BENNETT COLLEGE

2012 – 2013
CATALOG

Bennett College is accredited by the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033, 404-679-4500, www.sacscoc.org; the National Council for the Accreditation of Teacher Education (NCATE); and the Council on Social Work Education (CSWE).

Bennett College is a United Methodist Church-related institution.

Bennett College prohibits discrimination on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, age or status as a disabled veteran in admission, access to, treatment of, or employment in its programs or activities.

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ACADEMIC CALENDAR 2012 - 2013

FALL SEMESTER 2012

AUGUST 2012		
**August 8-9*	*Wednesday-Thursday*	*Faculty/Staff Institute*
August 11	Saturday	Residence Halls Open for New Students Only
August 11-19	Saturday-Sunday	New Student Orientation
August 13	Monday	New Faculty Orientation
August 12-13	Sunday-Monday	New Students: Placement Tests
August 14-17	Tuesday-Friday	New Student Only Academic Advising and Registration *(8:00 a.m. – 5:00 p.m.)*
August 16	Thursday	Returning Students Academic Advising and Registration (8:00 a.m.-5:00 p.m.)
August 16	Thursday	Residence Halls Open for Upperclass Students
August 17	Friday	Casual White Breakfast (8:00 a.m-10:00 a.m.) Academic Advising & Registration Continues for All Students (1:00 p.m. – 5:00 p.m.)
August 17-19	Friday-Sunday	The Long Walk
August 20	Monday	Fall Semester Classes Begin (8:00 a.m.) Late Registration (Fee imposed)
August 23	Thursday	Convocatum Est
August 24	Friday	Add/Drop Deadline
August 26	Sunday	St. Matthews United Methodist Church Day
SEPTEMBER 2012		
September 3	Monday	Labor Day Holiday (No Classes)
September 10-14	Monday-Friday	Seniors File Application for Degree
September 14	Friday	Deadline: Removal of Incomplete Grades from Spring 2012
September 14	Friday	English Competency Examination Registration
September 27-30	Thursday-Sunday	Family and Friends Weekend
September 30	Sunday	Founders' Day
OCTOBER 2012		
October 2	Tuesday	Mathematics Competency Examination
October 9	Tuesday	Academic Advisors Meeting
October 10-12	Wednesday-Friday	Mid-Term Examinations
October 15	Monday	Deadline: Submission of Mid-Term Grades
October 15-16	Monday-Tuesday	Fall Break
October 17	Wednesday	Classes Resume (8:00 a.m.)
October 18	Thursday	Honors Convocation
October 19	Friday	Deadline: Dropping Courses without Penalty "WP"
October 22-26	Monday-Friday	Academic Advising & Registration for Spring 2013
October 29-November 2	Monday-Friday	R.E.A.L. Registration
NOVEMBER 2012		
November 8	Thursday	Graduate & Professional Schools Information Day
November 13	Tuesday	MAPP for Juniors (8:00 a.m. - Noon)
November 21	Wednesday	Thanksgiving Holiday (Classes End at Noon) Residence Halls close 3 p.m.
November 22-25	Thursday-Sunday	Thanksgiving Holiday
November 25	Sunday	Residence Halls Re-open (Noon)
November 26	Monday	Classes Resume (8:00 a.m.)
DECEMBER 2012		
December 2	Sunday	Holiday Concert
December 6	Thursday	Last Day of Classes
December 7	Friday	Reading Day
December 10-13	Monday-Thursday	Fall Semester Final Examinations
December 13	Thursday	Fall Semester Ends
December 14-16	Friday-Sunday	Deadline for Submission of Grades
December 14	Friday	Residence Halls Close (Noon)
December 14	Friday	College Closes for Faculty & Students

SPRING SEMESTER 2013

JANUARY 2013		
January 2	Wednesday	College Re-opens
January 3	Thursday	Faculty/Staff Development Day
January 3	Thursday	Residence Halls Open for all students (9:00 a.m.)
January 3	Thursday	Pre-Advising & Placement Tests for New Students (1:00 p.m.- 5:00 p.m.)
January 3-6	Thursday-Sunday	New Student Orientation
January 3-4	Thursday - Friday	Registration for All Students
January 4	Friday	Academic Advising & Registration for New Students (8:00 a.m.-5:00 p.m.)
January 6	Sunday	St. Matthews United Methodist Church Day
January 7	Monday	Spring Semester Classes Begin (8:00 a.m.) Late Registration (Fee imposed)
January 10	Thursday	Convocatum Est
January 11	Friday	Add/Drop Deadline
January 21	Monday	Martin Luther King Jr. Holiday (No Classes)
FEBRUARY 2013		
February 8	Friday	Deadline: Removal of Incomplete Grades (Fall 2011)
February 12	Tuesday	English Competency Examination Registration
February 14	Thursday	Honors Convocation
February 20-22	Wednesday - Friday	Mid-Term Examinations
February 23	Saturday	Residence Halls Close (Noon)
February 25	Monday	Deadline: Submission of Mid-Term Grades
February 25	Monday	Spring Break Begins
MARCH 2013		
March 1	Friday	Spring Break Ends
March 3	Sunday	Residence Halls Open (Noon)
March 4	Monday	Classes Resume (8:00 a.m.)
March 5	Tuesday	Deadline: Dropping Courses without Penalty "WP"
March 5	Tuesday	MAPP for Juniors (8:00 a.m. - Noon)
March 7	Thursday	Senior Day
March 11	Monday	Senior Major Field Achievements Tests (8:00 a.m.- Noon)
March 12	Tuesday	Academic Advisors Meeting
March 14	Thursday	Mathematics Competency Examination
March 14	Thursday	Charter Day
March 14	Thursday	Academic Advising & Registration - Fall 2012 Begin
March 22	Friday	Women's Leadership Conference
March 27	Wednesday	Academic Advising & Registration - Fall 2012 Ends
March 29-31	Friday-Sunday	Easter Break
APRIL 2013		
April 1	Monday	Classes Resume (8:00 a.m.)
April 3	Wednesday	Interdisciplinary Research Day
April 16	Tuesday	Recognition Day
April 19-23	Friday-Tuesday	Senior Exams
April 24	Wednesday	Senior Grades Due
April 25	Thursday	Last Day of Classes
April 26	Friday	Reading Day
April 27	Saturday	Spring Semester Final Examinations Begins
MAY 2013		
May 1	Wednesday	Spring Semester Final Examinations Ends
May 2	Thursday	1) Senior Grades Due by 12 noon 2) Residence Halls Close (5:00 p.m.) for First Year Students, Sophomores & Juniors 3) Faculty Vote on Senior Degrees (5:00 p.m.)
May 3	Friday	Baccalaureate Ceremony
May 4	Saturday	Commencement Residence Halls Close (5:00 p.m.) for Seniors & Commencement Participants
May 6	Monday	Deadline for Submission of Grades

Introduction
to Bennett College

History of the College

Bennett College was founded in 1873 as a coeducational institution through the inspiration of newly emancipated slaves. Its first sessions were held in the basement of St. Matthews Methodist Episcopal Church in Greensboro, North Carolina.

The Freedman's Aid and Southern Education Society of the Methodist Episcopal Church assumed responsibility for the support of the school. Lyman Bennett gave the first ten thousand dollars for the purchase of land and the erection of a building large enough to house the classrooms and also serve as a dormitory. Shortly thereafter, Bennett died of pneumonia while seeking funds for the purchase of a school bell. The institution was named Bennett Seminary in memory of Bennett, and the first building was named Bennett Hall.

Achieving college status in 1889 as a coeducational institution, Bennett graduated men and women who assumed positions of leadership in all walks of life. Two of the first Black Bishops in the Methodist Episcopal Church were graduates of the school. Early in the twentieth century, the Women's Home Missionary Society decided to build a college for the education of Black women. The Board of Education of the Methodist Church offered the Bennett College site for the project. The College was to be operated jointly by the Missionary Society and the Board of Education.

The reorganization of Bennett College was finalized in 1926, when it became a senior college for women. The physical plant consisted of nine buildings, occupying thirty-eight acres. There were 151 high school students and 10 college students. The College grew steadily and by 1930 had a student population of 138 young women.

Purpose and Mission

Bennett College is a small, private, historically Black liberal arts college for women. The College offers women an education conducive to excellence in scholarly pursuits; preparation for leadership roles in the workplace, society, and the world; and lifelong learning in a technologically advanced, complex global society. As a United Methodist Church-related institution, Bennett College promotes morally grounded maturation, intellectual honesty, purposeful public service, and responsible civic action.

The College welcomes students, faculty, and staff from diverse backgrounds, recognizing that the educational experience is enriched and strengthened when multiple voices are represented and heard. Operating in an interdisciplinary, learning-centered environment, students, working with faculty and staff, will learn to use sophisticated intellectual skills, think analytically, and solve problems in ways that respect a variety of viewpoints and deepen their understanding of different cultures. At Bennett College, education takes place in an environment of open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, create knowledge, and advance scholarship and personal empowerment. Students leave Bennett College prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, the struggles and accomplishments of women, and a realization of their own abilities and the possibilities to help change the world.

Philosophy

Bennett College's undergirding philosophy is that a high quality college experience should provide its women students with strong academic and cocurricular programs that encourage their personal development, endorse lifelong learning, and prepare them to meet the needs of an ever-changing society.

Bennett College values and respects every member of its community. As a United Methodist Church-related institution, the College believes that education should be related to humanitarian ends.

Educational Objectives

· To encourage experiences for free and open inquiry in a college community that emphasizes enduring ethical values and respects ethnic, cultural, and religious diversity.

· To provide a liberal arts education augmented with specific experiences in training and research that leads to a career, promotes post-graduate education, and encourages lifelong learning.

· To empower women to become leaders through learning experiences that develop critical and analytical skills, personal and social development, and foster compassion.

· Provide information and opportunities to enhance and practice effective communication skills.

· Provide a learning environment supportive of spiritual, mental, and physical well-being.

· Provide resources and training that will enable students to become proficient and ethical users of technology in a global society.

· Promote the pursuit of social justice and political activism by encouraging and enhancing the desire to serve society through service learning, and community and public service.

· Cultivate external partnerships to provide students with educational resources, personal and professional networking opportunities, and career and work-related experiences.

Educational Plan

If students are to realize their full potential as educated persons and contribute to society to their maximum capacities, their training at the undergraduate level must be thorough and must provide the opportunity to develop a value system and philosophy around which they can organize their lives. Therefore, Bennett College is committed to rigorous treatment of the fundamentals of specific subject matter areas and to a sound liberal education.

The education plan at Bennett College represents a structured whole. Three principle areas of campus life—the instructional, cocurricular, and residential—are brought to focus in a single effort to unify the educational experiences of the student. An attempt is made to maintain a delicate balance between the substance of general education and the career goals of the students. The theory behind this attempt is that the unity in such organization, when experienced by the student, leads to a fuller understanding of the necessity to strive for completeness in personal growth and development.

On the Bennett campus, there is a deliberate attempt to provide varied learning experiences in each of the three areas, so that every student in planning her program may be selective without running the risk of discovering serious gaps in her education along the way.

A young woman can participate in a field-studies project growing out of classroom experiences; serve as co-chair with a faculty member to plan a College or communitywide activity; or serve as a student assistant in a residence hall, an administrative office, or a science laboratory course. All of these activities are designed to aid in the development of greater sensitivity to social situations, as well as to create a positive attitude toward the responsibilities of citizenship in a democratic society. With this educational design, the College is better able to take specific account of the total development of the individual student.

Ethical Standards

Bennett College is committed to academic excellence rooted in personal integrity. Bennett College believes that talent without discipline is useless, and knowledge without character is perilous. Because the College's reputation is ultimately determined by those who earn a degree and wear its name, Bennett College insists upon evidence of personal growth and integrity in addition to academic excellence.

Attendance at Bennett College is a privilege, not a right. If, in the judgment of the College, a student's academic performance or personal conduct is substandard, the institution retains the right to deny the student further enrollment or to deny the student a degree.

All instructors authorized to teach at Bennett College are selected because of their academic credentials, professional experience, and personal character.

Instructors at Bennett College are considered uniquely qualified, not only to render objective and subjective judgment on the academic performance of students, but also upon the students' personal growth. Academic achievement, personal growth, and character will be considered in awarding a student a grade or a degree from Bennett College.

Bennett College Code of Conduct

Bennett College strives to provide education in an atmosphere consistent with the ethical standards and principles set forth in the New Testament of the Bible. The maintenance of high standards of personal behavior is essential to the preservation of the academic and moral atmosphere of the College. Personal integrity and high moral standards are central to the educational process. By enrolling in Bennett College, a student signifies her willingness and agreement to live in accordance with the following minimal ethical standards:

- Each student shall be honest in all behavior and conduct with the College. Any form of cheating, plagiarism, falsification of records, or the deliberate giving of false information to College officials is a breach of the ethical standards of the College.

- Each student shall respect the personal rights, safety, and health of others. There will be no verbal or physical abuse of any individual at Bennett College. No student shall disrupt or disturb the study of others, and there will be no disruption of College activities.

- Each student shall respect personal property. No student shall damage or misuse the property belonging to others, and there will be no damage or misuse of College property or facilities.

- Each student shall obey and honor specific standards of the College. Each student shall refrain from the possession, use, or distribution of any form of alcoholic beverage and/or controlled drug or substance while on the property of the College.

- Each student shall respond to administrative or faculty directives.

- Each student shall satisfy her financial obligation to the College.

- Violations of ethical standards expected of students may result in disciplinary action. Such action may take the form of a reprimand, probation, suspension, or expulsion from the College. Suspension or any disciplinary action short of expulsion is not considered punishment but part of the educational process.

- A student may be suspended for an indefinite period of time, depending upon the offense. Expulsion is permanent.

- To solidify this commitment to ethics, all Bennett students sign the Bennett Belle Honor Code during registration.

Pre-Alumnae Council

The Pre-Alumnae Council at Bennett College is a part of the National Pre-Alumnae Council and National Alumnae Council of the College Fund/UNCF. The purpose of the PAC is to stimulate the interest and participation of students enrolled at UNCF member institutions in the progress of their institution and UNCF. The organization also seeks to preserve and to further loyalty and fellowship among member institutions of the College Fund/UNCF, their faculties, staffs, students, and alumni/ae. Members of the Pre-Alumnae Council travel to local and national meetings, participate in on-campus programs, and serve as ambassadors of the College.

College Responsibilities

Each student has the right to expect Bennett College to conduct its business and programs in accordance with the highest ethical, moral, and legal standards. In identifying the ethical and moral standards to be followed by the College, one need only refer to the basic principles and standards presented in the New Testament of the Bible. Bennett is a Christian institution, and it will maintain the highest standards of Christian ethics and morality in dealing with students. Individualism is paramount to an understanding of the ethical standards of Bennett College. Each student is considered a unique individual, divinely created, and capable of becoming better each day.

Campus Resources & Facilities

The only historically African American college for women in the state of North Carolina and one of two historically Black colleges for women in America, Bennett College is located in the southeast

section of Greensboro, North Carolina. The campus comprises 55 acres of land and 32 buildings. In addition, the College owns 112 acres of land in Sedalia, North Carolina, which is to be developed as a women's research and training center.

The Campus

Global Learning Center, houses administrative offices of the President and Institutional Advancement. The GLC has four classrooms study rooms and a multipurpose room equipped with state of the art technology

Alumnae House, the oldest structure on campus, was built in 1915. It is used to house alumnae activities and offices

Wilbur F. Steele Hall, erected in 1922, is named for Reverend Wilbur Steele, president of Bennett from 1881 to 1889

Robert E. Jones Residence Hall, built in 1922, is named for the first Black minister elected as a general superintendent with full Episcopal responsibilities in the Methodist Church

John H. Race Administration Building, erected in 1925, is named for a Methodist Church Publishing House official and trustee of Bennett College. It houses Business and Finance, Human Resources, Global Studies and the Entrepreneurship Institute and Public Relations

Enrollment Management Center, houses the offices of Financial Aid and Admissions

Pfeiffer Residence Hall, constructed in 1924, was the nucleus of the current Bennett College campus and the first of five structures that bear some variation of the names of Mr. and Mrs. Henry Pfeiffer, the institution's most generous early benefactors

Black Hall, built in 1937 as Henry Pfeiffer Science Hall and renamed for Ethel F. Black, a Bennett College trustee, when, in 1967–68, a new Henry Pfeiffer Science Hall was built. It is one of two principal classroom buildings. The building houses the administrative offices of Enrollment Management, The Registrar's Office, the Division of Social Sciences and Education including the Departments of Business and Economics, Curriculum and Instruction, Political Science and Social Work/Sociology, and one computer laboratory

Annie Merner Residence Hall, bears the maiden name of Mrs. Henry Pfeiffer and was erected in 1937–38. It currently houses faculty offices and the The Institute For Academic Success (IAS)

Thomas F. Holgate Library, was built in 1939, named for a former trustee of Bennett College, and funded by the General Education Board of the Methodist Church. Renovations to this building were completed in 2004

Annie Merner Pfeiffer Chapel and **Little Theater**, erected in 1941, forms the north boundary of the quadrangle around which most of the major buildings cluster

Carnegie Building, formerly a branch library of the City of Greensboro, was acquired by Bennett College in 1967 and renovated for use as a center for outreach programs. This facility houses the Truth and Reconciliation Archives and a portion of Information Technology (IT)

Jessie M. Reynolds Residence Hall, built in 1948, was named for Mrs. Reynolds, a Bennett College trustee from 1936 to 1948 and president of the Woman's Division of Christian Service of the Methodist Church from 1940 to 1948

David D. Jones Student Union, erected 1949–50, was named for the president of the College from 1926 to 1955, and is said to have been the first building erected as a student union on a predominantly black college campus in North Carolina. It houses the dining hall, central storeroom, bookstore, snack bar, post office, SGA offices, Commuter Student Lounge, Bennett Boutique and recreational areas as well as the offices of the Student Affairs, Career Services, Residence Life, and Student Activities

Martin Dixon Intergenerational Center, the Bennett College laboratory preschool, is used as a pre-observational and training site for elementary education majors prior to their official field experiences in a public school setting. The first five-star, licensed child-care facility in Guilford County, the preschool is also used by other departments in the College for students to gain exposure to and experiences in working with young children. The Martin Dixon Intergenerational Center also serves as a training/field exposure site for the Department of Curriculum and Instruction, Department of Psychology, Department of Political Science and Social Work/Sociology, and the Department of Visual and Performing Arts

The President's Home, forms the south base of the College quadrangle and was constructed in 1955

Laura H. Cone Residence Hall, was built in 1961–62. Mrs. Cone was a Bennett College trustee and chairperson of the Trustee Committee on Buildings and Grounds

The Ida Haslip Goode Health and Physical Education Building, is named for a long-time trustee of Bennett College who was also president of the Women's Home Missionary Society of the Methodist Church. The gymnasium contains an Olympic-style swimming pool, a standard basketball court, a combined stage and ballet studio, a corrective exercise gymnasium, faculty offices, four classrooms, and a seminar-conference room. This facility provides classrooms for the Early/Middle College High School at Bennett, a partnership program with the Guilford County School System

Willa B. Player Residence Hall, this residence hall, was named for the first woman president of Bennett College (1955–66) and was occupied for the first time in the fall of 1967

Henry Pfeiffer Science Building, was built in 1968. In addition to classrooms and laboratories, this structure contains four computer laboratories, one electronic classroom, an animal laboratory with an adjacent greenhouse, and the faculty development resource room and faculty lounge

The Honors Residence Hall, completed in 2010, is the largest residence hall. This facility has a capacity for 144 honor students, guest suites, seminar room to accommodate lectures and special programs and a computer lab for the residents

Pfeiffer Science Computer Laboratories, The computer labs serve all students on campus in a wide variety of disciplines. The computer labs, located on the first floor of Pfeiffer Science

Building, are used as electronic classrooms for specific classes as well as for general academic purposes. Among the software available are word processing, spreadsheets, mathematics and statistical programs, computer programming languages, a large test bank, and electronic lecture notes in mathematics and the sciences. The labs are available for student use throughout the day and evening hours

Rose Catchings Complex, built in 1981, houses the administrative office of the Provost and Senior Associate Provost of the College; Student Health Services, Counseling Center, Information Technology (IT) and Administrative Services

Merner Pfeiffer Plant – Journalism and Media Studies Building, was adapted for reuse as an academic building in 2009. This historic building originally constructed in 1935 as the heating plant for the campus, houses the Department of Journalism & Media Studies and is equipped with state-of-the-art technology to fully support the curriculum and instruction for this degree program

Micro Teaching Laboratory. The Bennett College Micro-Laboratory for Effective Teaching, housed in the Department of Curriculum and Instruction in Black Hall, is a simulated laboratory equipped with technological capabilities. Designed to enhance the teaching skills of students enrolled in the Teacher Education Program, the Micro-Lab provides opportunities for self-observance, self-assessment, reflection and exposure to best-practice methods, techniques, and materials prior to actual engagement in pre-professional practicum and student teaching experiences

Accreditation and Memberships

Since the reorganization of the institution as a college for women, it has achieved high accreditation. In 1930, on the graduation of its first four women with the Bachelor of Arts degree, the "A" rating was granted the College by the North Carolina State Department of Education. This same rating was granted the College in 1936 by the Southern Association of Colleges and Schools.

Today the College continues with its Southern Association of Colleges and Schools (SACS) accreditation and is also accredited by the Council of Social Work Education (CSWE), and the National Council for the Accreditation of Teacher Education (NCATE).

In 1957, Bennett was one of the first Black colleges to be admitted into full membership in the Southern Association of Colleges and Schools. Other organizations in which the College holds or has held membership include: the American Association of Colleges, The Commission on Black Colleges of the University Senate, the American Association of Registrars and Admission Officers, the American Council of Education, the American Association of Colleges of Teacher Education, the College Fund/UNCF, the Council on Independent Colleges, the Women's College Coalition, the North Carolina Association of Independent Colleges and Universities, the NC-Piedmont Automated Library System (NC-PALS), the Greater Greensboro Consortium, and the New York University Faculty Resource Network.

Bennett College has graduated over 5,000 young women since 1930.

Admissions

Admission Policies

Bennett College welcomes applications from women who seek an excellent liberal arts education and who possess the ability, determination, and character necessary to meet Bennett's standards.

Bennett adheres to a rolling admissions practice, which means that the College will continue to accept applications until the class is full. Additionally, admissions decisions will be sent as soon as possible after a student's file is complete. The Office of Admissions staff uses a combination of factors to determine if an applicant should be admitted.

Bennett College does not discriminate on the basis of race, color, disability, religion, sexual orientation or national and ethnic origin in the admission of its students.

