss contemporary issues, host forums, conduct debates and participate in panel discussions. This seminar will also guide students toward post-graduate as well as topic formulation toward their senior thesis. (Second Semester Sophomore)
Prerequisite: HON 210

HON 310 Honors Seminar (2)
Honors Seminar 310 is interdisciplinary in nature and emphasizes active student involvement in the analysis of social issues, presentations/discussions, and the development of leadership skills.
Prerequisite: HON 220

HON 320 Honors Seminar (2)
Honors Seminar 320 offers the opportunity for juniors who by their past performance have indicated high academic promise for continued self- development. A self-thematic approach is used to focus on significant aspects of cultural heritage and identity. Participants engage in research, formal lectures, informal discussions, and co-curricular activities.
Prerequisite: HON 310

HON 410 Honors Seminar (2)
Honors Seminar 410 introduces the student to advanced study in both research and the formulation of ideas related to the student's specific academic area. A proposal for the senior thesis must be approved by the end of the first semester.
Prerequisite: HON 320

HON 420 Honors Seminar (2)
In Honors Seminar 420, a senior thesis is required of all Honors Program students who desire to graduate as members of the program. The thesis must be related to the student's academic area of concentration, and it must meet the approval of a selected faculty advisor and the Director of the Honors Program. All these must be presented before a selected committee prior to the students' graduation.
Prerequisite: HON 410

HEALTH SCIENCE

HSC 210 Health and Physical Education (3)
Health and Physical Education makes college students aware of major health and wellness issues confronting young adults as they enter society. Such topics as holistic health, nutrition, diet and weight control, drugs and alcohol, heredity and disease, birth control and sexually transmitted disease as well as aging and dying are discussed. Special emphasis is placed on the importance of exercise and physical fitness as they relate to lifestyles, stress, and cardiovascular disease. A physical activity lab is required.

HSC 240 Drug Education (3)
Drug Education enhances the student's knowledge of addictive agents such as alcohol, drugs, and other items associated with misuse in the population. Observation and interaction with professionals in the field will occur, and the latest research and data are available.

HSC 301 Introduction to Nutrition (3)
Introduction to Nutrition includes a study of the nutrients essential to human well-being, their function in metabolic processes, their sources in food, and the application of information about nutrition to the study of the relationship between dietary habits and health.

HSC 302 Chronic and Communicable Disease (3)
Chronic and Communicable Disease investigates the etiology of disease, with emphasis on cardiovascular disease, cancer, diabetes, and sexually transmitted diseases and the risk factors associated with these diseases. Preventive and educational programs are developed and presented by the class through research of current data.

HSC 303 Stress Management (3)
Stress Management examines physiological and psychological stressor and their underlying effects on health. Effective strategies for preventing and/or alleviating attendant symptoms of stress are explored. Learning activities in this course are both theoretical and experiential. Open only to students who have earned at least 56 semester hours of college-level credit.

HSC 304 Family Life and Sex Education (3)
Family Life and Sex Education examines the family structure and the importance of sex education, including the moral and ethical foundations. The value of community- and family-based education programs will be presented and developed.

HSC 310: Introduction to Epidemiology (3)
Introduction to Epidemiology provides an overview of epidemiological principles and practices related to the study, prevention, and control of health-related conditions in the human population. Emphasis will be on understanding the principal concepts of epidemiology, including aspects of disease etiology, distribution and determinants, descriptive and analytic epidemiologic methods and study designs, and application of epidemiologic data to develop, implement and evaluate health programs, administer health-related services, or promote hazard-free environments. Class format includes lectures and small group seminars to improve student skills necessary for changing unhealthy behaviors, creating healthful environments, and achieving optimal health. This course helps prepare Health Science minor students who complete seven (7) additional Health Science credit hours to meet the competencies delineated in the National Commission for Health Education Credentialing (NCHEC) Areas of Responsibility, and for Certified Health Education Specialist (CHES) certification.

HSC 312 Health Care Systems and Programs (3)
Health Care Systems and Programs examines the United States health care system and its multi-faceted delivery system. Students develop strategies to access the health care system and the many governmental programs available.

HSC 320 Foundations of Health Education (3)
Foundations of Health Education is a study of the historical, philosophical, sociological, psychological, and scientific foundations of health education. Consideration is given to the individual and societal factors which contribute to and/or influence physical, social, emotional, spiritual, and intellectual health.
Open only to students who have earned at least 56 semester hours of college-level credit.

HSC 400 Health Services Organization and Administration (3)
Health Services Organization and Administration examines the multiple facets of running an effective and efficient health care program. Program evaluation, Federal regulations, unions, staffing, funding sources, and current issues will be discussed and researched.

HSC 425 Ethical and Legal Issues for Health Professionals (3)
Ethical and Legal Issues for Health Professionals deals with the complex legal issues faced by health professionals in today's society and with legal and medical terminology. Students will be able to discuss and interpret legal and medical terminology.

HSC 427 Community Development for Health (3)
Community Development for Health familiarizes students with concepts, principles, and techniques underlying the organization of community resources for health action.

HSC 431 Research Methods in Health Science (1)
Research Methods in Health Science introduces the student to the study and practical application of research design as it applies to the health sciences. Emphasis will be on the necessary skills and competencies required to develop an acceptable research proposal.

HSC 450 Environmental Health and Safety (3)
Environmental Health and Safety examines the physical, biological, chemical, and socio-behavioral factors that affect our environment. The effects of population growth, vector control, and consumer information about the environment will be discussed. The class participates in educational and promotional activities.

HSC 490 Current Health Issues Seminar (3)
This is a capstone course designed to focus on synthesizing, utilizing, and researching public health concepts, methods, theories, interventions, implementations, and evaluation of research designs on a current public health issue and/or problem. The application of student's research will be conducted through an assessment and literature review, data collection, development, and planning, culminating in a senior research project. The course focuses on theory as it relates to practice and experience, and emphasizes résumé writing, interview, communication, and other professional and technological methods and skills. Through weekly discussions and interactions, students develop a comprehensive, in-depth overview of the profession as a whole. This culmination of ideas leads to professional growth and a broader understanding of the total public health profession.
Prerequisites: HSC 320, HSC 310, HSC 427 and HSC 450

HSC 492 Internship (3)
Internship is the culmination of the student's educational experience in health science. Students select an agency for internship and spend 120 hours in the internship experience.
Prerequisites: HSC 310, HSC 320, HSC 427, HSC 450

HUMANITIES

HUM 310 Literature, Film, and Visual Arts (3)
Literature, Film, and Visual Arts covers principles, theories, and elements of literature, motion pictures, and visual arts. Attention is placed on interdisciplinary approaches to the analysis and interpretation of the arts.

HUM 400 Liberal Studies Seminar (3)
Liberal Studies Seminar is the capstone course for Liberal Studies majors, integrating all aspects of liberal arts education, the arts, and issues related to the unity and diversity of human knowledge. This course incorporates a semester-long thesis and a professional career portfolio. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.

HUM 430 Arts Management (3)
Arts Management covers the general aspects of arts management as it involves the artists, producers, exhibitors, and promoters. Various arts organizations and resources, methods of fund-raising and proposal writing, effective public relations, audience building, and copyright regulations are also introduced.

JUNIOR SEMINAR

JRS 300 Junior Seminar (1)
Junior Seminar is designed to help students who are beginning course work in their major field to be successful in the pursuit of their chosen program of study. The basic elements of this course are designed to enhance the student's oral literacy, formal writing, and research and computer skills, with emphasis on their classroom applications. Additional features of the course include reviewing strategies through which students can improve their academic planning, career awareness, and test-taking skills, as well as undertaking the initial preparation for the capstone course in the major that is taken during the senior year.
Open only to students who have earned at least 56 semester hours of college-level credit.

MATHEMATICS

MAT 103 College Algebra (3)
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. All students must receive a grade of "C" or better in order to successfully pass the course.

MAT 104 College Algebra and Trigonometry (3)
Trigonometry is the study of angles, trigonometric functions, inverse trigonometric functions, circular functions, trigonometric identities, applications of trigonometry, popular coordinates, and DeMoivre's Theorem using rational and real number concepts. Problem solving techniques (such as Polya) are applied to the study of trigonometry and applied to problems by machinists and surveyors.as well as applications to physics.
Prerequisite: MAT 103.

MAT 105 Elementary Functions (3)
Elementary Functions is a study of the properties and graphs of polynomials and trigonometric, exponential, and logarithmic functions.
Prerequisite: MAT 103

MAT 201 Calculus I (3)
Calculus I is an introduction to analytic geometry, limits, continuity, derivatives and integrals of algebraic functions, Venn Diagrams, and Euler's circles. Relevant mathematics symbols are introduced. In addition, the history of mathematics studied in this course permeates the contribution of mathematicians from other cultures (Greek, French, German, Arabic).
Prerequisite: MAT 104, MAT 105.

MAT 203 Set Theory and Logic (3)
Set Theory and Logic introduces set theory, symbolic logic, truth tables, inductive proofs, deductive reasoning, relations, functions, and related problem solving, Venn Diagrams, and Euler's circles. Relevant mathematical symbols are introduced. Candidates research the history of a mathematician who made contributions to the field of set theory.
Prerequisite: MAT 103.

MAT 204: Discrete Mathematics (3)
Discrete mathematics is the study of discrete structures that include sets, relations, functions, graphs, trees, and networks. Other topics include enumeration, permutations, combinations, iteration, recursion, and finite difference. The course also covers propositional and predicate logic and the applications of discrete structures that include modeling and designing data structures. Contributions of significant western mathematicians and those from diverse cultures are also studied. Required ofMathematics-Secondary Education Majors.
Prerequisite: MAT 103

MAT 206 Introductory Probability and Statistics (3)
Introduction to Probability and Statistics includes descriptive statistics, graphical and numerical measures of central tendency, measures of variability, introductory probability univariate and bivariate random variables, Subjective vs. relative frequency and empirical versus theoretical probability, sampling techniques, confidence intervals, and hypothesis testing. Students learn key concepts of sample versus population, which leads from descriptive to inferential statistics. Probability models are developed and applied to biology, physics, education, and economics. Relevant mathematics symbols are introduced. Candidates study important historical figures in statistics from diverse cultures.
Prerequisite: MAT 103.

MAT 210 Calculus II (3)
Calculus II explores conic sections: techniques of integration; applications of the definite integral; Polar coordinates parametric equations sequences of series; differentiation: and integration of trigonometric, exponential, and logarithmic functions. The history of mathematics and information about the lives of mathematicians are included.
Prerequisite: MAT 201.

MAT 303: Linear Algebra (3)
Linear Algebra emphasizes the study of solutions of systems of linear equations, vectors, vector spaces, linear transformations, matrices, determinants, inverses eigenvalues, and eigenvectors and their applications with applicators in optimization theory and statistics.
Prerequisite: MAT 104, MAT 105

MAT 304 Abstract Algebra (3)
Abstract Algebra emphasizes the study of sets, mappings, equivalence relations, groups, rings, fields, and ideals, with emphasis on the techniques of proofs. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: MAT 203

MAT 310 Calculus III (3)
Calculus III is a study of advanced integration techniques, quadratic surfaces, polar coordinates, infinite series and sequences, Taylor Series, and McLaurin Series, vectors. and parametric equations the history of mathematics and information about the lives of important mathematicians are included.
Prerequisite: MAT 210

MAT 320 Calculus IV (3)
Calculus IV is the study of vectors and vector calculus, partial derivatives and their applications, multivariable calculus, and multiple integrals in rectangular and other coordinate systems, line and surface integrals, Green's Theorem, and Stoke's Theorem.
Prerequisite: MAT 310

MAT 401 College Geometry (3)
College Geometry is a study of axiomatic methods and proofs. Topics from Euclidean geometry include lines, angels, triangles, congruent and similar triangles, and polygons. Students are taught to use construction as a method of proof. The course also includes an introduction to the topics of two and three dimension non-Euclidean geometry and compares non-Euclidean geometry with Euclidean geometry. Geometric transformations in three dimensions, proofs by contradiction and counter example and proof by induction are new components of this course.
Prerequisite: MAT 104, MAT 105

MAT 402 Advanced Probability and Statistics (3)
Advanced Probability and Statistics deals with probability, discrete continuous random variables, moments, special distributions, sampling, limit theorems, the normal distribution, confidence intervals, testing hypotheses, and statistical decision theory.
Prerequisite: MAT 206, MAT 210

MAT 403 Differential Equations (3)
Differential Equations is a study of methods of solving first-order differential equations, linear differential equations with constant coefficients, variation of parameters, and series solutions and applications.
Prerequisite: MAT 210

MAT 404 Elementary Number Theory (3)
Elementary Number Theory is a study of divisibility properties, prime numbers, congruencies, primitive roots, quadratic residues, Fibonacci numbers, and the distribution of primes. Number systems include rational, irrational, real and complex numbers. Algorithms of numbers and number systems are emphasized with respect to their use in computer technology. Students research the history of a mathematician who contributed to the field of number theory.
Prerequisite: MAT 304

MAT 405 Advanced Calculus (3)
Advanced Calculus is a rigorous treatment of the derivative and the integral, general theorems on partial differentiation, implicit function theorems, infinite series, Fourier series, and Fourier integrals.
Prerequisite: MAT 310

MAT 412: Mathematics Seminar (3)
Mathematics Seminar is the capstone course for Mathematics majors. It is a review of major concepts in contemporary mathematics including complex variables, number theory, numerical analysis methods, calculus-level probability and statistics, advanced calculus, and topics in differential equations. Students are required to conduct independent library research, present oral reports, write a scholarly term paper and prepare for and pass the senior exit exam. Preparation for the Graduate Record Examination (GRE) is emphasized for students planning to attend graduate school.
Prerequisites: MAT 203, MAT 206, MAT 403

MAT 490 Introduction to Topology (3)
Topics covered in this course include topological spaces, metric spaces, continuity, connectedness, and compactness. This course may be used as an elective by students who plan to attend graduate school.
Prerequisites: MAT 203, MAT 320

MEDIA ARTS

MED 300 Mass Communications (3)
Mass Communications surveys various topics of mass media such as newspapers, radio, television, film, and advertising. The primary focus of this course is mass communication theories, functions, and influences of specific media forms as they interact with individuals and the public.

MED 302 News Writing and Editing (3)
News Writing and Editing covers aspects of news gathering, reporting, and editing for newspapers, radio, and television. Students will cover news stories during the semester and edit them for publication and/or broadcasting. Prerequisite: MED 300

MED 304 Advertising (3)
Advertising covers principles of advertising and public relations. Students gain experience in the preparation of newspaper advertisements, radio and television commercials, news releases, and editing newsletters.

MED 305 Film History (3)
Film History explores the evolution and development of film forms and styles. It traces the basic film structures from the earlier works of Lumière and Melies to Griffith and Eisenstein.

MED 307 History of Journalism (3)
History of Journalism surveys the history of journalism from ancient times to the present. Emphasis is on the media revolution of the twentieth century. Prerequisite: MED 300

MED 320 Television Production (3)
Television Production emphasizes both theory and practice of television production. Students are involved in the production of programs of broadcast quality.
Prerequisite: MED 300

MED 321 Advanced Television Production (3)
Advanced Television Production provides instruction in the creation, preparation, and production of advanced television programs. Students are involved in scripting and editing original programs.
Prerequisite: MED 320

MED 330 Scriptwriting (3)
Scriptwriting critically evaluates continuity in structure, form, characterization, action, and dialogue. It analyzes the format for film and television. Prerequisite: MED 300

MED 331 Basic Photography (3)
Basic Photography covers fundamentals of digital camera and digital darkroom techniques. Students will learn to shoot and edit digital images.

MED 332 Advanced Photography (3)
Advanced Photography covers the techniques for outdoor, indoor, and tabletop photography. Students analyze camera lenses and effective lighting.
Prerequisite: MED 331

MED 341 Broadcast Announcing (3)
Broadcast Announcing covers the principles and techniques of broadcast announcing. Students analyze the various roles and functions of announcing.
Prerequisite: MED 300

MED 350 Radio Programming and Production (3)
Radio Programming and Production covers techniques and procedures in the creation, production, and direction of radio programs. Students are involved in hands-on experiences.
Prerequisite: MED 300

MED 351 Writing for the Media (3)
Writing for the Media covers writing for the media, with emphasis on script formats for motion pictures, live television, radio drama presentations, and television commercials. Students write one adaptation and one original script.
Prerequisite: MED 300

MED 360 Basic Sound Recording (3)
Basic Sound Recording covers principles and practices of recording, mixing, and editing. Students gain a knowledge of audio terminology and learn the use of basic recording and editing equipment.
Prerequisite: MED 300

MED 361 Media Law and Ethics (3)
Media Law and Ethics introduces students to law and ethics as they apply to the media. The course emphasizes standards of behavior for the profession in addition to law and ethics case studies and current issues. Open only to students who have earned at least 56 semester hours of college-level credits.
Prerequisite: MED 300

MED 362 Media Research Methods (3)
Media research Methods introduces methods of research used in mass media. Students will study content, questionnaires, interviews, and surveys and design and conduct qualitative and quantitative research studies Open only to students who have earned at least 56 semester hours of college-level credits.
Prerequisite: MED 300

MED 401 Public Relations (3)
Public Relations deals with the principles of public relations. Experience in the preparation of news releases, newsletters, and promotional packages are provided.

MED 402 Advanced News Writing and Editing (3)
Advanced News Writing and Editing adds news gathering to the news writing and editing activities of MED 302. Students submit their stories for publication or broadcasting.
Prerequisite: MED 300, MED 302

MED 405 Newspaper Organization (3)
Newspaper Organization incorporates a semester-long project that emphasizes the relationship and dynamics of copy editing, news writing, and newspaper layout.
Prerequisite: MED 300, MED 302

MED 410 Advanced Media Project (3)
Advanced Media Project is the capstone course for Mass Communications majors. This course integrates the major concepts in the discipline, such as writing for the media, broadcasting, programming, recording, photography, and production. Students will prepare a semester-long project/paper and a professional career portfolio. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.
Prerequisite: MED 300

MED 490 Internship (3)
Internship provides students with work experience in a newspaper office, a photography studio, and/or a radio or television station.
Prerequisites: MED 300, MED 302, MED 351

MILITARY SCIENCE
ARMY RESERVE OFFICER TRAINING CORPS (ROTC)

MSC 101 Fundamentals of Military Science (2)
Fundamentals of Military Science are designed to develop leadership, management, and communications skills. It emphasizes map reading, land navigation, and study/time management techniques. The course requires one lecture and one laboratory per week.

MSC 102 Introduction to the Army (2)
Introduction to the Army explores the history, organization, mission, and role of the United States Army in national defense. It examines the components of total army structure, with an emphasis on group dynamics and communication skills. The course requires one lecture and one laboratory per week.

MSC 201 Fundamentals of Military Leadership (3)
Fundamentals of Military Leadership includes the study of oral and written military communications and planning and organizing techniques. It examines current military leadership doctrine and application and emphasizes combined arms concepts, organizations, and tactics. The course requires two lectures and one laboratory per week.

MSC 202 Fundamentals of Military Decision Making (3)
Fundamentals of Military Decision Making includes a study of soldier skills, including map reading and land navigation. It introduces Army troop-leading procedures through practical exercises and principles of war using historical events. The course requires two lectures and one laboratory perweek.

MSC 301 Advanced Military Decision Making (4)
Advanced Military Decision Making emphasizes small group leadership through practical applications. Its focus is the development of individual leadership skills through problem analysis, decision formation, and steps in the decision-making process. The course requires two lectures and one laboratory each week.

MSC 302 Applied Military Leadership (4)
Applied Military Leadership continues the development of leadership competencies and confidence. It includes tactical training exercises to enhance leadership development. The course requires two lectures and one laboratory each week.
Prerequisite: MSC 301

MSC 401 Leadership and Management Seminar I (4)
Leadership and Management Seminar I is a study of current Army leadership, tactical, and training doctrine. It examines military law in context of peacekeeping/enforcement operations and includes an overview of the Army's role in joint operations. The course requires three lectures and one laboratory each week.
Prerequisite: MSC 302MUSIC

MUS 100, 102, 200, 202, 300, 302, 400, 402 Choir (1)
MUS 100, 200, 300, and 400 consist of ensemble singing of a variety of the finest choral literature from the Renaissance to the present, with emphasis on vocal techniques, conducting, repertoire, and choir organization.

MUS 101 Music Appreciation (2)
Music Appreciation is designed to acquaint students with major factors involved in the intelligent listening to and the importance of music as an art. The course covers music from the Middle Ages to the present.

MUS 111 Piano (1)
MUS 111 consists of basic keyboard fundamentals and technical skills.

MUS 112 Piano (1)
MUS 112 is a continuation of MUS 111, with the addition of multi-key reading.
Prerequisite: MUS 111

MUS 123 Voice (1)
MUS 123 is the study of the fundamentals of singing, with emphasis on tone production, diction, and interpretation.

MUS 124 Voice (1)
MUS 124 is a continuation of MUS 123, with a survey of literature for the solo voice.
Prerequisite: MUS 123

MUS 203 Music Theory I (2)
Music Theory I is an introduction to the basic fundamentals of music theory and composition, including notation, scales, melody rhythm, intervals, and chord building.