Admission Prerequisites

Applicants must submit the following information with an application according to their appropriate category:

First-Year

- Official high school transcript or GED certificate **(FINAL *official high school transcript <u>required</u> by August 1)**
- Standardized Test Scores (SAT/ACT) (optional)
- Personal essay or writing sample (optional)
- Nonrefundable application fee

(*Final High School transcript includes actual graduation date; designee signature/school seal)

HIGH SCHOOL REQUIREMENTS

REGULAR ADMITS:	Must have a High School GPA of 2.4 or higher
EMERGING SCHOLARS:	Must have High School GPA of 2.0 – 2.39

Emerging Scholar Status

The Emerging Scholar Status provides admission for students who have indicated potential success as determined by the Office of Admissions. Students with Emerging Scholar status must adhere to specific guidelines set forth by the Institute for Academic Success of Academic Affairs.

Prospective first-year students should take an academic program in high school that will prepare them for a successful Bennett experience.

Students must meet the following six subject area requirements (18 units):

Subject Area	Units
1. English	4
2. Math (Algebra 1, Geometry, Algebra 2, Trigonometry, Pre-Calculus or other)	3
3. Foreign Language	2
4. Natural & Physical Science, Biology, Chemistry, Physics)	2

5. Social Science (Government, Civics, U.S. History, World History)	2
6. Academic Electives	5
Total	**18**

Transfer

- Official college transcript
- FINAL *Official high school transcript or GED certificate must be submitted for students who have fewer than 26 college credit hours (Required by August 1)
- Personal statement (optional)
- Nonrefundable application fee

(*Final High School transcript includes actual graduation date; designee signature/school seal)

International Students

- Official transcript of all academic work (English translation), with transcript guide of secondary courses and validation of post-secondary A-1 level courses (all transcripts must have English translation), must be submitted to World Education Services (WES) for verification and evaluation. International students are responsible for all costs associated with transcript evaluation. As such, the application fee is waived.
- Statement of Financial Readiness
- Personal statement
- Two (2) Letters of Recommendation (one must come from school counselor)

An I-20 cannot be issued until verification of financial readiness has been provided.

Additionally, upon arrival on campus, all international students who are not citizens of the United States, MUST report to the Bennett College Office of the Registrar with an official passport, visa, and other relevant documents attesting to their status as students or visitors. Copies of documents will be made for official College use. The student will receive and be required to complete the Bennett College *Rights and Responsibilities Form*, which provides international visitors with protective legal information.

Types of Admission

Re-Admit

- Application for Readmission (to be processed by the Office of Enrollment Management)
- Nonrefundable application fee

Reenrollment Policy

Students who have not attended Bennett College for one or more semesters and left in good academic standing (at least 2.0 cumulative grade point average) must submit an application for readmission to the Office of Enrollment Management prior to re-entry. If she has attended another college or university during her absence from Bennett College, an official transcript from the visiting college or university must be received and must be considered in evaluating the student's readmission. The student must receive clearance to re-enroll from several areas of the College prior to an admission decision. These areas include, but may not be limited to: Academic Affairs,

Student Affairs (for conduct matters), Health Center (for North Carolina immunization compliance), and Business Office (for fiscal matters).

Part-time Students: Students enrolled in fewer than twelve (12) semester hours are classified as part-time.

Special and Unclassified Students: A non-degree seeking student may enroll in courses at Bennett College as a special student. A special student can apply to change her status to that of a regular student upon the successful completion of 12 credits hours of work at Bennett College. Students who seek course credit to qualify for admission to graduate or professional school are given unclassified status.

Notification of Acceptance

An applicant is notified in writing of the status of her application after the receipt and review of all required credentials. Under no circumstances should applicants report for registration without having received written notification of acceptance. Upon notification of acceptance, the applicant is requested to send $250 (nonrefundable) enrollment fee to secure a place in the class.

Health Records

Immunization records are required by the State of North Carolina within 30 days of enrollment. Failure to provide health certification records will result in cancellation of registration and removal from campus until the records are provided.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM Articulation Agreement

W North Carolina Community College System Comprehensive Articulation Agreement

Beginning in 1998–99, Bennett College accepts students from the North Carolina Community College System as transfer students to the College under the terms and conditions set forth by the Comprehensive Articulation Agreement (CAA) prepared in response to House Bill 739 and Senate Bill 1161, (1995 Session for the General Assembly).

According to the Comprehensive Articulation Agreement:

I. Bennett College agrees that any student who earns an Associate in Arts or Associate in Science degree from a member college of the North Carolina Community College System (under the terms and conditions of the Comprehensive Articulation Agreement) and who meets the College's admission standards is eligible to apply and may expect the following if admitted:

- A student who has completed the General Education Core as outlined by the Comprehensive Articulation Agreement shall be considered to have fulfilled the lower division, institution-wide general education requirements of Bennett College. To be eligible for inclusion in this policy, the student must have an overall grade point average of 2.0 and earned grades of C or better on all general education core courses.
- An additional 20–21 semester hours of approved college transfer courses or the completion of the Associate in Arts or Associate in Science degree shall be accepted as transfer credits, if successfully completed with an earned grade of C or better.
- A student who has successfully completed the Associate in Arts or Associate in Science degree with an overall grade point average of 2.0 and an earned grade of C or better on all courses shall receive 64 semester hours of credit and junior status upon admission to Bennett College.

II. Bennett College agrees that students who have attended a member college of the North Carolina Community College System without completing the degree requirements for an associate degree, but who otherwise meet the College's admission standards are eligible to apply and may expect the following if admitted:

- A student who has completed the General Education Core requirements with the proper distribution of hours as outlined in the Comprehensive Articulation Agreement but who has not completed an associate's degree, shall be considered to have fulfilled the lower division, institution-wide general education requirements of Bennett College. To be eligible for inclusion to this policy, the student must have an overall grade point average of 2.0 and earned grades of C or better on all general education core courses.
- A student who has completed any part of the General Education Core shall receive transfer credit for those general education courses that have been satisfactorily completed with a grade of C or better. Note: Study area of History/Philosophy/Religion (3 semester credits) is a course requirement for graduation for all students including transfers from the North Carolina Community College System.

Fiscal and Course Registration Procedures for Articulation Agreements

Registration as it relates to Bennett College: the following procedures must be completed in a satisfactory manner in order for a student to be classified as officially enrolled for a designated term.

Course Registration

Students will proceed with course registration following one of the procedures outlined below:

Early Registered Students

- Must have completed Early Registration the previous semester.
- Meet individually with faculty advisors to arrange and complete a *Course Registration proceed to BELLENET* for online registration. (12 hours or more for fulltime) Your course will sit in "Reserve" until your advisor view and approve. Students who Early Registered for at least 12 credit hours can proceed to:
  - Ö Residence Life
  - Ö Business Office and/or Financial Aid for completion of the Early Registration Process. Completing Early Registration you are not required to return until the 1st Day of class (no fee will be imposed).

IMPORTANT - Upon returning you must CHECK-IN AT THE R.E.A.L. STATION (VERIFYING YOUR RETURN)

Enrollment is completed for a student to proceed to class when the above Check-in stations are successfully cleared and an electronically validated identification card is issued or updated.

Students Who Did Not Early Register

- Meet individually with faculty advisors to arrange and complete a *Course Registration* and/or proceed to *BELLENET* for online registration. (12 hours or more for fulltime) Your course will sit in "Reserve" until your advisor view and approve.
- Proceed to the Check-in site (see below) for completion of the enrollment process (validation).

Fiscal Registration

- Report to the Check-in Site and complete/clear the following stations:
  - Ö Check-in
  - Ö Health Center
  - Ö Course Registration
  - Ö Residence Life
  - Ö Financial Aid
  - Ö Student Accounts/Cashier (payment of cost of attendance)
  - Ö Student ID
  - Ö Mail Center

- Enrollment is completed for a student to proceed to class when all of the above Check-in stations are successfully cleared and an electronically validated identification card is issued or updated.

Advanced Placement, CLEP, and Credit by Examination

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Bennett College. A student may earn a maximum of 12 semester credit hours as a result of AP, Credit by Examination, CLEP examinations, or any combination of the three. Official results from AP Tests must be sent to the Office of Admissions. CLEP options are identified by the Institution. Bennett College neither accepts, considers, nor evaluates credit toward any non-academic work such as experiential learning or any other related form of study.

Policy For Advanced Placement (AP).

Students enrolled in Advanced Placement (AP) courses at the secondary school level who score a 3 or better on the AP Examination may receive Bennett College credit.

Policy For College Level Examination Program (CLEP).

Students may receive credit for the College Level Examination Program (CLEP) based on the current score recommendations of the American Council of Education.

Expenses and Financial Aid

2012–13 Tuition And Fee Schedules

Estimated Charges for On-Campus New/Transfer Students

Fee	Fall 2012	Spring 2013
Tuition	$7307	$7,307
Comprehensive Fee[2]	1,090	1,090
Room: Double	1,849	1,849
Room: Single or Apartment	2,510	2,510
Room-Honors Residence Hall	1,849	1,849
Board/Meal Plan	1,865	1,865
Student Insurance [4]	460	746
Room Breakage Fee[1]	100	0
Orientation Fee[1]	125	0
Total *based on Double Room*	12,796	12,857
Total *for academic year 2012–13 based on Double Room*		**$25,653**

[1] *First-time registration charge*

Estimated Charges for On-Campus Returning Students

Fee	Fall 2012	Spring 2013
Tuition	$7,307	$7,307
Comprehensive Fee[2]	1,090	1,090
Room: Double	1,849	1,849
Room-Honors Residence Hall	1,849	1,849
Room: Single or Apartment	2,510	2,510
Board/Meal Plan	1,849	1,849
Student Insurance [4]	460	746
Total *based on Double Room*	12,571	12,857
Total *for academic year 2012–13 based on Double Room*		**$25,428**

Miscellaneous Fees for On-Campus Students

Duplicate ID	75.00		
Credit Hour Overload	75.00	Key Replacement	25.00
Car/Parking Permit	60.00	Graduation Fee	125.00
Room Reservation Fee[3]	100.00		
Late Registration Fee	200.00		
Lab Fees	5.00 – 110.00		
Books and Supplies	Varies		

[2]*Comprehensive Fee Includes:*

Athletics	Key Fee	Student Publications
Communication Access	Lyceum	UNCF
Health Services	Post Office Box	
HEAT Bus Pass	Pre Alumnae	
ID Validation	Student Activities	

[3]Room Reservation Fee is nonrefundable

[4]Student Insurance may be waived if the Waiver Process is successfully completed

2012–13 Tuition And Fee Schedules

Estimated Charges for Off-Campus New/Transfer Students

Fee	Fall 2012	Spring 2013
Tuition	$7,307	$7,307
Comprehensive Fee[2]	900	900
Orientation Fee[1]	100	0
Student Insurance [4]	460	746
Total	8,767	8,953
Total *for academic year 2012–13*		**$17,720**

[1] *First-time registration charge*

Estimated Charges for Off-Campus Returning Students

Fee	Fall 2012	Spring 2013
Tuition	$7,307	7,307
Comprehensive Fee[2]	900	900
Student Insurance [4]	460	746
Total	8,667	8,953
Total *for academic year 2012–13*		**$17,620**

Miscellaneous Fees for Off-Campus Students

Credit Hour Overload	$ 75.00
Car/Parking Permit	60.00
Graduation Fee	125.00
Late Registration Fee	200.00
Key Replacement	25.00
Duplicate ID	75.00
Lab Fees	5.00 – 110.00
Books and Supplies	Varies

Part-Time Fees

Tuition (per credit hour)	$609.00
Comprehensive Fee[2]	900.00

[2]*Comprehensive Fee Includes:*

Athletics		
Communication Access	Key Fee	Student Activities
HEAT Bus Pass	Lyceum	Student Publications
Health Services	Post Office Box	UNCF
ID Validation	Pre Alumnae	

[4] Student Insurance may be waived if the Waiver Process is successfully completed.

The College reserves the right to change tuition and fees as approved by its Board of Trustees.

Payments

Bennett College requires promptness in the payment of bills. Statements of accounts are sent to each student. Payment of a student's fees should be in the form of a cashier's check, certified check, money order, cash, or credit card. The full name of the student and her Identification Number should be included on any form of payment. MasterCard/Visa/AMEX/Discover payment may be made via Bellenet by logging into the student's account or through the Office of Business and Finance either by telephone or in person.

Students are expected to pay the balance of their semester costs (reduced by the payment plan and expected financial aid) prior to registration. Each student is responsible for any balance on her account during the semester. No student who has an outstanding balance will be permitted to register for a subsequent semester. In no case can a student receive a diploma, a transcript, or a statement of honorable separation from the College before satisfactorily settling all her accounts with the College. Fees and expenses for room and board have been determined based on present conditions. The College reserves the right to make increases during the course of the year if warranted by economic conditions.

Students are required to acknowledge in writing that her student account at Bennett College is in her name and is ultimately her financial responsibility. Furthermore she must understand that any amount uncollected when she leaves the College could be subject to collection fees.

All fees must be paid before a student receives grades or transcripts.

Bennett College Tuition Payment Plan

Many parents and students seek convenient payment plans to meet the cost of college tuition and fees. In order to respond to the inquiries and needs of each family, the Business and Finance office of Bennett College offers the Bennett College Tuition Payment Plan. Features of this installment arrangement include the following:

- Parents and students decide, in advance, on the amount to be paid in installments, in accordance with a defined payment schedule.
- Payments received will appear on the student's account.
- The amount NOT covered by either the monthly payment plan or financial aid is payable before the time of registration for each semester.
- The processing fee for this plan is $55.
- No credit reference is necessary for participation in this payment plan; however, failure to honor the agreement can result in forfeiture of this privilege.

First-Year And New Students: First-year and new students are required to pay a $250 enrollment deposit that should be submitted with a housing card, to the Office of Admissions. These fees are not refundable. The deposit will be applied to the student's account and will reduce the amount due for the first semester.

Returning Students: Students who plan to live on campus must pay the **$100 housing** deposit no later than April 30.

Student Health Insurance

As required by the **Federal Affordable Health Care Act** that became law in 2012, all students must purchase Health Insurance if they are not already covered by an appropriate plan as a family member, until they are 26 years old. An electronic waiver process is available at the Bennett College web page under the **Health Care link**. The required plan covers preventive and emergency care for the entire year for students on and off campus. The Health Center is responsible for providing information about the **Affordable Health Care Act** and the plan available at Bennett College, as well as referrals to local healthcare providers.

Student Activity Fee

Some student organizations have established an activity fee for each student in the College (included in the comprehensive fee). Funds from the activity fee are managed by the elected student leaders of the College under the direction of the Office of Student Affairs.

Residence Hall

Students living in the residence halls are required to pay a $100 deposit for possible breakage or damage. The deposit is required by registration. This deposit is refundable to the student when she graduates or officially withdraws from the College. Refunds will be honored upon request to the Office of Business and Finance and upon receipt of satisfactory reports from the residence director after the student vacates the room.

The Office of Residence Life assigns two students to a room. Students who request and occupy single rooms pay an additional room charge for each semester and are assigned to single rooms based on availability. Students desirous of a particular roommate should make a written request to the Director of Residence Life. The institution will make every effort to honor such requests, but cannot make guarantees.

Student Teaching Fee

The fee for student teaching is $150 per semester. Seniors are reminded that each student is personally responsible for the expenses of her student teaching experiences, including transportation and incidentals. Additionally, a fee is required for the Praxis II Examination.

Applied Music Fees

Music students take individual lessons and/or group lessons on selected instruments.

Music 181-182: Private Instruction (2 hours)	$110.00 per semester
Music 183-184: Private Instruction (1 hour)	$110.00 per semester
Music 185: Private Instruction (4 hours)	$110.00 per semester

Laboratory Fees

The fees for laboratory courses range from $5.00 to $110.00 per semester course. This includes all courses in which laboratory supplies and the use of equipment are essential, such as art,

education, foods, clothing, word processing, courses in the sciences and so on. These fees are included in the following list:

Art	up to $ 20.00
Biological Science	20.00
Principles of Biology	25.00
Calculus-Based Physics I or II	25.00
Chemistry Courses	up to 25.00
College Physics I or II	25.00
Field Instruction (Social Work)	100.00
Freshman Orientation Week	125.00
Physical Science	18.00
Swimming	5.00
Teaching Practicum	75.00
Education 370 (Professional Knowledge Exam)	85.00
Education 200 (Praxis I)	105.00
Physiological Psychology	20.00

Charges for a course overload cannot be changed after the Drop/Add period even though the approval to drop a course has been received.

Refunds for Tuition and Fees

Bennett College will grant refunds to students provided the following conditions are satisfied: (1) all financial obligations are met; and (2) all payments applied to the student's accounts create an overpayment (credit balance).

Under no circumstances will a refund check be issued outside of the above conditions. Refunds from scholarships, grants, etc., will be made within the agency guidelines for issuance of refunds. Refund via the Sallie Mae Debit Card Program will be issued after all obligations are cleared. All students receiving a refund payment will be required to register for a debit card. Refunds recipients with PLUS loans will receive their payment via a check issued by Sallie Mae and mailed to the parent's address. Official College identification must be presented to the Cashier to receive a check.

All withdrawals from the College must be made through the Office of the Registrar. The date of withdrawal is the day on which the student files an official withdrawal form with the Office of the Registrar. After the official withdrawal, any applicable tuition refund, to students who paid the regular tuition upon registration, will be made. The tuition refund shall be made in accordance with the following schedule:

Withdrawal Within:

First Two Weeks	90% credit
Three to Four Weeks	50% credit
Five to Eight Weeks	25% credit
After Eight Weeks	No Refund

For students living on campus, charges for a minimum of three weeks board and lodging will be assessed regardless of the date of withdrawal.

Financial Aid

The Office of Financial Aid is a provider of accessible and affordable education experiences to students by offering a variety of financial opportunities.

The purpose of the Bennett College Office of Financial Aid is to assist students and their families in locating the resources necessary for financing their education. The Office of Financial Aid administers need-based and non-need-based funds in the form of grants, scholarships, loans, and work-study. These funds originate from federal, state, private, institutional, and other sources.

Applicants seeking financial aid must submit the Free Application for Federal Student Aid (FAFSA). The priority deadline is March 15th of each year. The purpose of the priority deadline is for students to be considered for grants within their own state. The application can be completed online in order to facilitate the purpose.

Processing of the FAFSA generally takes 3 to 5 business days electronically and 4 to 6 weeks by the federal processor via mail. After this time, you should receive a current Student Aid Report (SAR). If you list Bennett College as your school of choice, the Office of Financial Aid will be able to receive an ISIR (Electronic SAR). **Bennett College's Title IV school code is 002911.**

Office Location:	**Office Hours:**
Enrollment Management Center	Monday–Friday
Gorrell Street	8:00 A.M.–5:00 P.M.

Contact Information:

Office of Financial Aid	(888) 370-8678 phone
Bennett College for Women	(336) 517-2204 fax
900 E. Washington Street	financial_aid@bennett.edu
Greensboro NC 27401	

Eligibility Criteria

Eligibility for financial aid is determined by the U.S. Department of Education from information provided on the FAFSA—Free Application for Federal Student Aid—which is often referred to as the need analysis document. A need analysis is a systematic method of measuring the ability of the student to pay for educational costs and student's eligibility to receive funds from federal, state, institutional, and/or other need-based financial aid programs. The FAFSA is the first step of the financial aid process. A completed FAFSA application is required in order to receive an award letter from Bennett College.

Cost of Attendance

Is defined as the total cost of attending college to include tuition, fees, room, board, books and supplies, transportation, and miscellaneous expenses as determined by the college business office. If you have questions about the cost of attendance, please contact the Office of Student Accounts, (336) 517-2121.

Deadlines

Interested students may begin to apply for financial aid as early as January 1st annually. If you plan to file a tax return, we recommend that you complete it before completing the FAFSA application. In order for your financial aid process to run smoothly, prior to enrolling at Bennett College, it is imperative that you adhere to the timeline. The deadlines below are strictly enforced as there are some programs that are based on funding availability, *e.g., SEOG, Perkins, Work Study, State Programs, etc.*

If you are interested in receiving the maximum possible award, please complete your FAFSA and submit all of the requested documents by the priority deadline of March 15 each year. Effective during the 2012-2013 Academic Year, colleges are required to obtain tax transcripts for students who are selected for verification. Transcripts can be ordered by calling IRS (Internal Revenue Services) at 1-800-908-9946.

Deadlines	**Dates**
Priority Deadline	March 15
Fall	August 1
Spring	December 1

Apply

The Free Application for Federal Student Aid (FAFSA) is the first step in the financial aid process. The FAFSA is used to apply for federal student aid such as grants loans, work-study, non-federal, and scholarship aid. Each student must complete the FAFSA and sign the application electronically with her personal identification number (PIN). A second PIN will be required for the custodial parent if the student is classified as a dependent student. Please follow the three steps below to complete the FAFSA application process.

1. Obtain a PIN # à www.pin.ed.gov
2. Complete the FAFSA à www.fafsa.ed.gov
3. Submit Competed forms as requested à Institutional Application

Types of Aid

There are **four** types of financial aid available to all students who meet the eligibility requirements. Financial Aid comes in the form of federal and state grants, scholarships, work study, and student loans.

Grants

Grants are classified as “free money” or forms of financial assistance that do not have to be repaid. Grants are often based upon funding availability, financial need, merit, and academic progress. Federal and state grants are the two types of grant opportunities.

Scholarships

Scholarships are also classified as “free money” or forms of financial assistance that do not have to be repaid. Scholarships are often based upon criteria set by the donor, unmet need, merit, and funding availability. Scholarship inquiries for new students should be directed to the Office of Admission and inquiries for continuing students should be directed to the Office of Financial Aid.

Work Study

Work Study is a form of financial assistance awarded through on or off campus student employment opportunities. Interested students should complete the FAFSA as early as possible. Work Study is awarded based on eligibility and availability of funds.

Loans

Student loans are forms of self-help financial assistance that must be repaid. Student loans are completely optional and are often used to aid in meeting the cost to attend college. Federal loans are available regardless of income level or credit history. Students and parents should always exhaust federal loan options first before considering a private loan.

Federal & State Grants

Federal Pell Grant—The Federal Pell Grant program is a federal grant funded through the United States government made available to all undergraduate students who demonstrate financial need. Eligibility and financial need are determined through successful completion of the Free Application for Federal Student Aid. Federal Pell Grants are considered to be the "foundation" upon which all other financial aid is awarded. The maximum annual amount for aid depends on the federal budget approved by Congress. Students must be U.S. citizens or eligible noncitizens either enrolled or planning to enroll for the upcoming term. There is a standard formula established by Congress used to evaluate the information reported on the FAFSA. The Expected Family Contribution (EFC) number recorded on the FAFSA determines the award amount. Federal Pell grants are a source of financial assistance that does not have to be repaid.