MUS 204 Music Theory II (2)
Music Theory II, a continuation of Music Theory I, is an introduction to functional diatonic harmony and melody. This course includes techniques of harmonization, analysis, part writing, keyboard, and sight singing skills.
Prerequisite: MUS 203

MUS 211 Piano (1)
MUS 211 consists of the playing of major scales, sight reading, and building repertoire.
Prerequisite: MUS 112 or placement test

MUS 212 Piano (1)
MUS 212 is a continuation of MUS 211, with the addition of playing minor scales, sight reading, building scales, and building repertoire.
Prerequisite: MUS 211 or placement test

MUS 221 African American Music (3)
African American Music is a survey of music created by African Americans, with special emphasis on blues, jazz, gospel, and pop music.
Prerequisite: MUS 101

MUS 223 Voice (1)
MUS 223 is the development of a vocal repertoire of songs in English, French, Italian, Spanish, and German.
Prerequisite: MUS 124 or placement test

MUS 224 Voice (1)
MUS 224 is a continuation of Voice 223, with emphasis on performing as a soloist in recitals and choral concerts.
Prerequisite: MUS 223 or placement test

MUS 231 Sight Singing and Ear Training I (1)
Sight Singing and Ear Training I is the study of basic rhythmic reading, sight singing, dictation, and other oral and written skills.
Prerequisites: MUS 111, MUS 112

MUS 232 Sight Singing and Ear Training II (1)
Sight Singing and Ear Training II, a continuation of Sight Singing and Ear Training I, is the study of advanced rhythmic reading, sight singing, dictation, and other oral and written skills.
Prerequisites: MUS 111, MUS 112, MUS 231 or placement test

MUS 303 Music Theory III (2)
Music Theory III consists of analytic studies of triadic structures, harmony and voice leading, and musical forms. Emphasis is on the harmonic language of the Eighteenth and Nineteenth Centuries.

MUS 304 Music Theory IV (2)
Music Theory IV is a continuation of Music Theory III, with greater emphasis on form, analysis, Twentieth Century techniques, and creative writing.
Prerequisite: MUS 303

MUS 330 Church Music (3)
Church Music is a study of church music organization and administration, handbell choir techniques, and choral literature, with emphasis on Black hymnody and sacred music.

MUS 421 Choral Conducting (1)
Choral Conducting is an investigation of choral literature of varying styles and genres, with emphasis on conducting techniques and score analysis.

MUS 433 Music History I (3)
Music History I is a general survey of the development of music from antiquity to the Baroque Period.
Prerequisite: MUS 101

MUS 434 Music History II (3)
Music History II is a general survey of the development of music from the Classical Period to the present.
Prerequisite: MUS 101

ORGANIZATIONAL MANAGEMENT

ORM 300 Adult Development and Career Life Assessment (3)
Adult Development and Career Life Assessment introduces the student to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessment and provide the basis for understanding individuals within organizations.

ORM 301 Group and Organizational Behavior (3)
Group and Organizational Behavior is a study of group behavior and the way in which group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups and which are best handled by individuals.
Open only to students who have earned at least 56 semester hours of college-level credit.

ORM 303 Organizational Communication (3)
Organizational Communication investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving nonverbal communication, constructive feedback, dealing with anger, and resolving conflicts.

ORM 304 Methods of Research and Analysis (3)
Methods of Research and Analysis is an introduction to research and its tools for the student as both a consumer and a producer of statistics and research. It covers the analysis and evaluation of a problem in the workplace or in a vocational environment which the student has selected for an independent study project.

ORM 305 Research Project Seminar I (1)
Research Project Seminar I is a major research effort designed to enhance knowledge in an area related to the student's work or community. Student activities will focus on the improvement of writing skills, presentation skills, research skills, and decision-making skills.

ORM 306 Information Systems Management (3)
Information Systems Management introduces students to the impact of information technologies and systems on various business processes throughout the enterprise. Students work individually and in groups using various application skills and managing related resources such as systems personnel, software applications, databases, networks, and computer hardware. This course is aimed at developing the non-technical skills that business school graduates need to make appropriate decisions about the deployment of information systems throughout the firm. Prerequisite: CIS 101

ORM 307 Managerial Accounting (3)
Managerial Accounting is the analysis of accounting data used in the planning, control, and decision-making activities of an enterprise. Students learn and build on financial accounting concepts and principles. Managerial Accounting topics include but are not limited to financial statements, flow of funds, cost-value-profit relationship, budgetary planning and control, cost consideration in decision making, and the use of quantitative techniques as an instrument of control and proper planning. Emphasis is on reading and understanding accounting documents rather than on their preparation.

ORM 312 Managerial Finance (3)
Managerial Finance is an introduction to financial management. Students explore the financial tools available for planning and analysis as well as how those tools are utilized to manage cash flows and financial resources and to evaluate future investment opportunities. Main topics include planning and analysis of financial statements; cash flow management; time value of money; analysis of risks and expected rates of return; stocks, bonds, and their valuation; yield to maturity; financial ratios and their uses. Emphasis is on cash budgeting, retained earnings, dividend policy, capital budgeting, net present values and optimal capital structure. Prerequisite: ORM 307

ORM 400 Humanities: A Holistic Approach (3)
Humanities: A Holistic Approach promotes the investigation of a specific area of the humanities often not previously explored by the student. It is designed to foster knowledge and understanding of the literature of the Judeo-Christian heritage and to relate it to life relationships and to the world in which we live.

ORM 401 Managerial Economics (3)
Managerial Economics focuses on the principles of economics as they need to be understood and used by managers and supervisors in all fields. In this era of "downsizing" or "rightsizing" brought on by international competition and globalization of every part of the American way of life, it is crucial that managers at every level understand and use the principles of economics to aid in making sound decisions. The objective of this course is to provide students with a sound foundation of economic principles and theory that can be used in making managerial decisions that relate to resource allocation.

ORM 402 Managerial Marketing (3)
Managerial Marketing focuses on the principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices. The concepts of a global economy, including major social, psychological, and political influences, are explored and their marketing implications considered from the manager's perspective.

ORM 404 Managerial Principles (3)
Managerial Principles examines motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.
Open only to students who have earned at least 56 semester hours of college-level credit.

ORM 405 Biblical Perspectives (3)
Biblical Perspectives is an overview of the literary, historical, and religious dimensions of the Old and New Testaments. Special attention is given to the themes of covenant, redemption, justice, righteousness, reconciliation, eschatology, and hope. Students are guided in an examination of Biblical faith and the integration of faith, learning, and living.

ORM 406 Human Resource Management (3)
Human Resource Management explores the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Opportunity and the Office of Safety and Health Administration legislation through a series of case studies and simulations.

ORM 407 Strategic Management (3)
Strategic Management introduces the student to various management planning models and techniques and applies these to business cases. Students formulate solutions to practical business problems through the use of case analysis.

ORM 408 Legal and Ethical Issues in Management (3)
Legal and Ethical Issues in Management involves a study of contracts, property rights, business transactions, negotiable instruments, credit transactions, sales, mergers, acquisitions, and insurance. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment. This course also focuses on values formation, self-understanding in an ethical context, and the construction of a personal model of ethical decision making congruent with personal values.

ORM 409 Research Project Seminar II (4)
Research Project II is the capstone course for Organizational Management majors (Advance Program) and is designed to integrate content from various management and business courses. Each student who enrolls in the Advance Program is assigned a research advisor during his or her first semester at the College. Students gather and analyze data, draw conclusions, and present solutions or recommendations to practical management or business problems. In addition, students are required to present their research projects to a research committee. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.
Prerequisite: ORM 305; Co-requisites: ORM 406, ORM 407, ORM 408

PHILOSOPHY

PHI 302 History of Philosophy (3)
History of Philosophy gives the student a general knowledge of ancient, medieval, and modern philosophy, each period's outstanding philosophers, and their contributions to civilization.

PHYSICAL SCIENCES

PHS 100 Physical Sciences (4)
Physical Sciences deals with the fundamental aspects of physical sciences including the scientific method; chemistry, (atoms periodic law, chemical reactions); physics, (energy, electricity and magnetism, waves); earth science; astronomy (universe, solar system, and stars); oceanography; meteorology (atmosphere, weather systems, climate); and geology (minerals, rocks, plate tectonics, earthquakes, and historical geology). Three lecture hours and one two-hour laboratory per week.

PHYSICS

PHY 101 Introduction to Engineering I (1)
Introduction to Engineering develops skills with dimensions, units, calculators, and technical communications and emphasizes engineering ethics. Career guidance is provided, including surveys of the professional fields of engineering, the engineering curricula, and engineering departments.

PHY 201 General Physics I (4)
General Physics I is an introductory course in physics. Emphasis is on the basic physical ideas and how they are manifested in the world around us, both in nature and in technology. Topics include mechanics, wave motion, sound, and heat. Topics relevant to environmental issues will be introduced. The history of physics and its relationship to the other natural sciences are also studied. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: MAT 103

PHY 202 General Physics II (4)
General Physics II is a continuation of PHY 201, with topics in electricity, magnetism, relativity, and quantum, atomic and nuclear physics. The ethical aspects of atomic and nuclear weapons and their effects on nature and humanity are explored. Topics relevant to environmental issues will be introduced. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: PHY 201

PHY 203 Calculus-Based Physics I (4)
Calculus-Based Physics I is the first course of a two-semester calculus- based physics sequence for students following the pre-engineering track. Topics include vectors, kinematics and dynamics, gravitation, conservation laws, systems of particles, rigid body, static and elasticity waves, fluid mechanics, and thermodynamics. Three one-hour lectures and one two- hour laboratory per week.
Prerequisite: MAT 201, PHY 202

PHY 204 Calculus-Based Physics II (4)
Calculus-Based Physics is the second course of a two-semester calculus- based physics sequence for students following the pre-engineering track. Topics include electricity and magnetism, electromagnetic waves, Maxwell's equations, DC-AC circuits, light interference and diffraction, relativity, and quantum mechanics. Three one-hour lectures and one two-hour laboratory per week. Required of pre-engineering track students.
Prerequisites: PHY 202, MAT 210

PHY 301 Mathematical Physics (3)
The aim of Mathematical Physics is to apply mathematics to physics. Topics include vectors, matrices, differential and integral calculus, complex numbers, differential equations, and the laws of probability. Required of the pre-engineering track students.
Prerequisites: PHY 203, MAT 206, MAT 303, MAT 310

POLITICAL SCIENCE

PSC 300 Introduction to Political Science (3)
Introduction to Political Science is a study of the elements of the discipline, its terminology, philosophy, and methodology, with a balance of treatment of political thoughts and theories and applied politics. Required of all those who plan to minor in political science.

PSC 302 Ethnic and Minority Group Politics (3)
Ethnic and Minority Group Politics is a survey of the political development and activities of ethnic and minority groups in the United States, with African Americans, Native Americans, Latino Americans, Asian-Americans, Arab-Americans, White Ethnics, and women representing ethnic and political minority groups to be specially featured.

PSC 303 Community Politics and Social Change (3)
Community Politics and Social Change is an introduction to politics at the community level. It conducts a historical and contemporary survey of communities as unique socio-economic entities, highlighting the nature of community power structures and the interaction of various interests in pursuit of social change at the local level.

PSC 304 American National Government (3)
American National Government is a study of American government institutions at the national level, with special emphasis on the structure and processes of the executive, legislative, and judicial branches of the government.

PSC 305 Constitutional Law (3)
Constitutional Law introduces the student to legal philosophy. It examines the legal basis of Constitutional Law and selected decisions of the Supreme Court and their impact on government. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: PSC 304

PSC 306 State and Local Government (3)
State and Local Government is a study of state political systems, including their administration, local sub-systems, intergovernmental relationships, and policy outputs. Specific attention is given to the state of South Carolina. Open only to students with 56 semester hours of college-level credit.
Open only to students who have earned at least 56 semester hours of
college-level credit.

PSC 351 Comparative Government (3)
Comparative Government introduces the student to comparative political analysis in the field of government. It offers a functional approach to a number of specific constitutional structures and processes in contemporary democratic, authoritarian, and developing political systems in different countries.

PSC 361 American Foreign Policy (3)
American Foreign Policy is a study of the principles and machinery of the conduct of foreign relations. Major emphasis is on the United States' foreign policy since World War I.

PSC 401 International Relations (3)
International Relations is a survey of principles of international relations and of the institutions created by man to achieve and preserve peace, with special emphasis on the United Nations and its specialized agencies. The course includes a discussion of the foreign policies of the major powers and the international role of newly independent countries in Asia and Africa.

PSC 404 Public Administration and Policy (3)
Public Policy is an interdisciplinary approach to the study of public issues of health, energy, welfare, education, housing, the environment, and related areas. Critical thinking is emphasized.

PSC 405 Senior Seminar in Legal Studies (3)
Senior Seminar in Legal Studies is designed for senior students, who participate in a systematic interdisciplinary inquiry into major issues of law and legal administration. Students may be required to submit a comprehensive research paper.

PSC 407 Politics of the Developing World (3)
Politics of the Developing World is a survey of historical as well as contemporary social, economic, and political issues as they affect the processes of government and nation-building in the developing states of Africa, Latin America, and Asia. Problems associated with socio-economic and political modernization in these societies and the impact of global integration on their future development will be especially emphasized.

PSC 408 Senior Seminar in Political Science (3)
Senior Seminar in Political Science is the capstone course for students majoring in political science and provides a synthesis of important issues inside the field as a specialized area of study. Major concepts, theoretical approaches, personalities, and matters related to the practical application of specialized knowledge and skills within the discipline are emphasized. A scholarly research papers that will be presented in a public setting and critiqued by a panel of evaluators is required. Professional development skills and a comprehensive exit examination covering a broad range of subject matter from the field of political science are also incorporated into this course.

PSC 410 Political Thought (3)
Political Thought synthesizes reflection by major ancient, medieval, and modern thinkers regarding the nature and purpose of the state with issues pertaining to the actual workings of political and governmental institutions. Professional development issues within the discipline are also considered as a feature of this course for students intending to pursue further study in the field. Prerequisites: PSC 300, PSC 304, and PSC 305

PSYCHOLOGY

PSY 201 General Psychology (3)
General Psychology presents an introduction to the fundamentals of psychology. Principal topics included are the scope and goals of psychology, movements that shaped modern psychology, principles that guide psychological research, fundamental learning processes, and psychology in relation to social problems.

PSY 301 Abnormal Psychology (3)
Abnormal psychology conducts a survey of the field of maladaptive and disordered behavior in humans. Its objective is to develop an understanding between observed human behavior and theories of personality development and disorder. The Diagnostic and Statistical Manual of Mental Disorder as a classification system adopted by mental health professionals will be emphasized.

PSY 302 Theories of Personality (3)
Theories of Personality features an examination of major personality theories that are most influential in clinical practice. Works by persons shaping the field of personality theory, and how those theories are applied in actual therapy settings are covered.

PSY 305 Tests and Measurements (3)
Tests and Measurements is an exploration of the theory and practice of psychological assessment in measuring mental abilities, achievement, personality, and psychopathology. Topics will include construction, validation, and use of psychological tests in a variety of settings.

PSY 306 Psychology of the African American Experience (3) Psychology of the African American Experience is the study of psychological theories and methods applied to the experience of people of African ancestry. The role of cultural retention in relation to identity formation, adaptive behaviors as well as the impact of institutionalized racial discrimination and other historical phenomena is explored.

PSY 401 Applied Psychology (3)
Applied Psychology provides students with an opportunity to understand the role of psychology in everyday life. Emphasis is directed toward the application of psychology to the understanding of social issues and problems.

PSY 402 Organizational and Industrial Psychology (3)
Organizational and Industrial Psychology is an introduction to the theory, research, and application of psychology as they relate to human behavior in organizations. The major contributions of organizational and industrial psychology to understanding how people function in the world of work will be explored.

RECREATION

REC 101 **REC 101 Physical Activity and Conditioning (3)
Designed to improve students' overall physical fitness through structured, progressive, and measurable exercise activities. Students will actively engage in weightlifting, walking/jogging, push-ups, and crunches/sit-ups to develop muscular strength, muscular endurance, and cardiovascular fitness.

REC 201 Introduction to Recreation (3)
Introduction to Recreation provides an overview of the recreation movement and profession. It examines foundations, historical perspectives, and the development of recreation as a prime facet of society. The formulation of a personal philosophy of recreation is also covered. The recreation system and scope are discussed, with an emphasis on career exploration.

REC 310 Recreation for Special Populations (3)
Recreation for Special Populations is designed to provide a study of the concepts in program planning, leadership, and adaptation of recreation activities for special populations: the physically and mentally handicapped, the incarcerated, the aged, and disadvantaged groups. The course includes twenty hours of practicum.
Prerequisite: Open only to students who have earned at least 56 semester hours of college-level credit.

REC 312 Programming for Recreation (3)
Programming for Recreation is designed to provide an overview of recreation programs in various settings such as rural, urban, medical, and industrial.

REC 320 Camp Counseling and Management (3)
Camp Counseling and Management addresses the role of organized camping. The course involves the study of principles and methods of camp development, management, and staff relations and expands on responsibilities of camp counselors and their functions for the campers.

REC 350 Practicum I (1)
A supervised learning experience in a workplace-based, professional setting designed to apply the principles of recreation. This course requires fifty (50) clock hours of on-site observation in the private sector, a voluntary agency, or a non-profit group providing specialized direct service.
Prerequisite: REC 201

REC 351 Practicum II (1)
A supervised learning experience in a workplace-based, professional setting designed to apply principles of recreation. This course requires fifty (50) clock hours of on-site observation in the public sector with an agency operating in part or totally from tax-based funding.
Prerequisite: REC 201

REC 403 Administrative Concepts, Leadership and Practices in Recreation I (3)
Administrative Concepts, Leadership and Practices in Recreation I, includes the examination, analysis, and interpretation of principles and methods for administering a recreation agency. Problem solving techniques, personnel recruitment and supervision, public relations, financing, and leadership in the private sector will be explored.
Prerequisites: REC 201; REC 310; REC 312

REC 404 Administrative Concepts, Leadership and Practices in Recreation II (3)
Administrative Concepts, Leadership and Practices in Recreation II is a continuation of REC 401, with special emphasis on the concepts, principles, and skills of administration and leadership in the public sector. Topics include management theory, techniques for leisure service delivery, requisitions, records, and development of desirable goals and procedures.
Prerequisites: REC 201, REC 310, REC 312

REC 405 Facility Maintenance and Management (3)
Facility Maintenance and Management establishes maintenance and management principles for indoor and outdoor recreation areas. It examines standards, legalities, personnel work orders, record keeping, landscaping, surface types, and traffic pattern implications.

REC 420 Risk Management and Legal Issues (3)
Risk Management and Legal Issues examines sports, recreational, and environmental safety. It views accident prevention in relation to risk taking in recreation and explores sports medicine and rehabilitative techniques.
Prerequisite: Open only to students who have earned at least 56 semester hours of college-level credit.

REC 435 - Research and Evaluation in Recreation (3)
This course focuses on problem-solving for decision-making in recreation, with special emphasis on program evaluation, needs assessment, research methods, and the development of a research project. Questionnaires are developed and administered, research data are evaluated and interpreted, and standards for writing research reports are explored.
Prerequisites: REC 401; REC 403

REC 440 Internship (9)
The recreation administration internship is a practical administrative/managerial/leadership experience that is an integral part of the student's educational preparation for a professional career. Students participate in supervised settings designed to provide opportunities to apply principles learned in the classroom and develop professional and personal growth through "on-the-job" experiences in recreation administration. This course requires a minimum of ten weeks (400 hours) of supervised experience in a recreation or recreation-related agency.
Prerequisites: REC 401; REC 403; REC 420; REC 435

REC 450 Senior Seminar (3)
This is a capstone course designed to provide a summary review and evaluation of principles learned in all prior major courses. There are discussions of current issues in the profession along with career exploration, résumé writing, interviewing and the development of research papers. The course prepares the student to enter the recreation field as a competent, developing professional. A comprehensive senior exit examination is incorporated into this course.
Prerequisites: REC 201, REC 312, REC 310, REC 340, REC 405

RELIGION

REL 201 Literature and Religion of The Old Testament (3)
Literature and Religion of the Old Testament gives the student firsthand knowledge of the cultural and religious heritage of the Hebrew-Christian tradition. The course enables the student to evaluate carefully and to appreciate the moral and spiritual values of the Old Testament.

REL 202 Literature and Religion of the New Testament (3)
Literature and Religion of the New Testament is a survey of the cultural and religious life of the Hebrew in the Greco-Roman world and points out the main events which prepared the way for the establishment of the Religion and Literature of the New Testament.

REL 203 World Religions (3)
World Religions is designed to introduce the students to nine major world religions. The student will be able to identify the major religions of the world: their founders, their origins and present memberships, and their belief structures and influences. The students will also be able to compare and contrast the tenets of the world's major religions and give rationale for religious pluralism and coexistence.

REL 300 Introduction to Christian Education (3)
Introduction to Christian Education is a survey of the field of Christian Education. Attention is given to biblical basis and current philosophies of Christian education as well as the goals and organization of educational programs, including those that influence physical, mental, emotional, and spiritual health.

REL 301 Church History (3)
Church History is designed to lead the student through a serious study of the Church's several stages of historical development, with emphasis on the Great Councils. Effort is made to link earlier pronouncements with today's ecclesiological shapes.

REL 302 Principles of Worship (3)
Principles of Worship is a study of the principles and practices of worship in the Protestant tradition. The concern for liturgical order and impact is examined. Open only to students with 56 semester hours of college-level credit. Open only to students who have earned at least 56 semester hours of college-level credits.

REL 303 The Prophets (3)
The Prophets is an intensive study of the major Eighth and Seventh Century
B.C. Prophets of Israel, including Amos, Micah, Isaiah, Jeremiah, Hosea, and Ezekiel. Both the literature and the historical contexts of these powerful personalities are shared with the student.

REL 304 Theology of The Old Testament (3)
Theology of the Old Testament is an intensive study of the development of the doctrine of God, man, sin, and redemption in the Old Testament. This course also emphasizes Prophetic and Exodus themes.