Federal SEOG Grant—The Federal Supplemental Educational Opportunity Grant (SEOG) program is a form of campus-based aid funded through the United States government awarded to colleges and universities for students who meet the same eligibility requirements as the Pell Grant program. Students must demonstrate need and are required to complete the FAFSA. Due to funding limitations, it is recommended that all applicants complete the FAFSA early. SEOG grants at Bennett College are awarded up to $800 annually. SEOG grants are also a form of financial assistance that does not have to be repaid.

Federal TEACH Grant—Through the College Cost and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low income families. Interested students must complete the FAFSA, be a U.S. citizen or eligible noncitizen, maintain a cumulative grade point average of 3.25, and sign a TEACH agreement. If the student fails to complete the service obligation, the TEACH grant will be converted into a Federal Direct Unsubsidized Stafford Loan. The loan will then have to be repaid and interest will be charged from the disbursement date of the grant.

North Carolina Need Based Scholarship (NCNBS)—The NCNBS grant is available to North Carolina residents, who are enrolled or planning to enroll in college. The NCNBS program is a need based scholarship contingent upon funding availability and early completion of the

FAFSA. Students must complete a NCNBS application (short form or long form) and be enrolled at least half-time. Awards usually arrange from $3,600 to $6,800 annually.

DC TAG Grant—The DCTAG grant is available to students from the District of Columbia in the amount of $2,500 and $10,000 annually. The deadline is June 30 each year. The D.C. application process is enforced. For more information, please visit the Web site made available by the Office of the State Superintendant at www.osse.dc.gov.

DC Achievers Scholarship—The DC Achievers Scholarship Program is a multifaceted scholarship program that supports students from six high schools in Washington, DC with a high percentage of low-income students. It is funded by a grant from the Bill & Melinda Gates Foundation. The first cohort of applicants was selected in 2007 and entered college in 2008. Achievers Scholars receive support services while in high school and through their college career. The DC Achievers Scholarship supported up to $11,400 in scholarships per student this year. For more information, please visit www.collegesuccessfoundation.org.

DC CAP Grant—The DC CAP grant is available in the amount of $2,000 to students who graduated from a D.C. public high school. The high school guidance counselor coordinates the process.

Rhode Island Grant—The Rhode Island grant is available in the amount of $1,400 annually to students whose permanent residence is Rhode Island. The amount may change pending state legislation.

PHEAA Grant—The Pennsylvania Higher Education Authority grant is a program available to students from Pennsylvania who demonstrate unmet financial need. The amount of the PHEAA grant is $400 annually. The amount may change pending state legislation.

Scholarships

Scholarships are forms of "free" money that do not have to be repaid. Bennett College currently offers four types of scholarships: Institutional Scholarships, Endowed Scholarships, Restricted Scholarships and Non-Endowed/External Scholarships. Scholarships at Bennett College are donor specific and are awarded to students based on criteria. Scholarships are awarded as merit and/or unmet need.

Prospective students scholarships awarded through Bennett College are determined by the Office of Admission where your SAT/ACT scores are recorded and your grade point average from high school is on file. You may call 1-800-413-5323 for further information regarding the process. If you are deemed eligible for a scholarship, the **Office of Admission** will forward your scholarship award to Financial Aid for inclusion in your award letter. If it is determined that you are a recipient, the scholarship award will be included in your financial aid offer letter or in some cases, a revised award offer letter.

Continuing students scholarships awarded through Bennett College will become available after final grades have been submitted and 2012-2013 classifications have been confirmed through the Office of the Registrar. Please note that your academic progress and funding availability will

determine your eligibility for “institutional” scholarships. Institutional scholarships are also pro-rated for students who choose to live off-campus. On Campus students receive the full-amount of eligibility. All Institutional awards are considered “discounted” scholarships that are based on funding availability. Please check your Bennett e-mail as we will send electronic announcements regarding scholarship opportunities that require an application.

Scholarship Committee

Bennett College has a scholarship committee that consists of faculty and staff persons representing various areas on campus. The Scholarship Committee reviews applicants, student profiles, institutional, endowed, restricted and donor specific programs throughout the year.

Work Study

Federal Work Study (FWS) consists of student employment opportunities throughout the campus. Work Study at Bennett College is a form of campus-based financial aid where funding availability and FAFSA eligibility determines the recipients. Federal Work Study provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. The FAFSA serves as the application. Student recipients are compensated once each month at a rate of $7.00 per hour, on campus, and $8.00 per hour, off campus.

All Federal Work Study recipients are notified through their financial aid award offer letter. Further contact will be made from the Work Study Coordinator to complete the necessary forms prior to participating in the program.

Loans

Federal loans allow students and their parents the opportunity to borrow money to help pay for college through programs supported by the federal government. Bennett College currently participates in the William D. Ford Federal Direct Loan Program. Federal loans offer borrowers benefits that are not typically found in private loans, which includes low, fixed interest rates, income based repayment plans, loan forgiveness, deferment, and forbearance options.

Federal loans are available regardless of income level or credit history. Students and parents should always exhaust federal loan options first before considering a private loan. Completion of the FAFSA is required to apply for federal loans.

Types of Federal Loans

There are currently four types of federal loans available to assist students with paying for college. The four types of loans consists of Federal Stafford Subsidized Loans, the Federal unsubsidized loan, the Federal Perkins loan, and the Federal PLUS loan (Parent Loan for Undergraduate Students). Each student is required to complete a loan entrance counseling session upon accepting a federal loan as a first-time borrower. In addition, prior to separating from the college through withdrawal, transfer, or graduation, the student is required to complete a loan exit counseling session.

Federal Stafford Subsidized Loan

The Federal Stafford Subsidized Loan program is a need-based loan made available to students as a means of financial aid to help cover the cost of attendance. Federal Stafford loan amounts are determined based upon student enrollment and classification. The current interest rate is 6.8% and repayment begins six months after separation or graduation from college and if the student falls below half-time status. The government pays the interest on the subsidized loan while the student is enrolled. A credit check is not required for this loan, however, completion of the FAFSA serves as the application.

Year In School	**1st year**	**2nd year**	**3rd year**	**4th year**
Classification	**Freshwoman**	**Sophomore**	**Junior**	**Senior**
Earned Credit Hours	**0–25**	**26–57**	**58–91**	**92 +**
Subsidized Loan Amounts	$3,500	$4,500	$5,500	$5,500

Federal Stafford Unsubsidized Loan

The Federal Stafford Unsubsidized Loan program is a loan made available to students as a means of financial aid to help cover the cost of attendance. Federal Stafford loan amounts are determined based upon student enrollment and classification. The current interest rate is 6.8% and repayment begins six months after separation or graduation from college. The student is responsible for the interest, which may be paid while the student is in school or accrued and then added to the principal balance when the student enters repayment. A credit check is not required for this loan, however completion of the FAFSA serves as the application.

Year in School	**1st year**	**2nd year**	**3rd year**	**4th year**
Classification	**Freshwoman**	**Sophomore**	**Junior**	**Senior**
Earned Credit Hours	**0-25**	**26-57**	**58-91**	**92 +**
Unsubsidized Loan Amounts	$2,000	$2,000	$2,000	$2,000

Federal Perkins Loan

The Federal Perkins loan program is a need-based loan made available to students as a means of financial aid to help cover the cost of attendance. The current interest rate is 5% and repayment begins nine months after separation or graduation from college. At Bennett College, the loan amounts range between $1,000 and $4,000 within a school year. The college is the lender, the FAFSA is required as the application, and the student must demonstrate exceptional need. The amount of Federal Perkins loan award is contingent upon enrollment, annual funding availability, collection efforts, and the colleges default rate.

Federal PLUS Loan

The Federal Plus Loan program is a Parent Loan program for Undergraduate dependent Students. PLUS loans are means of financial aid that allow the parent to borrow money to help

the student pay the cost of attending college. PLUS loans require a credit check and in some instances an eligible cosigner. The interest rate is currently 7.9% and repayment begins following the final disbursement for the year. Parents have the option to defer payment on the loan until after the student graduates. Interested parents must initiate the deferment request with Direct Loans. The amount of the PLUS loan cannot exceed the annual cost of attendance. If the parent is denied the parent plus loan due to credit, the student will become eligible to receive an additional unsubsidized loan in her name.

Year in School	**1st year**	**2nd year**	**3rd year**	**4th year**
Classification	**Freshwoman**	**Sophomore**	**Junior**	**Senior**
Earned Credit Hours	**0–25**	**26–57**	**58–91**	**92 +**
Additional Unsubsidized Loan Amounts	$4,000	$4,000	$5,000	$5,000

The parent must provide documentation from the lender before an additional unsubsidized loan is offered to the student. The additional unsubsidized loan amounts are $4,000 for first- and second-year students and $5,000 for third- and fourth-year students.

Additional unsubsidized loans are available only to dependent students whose parent is denied the parent plus loan due to adverse credit or independent students.

Satisfactory Academic Progress:

In regulation Section 668.32, the U.S. Department of Education revised the requirements for Colleges & Universities to define and administer Satisfactory Academic Progress (SAP) standards for students receiving Title IV Federal Financial Aid. As required, the Bennett College SAP policy for Title IV students is the same as or stricter than the school's standards for students enrolled in the same educational program who are not receiving Title IV aid. Aid recipients must maintain sufficient progress to assure successful completion of their educational objectives as measured by quantitative and qualitative standards. The Office of Financial Aid (OFA) is responsible for ensuring that all students who receive federal financial aid are meeting these standards. The College Satisfactory Academic Progress Committee is responsible for conducting annual reviews of its SAP Policy to ensure federal compliance and dissemination to students. This policy utilizes up to 150% of total time period for acquisition of the baccalaureate degree, a one year review cycle for eligibility and utilizes quantitative and qualitative measures of progress. To ensure Satisfactory Academic Progress, students must meet all of the following standards and requirements.

I. Satisfactory Progress Requirements:

- **Parameters:**

- Minimum Cumulative Grade Point Average (GPA)

- Minimum Completion Standard for Attempted Credit Hours
- Maximum Time Frame for Degree Completion

These requirements apply to the following programs: The Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal TEACH Grant, Federal Work Study, Federal Direct Stafford Loans, Federal Perkins Loans, Federal Parent PLUS Loans, and all Institutional Aid. Bennett College also uses this standard to renew need-based aid. Recipients of DC, PHEAA, Rhode Island & NC Grant aid must also follow certain academic progress guidelines. Bennett College has designed a SAP policy that meets the requirements of both federal and state agencies.

II. Qualitative and Quantitative Minimum Academic Standards:

- **Qualitative Standard:**

Bennett College student cumulative GPA must meet the academic standards established by the college in the Bennett College Catalog.

Year	Minimum Completed Credit Hours	Cumulative GPA
Semester 1	12	1.75
Semester 2/year 2 & onward	24/48	2.0
3	72	2.0
4	96	2.0
5	120	2.0
6	150	2.0

Minimum Grade Point Average (GPA) -- Non-remedial coursework assigned with a letter grade of A, B, C, D or F contributes to the cumulative GPA. Students who have 25 or more attempted credit hours (excluding remedial coursework) must maintain a minimum 2.00 cumulative grade point average measured on a 4.00 scale at the end of each semester. Achieving a GPA of less than 2.0 will result in academic/financial aid warning the next term of enrollment. During the warning period, the student must maintain a minimum GPA of 2.00 each term. The warning status will be removed when the student's cumulative GPA is 2.00 or higher.

NOTE: Remedial coursework does not count in the GPA. Financial aid may be granted for up to thirty (30) credit hours of remedial coursework as long as the student is meeting all other standards. However, remedial courses are included in the quantitative calculation.

- **Quantitative Standard**

  In addition to maintaining the specified grade point average, a student must complete her degree within a maximum time frame.

Maximum Time Frame -- Students are expected to complete 67 % of their cumulative attempted hours. Completing less than 67 % of the cumulative attempted hours will result in **FINANCIAL AID WARNING** for the next term of enrollment. During the warning period, the student must complete all (100 percent) hours attempted. The warning status will be removed when the student completes 67 % of their cumulative hours. Courses assigned a letter grade of A, B, C, D, F, I, S, U, or W count in quantitative and maximum time frame calculation, as do transfer credits accepted toward degree programs and any repeated coursework. Enrollment status for financial

aid is defined based on hours enrolled at the end of the College's 100 percent fee refund period. For Example:

Total Hours Attempted	Minimum Hours Required to Complete
30	20
60	40
90	60
120	80
150	100

Students who are receiving financial aid are expected to complete all requirements for a Bachelor's degree within a maximum time frame of attempted program hours. A student reaches maximum time frame after having attempted the credit hour equivalent of 150 % of the program hours required for the current degree or certificate. The student will be INELIGIBLE for Financial Aid if she cannot finish the degree or certificate program within the maximum time frame. The student has the option of appealing the INELIGIBLITY (see section under Appeal and Reinstatement).

Withdrawals, Incompletes, and Repeats --Withdrawals, incompletes, and repeated courses will not be exempt from the calculation of attempted hours. Students will be required to complete the minimum number of credits as outlined in the above chart.

Remedial Coursework -- Students may receive financial aid for up to thirty (30) credits of remedial coursework. The first 30 credit hours are excluded in determining maximum timeframe. However, remedial courses are included in the quantitative calculation.

Transfer/Second Degree/ Second Major /Consortium Coursework -- Many students transfer to Bennett College. Only the credits transferred in count toward the maximum timeframe; we do not count the grades on those transfer credits toward the qualitative measure.

Many students return to Bennett for a subsequent degree and/or obtain a second degree. In many cases a portion of the earned credits from the first degree(s) count toward the subsequent degree. This transfer of earned credits reduces the number of credits the student will need to earn in order to complete the subsequent degree objective. Consequently, this also reduces the maximum time frame applicable to the subsequent degree.

In order to determine the maximum time frame for the subsequent degree, determine the number of credits in the subsequent degree program and multiply this figure by 1.5. Determine the number of credits from the previous degree(s) that transfer to the subsequent degree. The transferred credits are subtracted from the calculated number (program credits times 1.5) that constitutes 150 percent of the subsequent program. The result is the student's remaining maximum time frame eligibility for the subsequent degree.

Many students attend multiple institutions under a consortium agreement. When a student's program includes attendance at multiple institutions, it is the responsibility of the college that provides federal student aid to track the student's satisfactory academic progress.

Summer Semester -- Coursework taken during the Summer semester is treated as any other semester and is counted in the qualitative (GPA), quantitative (completion rate), and maximum time frame standards along with the Fall and Spring semesters.

Federal Return of Funds -- Federal financial aid recipients who withdraw or stop attending all classes before the 60 percent point in the term will owe money back to the federal government and/or Bennett College.

III. Penalty for Failure to Meet Financial Aid Satisfactory Progress Standards:

Students failing to meet the standards described in Section II for minimum hours completed and or minimum grade point average will be placed on Financial Aid WARNING for one semester. At the end of that semester, if the student has not met the minimum requirements, the student will be INELIGIBLE to receive student aid.

Students who are INELIGIBLE will be denied aid for a period of at least one academic year. Reinstatement will be contingent upon attainment of satisfactory progress standards described in Section II by using the student's own resources or an appeal and acceptance of an Academic Plan known as an (ESP) plan through the Academic Advising unit at Bennett College. Students will be notified in writing when they are in either Financial Aid WARNING or INELIGIBLITY status. Where unusual circumstances exist, students may appeal when INELIGIBLE as described in Section IV.

- **Appeal of Financial Aid INELIGIBILITY**

The Financial Aid Satisfactory Progress requirements may be waived under certain conditions and/or mitigating circumstances such as injury to the student, illness of the student, death or illness of a relative of the student, or other special circumstances. If these mitigating circumstances exist, the student should appeal the INELIGIBILITY status & accept an Academic (ESP) plan.

A student wishing to appeal when deemed INELIGIBLE for Financial Aid should submit a completed Financial Aid Appeal Form, accept an Academic (ESP) plan and submit any other supporting documents (letters, and /or invoices from doctors and /or hospitals, affidavits) to the Office of Financial Aid. Given the importance of such an appeal, original materials must be sent by regular mail. Faxed forms will not be accepted. Students may also bring original documents to the Office of Financial Aid. All appeals materials must be received by the Office of Financial Aid by the close of business fifteen working days, after receipt of the notice of suspension. The Office of Financial Aid will then present the appeals to the Financial Aid Committee. Should the appeal be denied, the student has the right to make an appearance before the committee if she desires. August 1st will be the last day to submit appeal materials for the fall semester and December 1st will be the last day to submit appeal materials for the spring semester.

IV. Reinstatement of Financial Aid

A student on deemed INELIGIBLE for Financial Aid may apply for reinstatement of financial aid & be placed on FINANCIAL AID PROBATION when one of the following conditions prevails:

1) The INELIGIBILTY has been successfully appealed and the student has accepted an Academic (ESP) Plan as outlined in Section III; or
2) The student has earned the minimum GPA and hours needed to meet the Satisfactory Progress of requirements as described in Section II and/or is adhering to the Academic (ESP) plan.

In addition, students may be able to increase their GPA by successfully completing courses without financial aid. The Office of Financial Aid will notify the student in writing of the Appeals Committee's decision. The decision of the Appeals Committee is final.

Reports will be run each semester to determine Satisfactory Academic Progress for students receiving financial aid. Information concerning Satisfactory Academic Progress will be maintained in the student's file.

Withdrawals

RETURN OF TITLE IV FUNDS, REFUNDS, AND WITHDRAWAL POLICY

All schools that administer Title IV funds must adhere to the various rules and regulations concerning the Return of Title IV Funds (R2T4). The student must meet the eligibility requirements in order to be determined a Title IV recipient. After determination has been made that the student is actually a Title IV recipient, or has met the conditions for a late disbursement and funds have in fact disbursed, the institution, Bennett College for Women, proceeds to enforce the following policy:

If a recipient of Title IV aid withdraws during a payment period (or a period of enrollment), the college calculates the amount of Title IV aid the student did and did not earn. Unearned Title IV funds are returned to the Title IV programs as soon as possible, but no later than 45 days after the date of determination of withdrawal. Students who are subject to verification are required to complete the verification process prior to the disbursement of funds. The Process: When a student withdraws, the student is sent to the Office of Financial Aid with a withdrawal form issued by the Registrar to obtain a signature and complete a loan exit counseling session (if the student has loans). A copy of the form is maintained in the financial aid file of the student.

The official withdrawal form is then completed by other stations on campus and returned for confirmation to the Registrar, a calculation is completed based on the official withdrawal date and the unearned funds are returned to Title IV programs. The student accounts office calculates how much the student earned in Title IV aid, completes the calculation for the amounts that were disbursed, communicates to the financial aid office, the financial aid office returns the funds to Title IV programs, and proceeds with the removal of the funds from the students account. The Office of Financial Aid will send written notification to the student reflecting the amount of aid that has been returned and a print out of the calculation is kept in

the financial aid file of the student. In the event an unofficial withdrawal occurs, the Office of Financial Aid receives a monthly listing of withdrawals from the Office of the Registrar.

According to federal regulations, the Return of Title IV Funds (Return) regulations do not dictate an institutional refund policy. Instead, a statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date he or she ceases attendance. The amount of Title IV program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student's incurred institutional charges.

Refunds for official withdrawal from Bennett College are prorated based upon the percentage of weeks enrolled. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds. The Office of Business and Finance (Student Accounts) uses the Department of Education's software to calculate refund amounts when students withdraw from the College. This software has automated the Return calculation process. No refunds are made for official withdrawals after 60 percent of the enrollment period has passed.

The Department of Education has developed worksheets and software to assist colleges in implementing the Return regulations. The student is responsible for all unearned Title IV program assistance that the school is not required to return. However, the student does not have to repay a grant overpayment of $50 or less for grant overpayments resulting from the student's withdrawal. The student loans that remain outstanding consist of the loans disbursed to the student minus any loans the school repaid. Outstanding loans are repaid according to the terms and conditions recorded on the student's promissory notes. If at any time a student who previously negotiated a repayment arrangement fails to comply with the terms of his or her agreement to repay, that student immediately becomes ineligible for additional Title IV funds.

Bennett College returns Title IV funds to the Programs from which the student received aid during the payment period or period of enrollment as applicable in the following order, up to the net amount disbursed from each source:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants
6. Federal TEACH Grants
7. Federal SEOG Grant
8. Any other assistance for which a return is required

The prorated withdrawal schedule for each semester is publicized through the College media after it is established. Copies of withdrawal refund calculations are completed by the Office of Business and Finance using the Title IV Refund software and are forwarded to the Office of

Financial Aid. The Office of Financial Aid will key adjustments (if any) and forward revised award letters to the student. All necessary adjustments are made in the financial aid award screen (Power Faids) and in the student's file. The student's account is then updated. A copy of the refund calculation sheet is placed in the student's file. The college is required to return unearned Title IV funds within 45 days from the date the student withdrew from the College.

When a Direct Loan is part of the award and a refund is due, a memo is sent to the Accounting Office to make a check payable to the Direct Loan Processing Center or request for authorization to auto-debit (EFT) electronically. The check is requested through the Student Accounts office, made by the Accounting Office, disbursed by the Business Office, channeled back to the Office of Financial Aid for mailing to the lender on behalf of the student. A letter is sent to the lender with each check explaining the reason for its return or documented when using the EFT feature for returning loan funds.

FAQs

- Why fill out a FAFSA?

  The FAFSA is the first step in the financial aid process. You use the FAFSA to apply for federal student aid, such as grants, scholarships loans, and work study. In addition, most states and colleges use information from the FAFSA to award nonfederal aid.

- Why all of the questions?

  The questions on the FAFSA are required to calculate your Expected Family Contribution (EFC). The EFC measures your family’s financial strength and determines your eligibility for federal student aid.

- How do I find out what my Expected Family Contribution (EFC) is?

  Your EFC will be listed on your Student Aid Report (SAR). Your SAR summarizes the information you submitted on the FAFSA. It is important to review your SAR to make sure all of your information is correct and complete. Make corrections or provide additional information, as necessary.

- How much aid do I get?

  Using the information on your FAFSA and your EFC, the Financial Aid office will determine the amount of aid you will receive. The College uses your EFC to prepare a financial aid package to help you meet your financial need. Financial need is the difference between your EFC and your college’s cost of attendance (which can include living expenses), as determined by the College. If you or your family have unusual circumstances that should be taken into account, contact the Financial Aid office.