REL 305 Theology of The New Testament (3)
Theology of the New Testament is a comparative investigation of the theological concepts of the New Testament. Emphasis includes exegesis and content.
Pre-Requisite: REL 304

REL 306 Black Church Studies (3)
Black Church Studies addresses such subjects as the history, the present state, and the future missions of the Black Church in the increasingly pluralistic religious society of the Twenty-First Century. Open only to students with 56 semester hours of college-level credit.
Open only to students who have earned at least 56 semester hours of college-level credits.

REL 311 Church Administration (3)
Church Administration is a study of the pastor's role as an administrator. It highlights the need to foster vision, team spirit, culture critique, integrity, physical fitness, and mental alertness.

REL 312 Principles of Christian Education (3)
Principles of Christian Education is a study of the most effective methods of teaching religion in the church school and other religiousorganizations. The course is vital to the major.

REL 315 Baptist Polity (3)
Baptist Polity is an examination of the definition of church polity, with special emphasis on the principles governing the Baptist Church. The probe goes back to the Anabaptists.

REL 316 The Social Teachings of Jesus (3)
The Social Teachings of Jesus is a course which examines three areas in which one has inescapable responsibilities: to oneself, to fellow humans, and to God. The student will find that the study of Jesus of Nazareth throws great light on questions in the three areas of concern by His teachings and actions.

REL 318 Theology and Christian Thought (3)
Theology and Christian Thought examines the major issues in classical and contemporary Christian Thought. In an effort to give the student an understanding of the Christian religion, the course will focus on what the Christian Church believes, teaches, and confesses, with emphasis given to beliefs that Christians hold in common while exploring such doctrines as God, Christ, the Holy Spirit, salvation, justification, ecclesiology, and eschatology.

REL 319 Black Theology (3)
Black Theology, in both of its phases from Richard Allen to James H. Cone, has been both a corrective and a protest by the Black Church as it faced racism in America, a phenomenon not yet totally eliminated. This course leads the student to raise and ponder the question as to whether the God of the Christian faith and racism are compatible in either theory or practice.

REL 400 Christian Ethics (3)
Christian Ethics deals with the origin and development of moral standards in Christian ethics, pointing out the underlying forces contributing to the development of the various moral standards. The course explores the concept of agape, which undergirds all Christian Ethics.

REL 401 Homiletics (3)
Homiletics is a study of the art of sermon construction, with special emphasis on the purpose of preaching, the selection of the text, and the organization and presentation of material. Each student is required to prepare and deliver one sermon.

REL 402 Christian Leadership Seminar (3)
Christian Leadership Seminar is the capstone course for the Christian Education Program, integrating the basic theoretical concepts and the ways in which they are applied or implemented. The major principles of the Christian faith regarding teaching and the proven theories from education are blended to assure effective training of Christian educators. This course incorporates a semester-long senior thesis and a professional career portfolio. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.

REL 404 Pastoral Care and Counseling (3)
Pastoral Care and Counseling is the capstone course for the Pastoral Ministry program, integrating theological, ethical, and biblical principles into church vocation, training, and the development of a congregation that is mentally, emotionally, physically, and spiritually sound. This course incorporates a semester long thesis and a professional career portfolio. A comprehensive senior exit examination converging subject matter in the field is incorporated into the course.

REL 415 Internship (3)
The Internship provides a thorough involvement in the work of ministry under the supervision of a pastor, chaplain, Director of Religious Education, or CEO of an agency approved as a field instructor by the division. The internship experience provides the student with the necessary direct and hands-on involvement with the world of work. Students are encouraged to work with the field instructor in the development of programs and ministries, when applicable, that will address the mental, emotional, physical, and spiritual wellness of constituencies associated with the church or agency.
Prerequisites: REL 311, REL 315, (Christian Education and Pastoral Ministry Majors); REL 300 (Christian Education Majors); REL 302, REL 404 (Pastoral Ministry majors).

SUPPLY CHAIN MANAGEMENT

SCM 301 Principles of Supply Chain (3)
Principles of Supply Chain provides an overview of the logistics function within a business organization within the context of integrated vertical systems. Topics include customer service, information flow, inventory control, materials management, order processing, packaging, physical distribution, purchasing, transportation, and supply chain management.

SCM 302 Global Supply Chain (3)
Global Supply Chain is an overview of logistics activities associated with multinational business firms, international transportation systems, global sourcing, international customer service, facility location, inventory management, customs issues, export/import strategies, and the impact of government entities on logistics activity.

SCM 303 Technology and Supply Chain (3)
Technology and Supply Chain offers an overview of the use of technology in logistics, including databases, the Internet, and logistics-related software applications.

SCM 304 Special Issues and Topics in Supply Chain (3)
Special Issues and Topics in Supply Chain examines selected issues and problems in the field of logistics. In addition to lectures, this course includes assigned readings, presentations, short papers, and projects as approved by the instructor.

SCM 350 Supply Chain Planning and Analysis (3)
This course covers the primary methods of analysis required for supply chain planning. Special emphasis is placed on quantitative modeling techniques used in developing and managing the performance of supply chain systems. Students gain experience using data tools such as analytical models to assist in decision-making in supply chain environments.

SCM 400 Purchasing and Supply Chain (3)
Purchasing and Supply Chain covers the planning, organization, operation, and evaluation of the procurement function, and the acquisition and management of materials. Students will be involved with quality and quantity considerations, supplier selection decisions, pricing policies, legal and ethical implications and standards, and measurement of performance.

SCM 420 Transportation Management (3)
Transportation Management provides a comprehensive view of transportation systems within the United States. Students will learn how transportation systems are established, monitored, managed, and optimized to minimize supply chain risk factors.

SCM 425 Warehouse Management (3)
Warehouse Management is a study of the functionality of warehouses. This course focuses on warehouse design, processes, security, and inventory management systems. Students will learn techniques such as product tracing, accurate demand forecasting, and warehouse management systems.

SCM 450 Supply Chain Management Research (3)
Supply Chain Management Research is a capstone course that provides students with an opportunity to synthesize knowledge acquired in previous coursework through reflection, and analysis of current supply chain management events and contemporary issues. Students are required to conduct research, write scholarly business papers, and participate in personal and professional development activities. A review for the Senior Exit Examination covering subject matter in the various supply chain management is incorporated.

SCM 460 Supply Chain Management Internship (3)
Supply Chain Management Internship provides a practical application and experience of concepts, classroom theory, and content knowledge in business and supply chain management to junior students within a formal workplace environment. Students must complete 120 clock hours of supervised work experience. Information about career opportunities in supply chain management is incorporated into this course. Students must be classified as a junior and have taken enough business and supply chain management courses.

SOCIOLOGY

SOC 101 Principles of Sociology (3)
Principles of Sociology is an introduction to the concepts and methods of sociology. The course includes examination of diverse methods of socialization, group processes, major social institutions, and social change.

SOC 300 Introduction to Gerontology (3)
Introduction to Gerontology is an introduction to the areas of biological, psychological, and sociological contributions to the field of Gerontology, with an emphasis on personal awareness of myths, problems, and solutions relating to the older person in America.
Prerequisite: SOC 101

SOC 301 Social Psychology (3)
Social Psychology analyzes the interrelationship between society, culture, and personality. Emphasis is placed on the concepts of motivation, self- perception, personality, crowds, groups, and propaganda.
Prerequisite: SOC 101

SOC 302 Social Problems (3)
Social Problems is a critical review of major social problems such as crime and juvenile delinquency, adolescent pregnancy, and drug abuse and their impact on diverse populations in American society. Open only to students who have earned at least 56 semester hours of college-level credits.
Prerequisite: SOC 101

SOC 303 Societal Responses to Ageing (3)
Societal Responses to Ageing is a study of the ways in which aging, as a dimension of social organization, touches every life, every home, every community, and every relationship.
Prerequisite: SOC 101

SOC 307 Community Organization (3)
Community Organization is a study of processes, integration, and change in the community and analysis and comparison of rural and urban communities with respect to structural features, communications processes, and basic institutions. The course examines the changing roles of the local community in the total society.
Prerequisite: SOC 101

SOC 308 Political Sociology (3)
Political Sociology is a study of various government institutions and the way in which their social structures operate to conform to various political philosophies (at the international level). Social forces that created various political systems are also a focus of study.
Prerequisite: SOC 101

SOC 309 Courtship, Marriage, and Family (3)
Courtship, Marriage, and Family concerns mate selection: the meaning of love; engagement; and the physical, psychological, and social adjustments in marriage; the past, present, and future of marriage; and the analysis of the family institution as a background for the study of family interactions, family crises, and problems.
Prerequisite: SOC 101

SOC 310 Cultural Anthropology (3)
Cultural Anthropology focuses on the nature of culture and society and involves the study of a variety of cultures on different developmental levels, including social, economic, political, education, and religious systems and their interrelationships and includes a comparison of preliterate and contemporary societies. Open only to students who have earned at least 56 semester hours of college-level credit.
Prerequisite: SOC 101

SOC 315 Gerontological Development and Social Policy (3) Gerontological Development and Social Policy focuses on national awareness, historical growth, and policy development in response to Gerontology in the United States. Specific examples l includes social and health insurance, White House conferences, legislation, administration on aging, national institute on aging, scientific and applied groups, and financing programs.
Prerequisite: SOC 101

SOC 340 Social Work Methods in Human Services (3)
Social Work Methods in Human Services introduces students to the generalist method of social work practice. Course content includes helping students to learn basic interviewing and intervention skills, case recording, and analyzing. Emphasis is placed on working with diverse populations, including children, older persons, and adolescents.
Prerequisite: SOC 101

SOC 400 Introduction to Social Welfare (3)
Introduction to Social Welfare is a study of social work as both an art and a science, the evolution of social services, the field of social work, administration of public welfare and voluntary social agencies, and social work as a discipline as a profession.
Prerequisite: SOC 101

SOC 402 Social Theory (3)
Social Theory is a synthesis that combines an overview and assessment of the works of leading contemporary sociologists with critical analysis centering on the nature of sociological explanation. For students intending to pursue further study in the field, various professional development issues are also considered. A comprehensive senior exit examination covering subject matter in the field is incorporated into this course.
Prerequisites: SOC 101, SOC 302, SOC 309, and SOC 310

SOC 403 Ethnic Minority Groups in American Society (3)
Ethnic Minority Groups in American Society is a study of the historical and social significance of the presence of diverse ethnic groups in the American nation an analysis of the structure and dynamics of race relations and their relationship to the meaning of the American theory of equality. Prerequisite: SOC 101

SOC 404 Urban Sociology (3)
Urban Sociology examines the city as a social phenomenon in the modern world and analyzes urban trends, characteristics, functions, and social organization.
Prerequisite: SOC 101

SOC 405 Techniques of Management in Aging Agencies (3)
Techniques of Management in Aging Agencies is an overview of basic management theory and practice. The student will learn the federal/state funding process, financial planning and budgeting, and basic accounting concepts used in non-profit agencies.
Prerequisite: SOC 101

SOC 406 Practicum in Gerontology (3-12)
Practicum in Gerontology provides an opportunity in the world of work for the student to gain experience within the field of Gerontology. Each student will complete one summer or one semester in an agency planning or administering a program for older people.
Prerequisites: SOC 303, 315, and 340

SPANISH

SPA 101 Elementary Spanish I (3)
Elementary Spanish I provides an introduction to the four basic language skills: listening, speaking, reading, and writing. It includes a primary study of Spanish culture and history.

SPA 102 Elementary Spanish II (3)
Elementary Spanish II is designed to further the students' knowledge level in the four basic language skills and of Spanish history and culture.
Prerequisite: SPA 101

SPA 201 Intermediate Spanish I (3)
Intermediate Spanish I enables students to improve on the basic skills already learned in order to use the language in conversation and writing. A review of grammar, more complex structures, and vocabulary expansion are introduced, as well as histories, cultures, and national identities of Spain and major Latin-speaking nations. Students must have completed SPA 101 and SPA 102 or the equivalent or one year of high school Spanish.

SPA 202 Intermediate Spanish II (3)
Intermediate Spanish II is also designed to enhance the students' knowledge in conversation, reading, and writing. Greater emphasis is placed on grammar, more complex structures, and vocabulary expansion, along with histories, cultures, and national identities of Spain and major Latin-speaking nations. Prerequisite: SPA 201

SPEECH AND THEATER

SPH 103 Voice and Speech Improvement (3)
Voice and Speech Improvement is designed to acquaint students with various formal and public communication situations and provide practical opportunities to demonstrate effective oral techniques. This course also assists in refining interpersonal and business communications skills, equipping students to enter the public and private sectors and making them competitive in current and future job markets.

SPH 201 Public Speaking (3)
Public Speaking covers the fundamentals of public speaking, including organization and delivery of speeches for various occasions. Prerequisite: SPH 103

SPH 202 Voice and Diction (3)
Voice and Diction includes instruction and practice in voice production and articulation. Exercises in strength, flexibility, and sensitivity in the use of the voice and speech mechanism are utilized.

SPH 210 Introduction to the Theater (3)
Introduction to the Theater is an introduction to dramatic modes, play production, acting, directing, and theater management.

SPH 220 Oral Interpretation (3)
Oral Interpretation is a study of the oral interpretation of literary pieces. Students are assigned poems, scenes from plays, and segments of other literary works for interpretation and speech practice. Prerequisite: SPH 103

SPH 310 Play Production (3)
Play Production provides students the opportunity to produce a theatrical presentation. It involves participation in at least one of the areas of production: design, acting, make-up, stage managing, stage lighting, and set construction.

SPH 320 Modern Dram (3)
Modern Drama is a study of dramatic theory and literature from the Greeks to the present day. It explores the Greek theater; the English theater of the Renaissance period; mid-eighteenth century theater; and recent developments in realism, naturalism, and expressionism.

SOCIAL SCIENCES

SSC 100 Contemporary Affairs (1)
Contemporary Affairs is a course designed for analytical, critical, and creative examination of contemporary social, political, and economic issues. Emphasis is on social sciences skills and application through discussions, essays, and special projects.

SSC 200 Pre-Law Seminar (2)
Pre-Law Seminar is a study of selected areas of federal and state legal history, constitutional law, and the legal profession.

SSC 201 Computers and Society (3)
Computers and Society is an interdisciplinary introduction to the study of computer impact. It includes the historical interplay between technology and society, the present and future role of computers as they affect individuals, and their impact on society as a whole.

SSC 301 Women's Role in a Changing Society (3)
Women's Role in a Changing Society is designed to sensitize students to the historical role of women in various parts of the world and to the changing role of women in contemporary society. The course examines the impact of culture and society on gender roles, including socialization and identity formation, as expressed in various lifestyles.

SSC 302 Political Economy and Society (3)
Political Economy and Society is an introductory study of how political and economic forces interact to influence public decision-making as well as private activity relative to the allocation and utilization of material resources in the pursuit of societal well-being. Theory as well as analysis with regard to how factors such as culture, ideology, race, gender, and distribution of power shape macroeconomic behavior is emphasized in this course.

SSC 350 Introduction to Social Statistics (3)
Introduction to Social Statistics provides an introduction to the fundamentals and uses of modern statistics and quantitative methods in the social sciences. It includes descriptive statistics, statistical inference, and probability theory. Prerequisite: MAT 103

SSC 400 Social Science Seminar (3)
Social Science Seminar is the capstone course for students majoring in Sociology. It focuses on discussions and topics that synthesize significant issues and concerns inside the field of sociology as a specialized area of study. Major concepts, theoretical approaches, personalities, and matters related to practical application of knowledge and skills within the discipline are emphasized. A scholarly research papers that will be presented in a public setting and critiqued by a panel of evaluators is required. Professional development skills and a comprehensive examination covering a broad range of subject matter from the field of sociology are also incorporated into this course.

SSC 401 Introduction to Social Research (3)
Introduction to Social Research deals with defining and delimiting a social problem, choosing a design, gathering, and analyzing data, and reviewing other research studies.
Prerequisite: SOC 101

SSC 450 Internship (3)
Internship includes practical experience for social science students in a professional setting. Students are required to work 120 hours under the supervision of professionals, who provide them with valuable experience and the opportunity to apply principles learned in the classroom setting.

ESPORTS-VIDEO GAME DESIGN

VGD 201 Introduction to Video Game Design and Development (3 Credits)
Introduction to Video Game Design and Development covers the fundamentals of video game design and development concepts in gaming. Emphasis is placed on the history of video games, video game genres, elements of play, developing characters and storylines, gameplay and storyboard design, level and user interface design, and the game design document.

VGD 215 Survey of Video Gaming (3 Credits)
Survey of Video Gaming provides a general understanding of the world of video games. This includes a survey and analysis of the impact of games on society as a whole. The study of various types of video game genres will take place to assess the challenges of design, implementation, and testing issues.

VGD 220 Technical Strategies in Video Game Design (3 Credits)
Technical Strategies in Video Game Design provides the student with basic concepts of Game User Interface Design. The concepts include the basic details of game design project management.

VGD 303 Introduction to 3D Animation and Visual (3 Credits)
Introduction to 3D Animation and Visual is a practical introduction to creating 3D content for gaming that will focus on techniques such as modeling, animating, texturing, lighting, and rendering. These techniques will prepare students for creating gaming animation and visualizations.

VGD 340 Visual Design and Digital Graphics for Games (3 Credits)
Visual Design and Digital Graphics for Games focuses on visual design and digital graphics for game-based applications. This course will provide students with hands-on experience with using industry-standard software to generate sprites, UI components, textures, and other common 2D elements and compares and contrasts those to 3D modeling and texturing techniques.
Pre-requisite: VGD 303

VGD 405 Game Development and Design Workshop (3 Credits)
Game Development and Design Workshop provides students with practical, individualized guidance in crucial aspects of the design and development process, including ideation, research, prototyping, implementation, documentation, and playtesting.

ADMINISTRATIVE OFFICERS
2026 – 2027

SAID SEWELL, *President*
DANITA PEARL, *Executive Assistant to the President*
LEWIS P. GRAHAM, JR., *Vice President, Academic Affairs*
PACEY BOWENS, *Vice President, Finance and Administration*
KEVIN REESE, Interim *Vice President, Student Affairs*
DOROTHY S. CHEAGLE, *Vice President, Strategic Planning and Initiatives*
JEROME NESBIT, *Interim Vice President, Institutional Advancement*
DARRYL ISOM, *Vice President, Enrollment Management and Records*
MONTERRIO JONES, *Vice President, Information Technology*
ABBY LAWSON, *Associate Vice President, Human Resources*

ADMINISTRATIVE STAFF
2026 - 2027

Daniel Piram, B.A., *Interim Director of Security Services*

Carolyn Anderson, B.A., *Graphics Center Coordinator*

Dante Kenly, D. Min., *Quality Enhancement Plan (QEP) IMPACT Specialist*

Blanche C. Brown, M.A., *Teacher Education Data Entry Manager*

Leonard Cain, D. Min., *Director of Ministerial Certificate Extension Classes (Part-time)*

Gail J. China, Ed.S., *Director of Quality Enhancement Plan (QEP)*

Evelyn Cohens, Ph.D., *Director of Developmental Programs/Interim Chairperson, Division of General Studies*

Fredricka King Doggans, *M. A., Counselor, Upward Bound*

Mary E. Dow, M.L.I.S, *Serials Librarian*

Carol L. Fleury, M.S.L.S., *Reference Librarian (Part-time)*

Reginald S. Floyd, J.D., *Project Specialist for the Law Enforcement Certificate Program*

Alston Freeman, B.S., *Program Coordinator – Student Activities*

Chasidy Graham, M. Ed., *Director of Honors College*

April Gyamfi-Geddis, M.B.A., *Director of Financial Aid*

Adrienne V. Gibson, Ph.D., *Quality Enhancement Plan (QEP) IMPACT Specialist*

Tyrone Henderson, M.S., *Director of the Innovation Technology Laboratory*

Leonard Cain, D. Min., *Director of Ministerial Certificate Extension Classes (Part-time)*

Shawn Hair, M.A., *Chorale and Gospel Choir Ensembles Rehearsal Conductor (Part-time)*

Barbara Jones, M.A., *Director, Upward Bound*

Leisha Lloyd, B.S., *Science Laboratory Coordinator/Computer Laboratory Assistant*

Trenita Manigault, B. S., *Director of Alumni Affairs*

Michiko McClary, Ph.D., *Director of Teacher Education*

Arswanette F. Myers,M.SM.L., *Quality Enhancement Plan (QEP) Data Manager*

Angela M. Ruth, B.A., *Quality Enhancement Plan (QEP) IMPACT Specialist*

Gloria M. Scriven, M.S., *Assistant Director of Enrollment Management and Records*

Quanda D. Sims, M.Ed., *Dean of Wellness Outreach*

Subira Smalls, M.S., *Director of Career Services*

Carlotta C. Stackhouse, M.S., *Director of Law Enforcement Certificate Program*

Fred Summers, B.S., *Athletic Director and Head Men's Basketball Coach*

Henrietta M. B. Temoney, B.A., *Communications Specialist*

Michaela Toney, B.F.A., *Admissions Counselor*

Deloris B. Wallace-Brown, Ed.D., *Director of Organizational Management Program*

FACULTY
2026 - 2027

Radman M. Ali, *Chairperson, Division of Natural Sciences and Mathematics and Professor of Biology (Appointed September 1966)*
B.A. and M.S., Miami University of Ohio; Ph.D., Clemson University.

Evelyn Cohens, *Chairperson, Division of General Studies, and Associate Professor of Developmental Studies (Appointed August 2019)*
B.S., M.Ed., and Ph.D. University of South Carolina.

Karen Hébert, *Chairperson Division of Religion, Humanities, and Social Sciences Assistant Professor of Spanish (Appointed August 2014)*
B.A., Iowa State University; M.A., Florida International University; Further study: University of Illinois at Chicago.

Cornelius Leach, *Chairperson, Division of Education and Associate Professor of Education (Appointed Fall 2021)*
B.S. Degree in Elementary Education from South Carolina State University. M.Ed. Degree in Education Administration, University of South Carolina. Ph.D. Degree in Educational Leadership, Nova Southeastern University.