- When do I get the aid?

  Any financial aid you are eligible to receive will be paid to you through the College. Typically, the aid will be first used to pay tuition, fees, and room and board. Any remaining aid is paid to you for your other educational expenses. If you are eligible for a Federal Pell Grant, you may receive it from only one college for the same period of enrollment.

- Where can I get more information on student aid?

  The best place for information about student financial aid is the Office of Financial Aid at the college you plan to attend. The financial aid administrator can tell you about student aid available from your state, the college itself and other sources.

Academic Support Services

Library Services

The Thomas F. Holgate Library

The Thomas F. Holgate Library, named for a former trustee of Bennett College, was built in 1939 as a gift of the General Education Board of the Methodist Church. Holgate Library seeks to accommodate the educational programs, philosophy, mission, goals, and objectives of the College. In that regard, the College has made constant efforts to provide and maintain a balanced library program that fosters and aids the promotion and achievement of academic, professional, and personal excellence.

Thomas F. Holgate Library houses collections totaling over 90,020 print volumes, 61 periodical subscriptions, and a media collection of over 1,939 items. In addition to the traditional hard copy resources, access to information via electronic media (including NCLive, JStor, Mary Ann Liebert database, NetLibrary, NewsBank, Journal Finder, Credo Reference, and Ebsco databases; Humanities International Complete; Communication & Mass Media Complete; International Bibliography of Theatre and Dance with full text; Women's Studies International) is also available through campus network and remotely.

Holgate Library is home to several special collections: Robert Tarpley Taylor Music Collection, Women's Collection, Robert Currie Theatre Collection, Black Collection, Bennett College Archives, Norris Wright Cuney Collection, JBC Collection (Johnetta Betsch Cole Collection), and TRC (Truth and Reconciliation Collection). Curriculum Instructional Materials Center is located on the lower level of the Library. It serves as a laboratory and media center for teachers and students in the Teacher Education Program as well as a resource unit for those in the general education program.

Library Technology Use Policy and Procedure

In support of the College's mission of teaching, learning, and service, Holgate Library is equipped with up-to-date technology including wireless Internet access, computer workstations/desktop computers, and notebook computers for checkout and use in the Library, multimedia viewing station, typewriter, and scanner. Computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such open access is a privilege, and require individual users to act responsibly. The Library is open 82 hours per week with staff available to assist users in meeting their technology and information needs with the computers.

Purpose:

The purpose of this policy is to prohibit unacceptable uses of the Bennett College library computers, and to educate users about their responsibilities.

User eligibility/rights/responsibilities:

The Library computers are openly accessible and available on a first-come, first-served basis to students, faculty, and staff. The use of computers in the Holgate Library is a collective privilege, not an individual right. It is the objective of the Library staff to maintain an

atmosphere of constructive learning, academic freedom, and proper asset management and control. All users must abide by established guidelines of the computer use agreement. Use of Library computers constitute acceptance of the agreement.

User Agreement:

1. No person may use Library computer resources for any illegal or unauthorized act. Specifically, individuals may not use computer resources to violate any state or federal laws or any regulation of Bennett College including, but not limited to, any laws and regulations governing the creation, dissemination, or possession of pornography or other illegal documents or images; the possession or use of programs, files, or instructions for violating system security and the violation of copyright law.
2. Changing, modifying, or eliminating Library computer configurations and loading any application or program software onto the Library computers is prohibited.
3. All hardware and software malfunctions must be reported to the Library staff immediately.
4. Internet computers are in a public environment and privacy is not guaranteed.
5. Inappropriate use of computers could result in the revocation of privileges.
6. Library laptop computers are checked out to users for 2 hours, with one 2-hour renewal except in times of high demand.

Penalties

Violations of these policies incur similar disciplinary measures as violations of the Bennett College Code of Ethics and Code of Conduct as cited in the *Bennett Belle Book* or state or federal laws, including criminal prosecution as appropriate.

Consortium Privileges

Holgate Library is a member of the North Carolina Piedmont Automated Library System (NC-PALS), the merged catalogs among Bennett College, Greensboro College, Guilford College, Salem College, and Salem Academy can be accessed onsite or offsite. This means that Bennett College students, staff, and faculty have circulation privileges from these libraries with some limitations. Intra-library loan with consortium schools and interlibrary loan with worldwide access is provided as a service to Holgate Library patrons.

Holgate Library has entered into a borrowing agreement with all other Triad Academic Library Association (TALA) libraries, enabling students and faculty in good standing at their home institutions to borrow from participating libraries. **Lending privileges** vary by institution. The agreement allows for students and faculty from each institution to borrow in person from the other institutions, and is a complement to Interlibrary Loan, used when students and faculty want to borrow from those collections but have little time and their own transportation. The borrowed material also need to be returned to the library that owns it.

Participating libraries:

Alamance Community College
Bennett College
Elon University
Forsyth Technical Community College

Greensboro College
Guilford College
Guilford Technical Community College
High Point University
North Carolina A&T State University
Salem College
The University of North Carolina at Greensboro
Wake Forest University
Winston-Salem State University

Before going to a participating institution, contact your home library to inquire about restrictions and policies in place. Call ahead to verify your eligibility to gain access to what you seek at the library you plan to visit.

Academic Auxiliary and Support Programs

Academic Computing

Academic Computing at Bennett College includes all aspects of the use of computers in the learning and teaching process. Students, faculty, and staff have access to a wide variety of resources for academic computing for classroom teaching, investigations, tutorial assistance, testing, bibliographic searches, data analysis, and preparation of reports, electronic mail, and access to the World Wide Web. Faculty use computers in the delivery of instruction during the class period and in making a variety of assignments.

Main Academic Computer Labs

Black Hall 100 Distance Learning Classroom (FIPSE)
Overhead Ceiling-Mounted LCD Projector

Black Hall 103
Middle/Early College Program Computer Lab
29 Dell Optiplex 170L Computers
Instructor Workstation Pentium 4 Computer
SynchronEyes Software
Smartboard
HP 4200n LaserPrinter
Overhead Ceiling-Mounted LCD Projector

Black Hall 208-A
Business Administration Student Computer Lab
14 Dell Optiplex GX620 Mini-Case Computers
Dell 3100cn Printer (Color Network Laser)
Instructor Workstation Pentium 4 Computer

Pfeiffer Science 100
21 Dell Optiplex 260 Pentium 4 Computers
Instructor Workstation Pentium 4 Computer

DVD/VCR Player
SynchronEyes Software
Smartboard
HP 4200n LaserPrinter
Overhead Ceiling-Mounted LCD Projector

Pfeiffer Science 102
15 Dell Optiplex 270 Pentium 4 Computers
Instructor Workstation- Pentium 4 Computer
DVD/VCR Player
SynchronEyes Software
Smartboard
HP 4100n LaserPrinter

Pfeiffer Science 103
28 Dell Optiplex 270 Pentium 4 Computers
Instructor Workstation- Pentium 4 Computer
DVD/VCR Player
SynchronEyes Software
Smartboard
HP 4100n LaserPrinter
Overhead Ceiling-Mounted LCD Projector

Pfeiffer Science 105 (Physics Macintosh Lab)
4 eMac and 4 iMac Computers
Lexmark 265 printers

Pfeiffer Science 124 (UNIX Lab)
15 Sun Ultra 5 Workstations
2 Pentium 3 Computers
Overhead Ceiling-Mounted LCD Projector
HP 1200n Laser Printer

Pfeiffer Science 309
24 Dell Optiplex GX 520 Computers
Instructor Workstation Pentium 4 Computer
Document Camera
DVD/VCR Player
SynchronEyes Software
Smartboard
HP 4200n Laser Printer
Overhead Ceiling-Mounted LCD Projector

Merner Plato Lab
14 Pentium 4 Computers
Instructor Workstation Pentium 4 Computer
HP 4200n LaserPrinter

Merner MIDI Computer Music Lab
6 Pentium 4 Computers
6 M-Audio Keystation 61, MIDI Keyboards
HP Laser Jet 2420

Merner Writing Lab
16 Pentium 4 Computers
Instructor Workstation Pentium 4 Computer
HP 4200 Laser Printer

Holgate Library
5 Dell Precision 370 and 6 Dell Optiplex GX520 Desktop Computers
6 Dell Latitude D610 and 5 Dell Latitude D620 Notebook Computers

Smart Classrooms
Black Hall 202, 211L
Holgate Research Room

LCD Projector Classrooms
Pfeiffer Science 100, 101, 102, 103, 109, 200, 210, 309
Black Hall 100, 103, 202, 211L

Applications Software in the Computer Labs

ADAM Interactive Anatomy
ADAM Interactive Physiology
Borland C++
Educo Learning Tests and Tutorials in Mathematics
Logic 4 Philosophy Course
MathCAD 11
MATLAB 4
SPSS 12
Scientific Notebook 4.5
Sniffy Psychology Software
Statdisk
Gradekeeper—Grades Software
MatchWare Open Mind—Brainstorm, organize, and present your ideas
MatchWare Mediator 8 Pro—Create Flash, HTML, and CD-ROM Presentations
MatchWare ScreenCorder 4—Desktop recordings for Web and multimedia
Microsoft Office Pro 2003—Microsoft Office Suite
Adobe Acrobat Pro 7.0—PDF files manipulation
Roxio Easy CD Creator 5—Create CD-ROMs for backup and duplication
SynchronEyes Student Monitoring Software
SmartBoard Presentation Software

Other Laboratories

Micro Teaching Laboratory

The Bennett College Micro-Laboratory for Effective Teaching, housed in the Department of Curriculum and Instruction in Black Hall, is a simulated laboratory equipped with technological capabilities. Designed to enhance the teaching skills of students enrolled in the Teacher Education Program, the Micro-Lab provides opportunities for self observance, self-assessment, reflection, and exposure to best-practice methods, techniques, and materials prior to actual engagement in pre-professional practicum and student teaching experiences.

Food Science And Nutrition Laboratory

This is a Department of Defense funded laboratory designed to promote and extend research and analysis of foods by faculty and students in the Bennett College Department of Chemistry. This laboratory houses a wide variety of state-of-the-art instrumentation and equipment and is located on the third floor of the Pfeiffer Science Building.

Computer Lab Rules

The computer lab is designated as a study area for academic purposes. The following rules are intended to achieve this goal.

1. No food or drinks are allowed in the computer lab at any time.
2. Turn off all cell phones in the lab. If you need to make a call, take the phone outside of the lab.
3. Instructors may designate who stays in the lab during classes. Students who become disruptive during a class by talking, printing, and walking around in the lab may be asked to leave.
4. When classes are in session, the instructor may elect to activate a classroom management program that would allow him/her to monitor and control all computer workstations in the lab.
5. No loud talking is permitted in the lab. Be considerate of other students, and if you must talk, please whisper. Be quiet as you are entering and leaving the room.
6. Limit the use of paper in printing. In particular, please limit the printing of material from the Web.
7. Do not install any programs on the computers.
8. Do not play audio CDs in the computer's CD drive. Playing audio CDs prematurely wears down the drive mechanism.
9. No use of audio players is allowed when class is in session. When using personal earphones at other times on your own audio player, be sure that others cannot hear any sounds coming from your earphones.
10. Before you leave, close all programs so that the original desktop is showing. Do not turn off the computer or monitor.

11. When you are finished, clean your area, recycle all paper, throw away all trash, and leave your workstation ready for the next student.
12. When the lab assistant announces the closing time, please save your work and leave promptly.

The Institute for Academic Success (IAS)

The Institute for Academic Success (IAS), housed in the Division of Academic Affairs, offers student academic support services that are available to all students at Bennett College. The services include disability services, mentoring, community services and student engagement, academic advising/retention, orientation, math support services, reading services and a writing center. The broad-based initiatives are aligned with the College's mission to provide learning opportunities to all students. To ensure students' proper access to services, program directors, Academic specialists, and tutors are trained in best practices for administering student academic support services.

Disability Services

The Disability Services Program addresses the academic needs of students with learning differences through consultations, referrals, and accommodations plans. With proper documentation, reasonable accommodations will be provided. For example, students may request extended time on tests, special assignments, and projects. Students may also get assistance from note takers and professional as well as peer tutors who work closely with the Coordinator of Disability Services and Instructors to ensure best practices in helping students meet their academic requirements. A vital component of the Disability Services Program is the Assistive Technology Lab. The lab features a smaller environment for learning, with computers, printer, and software designed to enhance learning opportunities for students with learning differences.

Mentoring Services

The Institute for Academic Success offers mentoring services to students to aid in their first year experience of college life. The services focus on areas that are critical to student retention. The areas include an understanding of curricular choices, career planning, academic success, personal development, and time and task management. A Minority Mentoring Program is offered to first year-first generation students and emerging scholars. First year-first generation students and emerging scholars are matched with faculty, administrators and community stakeholders to capitalize on the educational gain of having a common experience. In addition to what the College offers, a Minority Mentoring Program, which is sponsored by North Carolina Independent Colleges and Universities (NCICU), provides mentoring training workshops and activities for identified students who satisfy the first year-first generation and emerging scholar requirements as well as for faculty, administrators and community stakeholders whose life and work are exemplary of the Bennett College models of success.

Community Services and Student Engagement

Community Services and Student Engagement activities equip students with tools and strategies for taking on different leadership roles and for establishing meaningful relations with local community agencies. The community service activities engage students in problem-solving initiatives in education, public safety, areas of environment and human health. The student engagement activities assist students in building self-confidence and in raising their level of community awareness.

The College mandates that all students complete a total of eighty (80) hours of community service prior to graduation. Transfer students must complete a minimum of twenty (20) hours for each year of matriculation at the College.

Academic Advising and Retention

The Academic Advising and Retention focus will assist students in meeting their academic goals and in developing high, but realistic, expectations of their college experience. The Academic Advising staff provides academic advising for all undecided student majors; maintains and gives advisement for the majors' change process, academic advisement for the Early/Middle College students; assists with institutional academic testing and assessments to enhance overall institutional academic achievement; monitors probationary students; conducts faculty advising workshops, and provides supplemental advisement for all majors. Another component of academic success is the Early Alert/Intervention program, which is used to send alerts to students who are in jeopardy of not meeting their expectations and goals.

Orientation

Student orientation comes in the form of a two-semester, non-credit course that is required of all entering freshwomen. It is designed to facilitate their positive integration into the academic community by providing them with a knowledge of the skills, attitudes, and behaviors that will support their successful matriculation through graduation. Students will also be introduced to the values that undergird the campus culture—each as may be found in the Honor Code, the Student Handbook, and the mission of Bennett College. The specific objectives of the course is that each woman will become familiar with the culture of the college environment, including the college's rituals and traditions, gain mastery of such survival skills as note-taking, time management, preparation for test taking and analysis; and gain such insights into her own talents, abilities and interests that she will be bolstered in her self-esteem.

Math Support Services

Math support services are available for all students who want to increase their skills in this area. First, the unit schedules and provides tutoring services in support of the pre-algebra, algebra, finite mathematics, pre-calculus and calculus courses. Secondly, this unit provides workshops and presentations, covering study skills and resources for supplemental instruction materials. Furthermore, it provides support for students preparing for the Mathematics Competency Exam as well as professional and graduate school admission exams through tutoring and test preparation materials.

Reading Services

The purpose of the Reading Services component of IAS is to help redirect the students in the way they approach their course readings by improving their reading and critical thinking skills in order to achieve greater success in and outside the classroom. Reading Services include administering diagnostic tests to assess reading skills, strengths and weaknesses of students with reading problems. It also provides appropriate activities for remedial instruction and evaluates student progress in remediation. Workshops are offered to enhance the skills students possess. The Reading Clinician works collaboratively with faculty to ensure student success. Reading Services is available daily from 8am to 5pm; however, evening hours will be scheduled as needed.

The Writing Center

The Writing Center offers instructional services to all students. Special features of the Center include weekly writing and grammar workshops, one-on-one tutorials and small group tutorials. In a writing lab setting, English instructors, college graduates with a degree in English or a related field, and Bennett College peer tutors provide intensive sessions on different types of writing. The primary objective of the Writing Center is to produce independent readers and writers who can successfully transfer writing skills across the disciplines. The operational hours for the Writing Center are from 8:00 A.M. to 8:00 P.M., Monday through Thursday, and on Fridays from 8:00 A.M. to 5:00 P.M.

STUDENT AFFAIRS

Student Affairs provides a cocurricular program of educational development for the Bennett College student to include activities and services to meet the cultural, social, spiritual, and recreational needs and interests of students—all designed to enhance and support their academic experience.

Campus Life

The College offers a holistic approach to the development of students by providing an enriched living-learning campus setting that is intellectually and spiritually stimulating. As a church-related college, Bennett cultivates the ethical principles and spiritual values essential to nurturing each woman as she moves toward making a positive contribution to society. While offering the advantages of a large university through the Consortium, the small campus gives each student a sense of belonging. The smallness of the campus provides numerous opportunities to develop close personal relationships with faculty, staff, and peers, as well as opportunities to engage in cocurricular experiences.

The Associate Provost for Student Affairs provides leadership for a comprehensive student life program that includes career services, counseling and psychological services, health services, recreation and intramurals, religious life, residence life, and student activities.

Student Government Association

The Bennett College Student Government Organization is open to all students irrespective of race, religion, or nationality, by virtue of enrollment at Bennett College. This statement is referenced in Article 1 Section 4: Membership of the SGA Constitution. This organization represents all students in planning, organizing, and directing major campus programs for the student body. The SGA also works with the administration in addressing issues pertinent to all students.

The Student Government Association provides an early experience in leadership, which, in turn, serves as a useful background for later public service. Bennett College, having confidence in the ability, character, and judgment of its students, believes that their participation in the governance of the College community will be helpful and valuable in promoting the general welfare of all students.

Students have been given the authority to organize the Student Government Association and to develop and adopt a constitution and by-laws that reflect the Executive and Legislative processes governing student life.

Student programs are carried on through a system of shared responsibility that involves administrative officers, faculty members, and students working cooperatively on concerns affecting the entire College community.

To fulfill its goal of developing student leaders, the College encourages student participation in the Student Government Association. The officers of this association are elected annually in the spring.

Student Senate

A representative body of each of the Residence Halls and the Office Campus Student Association. The SGA Vice President chairs the Senate in identifying student concerns and making recommendations for solutions to benefit the entire campus community. The Senate will conduct Community Standards Hearings and recommend sanctions for violations of the Belle Honor Code.

Student Organizations

Bennett women have many opportunities for creative leadership through participation in campus organizations and activities. These include class government, student union advisory board, College newspaper, College choir, Greek letter sororities, civic organizations, and clubs related to academic disciplines. There are also leadership opportunities through residence life. Students also have the opportunity to initiate organizations that may not currently exist at the College by working with the Office of Student Activities.

The work of these organizations and their contributions to the College are significant and meaningful to the Bennett family and the larger community. Additional information on student organizations can be found in the Student Handbook or by contacting the Office of Student Activities.

Religious Life

Bennett College, as a United Methodist related institution, is constantly striving to emphasize the acquisition of moral and spiritual principles and to promote faith development. We are committed to helping today's young woman answer the basic questions of life: "Who am I and what does it mean to be in the world?" Partnering with faculty, staff, community churches, other college communities, and agencies beyond the local church, Bennett seeks to encourage a new generation of gifted young women to develop academic, social, and leadership skills, along with spiritual gifts.

It is the goal of the College to promote interaction with the local faith community to ensure a safe and supportive environment where students can express and develop their faith.

Career Services

The Office of Career Services serves to promote the professional growth of each student by providing assistance with career planning and placement options, career development, and experiential education that address the issues of career selection and preparation. Services include graduate and alumnae placement, general career development activities, and special career planning workshops and seminars. Providing and arranging internships and other cooperative arrangements with area employers is also a responsibility of this office. The office plans and conducts annual career and graduate school fairs, hosts campus visits by graduate schools and prospective employers, and maintains and posts current listings of summer, part-time, full-time, and seasonal employment opportunities throughout the country and abroad.

Counseling and Psychological Services

The Counseling Center is located on the upper level of the Catchings Complex. Services include individual and group counseling aimed at helping students cope with personal and social adjustment. Emphasis is placed on promoting an independent self-actualizing identity, which

combines mature and responsible behavior in the solution of problems and the enrichment of the student's quality of life. The unit is lead by a clinical psychologist and when personal problems require extended and long-term psychotherapeutic intervention, referrals to qualified professionals in the community may be provided.

Health Services

Bennett College recognizes the importance of physical and mental health. Each student has the privilege of using these services. Health Services' mission is to enhance the educational process by modifying and/or removing health-related barriers to learning. Located in the Catchings Complex, the Center promotes an optimal level of wellness, enables individuals to make informed decisions about health-related concerns, and empowers individuals to be self-directed consumers of health services. There is a doctor available in the Center four days a week and a registered nurse available daily during regular business hours.

Health Services provides health education workshops and seminars. Services include physical examination for health problems, informed and self-care treatment, physical support, and psychological support when necessary.

Health Requirements

Prior to entering the College, each student is required to submit a report of her medical history, which must include a physical examination and immunizations in accordance with the North Carolina Immunization Law, G.S. 130A-152, Article 6, Part 2, which states the following:

> *Every child present in this State shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola), and rubella.*

Failure to submit a physical examination and immunization record signed by a licensed medical doctor will make a student ineligible to enroll at Bennett College.

A complete physical examination is required for each student and should include three (3) Tetanus Diphtheria (TD) immunizations, the last one within 10 years, two MMR with one (1) measles Rubella (MR) given after 15 months of age, and a TB skin test with results done during the year of College admission. Note: A PPD is the only acceptable tuberculin skin test in the State of North Carolina. In addition, the College requires a meningococcal immunization.

A list of prescribed medications must also be provided to the College health professionals. This information will be held confidentially and will assist College personnel to serve the students better.

Residence Life

Residence life provides the student with an important opportunity for learning and practicing the positive values of group living. While the College's approach is designed to stimulate independence and maturity, the student must be dedicated to the concept of concern for the well-being of others.

Residency Policy

Residence life is an integral part of the Bennett College education environment. Every student is expected to reside on campus for a minimum of two years. All Freshwomen and Sophomores are required to live on campus and all other students are encouraged to live on campus.

Therefore, transfer students who are single and without children should anticipate residing on campus. First- and second-year students who live within commuting distance of the College (i.e., within a 50-mile radius) may request an exception to the Residency Policy. All exceptions to this policy will be considered on a case-by case basis by the Associate Provost for Student Affairs. .