Deloris McBride, Chairperson, *Associate Professor of Computer Information Science (Appointed January 2000)*
B.S., Morris College; M. A., Ohio State University; M.A., Webster University; Ph.D., Capitol Technology University

Mohammed Ali, Instructor *of Cybersecurity (Appointed August 2025)*
B.S. and M.S., University of South Carolina.

Ayo Awosanya, *Associate Professor ofMathematics (Appointed August 2005)*
B. S., Florida A&M University; M.S., Clark Atlanta University; Ph.D., Florida State University.

Shrijana Bhattarai, *Assistant Professor of Chemistry (Appointed Spring 2024)*
B.S., Tri-Chandra Mutiple College; M.S., and Ph. D, Middle Tennessee State University.

Jacob E. Butler, Jr., *Professor of Political Science (Appointed July 2000)*
B.A., South Carolina State University; M.A. and Ph.D., Atlanta University.

John H. Day, *Assistant Professor of Physics (Appointed August 2014)*
B.S., Bethune- Cookman College; M.S. and Ph.D., Howard University.

Bennie Craig Douglas, Professo*r of Supply Chain Management (Appointed July 2025)*
B.A., Oral Roberts University; M.B.A., Gardner Webb University.

Paul N. Ezeji, *Professor of Health Science (Appointed August 1994)*
B.S., M.S. and Ph.D., Southern Illinois University at Carbondale.

Chasidy Graham, *Assistant Professor of Early Childhood Education (Appointed Fall 2022)*
B.S. Degree in Family and Consumer Sciences South Carolina State University
M.A. Degree in Leadership in Teaching, Notre Dame of Maryland University
M.Ed. Degree in Educational Management, Strayer University.

Orenthio Goodwin, *Assistant Professor of Cybersecurity (Appointed Spring 2023)*
B.S. Bellevue University; M.S. Regis University; Ph.D. Capella University.

James Ibe, *Professor of Business Administration (Appointed January 1993)*
B.S., Northern Michigan University; M.A., University of Texas; M.B.A., Amber University; Ph.D., University of Texas. Further study: University of South Carolina.

Shawn Hair, Instructor of Music (*Appointed August 2009*)
B.A., Newberry College; M.Ed., University of South Carolina.

Terri Kenely, *Instructor of Mathematics (Appointed 2017)*
B.S. and M.Ed., Clemson University.

Joon Choel Lee, *Associate Professor of Recreation Administration (Appointed August 2013)*
B.A., Pai Chai University; M.S., University of Wisconsin-Stout; Ph.D. Clemson University.

Michiko McClary, *Professor of Education (Appointed Fall 2021)*
B.S. Degree in Biology Education Claflin University; M.S. Degree in Secondary Education, South Carolina State University; Ph.D. Degree in Secondary Education, University of South Carolina.

Amanda McGehee-Floyd, *Assistant Professor of History (Appointed Fall 2025)*
B.A., Coastal Carolina University; M.A., Coastal Carolina University; Ph.D., Middle Tennessee State University.

Shayan Nik Akhtar, Assistant Professor of Biology (Appointed Fall 2025)
B.S. Degree in Biology; East Carolina University; Ph. D. in Biology, Brody School of Medicine, University of South Carolina

Priscilla Patten, *Instructor of English (Appointed January 2013)*
B.A., Voorhees College; M.A., Ohio State University.

Crystal Piper, *Associate Professor of Health Science (Appointed Fall 2025)*
B.S. South Carolina State University; M.P.H and M.H.A Des Moines University; Ph. D, University of South Carolina.

Joseph Popoola, *Assistant Professor of Speech (Appointed August 2008)*
B.A., University of Ibadan; M.A., Indiana University; Ph.D., Howard University.

Toya Scipio, Assistant Professor *of Organizational Management*, (Appointed August 2022) S. Civil Engineering Technology, South Carolina State University; M.B.A. Webster University.

Patricia Smith, *Associate Professor of Reading (Appointed August 2024)*
B.S. Morris College; M.Ed. and Ed. S., University of South Carolina.

Valerie Warner, *Instructor of Computer Information Science (Appointed August 2003)*
B.S., Limestone College; M.A., Webster University.

PART-TIME FACULTY
2025- 2026

Amanda Anderson-Brown, *Associate Professor of Psychology (Appointed August 2024)*
B.S., State University of NY-Empire; M.S. and Ph. D., Capella University.

Carol Black, *Associate Professor of Criminal Justice (Appointed August 2014)*
B.A., M.S., and Ph.D. University of North Carolina.

Dorothy Bishoff, *Associate Professor of Biology (Appointed January 2005)*
A.B., Occidental College; Ph.D., University of North Carolina.

Sheree Boozer, *Assistant Professor of Education (Appointed Fall 2021)*
B.S. Degree in Elementary Education, Francis Marion University.
M.Ed. Degree in Educational Administration, University of South Carolina.

Walter Butler, *Assistant Professor of Religion (Appointed August 2009)*
B.S., Claflin College; B.D., Morris College; M.Div., ITC Seminary; D Min., Hood Seminary.

Gail June China, *Instructor of Education (Appointed August 2004)*
B.A., Benedict College; M.Ed., Cambridge College. Further study: University of South Carolina.

Reginald China, *Assistant Professor of Mass Communication (Appointed August 2022)*
B.F.A. Degree in Broadcast Media, Morris College
M.Ed. Degree in Education Technology, University of South Carolina
Ed.D. Degree in Organizational Leadership, Gardner-Webb University.

Franklin Colclough, *Instructor of Organizational Management and Religion (Appointed June 1997)*
B.A., Johnson C. Smith University; B.D., Johnson C. Smith Seminary;
D.Min., McCormick Theological Seminary.

Anthony Dennis, *Instructor of Criminal Justice (Appointed August 2007)*
B.S., St. Leo University; M. S., Troy University.

Dante Kenly, *Instructor of Religion (Appointed January 2023)*
B.A., Allen University; M. Div., Interdenominational Theological Seminary; D. Min., Payne Theological Seminary.

Michelle Dugar, *Instructor of Organizational Management (Appointed January 2021)*
B.S., Hampton University; M.B.A., University of Michigan.

Cherry Harmond-Early, *Associate Professor of English (Appointed August 2004)*
B.A., Tuskegee Institute; M.Ed., Oklahoma University, Ph.D., Indiana University of Pennsylvania.

Wanda Fenimore, *Assistant Professor of Mass Communication (Appointed August 2022)*
B.A. Randolph-Macon Woman's College; M.A. Hollins University; Ph.D. Florida-State University.

Hilton Fordham, *Instructor of Health Science* (Appointed August 2023)
B.S., Savannah State University; M.P.A., Savannah State University/ M.P.H., Armstrong Atlanta State University.

Tamara Hannibal, M.Ed. *Assistant Professor of Education (Appointed Fall 2021)*
B.S. Degree in Early Childhood, South Carolina State University.
M.Ed. Degree in Education, Cambridge College.

Carla King, *Instructor of Mathematics (Appointed August 2011)*
B.S., M.Ed., Ed.S., South Carolina State University.

Terrence McCants, *Instructor of Business (Appointed August 2016)*
B.S., South Carolina State University; M.B.A., Claflin University.

Clarissa Suzette McClellan, *Instructor of Health Science (Appointed August 2010)*
B.S., College of Charleston; M.P.H., University of South Carolina.

Owen A. Miller, *Associate Professor of Sociology (Appointed January 2021)*
B.A, University of West Indies; M.D. Erskine College; Ph.D., University of South Carolina.

Subira Smalls, *Instructor of Education (Appointed August 2020)*
B.S., Winthrop University; M.S., The Citadel.

Felicia Sawyer, *Assistant Professor of Education (Appointed Spring 2022)*
B.A. Degree in Education, North Carolina Central University. M.A. Degree in Education, Ohio State University. Ph. D. Degree in Educational Leadership, Capella University.

Glories Scriven, *Assistant Professor of Reading*, *(Appointed August 2000)*
B.S., Morris College; M.Ed., University of South Carolina. Further study: University of South Carolina.

Sarah Sloan, *Instructor of Organizational Management (Appointed August 2022)*
B.A., Queens University; M.S., Troy University; M.I.S., Webster University; MLIS, University of South Carolina; Ed.D., Liberty University.

Brittany Wallace, *Associate Professor of English (Appointed Spring 2023)*
B.A., College of Charleston; M.A. and Ph.D., Florida State University.

Deloris Wallace-Brown, *Instructor of Organizational Management (Appointed August 2017)*
B.A., University of Miami; MPA, Nova Southeastern University; M.S. and Ed.D., Fordham University.

Max Weber, *Instructor of Biology (Appointed January 2007)*
B. S., Clemson University; M.A.T., Biology, Winthrop University.

Jennifer Weed, *Associate Professor of English (Appointed Spring 2023)*
B.A., University of Texas; M.A., Arizona State University

Jordan D. White, *Assistant Professor of Criminal Justice (Appointed August 2005)*
B.A., Wofford College; J.D., University of Florida Law School.

Thoma Williams, *Instructor of English (Appointed August 1998)*
B.A., Winthrop University; M.Ed., University of South Carolina.

Yolanda Wilson, *Instructor of Organizational Management (Appointed Fall 2021)*
B.A. Degree in Interdisciplinary Studies, University of South Carolina.
M.S. Degree in Human Resources, Troy University.

FACULTY AND STAFF EMERITI

Patricia G. Ali, *Professor Emerita of History*
B.A. Skidmore College, M.A. Clemson University, and Ph.D. University of South Carolina

Eliza E. Black, *Dean Emerita of Student Affairs*
B.A., Morris College; M.S., South Carolina State University. Further study: University of Rhode Island, New York University, Columbia University, University of South Carolina.

Roy Graham, *Director Emeritus of Business Support Services and Personnel*
B.A. Voorhees College
M.Ed. South Carolina State University

George Heelan, Ed.D., *Director Emeritus of Financial Services*

Wilhelmenia Owens, B.A., *Coordinator Emerita of Financial Services and Chief Accountant*

Richard L. Smith, *Chairperson Emeritus Division of Business Administration*
B.S. Shippensburg State College, M.Ed., Pennsylvania State University, Ph.D., Ohio State University

Queen Williams Spann, *Director Emerita of Enrollment Management and Records*
B.A., Morris College; M.Ed., University of South Carolina.