Academic Cultural Enrichment Series (ACES)

The Academic Cultural Enrichment Series is designed to enhance the cultural, spiritual, and educational development of students through participation in a series of activities. These activities include special worship services, special convocations, lectures, and performing arts programs. Such ACES programs are generally held on Thursdays and will focus on academic and/or current issues that engage the campus and the community in stimulating dialogue. On Tuesdays, ACES Programs focus on personal development of students and include, but are not limited to, career preparation, presentation skills development, social behavior, and etiquette. Student participation in ACES programs is required. Students receive satisfactory or unsatisfactory grades determined by attendance. No academic honors are to be received at Graduation or Honors Convocation with an unsatisfactory ACES grade. ACES attire shall be dresses, skirts, and dress pants (no khakis). If there are any circumstances that may prevent a student from attaining the seventy-five percent (75%) quota of points for a given semester, she must apply for an attendance waiver in the Office of Student Affairs during the first six (6) weeks of any given semester.

Students receiving ACES waivers must earn the designated number of points as outlined, which varies from semester to semester. FAILURE TO COMPLETE THIS REQUIREMENT WILL RESULT IN A **U** GRADE. Extenuating circumstances preventing compliance with this regulation must be presented to the Associate Provost for Student Affairs or her designee for consideration.

An unsatisfactory grade in ACES may also impact one's eligibility to run for student government and class offices and/or participate in membership intake activities for national sororities.

BENNETT COLLEGE DRESS CODE

In order to fully prepare the Women of Bennett for success in their future careers and life endeavors, it is our responsibility to provide an educational experience that develops the whole student. Subject knowledge, character development and appearance enhancement are all key elements of the educational experience that we are committed to provide. To that end, a dress code is appropriate for all students as follows:

1. **Clothing must be appropriate, neat, clean and inoffensive. Examples of inappropriate and offensive attire are:**
   Bare midriffs
   Obscene or profane language and lewd pictures on clothing
   Symbols of alcoholic beverages, tobacco, drugs or drug paraphernalia on clothing
   Visible undergarments when wearer is bending, sitting or walking
   Pajamas worn outside of the residence hall

Shower or bedroom shoes worn outside of the residence hall
Pant legs dragging or touching the floor
Slits that are higher than 3 inches above the knee in skirts and dresses
Skirts and shorts that are higher than 3 inches above the knees
Hair rollers, pin curls, shower caps and "Doo Rags" outside of the residence hall

2. Bottom wear must be the appropriate size for the wearer, with no sagging or bagging and must be secure around the waist as not to reveal undergarments and tattoos.

3. Professional attire must be worn when on a community service assignment or attending all ACES sessions. Professional attire means young ladies wear a dress, skirt suit (minis not allowed) or pant suit or skirt with a comfortable fitting blouse.

   Many ACES events require dresses and skirts only, especially convocations
   Blouses must not be too tight or low cut and pants must fit properly
   Jeans, capris and khaki pants are not appropriate professional attire
   Earrings of extraordinary large size are distracting and not recommended for professional attire
   Visible tattoos and facial piercings may cause you to lose an opportunity

4. You are never fully dressed without a smile.

Society has relaxed its standards, and at times away from BC it may be appropriate to wear some of the items mentioned as "inappropriate" above. However, it should always be remembered that we at BC are a particular people, set apart and striving for excellence. We believe we must be models for those who will come after us. Therefore, we should make every effort to be our best at all times. Practice makes perfect, so we wear professional attire for ACES and other special events. We bathe/shower daily, comb our hair, fix our faces and select appropriate clothing because we may meet someone who can make a change in our lives or just because we want to feel good ("A little powder and a little paint, can make us feel like what we ain't"). We must not forget that visitors come on campus daily, males and females, young and old, who will take away an impression of us by what they see us doing. Ours is a fantastic institution and we do not want anyone to get a mistaken view of us.

Here are some specific tips on how to present yourself as a Belle.

Formal Convocations:

White dresses or skirt suits only; should fit properly
Tops should not show cleavage, nor should the buttons pull open
Skirts should not be above the knee; nor should they be so tight as to limit your ability to maneuver on stairs
The fabric should not be what might be worn for "after 5" events
No back out, halter top, spaghetti strap, or see through tops should be worn without a jacket or cover-up
No pants are permissible at formal convocations

Black pumps with flesh tone hosiery

Heels should not be so high as to limit your ability to maneuver safely on stairs

Closed toe pumps are required when wearing academic regalia.

Evening shoe wear is generally not appropriate for college daytime events.

Satchels/large handbags are not appropriate for formal convocations and usually should not be used at evening events. A small evening bag and a small clutch should be staples in your wardrobe to hold your keys, telephone, tissue/handkerchief, make-up and "mad money".

Presentations or Official Activities:

Black dresses, appropriate skirts or pant suits are required when presenting at ACES. To serve as a Marshal the appropriate attire is a black skirt suit or dress, and occasionally at other special events. This is usually for daytime wear; there are other occasions when black evening attire may be needed.

Academic Cultural Enrichment Series (ACES):

Professional attire is required for all ACES programs that are held in the Merner Chapel. On a few occasions, ACES events are held elsewhere (Gym, Coffee House, Pfeiffer Hall, etc.) and the required attire may be different to suit the event.

Professional attire is as stated previously, but with no color restraints. There should be no athletic gear, jeans, capris, khaki pants, flip/flops, Timberland boots, shorts and T-shirts, baseball caps, and sleepwear worn in the Chapel.

If dresses and skirts are not preferred, slacks with shirts or blouses are permitted (except for convocations) with dress shoes (pumps, loafers, oxfords, flats, or sandals).

Off campus visits and official events:

Professional attire is always appropriate for luncheons, interviews and community meetings. Students often have interviews for scholarships, internships and jobs; invitations to dinner at the home of the President, and participation in town meetings, luncheons, dinners and conferences.

Some official uniforms or designated attire may be required by approved organizations.

Academic Requirements, Regulations, and Services

The following regulations govern academic activities at Bennett College.

Non-Discrimination Statement

"Bennett College prohibits discrimination on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, age, or status as a disabled veteran in admission, access to, treatment of, or employment in its programs or activities."

ACADEMIC CONVOCATIONS

Honors Convocation

Bennett College celebrates academic excellence during honors ceremonies held each semester. No academic honors are to be received at Honors Convocation with an Unsatisfactory ACES grade.

QUALIFICATION FOR THE DEAN'S LIST

SEMESTER TERM AVERAGE

NO INCOMPLETES
STUDY ABROAD – TO BE RECOGNIZED FOR PROGRAM, THE REGISTRAR'S OFFICE NEEDS AN OFFICIAL TRANSCRIPT PRIOR TO THE PROGRAM DATE
CURRENT CLASSIFICATION) AND TERM GPA FOR THE FOLLOWING:

FRESHWOMEN – 3.00 and Above
SOPHOMORES – 3.20 and Above
JUNIORS – 3.30 and Above
SENIORS – 3.40 and Above

QUALIFICATION FOR THE HONORS LIST

CUMULATIVE AVERAGE

NO INCOMPLETES
STUDY ABROAD – TO BE RECOGNIZED FOR PROGRAM, THE REGISTRAR'S OFFICE NEEDS AN OFFICIAL TRANSCRIPT PRIOR TO THE PROGRAM DATE
CURRENT CLASSIFICATION) AND GPA FOR THE FOLLOWING:

FRESHWOMEN – 3.00 and Above
SOPHOMORES – 3.20 and Above
JUNIORS – 3.30 and Above
SENIORS – 3.40 and Above

Awards and Recognition

An annual Awards and Recognition Ceremony takes place during the spring semester when academic departments, units of the college, and organizations are provided the opportunity to present special academic and/or service awards.

Academic Expectations

Students are expected to attend all scheduled classes and to be in touch with their professors when an unavoidable absence occurs. Regardless of their other activities, students are responsible for completing all course requirements on time and to the best of their abilities. Furthermore, students are expected to adhere to the highest standards of academic integrity, including the appropriate use and citation of the work and ideas of others.

Class Attendance

Bennett College recognizes the positive effect of class and laboratory attendance and participation on academic success. Regular and punctual class attendance is expected of all students. Responsibility for class attendance rests with the individual student. You must accept the consequences of failure to attend class.

If you miss more than the following class meetings you are subject to be dropped from the courses that meet:

once per week	– 1 absence
twice per week	– 2 absences
three times per week	– 3 absences

A student dropped from a course may appeal through the due process procedure. All students (including those who enroll in the class late) are responsible for work covered and assigned from the first meeting of a class.

A course for which a student registers and does not attend and is not officially dropped will be recorded as an "FNA" grade on the student's records.

Grades

The following symbols are used in the grading system at Bennett College:

Grade		*Quality Points Per Semester Hour*	
A	Excellent (90–100)	4	
B	Good (80–89)	3	
C	Average (70–79)	2	
D	Passing (60–69)	1	
F	Failure (59 and below)	0	
FNA	Failure (Non-attendance)	0	
I	Incomplete	0	
W	Withdrawn	0	
WP	Withdrawal without Penalty	0	*effective fall 2008*
S	Satisfactory	0	
U	Unsatisfactory	0	

Incomplete Grades

An instructor may assign an incomplete grade **(I)** if the student's work in a course has been of passing quality but is incomplete due to circumstances beyond the student's control. The grade of **(I)** is given when a student has not taken her final examination at the scheduled time or has failed to complete some other requirement of a course for reason of illness or other emergency. An **(I)** Incomplete grade must be removed by the deadline of the semester following the one in which it is received, otherwise a grade of **(F)** will be recorded for the course.

A student who is not enrolled at the College during the semester following the one in which an incomplete was received has one (l) year to complete the work.

Removing an Incomplete

IMPORTANT: A student should not re-enroll in the course in order to remove an incomplete grade from her transcript!

To remove an incomplete, the student must:

1. Complete the course work as agreed upon with her instructor by the completion deadline

I Grade Received	Deadline for replacement of I grade
Fall Semester	Fifth week of instruction of following Spring Semester
Spring Semester	First day of instruction of following Fall Semester

2. Complete a change of grade form, there is no fee for this service.

Student should turn in the completed course work and the Change of Grade form to your instructor, who will complete the process. A student may not hand carry a Change of Grade form to the Office of the Registrar herself. The change of grade form must be submitted by the instructor.

Failing Grades

- A grade of **F** is recorded on the student's record if she registers for a course, fails to attend, and does not officially drop the course.
- A failing grade **FNA** (non-attendance) is also recorded for a student dropped from a course for reason of excessive absences.

- A failing grade is recorded when a student's grade point average in a course is 59 points and below.
- A grade of **F** is recorded when an Incomplete grade has not been removed by the specified deadline.
- A failing grade is recorded when a student is suspended from the College for inappropriate behavior after the mid-term grading period.

Withdrawal (severe relationship with Bennett College)

A student wishing to withdraw from the College must complete a College Withdrawal Form. Completing a College Withdrawal Form the student is indicating her intent to effectively sever her relationship with the College. A grade of W is recorded for all courses in a student's course schedule when the student leaves the College before the end of the term without successfully completing her courses. Students who find it necessary to withdraw from the College must confer with Academic Advising, Counseling Service, Financial Aid Office, Business Office, Residence Life, Office of the Senior Associate Provost, and the Vice President for Student Affairs for completion of withdrawal plans. The student should sign and date the College Withdrawal form after securing all appropriate signatures and upon delivery to the Office of the Registrar. Notation of withdrawal and the effective date will be posted to the student's academic record. Instructors and college offices will be notified of all withdrawn students. The completed College Withdrawal form is filed in the student's permanent record in the Office of the Registrar.

Note: The process is not considered complete until student and Business and Financial Aid Offices (and Student Life for on campus students) signs final paperwork. Student should sign form after all signatures have been obtained and upon submission to the Office of the Registrar.

Leave of Absence

A leave of absence is a type of withdrawal and is available for students wishing to take time away from the College with the intention of returning the following semester. The leave of absence status is especially helpful for recipients of federal financial aid because they are not considered to be withdrawn provided they do return and complete the following semester.
Students may apply for a leave of absence only during the last 60 days of the semester. A request for leave of absence must be submitted in writing and include the reason for the student's request. There must be reasonable exception that the student will return from the leave of absence. All leave of absences must be approved. The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Failure to return from the leave of absence will impact the student's loan repayment term, including the expiration of the student's grace period.
A student's return to the College is contingent upon the conditions outlined in *Return to the College* below.

Return to the College: Normally, a student may withdraw or take a leave of absence from the College only once during matriculation as an undergraduate. Students will be notified by the

Office of the Registrar 30 days before the total 180 days allowed for a leave of absence has ended to confirm the student's intent to register for the following term. Students who find it necessary to leave the College are required to petition *the College Review Committee* in order to return. Students who have earned a minimum 2.0 cumulative GPA, with no previous withdrawal or leave of absence, are exempt from this requirement. Students who withdraw or take a leave of absence while on academic probation, or those returning from dismissal, are always required to petition *the College Review Committee.* Students are also required to complete a Reinstatement Advising Meeting with their Academic Advising Team before the petition will be considered by *the College Review Committee.*

Additional Withdrawal/Leave of Absence Information: The effective date of withdrawal or leave of absence for the purposes of refunds is the date the student completes the College Withdrawal or Leave of Absence form with ALL required signatures (to include Residence Life as applicable) and is received by the Office of the Registrar. The student should sign and date the Leave of Absence or College Withdrawal form after securing all appropriate signatures and upon delivery to the Office of the Registrar. Notation of withdrawal/leave of absence and the effective date will be posted to the student's academic record. Instructors and college offices will be notified of all withdrawn students. The deadline date for submitting the withdrawal for each semester is the last day of classes. Students should contact the Office of Admissions for readmission information.
The repeat policy will not apply to courses taken during the academic semester from which the student is officially withdrawn.

Course Withdrawal (Withdrawal without Penalty)

Bennett College will allow a withdrawal without penalty (WP) from a current semester course or courses within the stated time allotment as published in the college academic calendar (usually following the week of mid-term exams). Withdrawal of courses without penalty will be included in attempted hours, but excluded from all other grade point average calculations. The student must initiate this action by completing a Course Withdrawal (Withdrawal without Penalty) form in the Office of the Registrar by the stated calendar deadline.
Request for a withdrawal (withdrawals without penalty) from a course or courses after the stated deadline as listed in the current semester's academic calendar (end of the tenth week of class) and prior to the end of the semester; requires a petition to the Office of Academic Affairs. Such petitions will not be granted without documentation of extenuating circumstances (**medical, psychological, or administrative reasons)**. Withdrawals are indicated on the student's transcript by a report of W and will not affect the student's grade point average. Approvals or denials will be based on a formal review of the information provided to the designated Academic Officer of the office of Academic Affairs.

To withdraw from a course from the second to the tenth week:

• Meet with an advisor and pick up a Withdrawal form.

• Bring it to the instructor for discussion and (if the instructor grants his or her approval) signature.

• Return it to the Office of the Registrar by the Withdrawal deadline (usually following the week of mid-term exams).

In order to submit a petition to withdraw from a course after the stated time allotment published in the college academic calendar (end of the tenth week of class), the student should follow the above steps and, in addition:

• Include a petition statement that explains the reasons for the student's request.

• Submit the Withdrawal form, the petition statement, and any accompanying documentation to the Office of the Registrar as soon as possible.

Students should be aware that their petition may be denied.

Unofficial Withdrawal
effective fall 2009

A student is classified as *unofficially withdrawn* from the College after being reported as never attending. Class rosters will be submitted by each course instructor to the Office of the Registrar in a given term to determine possible student unofficial withdrawal status during the following periods: first three weeks of instruction, mid-term grading period (mid-term grade roster with attendance), and the eleventh week of class. If an administrative withdrawal action is taken against the student, the Office of the Registrar will record a grade of **WP** (Withdrawal without Penalty) for all registered courses until the Last Day for Withdrawing without Penalty. All unofficial withdrawals following the Last Day for Withdrawing without Penalty will receive a grade of **F** for each registered course. The unofficial withdrawal date assigned will coincide with the date of the first submitted class roster reporting the student's absenteeism.

S And U Grades

S and **U** grades are reserved for recording student participation in the required Academic, Cultural and Enrichment Series (ACES) program. Students who attend 75% or more of ACES programs will receive a satisfactory (S) grade. Students not meeting this requirement will receive an unsatisfactory (U) grade.

Repeat Courses

A student may choose to retake any course in which a grade of **C** or below has been received. Normally, a student will be permitted to repeat a course only once. In computing the student's grade point average the highest grade is counted.

Computing the Grade Point Average

It is essential for a Bennett College student to know how to compute her grade point average (GPA) as it is an important part of academic standing assessment. A grade point average for students enrolled at Bennett College is based on work undertaken at Bennett College, approved course work taken at Greater Greensboro Consortium institutions, and approved course work at other institutions.

The semester grade point average is determined by dividing the total quality points earned by the credit hours attempted in a semester.

The cumulative grade point average is determined by dividing the total of *all* quality points earned by *all* credit hours attempted.

Changing Grades

It is assumed that the grades submitted to the Office of the Registrar represent the best judgment of professors with regard to student achievement. There are to be no changes in grades received in the Office of the Registrar except by the written approval of the Vice President for Academic Affairs.

Grade Reports

Grade reports are available online through BelleNet following the midterm grading period and at the close of each semester.

Satisfactory Academic Progress (SAP)

Federal law establishes that all students must make Satisfactory Academic Progress (SAP) toward their degree to remain eligible for financial aid. All undergraduate students at Bennett College must meet the requirements as outlined under Financial Aid – Satisfactory Academic Progress I – IV (http://www.bennett.edu/financialaid/pdf/SapPolicy.pdf).

Academic Standards Policy

The minimum standard for satisfactory academic standing for all Bennett College student is a 2.0 (C) cumulative grade point average. A student with less than the required 2.0 grade point average at the end of her first semester will automatically be given an "**Academic Warning**." A student with less than a 2.0 cumulative grade point average at the end of her second semester will automatically be placed on "**Academic Probation**." A student with less than a 2.0 cumulative grade point average at the end of her third semester will be automatically "**Dismissed**" whether or not she has been previously placed on academic warning or probation. An academically dismissed student may petition for readmission to the College.

If a student has been academically dismissed from the College twice, she becomes ineligible to apply for readmission to Bennett College for a period of three (3) years.

Readmissions Policy

A student with less than a 2.0 cumulative grade point average at the end of her third semester at the College will be automatically dismissed from the College. She may petition for reentry by submitting a "Petition for Readmission" to the vice president for enrollment management. The "Petition for Readmission" should identify any extraordinary circumstances contributing to the student's academic performance, and specify a plan of action to address the extraordinary circumstances or the resolution of the extraordinary circumstances. The "Petition for Readmission" will be considered by the Readmissions Committee, which is composed of the vice president for enrollment management, registrar, director of academic advising, chaplain, and three (3) members of the faculty appointed by the provost.

The Readmissions Committee, in considering the Petition for Readmission, may decide to approve the request without conditions, approve with specific conditions, deny the request with recommendations, or deny the request without recommendations.

Academic Classification

Students must have completed the following minimum number of earned semester hours for each classification:

Sophomore Standing - 26 earned semester hours
Junior Standing - 58 earned semester hours
Senior Standing - 92 earned semester hours

First-Year and Transfer Students' Skills

Assessment

First-year and transfer students are required to take skill assessment placement tests that measure student skills in reading comprehension, arithmetic, algebra, and college-level math.

All students who enroll at Bennett College are required to participate in assessment(s) of oral communication skills, basic computer skills, General Education knowledge, and also in their major(s), if required. Participation may include, but is not limited to, such activities as capstone courses, assessment tests, portfolios, student surveys, and the assessment activities of their major(s).

The Measure of Academic Proficiency and Programs (MAPP) is administered to freshwomen as an entry test to assess their knowledge of General Education. It is administered again in the junior year (post test) to assess knowledge after completion of the General Education Curriculum.

The English Competency Examination (ECE) is an exit exam for LW 103: Freshman Composition. If a student does not pass the ECE, she is required to retake LW 103. Passing it is also a requirement for graduation.

The *Mathematics Competency Examination (MCE)* is administered to all first year students. Passing it is also a requirement for graduation.

Mathematics / English Competency Exams

Effective August 2011, students will be required to take and pass the Mathematics and English Competency Exams by the end of their Sophomore year.

Residence Requirement

All candidates for degrees must take their last 32 hours in residence, except for students in special degree programs officially arranged by Bennett College.

Academic Renewal

The Bennett College Academic Renewal Policy provides previously enrolled students who have been absent from the College for at least three years to have the opportunity to pursue a single "fresh start" by removing all grades lower than a **C** in their grade point average. All grades remain as part of the student permanent record and are not removed. This policy is designed to facilitate the retention of previous students with an unsuccessful start by renewing their academic progress and encouraging them to complete their degree requirements at their home campus rather than seeking other options such as transferring to another institution.

Formerly enrolled students who have less than a 2.0 cumulative GPA and who have not been enrolled at Bennett College three years prior to applying for readmission are eligible to petition to the Senior Associate Provost for academic renewal under the following conditions:

Students not enrolled at any higher educational institution three years prior to readmission:

The readmitted student must successfully complete two consecutive semester terms earning at least 24 credit hours, maintain a minimum grade point average of 2.0 for both consecutive semester terms, and maintain a satisfactory grade in ACES for both consecutive semester terms.

Students who have enrolled at other nationally accredited institutions during the three year absence from Bennett College:

The readmitted student must have successfully completed a minimum of 24 hours of transferable course work following their last enrollment date at Bennett College with a minimum overall grade point average of 2.50.

Academic Dismissal/Reinstatement

Bennett College measures academic progress for each term throughout the student's enrollment. All students enrolled in credit courses at the College are required to meet the established standards for satisfactory academic progress. Students **academically dismissed** are considered not to be meeting the College's minimum standards of academic progress. Students academically dismissed are required to discontinue enrollment for the next semester.

If there is a procedural error in grade assignment or in calculation of the student's cumulative GPA, an appeal of academic dismissal may be made to the Associate Senior Provost. This appeal must: a) be in writing, b) be accompanied by substantive evidence to support the appeal (e.g., a letter from an instructor confirming the error; documentation of a serious, intervening medical, psychological or personal issue), and c) be submitted no later than two weeks following the notice of academic dismissal. The appeal does not result in automatic reinstatement.

Reinstatement of Academically Dismissed Students

An academically dismissed student who provides new evidence of interest and determination to continue studies at Bennett College may apply for reinstatement after an absence of two full terms. Appeals for reinstatement should be submitted to the Office of Admissions, and an application for readmission should be submitted. Students who are reinstated will continue to be on probation until the cumulative GPA reaches or exceeds 2.0.

Procedure for Reinstatement

A student who wishes to be reinstated must submit a letter of appeal to the Office of Admissions describing why she wishes to return to Bennett College, and her activities during the dismissal period that would support a reinstatement decision. An example of such an activity would be completion of academic course work at a regionally accredited institution with grades of C or better. The student must also apply for readmission through the Office of Admissions. All applications for reinstatement to Bennett College will be reviewed by Academic Advising and Retention, Counseling Service, Financial Aid Office, Business Office, Student Affairs, Senior Associate Provost, Enrollment Management and the Office of Admissions.

Reinstatement Interview

For reinstatement to a fall semester, arrangements for a reinstatement interview must be made and the interview must take place between March 1 and July 1.

For reinstatement to a spring semester, the arrangements must be made and the interview must take place between October 1 and December 1.

To arrange a reinstatement interview, schedule an appointment with the Office of Admission.

Late requests for a reinstatement interview will be deferred to the following semester.

Grade Forgiveness/Repeat Course

(In this policy, "repeat" means to enroll in a course for which a grade has already been assigned). After completing the Request Permission To Repeat A Course Form and obtaining all appropriate approval signatures, all previously completed courses in which grades below a **C** were earned will be forgiven. The grades of these courses will be shown on the transcript but will not be used in the calculation of the GPA and the hours will not be counted toward degree requirements. The recomputed GPA will be calculated from the courses in which grades of **C** or higher were earned. The Academic Renewal Policy allowing grade forgiveness may be used only once during a student's academic career. In addition to the single usage of the policy, a student forfeits their eligibility to be recognized for academic honors (excluding Dean's list) during matriculation and graduation.

A student cannot repeat a course for which he or she received an "I," until the "I" is converted to a grade. If a grade of C or better was earned, the student should consult with her adviser to discuss the usefulness of repeating the course. A student who has received a grade of C or higher may only repeat a course with permission and only if the course is described in the current

Academic Catalog as repeatable for credit. When a course has been repeated, all of the credits and grades earned are included when calculating the student's grade-point average. However, the course counts only once as a graduation requirement.

TRANSCRIPT EXPLANATION: Courses with an indicator of "R" in the Rpt column of the transcript will be included in the term and career total credits earned and GPAs. Courses with a "*" in the Rpt column will be excluded from the career total and cumulative GPAs but retained in the term totals.

Student Work and Intellectual Property Rights

Intellectual property created solely for the purpose of satisfying a course requirement is owned by the student and not the College or the student's professor.

Exceptions to this policy occur when/if:

a. The College becomes the owner of student work if the student assigns ownership rights of the intellectual property to the College in writing, or written assignment of such ownership rights to the College is made a condition for participation in a course.

b. The College owns the answers and questions on tests and examinations, unless otherwise indicated by the course instructor. Tests and examinations include but are not limited to print, electronic and audio or visual formats.

c. Student research projects are funded by outside sponsors. If the sponsor requires ownership of the intellectual property produced by the student as a condition of sponsorship, the College will so advise the student before the student begins the project. The student will be required to sign a waiver prior to beginning the project.

Student Academic Affairs Complaints and Concerns

Bennett recognizes the need to have procedures in place to address and respond to academic affairs concerns raised by students. Within the context of classroom concerns (e.g., challenge to a grade in a course or a classroom policy or procedure), students are encouraged to address the concern first with the faculty member involved. If the matter cannot be resolved at that level, the student is directed to follow the chain of authority for academic affairs (i.e., department chair, division chair).

If a student wishes to have an issue or concern examined by the Senior Associate Provost, the student should complete the Student Conference Request Form which is available in the Office of the Senior Associate Provost. A student completing this form should have exhausted other means of resolving the issue through the advisor (where appropriate), the faculty member, the department chair and the division chair.

All written student complaints and concerns will be acknowledged within 7 business days of receipt. Within 30 business days after acknowledging receipt of the complaint or concern, the Senior Associate Provost will inform the student regarding the institutional response.

Petition for Exception to Academic Policy

Students who, after consultation with their advisor, believe that an exception to an academic policy or procedure is warranted, should petition for such exception. A written petition for an exception to an academic policy should clearly state the policy and the rationale for the exception. The written petition will be reviewed by the Senior Associate Provost in consultation with the appropriate person, office or committee, for a decision on whether the exception will be made.

Violations of Academic Integrity

The primary responsibility for academic integrity lies with individual students and faculty members of the college. A violation of academic integrity is a breach of the Bennett College Honor Code, the Code of Conduct and the Code of Ethics. Specific examples of academic dishonesty and potential sanctions are outlined in the *Bennett Belle Book* in the section covering the Honor Code and the Code of Conduct. Examples of sanctions are also listed in the catalog under the section covering the Bennett College Code of Ethics.

Alleged violations of academic integrity will be addressed by the faculty member with the student, in consultation with the department chair and/or the division chair. Violations may also be referred to the Office of the Provost for review and resolution.

Transfer Credit/Transient Student

Bennett College awards full credit in terms of semester hours and quality points for all courses that are satisfactorily completed during the academic year or summer sessions at approved institutions. Before taking a course at another institution, a student must receive the signatures of the program chair and the department director. The approval form must be completed and approved by the Senior Associate Provost and must be filed with the Office of the Registrar. A transcript of work completed must be filed with the Office of the Registrar when work is completed. Permission for a student to enroll in a course for transfer credit may be denied if the course is being offered at the home institution, and/or a home institution course can be substituted for the transfer course.

Transferable Credit Evaluation

Students who have completed courses at another accredited college or university may submit the official transcripts for evaluation and acceptance as transfer credit. The following will be considered by Bennett College in assessing the potential for credit acceptance:

1. The Office of the Registrar will determine the courses and credits accepted as meeting general education requirements and transferable electives.
2. Accepted transfer credits must have a minimum grade of C. Only transfer credit hours are added to the student's record. The GPA is affected when any grades are received after official enrollment at Bennett College.
3. Bennett College will accept only those courses equivalent in content to its courses or relevant to current academic subject areas.
4. Bennett College will accept up to 36 credit hours of equivalent or comparable content transferable courses toward the general education requirements. All other transferable

course work will initially be accepted as electives. The student's major department has the discretion to accept any elective credit as a substitution based on course content for the required departmental degree program. Substitution forms must be completed by the student's major department with appropriate signatures and submitted to the Office of the Registrar in order to have the elective transfer credit for degree program requirements officially considered.

5. Independent of prior transfer credit hours accepted, a student must complete a minimum of 32 credit hours at Bennett College.

Consortium

The Greater Greensboro Consortium is a program uniquely designed to expand the course options available to degree seeking students at Bennett College. All students can cross register for courses at seven other schools in the Greater Greensboro Consortium:

- Elon University
- Guilford College
- The University of North Carolina @ Greensboro
- Greensboro College
- High Point University
- North Carolina A&T State University
- Guilford Technical Community College

Credits earned from consortium credits will apply towards the student enrollment at Bennett College and effects the student's GPA.

All, rules, regulations and dead-lines apply at the host institution.

The high moral standards of personal behavior outlined in the Bennett College Code of

Conduct are expected when attending classes within the consortium.

ATTENTION SENIOR: Enrollment in cross-registration consortium courses in the spring term of the senior year is prohibited.

Course Overload Policy

A minimum of 12 semester credit hours are required to be classified as a full-time student. The full-time designation is required for receiving state, federal and several other funding sources for student financial aid.

The College generally recommends a maximum semester course load of 16 semester credit hours. However, some curriculum patterns may require 17 to 18 semester credit hours. Although rarely suggested, special course overload privileges of up to 21 semester credit hours are extended to students whose overall grade point average is 3.00 or above. Any exceptions to

the course overload requirements for a maximum of 21 credit hours in a given semester must receive the written approval of the Senior Associate Provost. Additionally, fees are required for any semester credit hours above 18. Students who have displayed outstanding academic excellence by maintaining a minimum overall grade point average of 3.50 are exempted from any additional charges for 19 to 21 semester credit hours.

Course Registration Procedures

Registration as it relates to Bennett College: the following procedures must be completed in a satisfactory manner in order for a student to be classified as officially enrolled for a designated term.

Course Registration

Students will proceed with course registration following one of the procedures outlined below:

Early Registered Students

- Must have completed Early Registration the previous semester.
- Meet individually with faculty advisors to arrange and complete a *Course Registration proceed to BELLENET* for online registration. (12 hours or more for fulltime) Your course will sit in "Reserve" until your advisor view and approve. Students who Early Registered for at least 12 credit hours can proceed to:
  - Ö Residence Life
  - Ö Business Office and/or Financial Aid for completion of the Early Registration Process. Completing Early Registration you are not required to return until the 1st Day of class (no fee will be imposed).

IMPORTANT - Upon returning you must CHECK-IN AT THE R.E.A.L. STATION (VERIFYING YOUR RETURN)

Enrollment is completed for a student to proceed to class when the above Check-in stations are successfully cleared and an electronically validated identification card is issued or updated.

Students Who Did Not Early Register

- Meet individually with faculty advisors to arrange and complete a *Course Registration* and/or proceed to *BELLENET* for online registration. (12 hours or more for fulltime) Your course will sit in "Reserve" until your advisor view and approve.
- Proceed to the Check-in site (see below) for completion of the enrollment process (validation).

Fiscal Registration

- Report to the Check-in Site and complete/clear the following stations:
  - Ö Check-in
  - Ö Health Center
  - Ö Course Registration
  - Ö Residence Life

- Ö Financial Aid
- Ö Student Accounts/Cashier (payment of cost of attendance)
- Ö Student ID
- Ö Mail Center

· Enrollment is completed for a student to proceed to class when all of the above Check-in stations are successfully cleared and an electronically validated identification card is issued or updated.

Sequential Registration

A student can neither register for the second semester of a sequential course in which she has received a failing grade in the prior semester, nor enroll in a course without successfully completing prerequisites.

Independent Study

Independent Study supports intellectual activity by bringing together outstanding students and professors in stimulating research experiences. Prior to registration the student should seek an independent study option form from her advisor. A student may pursue research topics of special interest under the Independent Study Program. Students may earn three (3) credit hours for independent study each semester. A minimum cumulative grade point average of 2.80 and a junior or senior classification is required.

Office of the Registrar

Confidentiality of Educational Student Records

The Office of the Registrar complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

STUDENT RIGHTS UNDER FERPA

- § The right to inspect her education records;
- § The right to prevent disclosure of her educational records;
- § The right to seek amendment to her education records if believed to be inaccurate or misleading; to append a statement to her record;
- § The right to be notified of her privacy rights under FERPA; and
- § The right to file a complaint with the U.S. Department of Education in Washington concerning an alleged failure by the College to comply with FERPA.

A student's FERPA rights begin when she enroll for classes and continue after graduation. Students who have ceased attendance or who have graduated from Bennett

College have the same FERPA rights as currently enrolled students to inspect and review their records and may have a hearing to amend an education record.

The Office of the Registrar will provide an official transcript of a student's academic record issued directly to the student or to a third party provided the student has given proper authorization to the Office of the Registrar.

Bennett College is pleased to announce current students, alumnae and third party requestors can now obtain enrollment verifications online through the National Student Clearinghouse. Bennett College has authorized the National Student Clearinghouse to provide enrollment and degree verifications.

Transcripts

All currently enrolled students and those who have recently graduated from Bennett College can request transcripts through Bellenet. Current students may logon to Bellenet to access the electronic transcript request form. Select the Academic tab and select the Student Forms folder. Click on the CUS Clearinghouse Self Service Access and select “Order Or Track A Transcript”.

All other alumnae and those who do not have access to Bellenet must complete and submit all transcript requests through the National Student Clearinghouse via the My Student Center {or www.getmytranscript.com}. A major credit card/debit card with Visa/MasterCard logo is required. Credit card will be charged when transcript request has been processed. Order updates will be emailed along with text messages (if text option is selected). Transcript orders are also tracked online. All transcript processing occurs on the Bennett College campus within the Office of the Registrar.

About The Bennett College Transcripts

A Bennett College transcript contains a student's entire academic history as well as degree conferral information. All Bennett College transcripts issued from the Office of the Registrar are printed on official security paper and contain the school's seal on each page of the document.

Transcript Holds

A hold on a student's record prevents the release of a transcript. The Office of the Registrar will not process any transcript requests from students who have an outstanding balance or unfulfilled obligation to the College.

Academic Records of Returning Students

If a student who has left the college returns within a four-year period after her last semester of previous enrollment, evaluation of her academic credits from her first enrollment will reflect the requirements that were in force at the time of her leaving. If a period greater than four years has lapsed since her last semester at Bennett, her academic credit evaluation will reflect the academic requirements that are in operation at the time of her return.

Change of Name or Address

In order for Bennett College to maintain accurate records and for the student to receive important and timely information from the College, it is imperative a student's name and social security number is correct in our database. The student must notify the Office of the Registrar of any name changes (or a student identifies their name/SSN number is incorrect in our database) as soon as possible. Student may download a CHANGE OF NAME AND ID# FORM and complete the form with all appropriate documents and submit to the Office of the Registrar. For change of name and social security number, legal documentation is required.

VETERAN AFFAIRS/VETERAN SERVICES

Bennett College is an approved institution for Veterans, spouses and other family members wishing to attend and receive educational benefits. Bennett College complies with the Established Principles of Excellence for Educational Institutions Serving Service Members ensuring Veterans and their families have access to information they need to make informed decisions concerning the use of their well-earned educational benefits.

Persons wishing to attend the College under the Veteran Administration Educational Training Program should apply to the Veteran Administration for a Certificate of Eligibility. Simultaneously, they should apply for admission to Bennett College through normal admissions procedures. The issuing of a Certificate of Eligibility by the Veteran Administration does not automatically assure a student of admission to the College.

The Office of Veteran Service is within the Office of the Registrar, located in Black Hall Room 104. The Office of Veteran Service has been established to assist Veterans, spouses and other family members with enrollment and adjustment to college life. Upon enrollment, the Veteran or eligible person should report to the Office of Veteran Service to complete a VA Student benefit Enrollment Form. If a Certificate of Eligibility has not been issued, the Veterans or eligible person should contact the Certifying Official in the Office of Veteran Service.

Graduation

Requirements

Bennett College confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Fine Arts, and Bachelor of Arts and Sciences in Interdisciplinary Studies. The College also has authority to confer the Associate in Arts degree. Professional certificates or any other related form of academic achievement beyond the associate or bachelor degrees are not offered.

The Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Fine Arts, and Bachelor of Arts and Sciences in Interdisciplinary Studies degrees represent the satisfactory completion of at least 124 semester hours, an overall average of at least **C** (2.0) in each course that the student has taken to satisfy the requirements for graduation in her major field, and a grade of at least **C** in the English component of all required communication skills courses. All academic course work completed below LW 101 and MA 111A is not considered toward the minimum of 124 semester hours required for graduation.

A candidate for graduation is expected to demonstrate maturity, responsible citizenship, and well-defined goals. To help with self-evaluation, the College has adopted a comprehensive program of testing at entrance to the College and during the junior and senior years.

Graduation with Honors

Graduates who have completed at least 64 hours at Bennett College are eligible to graduate with honors.

LATIN HONOR	REQUIRED CUMULATIVE GRADE POINT AVERAGE
Summa Cum Laude	3.80–4.0
Magna Cum Laude	3.60–3.79
Cum Laude	3.40 and 3.59

No academic honors are to be received at Graduation or Honors Convocation with an Unsatisfactory ACES grade.

Application For Degree

Undergraduate students are advised to file an Application for Degree with the Office of the Registrar during early registration the semester prior to graduation. Applicable fee should be paid when student is notified. The final deadline for filing each semester and summer session is published in the Bennett College Academic Calendar in this Catalog. Failure to meet the stated deadline will result in a delay in time of graduation.

Senior Essays

Effective October 2010, the Senior Essay will be **major specific** and **housed in the individual departments**. In the future, the essay will be directed in a Capstone Course in the major department and evaluated by a rubric to be determined in the various departments. After the departmental / division evaluation, essays will be forwarded to the Provost's office by the end of March annually. This is a Graduation requirement at the Senior term of completion.

FORMAT:

- 500 -1000 Word typed essay (not to exceed five pages)
- 12 font
- Times Roman
- 1" margins
- Double Spaced

GUIDE: Describe how your major field of study has prepared you for graduate / professional school and /or the work place

- What areas of your major field have been of particular interest to you?
- What do you consider to be your strengths and weaknesses?
- How have your studies in your major field prepared you for leadership?
- How can your particular studies be applied to the resolution of global issues/problems?
- Your future plans as a professional in the field?

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A senior may participate in the commencement ceremony only if: (1) all grades are submitted; (2) She has met the minimum requirement of 124 earned credit hours with GPA average 2.0. (3) Completion of Senior Essay; and (4) Received passing score for Mathematics/English Competency exams.

Diploma Replication

All replication of diplomas will be printed in the most recent format and verbiage. Signatures displayed will be current position holders of the following: Chairman of the Board of Trustees, Secretary to the Board of Trustees, President of the College, and Registrar of the College. In addition, a disclaimer at the bottom of the replicated diploma will include the following statement: *Reissue of Diploma Authorized,* ___*Current Date*___ . Only the area of study, type of degree, and graduation date will be the same as the original document.

Academic Programs

Degrees Offered

Bennett College confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Arts and Science in Interdisciplinary Studies, Bachelor of Social Work, and the Bachelor of Fine Arts. These degrees represent the satisfactory completion of at least 124 semester hours, an overall average of at least **C**, and a grade of at least **C** in each course that the student has taken to satisfy the requirements for graduation in her major field. The College currently offers 18 majors. Bennett College participates in a dual degree engineering program with North Carolina Agricultural and Technical State University (NC A&T), which allows Bennett College students to earn a second degree in engineering from NC A&T State University.

Declaring Majors

Effective Fall 2010, students must officially declare their majors by the end of their Sophomore year.

Majors

- Arts Management (Music & Visual Arts Tracks)
- Biology
- Biology Education
- Business Administration
- Chemistry
- Computer Science
- Elementary Education (K–6)
- English
- English Education
- Interdisciplinary Studies (4 tracks)
- Journalism & Media Studies
- Mathematics
- Mathematics Education
- Political Science
- Psychology
- Social Work
- Special Education
- Visual and Performing Arts (3 Tracks)

Dual Degree in Engineering

Students may receive a dual degree in engineering from NC A&T State University (also in Greensboro NC) by participating in the Bennett College/NC A&T State University Dual Degree Engineering Program. At the end of the first year at Bennett College, students may apply for admission to the Dual Degree Engineering Program in the office of the Coordinator of the Dual Degree Engineering Program at Bennett College. The following engineering degrees are offered:

- Chemical Engineering (Dual Degree Program)
- Electrical Engineering (Dual Degree Program)
- Industrial Engineering (Dual Degree Program)
- Mechanical Engineering (Dual Degree Program)

General Education Program (***Revised program is pending approval by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)***)

The General Education Program at Bennett College is a basic core curriculum designed to reflect the mission and philosophy of the college and to provide a solid foundation for each student's first two years of matriculation. The curriculum is intended to direct our students toward intellectual maturity, and to lay the groundwork for their exploration of the institution's foci and core values.

The following curriculum is required for all students pursuing the B.A., B.F.A., B.S., B.S.W., and B.A.S.I.S. degrees.

Academic Affairs Mandate

All first-year students are required to take:

OR 100 (non-credit) Orientation; Opening New Doors (must be taken first and second enrolled semester) Graduation Requirement

The General Education Program at Bennett College consists of **35-36 semester hours** of course work in the areas of:

- Communications
- Foreign Language
- Introduction to Research Methods
- Mathematics
- Physical Education
- Fine Arts
- Natural Sciences
- Social and Behavioral Sciences
- History /Philosophy/Religion

All Bennett College Students are required to complete 23 credit hours consisting of the following core courses:

- **Communications Subject Area (6 hours)**
  First Year Writing Courses: Each student must complete a two-semester sequence (LW 102-103) in English composition and pass both courses with a grade of C or better. The sequence develops student's communication skills in written formats; this includes reading critically as well as writing clearly in a variety of styles. After completing these courses students are expected to be able to write clearly and concisely in standard English and to be generally prepared to do college level writing and editing.

  LW 102 Literature & Writing I (3)
  LW 103 Literature & Writing II (3)

- **Foreign Language (6 hours)**
  Students are required to complete 6 sequential semester hours of the same language.

- **Introduction to Research Methods (3 hours)**
  All students are required to complete an Introductory Research course by the end of their sophomore year. Students must pass this course with grade of C or better.

- **Mathematics Subject Area (6 hours)**
  Mathematics and statistics courses give students competence in quantitative methods and an understanding of how those methods are used to describe and analyze the natural world. These courses also give students exposure to the theories and practice of mathematics, and to the unique nature of mathematical knowledge. They will have a practical component, giving students the opportunity to apply mathematical and statistical methods to "real-world" problems.

- **Physical Education (2 hours)**
  Each student must complete 2 semester hours in fitness/physical activity.

23 Credit Hours

Students are required to complete one course from each of the following areas of study. These courses may include approved interdisciplinary courses.

- **Fine Arts (3 hours)**
  Students are required to complete 3 semester hours of humanities coursework in the fine arts. Fine Arts courses provide students the opportunity to study the aesthetic dimension of human experience and to learn how people have given creative interpretations to events from differing perspectives.

- **Natural Sciences (3-4 hours)**
  Students must successfully complete 3 – 4 (with lab) semester hours of approved coursework in the natural sciences that include biology, chemistry, physical science, and physics. Courses will give students experience in the theories, principles, and practices of the natural sciences and will address the relationship of science with the modern world.

- **Social and Behavioral Sciences Subject Area (3 hours)**
  Students must successfully complete 3 semester hours of approved coursework in the social science disciplines. Social sciences courses include the disciplines of economics, sociology, geography, political science, and psychology.
- **History/Philosophy/ Religion Subject Area (3 hours)**
  Students must also complete 3 semester hours of approved course work in the study area of history, religion or philosophy.