STAFF
2026- 2027

Harry J. Bennett, *Campus Safety Officer*

Gloria J. Billie, *Library Assistant, Learning Resources Center*

Barbara Brown-McBride, *Administrative Assistant, Division of General Studies*

Lucille W. Davis, *Student Accounts Assistant, Business Affairs*

Gloria W. Dozier, *Administrative Assistant, Student Affairs*

Joseph Evans, *Area Coordinator, Student Affairs*

Roberta Rembert, *Maintenance Employee*

Cindy Gaymon, *Human Resources Assistant*

Amelia Williams, *Area Coordinator, Student Affairs*

Julius Hannibal, *Maintenance Assistant*

Anthony Hayes, *Evening/Night Coordinator of Security Services*

Eva M. Hickman, *Library Assistant, Learning Resources Center*

Kyeeniah N. Hickmon, *Administrative Assistant, Upward Bound*

Thorwell Jones, Jr.., *Campus Safety Officer*

Tiffany Jones, *Maintenance Employee*

Delores C. McFadden, *Executive Assistant, Office of Academic Affairs*

Calvin R. Miller, *Campus Safety Officer*

Renea Moses, *Campus Safety Officer*

Ed`Zaviah Paul, *Head Baseball Coach (Part-time)*

Catherine P. Richburg, *Campus Safety Officer*

Wiley Tiller, Jr., *Campus Safety Officer*

Darnell Scott, *ROTC Liaison*

Pamela Smalls Tolbert, *Library Assistant, Learning Resources Center*

Betty B. Washington, *Title III-Program, and Institutional Research Assistant*

Gwendolyn Wiggins, *Coordinator of Veterans Resource Center/Administrative Assistant (ROTC)*

Senthia Conyers-Golden, Data Entr/Administrative Assistant

Nakiary N. Whitten, Enrollment Counselor

Jaire I. Aton, Enrollment Counselor

Charlene Welch, Staff Accountant

Frederick Summers, Head Men's Basketball Coach & Cross Country

Alston Freeman, Softball

Jenone Bell, Head Coach Women's Basketball

Deandre King, JV Women's Basketball

Seth Fitzgerald, JV Men's Basketball

Kentaus Carter, Baseball

OFFICE OF ADMISSIONS AND RECORDS
COMPARATIVE ENROLLMENT REPORT
2025- 2026
ACADEMIC TERMS

	First Semester			Second Semester		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
SENIORS	46	50	96	49	69	**118**
JUNIORS	29	62	91	45	55	**100**
SOPHOMORES	65	44	109	59	45	**104**
FRESHMEN	86	95	181	69	73	**142**
SPECIAL	0	0	0	0		**0**
TRANSIENT	0	0	0	0	0	**0**
TOTALS:	**226**	**251**	**477**	**222**	**242**	**464**

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2025 SUMMER SCHOOL SESSION

	MEN	WOMEN	TOTAL
Summer Session ----------	62	94	156

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	MEN	WOMEN	TOTAL
First-time Freshmen (first semester)	61	73	**134**
Transfers (first semester)	27	30	**57**
Special Student (first semester)	0	0	**0**
Transient Student (first semester)	0	0	**0**
First-time Freshmen (second semester)	8	2	**10**
Transfers (second semester)	9	6	**15**
Returning students (second semester)	11	14	**25**
Special Student (second semester)	0	0	**0**

ENROLLMENT OF PART-TIME STUDENTS
ACADEMIC TERMS 2025-2026

	First Semester			Second Semester		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
SENIORS	4	5	9	6	5	11
JUNIORS	0	0	0	0	0	0
SOPHOMORES	0	2	2	0	0	0
FRESHMEN	0	1	1	2	1	3
SPECIAL	0	0	0	0	0	0
TRANSIENT	0	0	0	0	0	0
TOTALS:	4	8	**12**	8	6	**14**

ENROLLMENT BY MAJORS
ACADEMIC TERMS 2025 - 2026

	First Semester													Second Semester											
MAJORS	**FRESHMEN**		**SOPHOMORES**		**JUNIORS**		**SENIORS**		**SPECIAL**		**TRANSIENT**		**TOTAL**	**FRESHMEN**		**SOPHOMORES**		**JUNIORS**		**SENIORS**		**SPECIAL**		**TRANSIENT**		**TOTAL**
	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F	
BIOLOGY	2	12	2	8	0	4	1	1	0	0	0	0	30	3	6	2	7	0	4	2	5	0	0	0	0	29
BUSINESS ADMIN.	17	9	17	12	6	8	8	6	0	0	0	0	83	14	8	16	12	8	10	9	10	0	0	0	0	87
CHRISTIAN ED.	1	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1
CRIMINAL FORENSICS	1	3	3	1	0	2	1	5	0	0	0	0	16	1	5	2	1	1	1	0	4	0	0	0	0	15
CRIMINAL JUSTICE	4	15	2	7	3	6	4	5	0	0	0	0	46	2	14	0	8	2	6	6	6	0	0	0	0	44
CYBER SECURITY	21	4	18	0	2	4	8	1	0	0	0	0	58	16	2	14	1	7	1	9	4	0	0	0	0	54
EARLY CHILDHOOD ED	0	9	0	6	0	2	0	1	0	0	0	0	18	0	6	1	2	0	4	0	3	0	0	0	0	16
ELEMENTARY ED.	5	3	1	1	1	1	1	0	0	0	0	0	13	3	3	3	1	2	0	1	1	0	0	0	0	14
ENGLISH	1	1	1	1	1	0	0	0	0	0	0	0	5	0	1	1	0	1	0	0	0	0	0	0	0	3
ESPORTS CYBERSECURITY	3	0	1	1	0	0	0	0	0	0	0	0	5	1	1	2	1	0	0	0	0	0	0	0	0	5
ESPORTS MANAGEMENT	5	0	1	0	0	0	0	0	0	0	0	0	6	4	0	2	0	0	0	0	0	0	0	0	0	6
ESPORTS VIDEO GAME DE	7	0	3	0	0	0	0	0	0	0	0	0	10	7	0	3	0	0	0	0	0	0	0	0	0	10
HEALTH SCIENCE	3	19	3	3	1	12	3	3	0	0	0	0	47	4	17	1	4	4	11	1	5	0	0	0	0	47
LIBERAL STUDIES	6	9	1	0	1	0	1	1	0	0	0	0	19	10	2	0	2	1	0	0	2	0	0	0	0	17
MASS COMMUNICATION	0	1	1	2	1	2	3	0	0	0	0	0	10	1	2	1	2	1	1	5	1	0	0	0	0	14
MATHEMATICS	4	0	6	0	1	1	3	1	0	0	0	0	16	1	0	4	0	5	1	3	1	0	0	0	0	15
ORGANIZATIONAL MGT.	0	0	0	0	5	16	8	13	0	0	0	0	42	0	0	0	0	9	12	7	17	0	0	0	0	45
PASTORAL MINISTRY	0	0	0	1	0	0	0	1	0	0	0	0	2	1	0	0	1	0	0	0	1	0	0	0	0	3
RECREATION ADMIN.	1	1	4	1	3	0	4	2	0	0	0	0	16	0	2	3	1	2	0	4	2	0	0	0	0	14
SOCIOLOGY	1	5	2	1	1	4	5	1	0	0	0	0	20	0	4	3	2	2	3	1	6	0	0	0	0	21
SUPPLY CHAIN MANAGEM	1	0	0	1	0	0	1	0	0	0	0	0	3	1	0	1	0	0	1	1	0	0	0	0	0	4
TOTALS:	85	95	66	44	29	62	46	50	0	0	0	0	477	69	73	59	45	45	55	49	69	0	0	0	0	464
ENROLLMENT TOTALS:	180		110		91		96		0		0		**477**	142		104		100		118		0		0		**464**

ENROLLMENT BY STATES
ACADEMIC TERMS 2025-2026

STATES	FIRST SEMESTER													SECOND SEMESTER											
	FRESHMEN		SOPHOMORES		JUNIORS		SENIORS		SPECIAL		TRANSIENT		TOTAL	FRESHMEN		SOPHOMORES		JUNIORS		SENIORS		SPECIAL		TRANSIENT		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F	
ALABAMA	0	1	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	1	0	1	0	0	0	0	0	2
ARIZONA	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1
CALIFORNIA	1	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	1
COLORADO	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	0	0	0	1
DIST. OF COLUMBIA	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	2
FLORIDA	5	2	4	1	0	0	2	0	0	0	0	0	14	2	2	3	0	2	1	0	0	0	0	0	0	10
GEORGIA	18	7	14	8	1	5	3	2	0	0	0	0	58	15	7	12	7	7	5	3	4	0	0	0	0	60
ILLINOIS	0	0	1	0	0	0	0	1	0	0	0	0	2	0	0	1	0	1	0	1	0	0	0	0	0	3
INDIANA	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1
MARYLAND	1	2	0	0	0	0	0	0	0	0	0	0	3	1	3	0	0	0	0	0	0	0	0	0	0	4
MICHIGAN	0	2	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	0	0	0	0	0	0	0	2
MISSISSIPPI	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1
MISSOURI	0	0	0	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	1
NORTH CAROLINA	2	3	0	0	1	1	0	1	0	0	0	0	8	1	1	2	1	1	1	9	1	0	0	0	0	8
NEW JERSEY	0	0	0	0	2	1	1	2	0	0	0	0	6	0	0	0	1	1	2	2	0	1	0	0	0	7
NEW YORK	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1
OHIO	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1
PENNSYLVANIA	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1
SOUTH CAROLINA	52	77	44	32	22	53	37	44	0	0	0	0	361	46	57	37	33	31	44	40	62	0	0	0	0	350
TENNESSEE	1	1	1	0	1	0	0	0	0	0	0	0	4	1	1	2	0	1	0	0	0	0	0	0	0	5
TEXAS	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1
VIRGIN ISLANDS	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS:	85	96	66	44	29	61	45	51	0	0	0	0	**477**	69	73	59	45	45	55	49	69	0	0	0	0	**464**
ENROLLMENT TOTAL:	181		110		90		96		0		0		**477**	142		104		100		118		0		0		**464**

ENROLLMENT BY COUNTIES
ACADEMIC TERMS 2025-2026

COUNTIES	FIRST SEMESTER	SECOND SEMESTER
ABBEVILLE	0	1
AIKEN	2	2
ALLENDALE	1	1
ANDERSON	5	6
BAMBERG	0	0
BARNWELL	1	1
BEAUFORT	3	3
BERKELEY	5	3
CALHOUN	1	1
CHARLESTON	8	8
CHEROKEE	0	0
CHESTER	0	0
CHESTERFIELD	2	2
CLARENDON	17	14
COLLETON	11	11
DARLINGTON	8	8
DILLON	1	1
DORCHESTER	6	6
EDGEFIELD	1	1
FAIRFIELD	3	3
FLORENCE	44	39
GEORGETOWN	1	1
GREENVILLE	10	9
GREENWOOD	0	0
HAMPTON	2	1
HORRY	6	5
JASPER	8	8
KERSHAW	5	7
LANCASTER	2	2
LAURENS	0	0
LEE	6	8
LEXINGTON	1	1
McCORMICK	0	0
MARION	7	6
MARLBORO	6	6
NEWBERRY	1	1
OCONEE	0	0
ORANGEBURG	14	14
PICKENS	0	0
RICHLAND	44	45
SALUDA	0	0
SPARTANBURG	4	4
SUMTER	115	107
UNION	0	1
WILLIAMSBURG	6	10
YORK	4	3
TOTAL:	**361**	**350**

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