12 – 13 Credit Hours

The course requirements for the General Education Program:

Required Core Courses	Credit Hours
LW 102 College Composition	3
LW 103 Introduction to Literature	3
Foreign Language 6 sequential hours of the same language selected from: FR 101/SP 101 Elem. French I or Elem. Spanish I; FR 102/SP 102 Elem. French II or Elem. Spanish II; FR 203/SP 203 Interm. French I or Interm. Spanish I; FR 204/SP 204 Interm. French II or Interm. Spanish II; **or other approved foreign languages**.	6
RS 200 - Introduction to Research Methods	3
Math 6 hours selected from: MA 111-A & 11-B College Algebra; MA 120 Finite Mathematics; MA 130 Pre-Calculus	6
Physical Education 2 hours selected from: PE 102 Basketball(1); PE 106 Volleyball(1); PE 108 Fitness & Conditioning(1); PE 308 Beginning Swimming(1); PE 310 Interm. Swimming(1); PE 130 Beginning Golf (1); PE 230 Interm. Golf (1)	2

Total Required Core Course Hours	**23**
Additional Required Courses	**Credit Hours**
Fine Arts 3 hours selected from: AR 100 Intro. to Visual Arts; AR 202 African American Art; MU 225 Intro. to Music Literature & Appreciation; TH 102 Theatre and Culture; TH 205 - Theatre History & Literature; MU 224 African American Music; or a Fine Arts Interdisciplinary Seminar Course.	3
Philosophy/Religion/History 3 hours selected from: PH 201 Intro. to Philosophy; PH 313 Intro. to Ethics; RL 315 Philosophy of Religion; any 200 level Religion course; History course options from 100 and 200 level History courses; WS 100 introduction to Women's Studies; or an Interdisciplinary Seminar Course from Religion, Philosophy or History.	3
Natural Sciences 3 hours selected from: BI 100 Biological Science (non-science majors) or BI 101 Principles of Biology (science majors); SC 103 Physical Science(3); CH 100 Introduction to Chemistry; CH 101 College Chemistry(4); PY 201 Physics for the Biological Sciences(4); PY 221 Calculus-Based Physics(4) or an Interdisciplinary Seminar Course in the Natural Sciences	3-4
Social and Behavioral Sciences 3 hours selected from: PS 100 Psychological Science; PS 101 General Psychology; PO 200 Intro. to Political Science; PO 202 U.S. Government; EC 201 Intro. to Microeconomics; EC 202 Intro. to Macroeconomics; SO 201 Intro. to Sociology or an Interdisciplinary Seminar Course in the Social and Behavioral Sciences.	3
Total Additional Required Course Hours	**12-13**
TOTAL GENERAL EDUCATION REQUIRED HOURS	**35-36**

Spanish Language Policy Concerning the General Education Foreign Language Requirement

The General Education Program at Bennett College includes a foreign language requirement of six (6) sequential credit hours. If a student has no previous study of Spanish, she can complete the General Education foreign language requirement in Spanish with Elementary Spanish I (SP 101) and Elementary Spanish II (SP 102).

Entering freshwomen with three (3)or four (4) years of high school Spanish and transfer students who studied Spanish in their previous academic institutions who wish to continue the study of Spanish are required to take a placement test during orientation. The placement test is optional for students with one (1) or two (2) years of high school Spanish who wish to place at a higher level than Elementary Spanish I.

If the student places at a higher level than Elementary Spanish I, she must take the next two higher level Spanish courses sequentially; in all cases, the course credits of Spanish earned must total six (6) credit hours. A student may not be exempted from this requirement based on a placement test score. The purpose of the placement test is to place the student into a course at the appropriate level for her to continue her study and to earn six (6) academic credits. It is not intended for placing her out of the Spanish six (6) credit hour requirement.

Students who are seeking to place out of the Spanish six (6) credit hour requirement and to receive course credit at Bennett through examination or prior study should utilize the College Level Examination Program (CLEP) or the Advanced Placement (AP) course credit procedure.

Majors, Minors, and Concentrations

Students pursuing the B.A. or the B.S. degree select a major and complete departmental requirements for that major. A student may also select a minor area of study along with her major. A total of 18 credit hours must be earned to satisfy requirements for a minor in selected disciplines.

An interdisciplinary concentration is required for the degree in Interdisciplinary Studies. A total of 24 credit hours constitutes a concentration.

Declaring Majors

Effective August 2011, students must officially declare their majors by the end of their Sophomore year.

Double Majors

Students who wish to pursue a double major must complete all General Education courses AND all requirements for both major areas. Double majors must be approved by department chairs from both major areas and the Vice President for Academic Affairs by completing a double major form.

Student Responsibility

Each student is responsible for the proper completion of her academic program as based on the requirements stated in the College Catalog. The assigned faculty advisor is available for consultation, but responsibility remains with the student. Additional advising assistance is available through the Bennett College Institute for Academic Success.

Academic Units and Departments

In keeping with its commitment, Bennett College offers a rigorous liberal arts education of excellence for its students. Faculty members are committed to the delivery of a liberal arts curriculum in an environment of open inquiry. The educational program encourages the development of the critical and analytical thinking necessary for students to continue to educate themselves in the years after college, thereby making their education constantly relevant and lifelong. Faculty, staff, and administrators consider it a fundamental principle to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group participation and community involvement. This program is designed to meet the needs of an ever-changing global technological society. The standard of education provided by the College meets or surpasses the accreditation standards of the state, regional, and national accrediting agencies from which accreditation has been sought. Among these accrediting agencies are the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), and the Council of Social Work Education (CSWE).

The **Division of Academic Affairs**, which is responsible for the administration of the academic program, currently consists of three **academic administrative units**: (1) the Office of the Vice President; (2) the Office of the Associate Vice President; and (3) the Office of the Registrar. There are two **academic support units**: (1) the Institute for Academic Success, and (2) the Holgate Library. There are three **academic divisions**: (1) the Division of Humanities, (2) the Division of Natural and Behavioral Sciences/Mathematics, and (3) the Division of Social Sciences and Education. These divisions are further subdivided into eleven departments.

Collectively and collaboratively these academic units and departments facilitate the mission of the College through its delivery of effective instruction and quality academic support services. Faculty, staff, and administrators demonstrate and promote high academic standards and expectations through leadership, scholarship, research, and public service.

The Division of Humanities houses the following academic departments:

English and Foreign Languages
Visual and Performing Arts
History, Philosophy and Religion (Interdisciplinary Program)

Majors offered by the Division of Humanities

Arts Management
English—Teaching and Non-teaching Tracks
Interdisciplinary Studies
Visual and Performing Arts—Theatre, Music (Teaching and Non-teaching Tracks), and Visual Arts

Minors offered by the Division of Humanities

English
Entrepreneurship
Global Studies
History
Music
Philosophy
Religion
Spanish
Theatre
Women's Studies
Writing

The Division of Social Sciences and Education houses the following academic departments:

Business and Economics
Curriculum and Instruction
Journalism and Media Studies
Political Science and Social Work/Sociology

Majors offered by the Division of Social Sciences and Education

Business Administration
Elementary Education, K–6
Political Science
Special Education, K–12
Social Work
Journalism and Media Studies (Four Tracks)

Minors offered by the Division of Social Sciences and Education

Political Science
Economics
Journalism and Media Studies
Special Education
International Affairs
Sociology

The Department of Natural and Behavioral Sciences/Mathematics houses the following academic departments:

Biology
Chemistry
Mathematics and Computer Science
Psychology

Majors offered by the Division of Natural and Behavioral Sciences/Mathematics

Biology—Teaching and Non-teaching Tracks
Chemistry
Computer Science
Mathematics—Teaching and Non-Teaching
Psychology

Minors offered by the Division of Natural and Behavioral Sciences/Mathematics

Biology
Chemistry
Mathematics
Computer Science
Psychology

Dual Degree Major Programs

In addition to these programs, Bennett College also offers the dual degree programs listed below:

Bachelor of Science in Engineering (Chemical, Mechanical, and Electrical) in conjunction with North Carolina A&T State University
Pharm.D. degree in the Science/Pharmacy program at Howard University
A joint J.D. degree in law at St. John's University School of Law

The Curriculum

In keeping with Bennett's mission, the academic program offered by the college is a liberal arts curriculum designed to help students think critically and analytically, solve problems, and explore new pathways to help change the world. The curriculum consists of the General Education Program and the sixteen academic major programs.

Distinguished Faculty-At-Large

Effective fall 2003, Bennett College implemented its new Distinguished Faculty At-Large Program. This Program seeks to bring to the campus distinguished faculty members from other institutions of higher education. Renowned faculty at Harvard, Cornell, and Duke universities, as well as Spelman College are a part of this program. This program is intended to enrich the learning experiences of students and motivate them to aspire to greater heights as scholars.

Division of Humanities

The purpose of the Division of Humanities is to empower students as critical thinkers and participating citizens in pursuit of truth, beauty, spirituality, social justice, and global leadership. The Division embraces the following values: commitment to human expression and creativity, promotion of honesty, integrity and scholarship; excellence in holistic instruction; and rigorous academic standards. These values form the foundation for the creation of humanities scholars who value human expression and behaviors, are prepared to be competitive candidates in graduate school or their chosen careers, and deliver to diverse communities leadership skills based upon humanistic values. The Division's vision is to become internationally recognized for producing superior, quality undergraduate humanities scholars. The faculty members of the Division are committed to broadening their own exploration, professional experiences, creativity, teaching, and diversity in modes of evaluation, research, and scholarship. The Division includes the Departments of English & Foreign Languages; Visual & Performing Arts; History, Philosophy, Religion, and Interdisciplinary Studies.

The Division of Humanities Offers the Following Majors:

B.A. in Arts Management (Music and Visual Arts)
B.A. in English (Non-teaching track) (Teaching track [9-12])[1]
B.A. & B.S. in Interdisciplinary Studies (4 tracks)
B.A. in Music (Performance track)
B.A. in Music (Teaching track [9-12]) [1]
B.F.A. in Theatre (Performance)
B.A. in Theatre

[1]*Also listed within the Department of Teacher Education.*

The Division Offers the Following Minors:

English
Entrepreneurship
Global Studies
History
Music
Philosophy and Religion
Spanish
Theatre
Women's Studies
Writing

In keeping with the mission of Bennett College, the Division encourages, promotes, and supports opportunities for undergraduate research, professional development, summer experiences, study or travel abroad, career-oriented writing, presentations, and community service.

Department of English And Foreign Languages

The Department of English and Foreign Languages is dedicated to providing instruction in the processes and functions of human communications. Major courses of study are offered in English and English Education. Minors in English and Spanish are offered. The Program seeks to assist students in mastering a high degree of proficiency in writing, speaking, and critical reading and thinking.

Bachelor of Arts in English

The Bachelor of Arts in English requires thirty-nine (39) hours from the following core English courses:

EN 200	Introduction to Literary Studies	3
EN 201	Research Writing	3
EN 210	Basic Grammar	3
EN 211	Advanced Grammar	3
EN 317	Advanced Composition	3
EN 207, 208	Survey of English Literature	6
EN 300	Survey Literary Criticism	3
EN 323, 324	Survey of American Literature	6
EN 333, 334	Survey of African American Literature	6
EN 448	Junior/Senior English Majors' Seminar	3

Six hours from among the following Period Courses:

EN 319	Old and Middle English Literature	3
EN 320	Renaissance and Seventeenth Century English Literature	3
EN 321	Romantic and Victorian Literature	3
EN 322	American Literature before America	3
EN 340	Twentieth-Century Literature	3
EN 435	Eighteenth-Century and Restoration	3

Six hours of English electives from among the following:

EN 202	Technical Writing	3
EN 209	Readers Theater	3
EN 325	Shakespeare	3
EN 327	Creative Writing I	3
EN 328	Creative Writing II	3
EN 329	Special Topics	3
EN 330	Special Topics	3
EN 350	Writing Fellows	3
EN 351	Writing Fellows internship	6
EN 436	History of the English Language	3
EN 441	World Masterpieces In Translation	3
EN 459/460	Independent Study	3

Additional requirements for all English majors include: general education requirements; nine hours of foreign language; three hours of English, European, or African history, and free elective hours.

Bachelor of Arts in English Education (Teaching track)

A Bachelor of Arts in English Education requires 45 hours of English courses along with courses in education. All of the core courses below are required (36 hours):

EN 200	Introduction to Literary Studies	3
EN 201	Research Writing	3
EN 210	Basic Grammar	3
EN 211	Advanced Grammar	3
EN 300	Survey of Literary Criticism	3
EN 317	Advanced Composition	3
EN 325	Shakespeare	3
EN 333/334	Survey of African American Literature	6
EN 436	History of the English Language	3
EN 448	Junior/Senior English Majors' Seminar	3

Six hours selected from any combination of the following:

EN 207	Survey of English Literature I	3
EN 208	Survey of English Literature II	3
EN 323	Survey of American Literature I	3
EN 324	Survey of American Literature II	3

Three hours of English electives selected from courses listed below:

EN 202	Technical Writing	3
EN 319	Old and Middle English Literature	3
EN 320	Renaissance and Seventeenth Century English Literature	3
EN 321	Romantic and Victorian Literature	3
EN 327	Creative Writing I	3
EN 328	Creative Writing II	3

EN 329	Special Topics	3
EN 330	Special Topics	3
EN 350	Writing Fellows	3
EN 435	Restoration and Eighteenth Century English Literature	3
EN 441	World Masterpieces In Translation	3

The Minor in English

Eighteen hours made up from the following courses constitute a minor in English:

EN 200	**Introduction to Literary Studies**	**3**
EN 210	**Basic Grammar**	**3**
EN 211	**Advanced Grammar**	**3**
EN 317	**Advanced Composition**	**3**

Six hours selected from any combination of the following:

EN 207	**Survey of English Literature I**	**3**
EN 208	**Survey of English Literature II**	**3**
EN 323	**Survey of American Literature I**	**3**
EN 324	**Survey of American Literature II**	**3**

NOTE: It is strongly encouraged for English minors to use free electives to take the Survey of African American Literature courses as well as the Research Writing course.

The Concentration in English (for IS Majors)

Twenty-four total hours in English courses constitute a concentration in English. This course arrangement is ideal for students majoring in Interdisciplinary Studies. The core courses listed below are required along with three hours of English elective as listed above:

EN 200	**Introduction to Literary Studies**	**3**
EN 210	**Basic Grammar**	**3**
EN 211	**Advanced Grammar**	**3**
EN 317	**Advanced Composition**	**3**
EN 436	**History of the English Language**	**3**
English Elective		**3**

Six hours selected from any combination of the following:

EN 207	**Survey of English Literature I**	**3**
EN 208	**Survey of English Literature II**	**3**
EN 323	**Survey of American Literature I**	**3**
EN 324	**Survey of American Literature II**	**3**

Course Descriptions

English

The Department offers the English General Education Requirement, Literature and Writing, LW 102 and LW 103:

LW 102, LW 103 Literature and Writing (3 and 3) F & S

An integrated, yearlong writing and literature course meeting in two two-hour blocks each week for two semesters. Time in the Writing Center is also required. Students will read and write about novels, poetry, plays, news stories, business reports, editorials. Students will receive P/F grades at midterm each semester (October in the fall; March in the spring) and a letter grade at the end of each academic semester, indicating a midpoint grade in December, and a cumulative grade at the end of the academic year in May. Students will take the English Competency Exam at the end of the spring semester. Must be taken in sequence (preferably 102 in the fall; 103 in the spring). Required of all first-year students. Prerequisites: none

English Major Courses

All students must make a **C** or better in English courses to receive credit

EN 200. Introduction to Literary Studies (3) F

This course allows students to explore the content areas in the English Department by interpreting and responding to a range of texts, including poetry, fictional and non-fictional prose, images, film, and cultural artifacts. Its common theme is the act of interpretation and the ways in which interpretation is shaped by cultural, literary, and social conventions and, in turn, shapes our understanding of the world and the self. The goal of the course is for students to read and engage with an eclectic variety of texts—literary and nonliterary, canonical and non-canonical—and to create their own interpretive frameworks for making meaning. Prerequisites: LW 102 & LW 103. Required of all English and English Ed. majors. May be elective or requirement for other majors.

EN 201. Research Writing (3) F&S

Combines study in the classroom, in the library, and field research to teach research methods applicable to the field. Emphasis on writing research findings in MLA format. Includes: evaluating credibility and accuracy of research materials, focusing a thesis statement, organizing materials, citing sources. Prerequisites: LW 102 & LW 103. Required of all English and English Ed. majors. May be elective or requirement for other majors.

EN 210. Basic Grammar (3) F&S

This is a course designed to provide students with a sound, comprehensive knowledge of the terminology and conventions of traditional English grammar, punctuation, and sentence structure. Particularly, students in this course will review the parts of speech and how to identify them in sentences; identify and construct simple, compound, and compound-complex sentences; identify basic sentence patterns; apply basic rules for punctuation in prepared examples and in their own compositions; recognize sentence errors in student writing, including errors in agreement, point-of-view, parallelism, the placement of modifiers, and the like. Prerequisites: LW

102 & LW 103. Required of all English and English Ed. majors. May be elective or requirement for other majors.

EN 211. Advanced Grammar (3) F
A comparative study of modern grammar and the effect on standard American English. Study of traditional (prescriptive) grammar and two descriptive grammars: structural and transformational. In-depth analysis of grammar and linguistic conventions. Prerequisites: LW 102 & LW 103. Required of all English and English Ed. majors. May be an elective or requirement for other majors.

EN 300. Survey of Literary Criticism (3) S
A survey of literary criticism and application of theory. Prerequisites: LW 102 & LW 103

EN 317. Advanced Composition (3) S
Intensive use of various rhetorical techniques. Extended writing tasks through the application of rhetorical strategies. Prerequisites: LW 102 & LW 103. Required of all English and English Ed. majors. May be an elective or requirement for other majors.

EN 329 (F)/EN 330 (S) Seminar: Special Topics in Literature (3)/(3)
This seminar-style course studies in depth a specific aspect of literature. Designed to provide advanced work in literary analysis, interpretation, and research. Primarily for majors in the junior and senior year who have completed foundation work in the area of Renaissance, African Novels, Southern American Novels, Contemporary African American Female Authors. Prerequisites: LW 102, 103, and EN 201, and appropriate foundational survey courses(s), e.g., if the special topic is the Harlem Renaissance, the student must have completed EN 333/334 Survey of African American Literature I & II. This course serves as an English Elective or Free Elective for English majors, and is open to all non-English majors as a Free Elective. Students may take the Special Topics course only twice.

EN 362. Methods and Materials for Teaching Secondary Secondary English (3) F
A thorough study of the materials and methodology of secondary english. Attention to recent developments in the use of multimedia, instructional techniques, and materials for instruction is given. Required: 30-hour Pre-Profession Practicum Experience. Prerequisite: admission to the Teacher Education Program

English Survey Courses
Non-Teaching English majors must take three survey courses for a total of 18 hours. Survey of English Literature I & II (6); American Literature I & II (6); and African-American Literature I & II (6).

EN 207–208. Survey of English Literature I & II (6) Offered alternate years.
A study of the literature of Great Britain and its protectorates with emphasis on masterpieces of each period. Chronological. Prerequisites: LW 102, LW 103. Required for all English Majors. Electives for majors in other departments.

EN 323–324. American Literature I & II (6) Offered alternate years.
A study of the development of American literature with an emphasis on the works of major writers from the Colonial Period to the Modern Period. Prerequisites: LW 102, LW 103. Required for all Non-Teaching majors. Electives for majors in other departments.

EN 333–334. African American Literature I & II (6) Offered every year.
A study of the development of African American Literature from the Colonial Period to the Modern Period with emphasis on major writers and works. Prerequisites: LW 102, LW 103. Required for all English and English Ed. majors; electives for majors in other departments.

English Period Courses
Non-teaching English majors must select two (2) of the Period Courses listed below for a total of six (6) hours. English Education majors may select period courses as electives.

EN 319. Old and Middle English Literature (3) Offered alternate years.
A study of English Literature from 800 C.E. to 1500 C.E. with emphasis on Beowulf, the Pearl Poet's works, Chaucer's works, and Malory's works. Prerequisites: LW 102, LW 103. Counts as period course for majors; may be taken as elective by majors in other departments.

EN 320. Renaissance Literature (3) Offered alternate years.
A study of Renaissance literature from Wyatt and Surrey to the early Milton, and including drama, poetry, translations, and prose from major figures of the sixteenth and early seventeenth centuries. Prerequisites: LW 102 and LW 103. Counts as a period course for majors; may be taken as elective by majors in other departments.

EN 321. Romantic and Victorian English Literature (3) Offered alternate years.
A study of early nineteenth-century English Romanticism and Romantic writers and Victorianism and Victorian Writers. Prerequisites: LW 102, LW 103. Counts as a period course for majors; may be taken as an elective by majors in other departments.

EN 322. American Literature before America (3) Offered alternate years.
A study of literatures present on the American continent beginning with the late 15th century age of exploration and culminating in the Revolutionary era of the late 18th century. Prerequisites: LW 102, LW 103. Counts as a period course for majors; may be taken as an elective by majors in other departments

EN 340. Twentieth-Century Literature (3) Offered alternate years.
Study of selected American and British authors of the twentieth century. Prerequisites: LW 102 & LW 103. Counts as a period course for majors; may be taken as an elective by majors in other disciplines.

EN 435. Restoration and Eighteenth-Century Literature (3) Offered alternate years.
A study of Restoration and eighteenth-century literature with an emphasis on such major figures as the later Milton, Bunyan, Dryden, Swift, Pope, Johnson, and novelists such as Fielding, Behn, and Richardson. Prerequisites: LW 102, LW 103. Counts as a period course for majors; may be taken as an elective by majors in other departments.

English Electives

EN 202. Technical Writing (3) F, S
Practical application of techniques of technical writing, including technological applications. Prerequisites: LW 102 and LW 103. English elective for majors; may be taken as elective for all other majors.

EN 209. Readers Theater (3) F, S
A performance course that gives experience in public reading and formal presentation of original dramatic scripts designed to enhance the curricular and cocurricular education of Bennett students. Prerequisite: LW 102 and LW 103. Elective for English majors and majors of other disciplines. May be taken twice for credit.

EN 325. Shakespeare (3) F
Study of selected plays of Shakespeare with reference to their connection to sixteenth-century culture, politics, religion, and values. Prerequisites: LW 102 & 103. Elective For non-teaching English majors and requirement for English Education majors.

EN327. Creative Writing I (3) F & S
Introductory level course in which students will learn the methods of creative writing through exploring specific genres, including poetry, flash fiction, short-short fiction, short fiction, genre fiction, the novella, and the novel. Prerequisites: LW 102 and LW 103. English elective for majors; may be taken as elective for all other majors.

EN 328. Creative Writing II (3) S
Advanced course that coaches students in writing creative fiction, poetry, and drama. Prerequisites: LW 102 & 103. Elective for all students.

EN 350/351. Writing Fellows (3)/(6) F
Writing Fellows prepares advanced writers to tutor and assist other students in writing. The course is organized into two phases: 1) Classroom Phase. Students have intensive instruction in pedagogy of composition; 2) Practical Phase. Students tutor and assist in composition classrooms. EN 350 students tutor 6 hours per week; EN 351. Students tutor 10 hours per week Prerequisites: Completion of LW 102, 103, and EN 104/201 with at least a B average. Elective for students in all disciplines.

EN 436. History of the English Language (3) S
Study of historical development of the English language, including influences from 800 C.E. to contemporary times. Prerequisites: LW 102 & LW 103. Required for English Ed. majors; elective for all other majors.

EN 441. World Masterpieces in Translation (3) S
A study of multicultural world masterpieces in English translation. Includes European (excluding British), Asian, African, North American, and South American literature. Prerequisites: LW 102 & 103. Elective for students in all disciplines.

EN 459/460. Independent Study (3) F/S
Open to students who have the required G.P.A. and have demonstrated the necessary degree of self-motivation and academic ability. Prerequisites: 2.5 GPA; junior or senior standing; consent of instructor

Languages

The Department of English and Foreign Languages offers beginning and intermediate courses in Spanish and French as well as advanced courses in each language for students who place out of French or Spanish 204 and wish to continue their study of languages. A minor in Spanish is also offered.

Course Descriptions

French

French General Education Courses

FR 101. Elementary French I (3) F, S
Fundamentals of grammar, listening, oral practice, reading and writing. Three hours a week in classroom and one hour a week in language laboratory. Prerequisite: placement test

FR 102. Elementary French II (3) F, S
Continuing instruction in grammar, reading, listening, oral communication. Prerequisites: FR 101 with grade of C or better; or instructor's permission; or two years of high school French; or score of 3 or better of Advanced Placement (AP) exam

FR 203. Intermediate French I (3) F, S
Emphasis on listening and comprehension, oral proficiency, grammar review, selected readings. Prerequisites: FR 102 with grade of C or better, or instructor's permission, or three years of high-school French, or score of 4 on Advanced Placement (AP) exam

FR 204. Intermediate French II (3) F, S
Continuing emphasis on listening and comprehension, writing, oral communication, grammar, readings in French and Francophone culture. Prerequisite: FR 203 with grade of C or higher, or instructor's approval

FR 448. Topics in Language and Literature (3) Student Request/Need
Content varies. Focus on one area of French or Francophone literature or culture. Prerequisites: FR 203 and 204 with grade of C or higher, or permission of instructor

FR 459/460. Independent Study (3) F, S
Further study in French language, literature, or culture with content to be determined. Prerequisites: Standing to take independent study; FR 203 and 204 with grade of C or better; or four years of high-school French and permission of Instructor.

General Education Courses in Spanish

The General Education Program at Bennett College includes a foreign language requirement of six (6) sequential credit hours. If a student has no previous study of Spanish, she can complete the General Education foreign language requirement in Spanish with Elementary Spanish I (SP 101) and Elementary Spanish II (SP 102).

Entering Freshwomen with three (3) or four (4) years of high school Spanish and transfer students who studied Spanish in their previous academic institutions who wish to continue the study of Spanish are required to take a placement test during orientation. The placement test is optional for students with one (1) or two (2) years of high school Spanish who wish to place at a higher level than Elementary Spanish I.

If the student places at a higher level than Elementary Spanish I, she must take the next two higher level Spanish courses sequentially; in all cases, the course credits of Spanish earned must total six (6) credit hours. A student may not be exempted from this requirement based on a placement test score. The purpose of the placement test is to place the student into a course at the appropriate level for her to continue her study and to earn six (6) academic credits. It is not intended for placing her out of the Spanish six (6) credit hour requirement.

Students who are seeking to place out of the Spanish six (6) credit hour requirement and to receive course credit at Bennett through examination or prior study should utilize the College Level Examination Program (CLEP) or the Advanced Placement (AP) course credit procedure.

Course Descriptions

Spanish

SP 101. Elementary Spanish I. (3) F, S
Fundamentals of grammar, listening, oral practice, reading and writing. Three hours a week in classroom and one hour a week in language laboratory. Prerequisite: placement test

SP 102. Elementary Spanish II (3) F, S
Continuing instruction in grammar, reading, listening, oral communication. Prerequisite: SP 101 with grade of C or better, or instructor's permission, or two years of high school Spanish, or score of 3 or better of Advanced Placement (AP) exam

SP 203. Intermediate Spanish I (3) F, S
Emphasis on listening and comprehension, oral proficiency, grammar review, selected readings. Prerequisite: SP 102 with grade of C or better, or instructor's permission, or three years of high-school Spanish, or score of 4 on Advanced Placement (AP) exam

SP 204. Intermediate Spanish II (3) F, S
Continuing emphasis on listening and comprehension, writing, oral communication, grammar, readings, Spanish and Latin American Culture. Prerequisite: SP 203 with grade of C or higher, or instructor's approval.

Spanish Minors

The Program of English and World Languages offers two options for Spanish minors. The first is for students who plan to attend graduate school or for education majors who plan to teach in grades K–12. The pre-graduate school minor is comprised of eighteen hours from the following courses:

SP 305	Conversation and Composition I	3
SP 306	Conversation and Composition II	3
SP 307	Introduction to Spanish Literature	3
SP 308	Introduction to Spanish-American Lit	3
SP 309	Spanish Culture and Civilization	3
SP 310	Spanish-American Cult & Civ	3

The minor for students not intending to study languages and literatures in graduate school or not planning to teach at the K–12 levels is comprised of eighteen hours from the following courses:

SP 305	Conversation and Composition I	3
SP 306	Conversation and Composition II	3
SP 309	Spanish Culture and Civilization	3
SP 310	Spanish-American Cult & Civ	3
SP 412	Advanced Spanish Grammar	3
SP 414	Advanced Colloquial Spanish	3

Advanced Courses in Spanish

SP 305. Conversation and Composition I (3) F
Students expand upon and increase proficiency in spoken and written Spanish. They converse and write about varied topics of current interest and about cultural comparisons and contrasts. Prerequisite: SP 204 with grade of C or higher, or permission of instructor

SP 306. Conversation and Composition II (3) S
Students write and converse with more development and complexity than in SP 305. Prerequisite: SP 305 with grade of C or higher, or permission of instructor

SP 307. Introduction to Spanish Literature (3) F
Students read representative works in anthologies and learn to discuss genres and literary periods and movements. Prerequisites: SP 305 and 306

SP 308. Introduction to Spanish-American Literature (3) S
Students read representative works from Spanish America and continue to learn to discuss genres and literary periods and develop an understanding of literary analysis. Prerequisites: SP 305 and 306

SP 309. Spanish Culture and Civilization (3) F
Students become acquainted with the culture and civilization of Spain in readings about history, literature, music, arts, and customs. Prerequisites: SP 305 and 306

SP 310. Spanish American Culture and Civilization (3) S
Introduction to the rich cultural heritage of Spanish speaking countries of the Western Hemisphere. Survey of history, literature, music, and other arts and customs. Prerequisites: SP 305 and 306

SP 412. Advanced Spanish Grammar (3) F or S
Systematic study of modern Spanish morphology and syntax. Prerequisites: SP 305, 306, 309, and 310

SP 414. Advanced Colloquial Spanish (3) Student request/Need
Study of spoken Spanish as catalyst of popular culture; comparison of popular sayings and proverbs in English and Spanish; Spanish language in mass media. In-depth interviews with Spanish-American educators, social scientists, and social workers. Prerequisites: SP 305, 306, 309, 310

SP 456 or 460. Independent Study. (3) F, S
Content varies. Further study in language of literature. Prerequisite: permission of instructor

Department of Visual & Performing Arts

The Department of Visual and Performing Arts is dedicated to fostering excellence in visual arts, music, and theatre. The Department has three tracks: theatre, music, and arts management.

Course Descriptions

Speech

SH 103. Public Speaking (3) F, S
An introductory course on the essentials of speechmaking, with emphasis on the organization and delivery of oral messages. Skill development in spontaneous speaking, short organized presentations, and critical and appreciative listening. Prerequisite: none

SH 305. Argumentation and Debate (3) F
Decision making through argumentation with special emphasis on the analysis of issues, reasoning, and refutation. Introduction to principles of oral and written argumentation and debate. Prerequisite: SH 103

SH 310. Seminar in Organizational Communications (3) F
Designed to introduce major terms, concepts, and perspectives necessary for the application of communication theory to industrial and organizational settings. Emphasis on examining how organizational structure, processes, and culture are reflected by and created through communication. Prerequisite: junior/senior standing

Theatre Track

The Theatre track is designed to provide students with a study of the performance, theoretical, historical, and literary aspects of theatre as well as to provide training in theatre production.

The goal of the program is to nurture, develop, and prepare students for a high standard of performance in theatre paraprofessional and graduate schools and in professional careers. The intent of the Theatre program is to nurture and develop students to their fullest potential.

Theatre

The Theatre track offers a choice of two degrees: a Bachelor of Arts degree in Theatre, which requires 48 hours of major courses, including 33 hours of required Theatre courses and 15 hours of Theatre electives; and a Bachelor of Fine Arts in Theatre Performance, which requires 60 hours of major courses, including 48 hours of required Theatre courses and 12 hours of Theatre electives. All Theatre majors must complete all General Education requirements of the College for a total of 124 hours required for graduation.

Provisional admission is granted to students who wish to pursue the Bachelor of Fine Arts degree in Theatre Performance. After two semesters, students will formally audition for, and be interviewed by, the Theatre faculty for full admission into this degree program. Only students who show evidence of talent, a strong work ethic in class, and a commitment to applying their skills in productions, will be invited to continue their pursuit of the Bachelor of Fine Arts degree.

A minor in Theatre is also offered. This is an open minor in which the student and her Theatre Program advisor choose 18 credits from the courses listed below. The advisor's approval is required for each course that counts toward the minor.

Required Courses for Bachelor of Arts Theatre Majors (48 credit hours)

I. 33 hours of REQUIRED COURSES:

TH 102	Theatre and Culture	3
TH 205	Theatre History & Literature	3
TH 231	Acting I	3
TH 330	Black American Theatre I	3
TH 333	Black American Theatre II	3
TH 336	Stage Management	3
TH 422	Directing	3
TH 476	Theatre Seminar	3
*TH 220	Performance and Production	9

**TH 220 is 3 credit course that B.A. Theatre majors are required to take 3 times.)*

II. 15 hours of ELECTIVES CHOSEN FROM THE FOLLOWING:

TH 120	Improvisation	3
TH 122	Movement I	3
TH 201	Business in Theatre	3
EN 209	Reader's Theatre	3
TH 221	Intro. to Technical Theatre	3

TH 238	Voice for the Actor	3
TH 255	Oral Interpretation of Lit.	3
EN 325	Shakespeare	3
TH 331	Acting II	3
TH 337	Acting for the TV/Cinema	3
TH 339	Community Theatre	3
TH 352	Playwriting	3
TH 423	Advanced Directing	3
TH 431	Acting III	3
TH 433	Children's Theatre	3
TH 434	Theatre Management	3
TH 438	Musical Theatre	3
TH 453	Modern Drama	3
TH 465	Special Studies in Theatre	3
TH 490	Internship	3-9

The following courses, though not typically offered at Bennett, may be taken at Consortium schools:

TH 230	Stage Lighting	3
TH 232	Stage Makeup	3
TH 239	Stagecraft	3
TH 338	Principles of Costuming	3
TH 435	Scene Design	3

Required Courses for Bachelor of Fine Arts in Theatre Performance Majors (60 credit hours)

I. 48 hours of REQUIRED COURSES:

TH 102	Theatre and Culture	3
TH 122	Movement I	3
TH 205	Theatre History & Lit.	3
TH 231	Acting I	3
TH 238	Voice for the Actor	3
TH 330	Black American Theatre I	3
TH 333	Black American Theatre II	3
TH 331	Acting II	3
TH 431	Acting III	3
EN 325	Shakespeare	3
TH 336	Stage Management	3
TH 422	Directing	3
TH 476	Theatre Seminar	3
*TH 220	Performance and Prod	9

(*3 credit course that students are required to take during 3 separate semesters.)

II. 12 hours of ELECTIVES CHOSEN FROM THE FOLLOWING

TH 120	Improvisation	3
TH 201	Business in Theatre	3
TH 221	Intro. to Technical Theatre	3

EN 209 Reader's Theatre	3
TH 255 Oral Interpretation of Lit.	3
TH 337 Acting for TV/Cinema	3
TH 339 Community Theatre	3
TH 352 Playwriting	3
TH 423 Advanced Directing	3
TH 433 Children's Theatre	3
TH 434 Theatre Management	3
TH 438 Musical Theatre	3
TH 453 Modern Drama	3
TH 465 Special Studies in Theatre	3
TH 490 Internship	3-9

Course Descriptions

Theatre

TH 102. Theatre and Culture (3) F
Appreciation of theatre as a forum, which surveys and analyzes the contributions of playwrights, actors, directors, designers, and managers coupled with dramatic literature. All vocational areas of theatre are explored. Prerequisite: none

TH 120. Improvisation (2) F, S
The student is encouraged to examine the means by which she becomes an actress through improvisation, scene study, and, finally, improvising a play. Prerequisite: none

TH 122. Movement I (2) F, S
An introduction to stage movement and kinetic practice and intentions. Prerequisite: none

TH 123. Movement II (2) S
Continuation of Movement I. The basic principles for developing fitness will be presented. Prerequisite: TH 122

TH 201. Business in Theatre (2) S
An introductory management course for all persons desirous of a career in theatre arts. The student will be introduced to the rules of entertainment law. Prerequisite: none

TH 204. Acting (For Non-majors) (3) F, S
Training of the actor as a unit or method and development of his/her powers of concentration, observation, and imagination and relating these elements to contemporary acting. Prerequisite: none

TH 205 Theatre History and Literature (3) F, S
A survey course that examines the history and literature of theatre within the framework of cultural and social ideas, from its origins in dance and ritual to the Modern era. Literature-based class. Prerequisite: none

TH 220. Performance and Production (3) F, S
The students will learn through theatre productions how to develop creative/intuitive instincts in performing. Theatre majors are required to take this course three separate semesters. Prerequisite: none

TH 221. Introduction to Technical Theatre (3) F
The what, when, and why of all backstage equipment and how to use it to maximum effect with safety, speed, and efficiency. Prerequisite: none

TH 230. Stage Lighting (3) S
A beginning course in stage lighting that emphasizes the practical aspects of lighting a production. Students learn through exposure to and working with the variety of equipment available to meet the lighting demands of any play. In addition, there are discussions of electricity, design, color, and special effects. Not typically offered at Bennett, but may be taken at Consortium schools. Prerequisite: none

TH 231. Acting I (3) F
This course is designed to teach performers the basic fundamentals and techniques of acting. Students learn to control the body's creative energy by participating in such exercises as solo acting, duo acting, and basic auditions. Prerequisite: none

TH 232. Stage Makeup (3) F
The basic principles and practices in makeup for stage, screen, and television are covered. Practice in use of cosmetics, wigs, hairpieces, and facial prosthetics and masks. Not typically offered at Bennett, but may be taken at Consortium schools. Prerequisite: none

TH 238. Voice for the Actor (3) F, S
Study and exercises in the sociological, physiological, and acoustical aspects of vocal delivery to develop clear articulation and effective speech in theatre productions. Prerequisite: none

TH 239. Stagecraft (3) F
A beginning course in stagecraft with emphasis on building and painting scenery. Not typically offered at Bennett, but may be taken at Consortium schools. Prerequisite: none

TH 255. Oral Interpretation of Literature (3) S
This course is designed to introduce and assist students in fully understanding a literary selection. The course prepares the student to analyze literary selections, which are the indispensable first step of any rehearsal. The process of analysis described in this course emphasizes the interpreter's relationship to the literature and the position the interpreter takes in recounting the experience. This course is a must for students pursuing a career in acting performance. Prerequisite: none

TH 331. Acting II (3) F
A study of role analysis and the problems and techniques of creating subtexts with special relation to the actor's natural qualities. Prerequisite: TH 231 Acting I or permission of the instructor

TH 337. Acting for the TV/Cinema (3) S
Advanced work in the special problems of applying acting techniques to the demands of the modern media. Practicum experience designed for television and cinema. Prerequisites: TH 331, TH 332

TH 338. Principles of Costuming (3) F
The systematic study of form, line, balance, tone, shade, value, and pattern with reference to the human form and its costume. Not typically offered at Bennett, but may be taken at Consortium schools. Prerequisite: none

TH 339. Community Theatre (3) F
Techniques in producing community theatre with adult and child actors are explored. Experience in arts management and promotion is required. Prerequisite: none

TH 352. Playwriting (3) F, S
A laboratory course in dramatic writing, including study and practice in writing for the modern stage. Prerequisite: none

TH 330 Black American Theatre I (3) S
A study of significant developments in the American Black theatre prior to 1900 through the 1950s as reflected through the major playwrights and theatre organizations. Prerequisite: none

TH 333 Black American Theatre II (3) S
A study of significant developments in the American Black theatre from the 1960s through the present day as reflected through the major playwrights and theatre organizations. Prerequisite: TH 330 or permission of the instructor

TH 422. Directing (3) F
Elementary principles of staging plays, practical work in directing a one-act play. Attention is given to the principles of selecting, casting, and rehearsing of plays. Prerequisite: completion of 18 hours of Theatre courses

TH 423. Advanced Directing (3) S
A consideration of rehearsal problems and techniques associated with full-length shows. In conjunction with the theatre problems, students direct projects selected from a variety of genres. Prerequisite: TH 422 or permission of the instructor

TH 431. Acting III (3) F
A study of the problems and techniques in periods and styles through intensive scene study and performance of Greek, Shakespearean, and Romantic works. Prerequisite: TH 331 Acting II or permission of the instructor

TH 433. Children's Theatre (3) F
Various techniques used in producing Children's Theatre with adult and child actors. Experience in scene design, lighting, costuming, acting, directing and promotion. Class work plus participation in the Children's Theatre workshop required. Prerequisite: none

TH 434. Theatre Management (3) F
The theories and practices of theatre management and administration as they pertain to publicity, box office printing, scheduling, grantsmanship, and fund-raising including computer applications. Prerequisite: none

TH 435. Scene Design (3) F, S
An exploration and investigation of the nature of scenic design. In addition to this, the course is designed to explore and analyze modern drama, modern playwrights, and modern plays. Not typically offered at Bennett, but may be taken at Consortium schools. Prerequisite: none

TH 438. Musical Theatre (3) S
Development of skills in energizing, concentration, and structuring, including concepts of physical, vocal, mental, and emotional energy. Concentrating concepts include conceptual-lization and imagination. Prerequisite: none

TH 453. Modern Drama (3) F
A study of significant developments in world theatre since 1900 as reflected through the major playwrights and theatre. Prerequisite: none

TH 476. Theatre Seminar (3) S
This course is designed to provide the senior-level student with an understanding of the various kinds of research as well as to prepare her for bridging her field of study with the necessary preparations for graduate schools and vocational entry positions. In-depth work in preparing students to pass the departmental examination and prepare a marketable project in her field of study will be executed. Prerequisite: completion of at least 24 hours of Theatre courses

TH 490. Internship (6–9) F, S
Off-campus, on-the-job observation and training of the students pursuing professional work in a variety of traditional and non-traditional careers appropriate to their academic program. Prerequisites: junior or senior standing and current résumé

Music Track

Bennett College offers a music track within the Department of Visual and Performing Arts.

The Music Track is designed to prepare students for careers in performance, private teaching, and graduate school. An applied music audition and a written music examination are required of all students who wish to major or minor in music. Applied music requirements include sixteen semester hours of private instruction in a principal applied area. A junior recital and a senior recital are required for all performance majors and music education majors before graduation. A hearing is required before the junior recital and the senior recital.

Eight semester hours of private instruction are required in a secondary applied area (piano study will be required of all except piano majors). Eight semester hours of ensemble participation (Music 161–162, or Music 163–164) are required. Successful completion of a piano

proficiency examination is required in order for a student in this major to graduate. The minimum hours required for graduation in music is one hundred twenty-four (124).

Core Courses for the Music Track

MU 109	Fundamentals of Music	3
MU 111	Sight-Singing and Dictation I	1
MU 112	Sight-Singing and Dictation II	1
MU 211	Sight-Singing and Dictation III	1
MU 212	Sight-Singing and Dictation IV	1
MU 213	Theory I	2
MU 214	Theory II	2
MU 225	Intro Music Lit & Appreciation	3
MU 305 (MU 306)	Choral Conducting (Instrumental Conducting)	1
MU 311	Diction for Singers I (voice majors)	2
MU 312	Diction for Singers II (voice majors)	2
MU 313	Theory III	2
MU 314	Theory IV	2
MU 317	History and Literature I	3
MU 318	History and Literature II	3
MU 411	Piano Literature (piano majors)	3
MU 413	Vocal Literature I (voice majors)	3
MU 414	Piano Pedagogy	3
Principal Applied Voice or Piano or Winds/Strings/Brass		16
Secondary Applied Voice or Piano or Winds/Strings/Brass		8
Choir (MU 161–162) *or* Inst. Ensemble (MU 163–164)		8

Arts Management—Music

The Music Management program is designed to prepare students for careers in the field of arts management with special emphasis on music and management. There are no applied music auditions or recitals required in this program. In addition to the core courses taken by all students in the college's arts management program, Music Management majors are required to take the following courses:

Core Courses for the Major in Arts Management—Music

MU 111	Sight-Singing and Dictation I	1
MU 112	Sight-Singing and Dictation II	1
MU 211	Sight-Singing and Dictation III	1
MU 212	Sight-Singing and Dictation IV	1
MU 213	Theory I	2
MU 214	Theory II	2
MU 225	Intro to Music Lit & Appreciation	3
MU 313	Theory III	2
MU 314	Theory IV	2
MU 317	History and Literature I	3
MU 318	History and Literature II	3

Secondary Applied Voice or Piano or Winds/Strings/Brass		8
Choir (MU 161–162) *or* Inst. Ensemble (MU 163–164)		8
IS 159	Perceptions and Aesthetics	3
AR457	Arts Management I	3
AR458	Arts Management II	3
AR 483	Internship	6
EC 202	Introduction to Macroeconomics	3
BA 210	Introduction to Business	3
BA 310	Business Organization & Management	3
BA 410	Human Resource Management	3

Applied music requirements include sixteen hours of private instruction in a principal applied area (piano, organ, voice, etc.). There is no secondary applied requirement, although the study of piano as a secondary applied area is highly recommended. Eight semester hours of ensemble participation (MU 161–162 or MU 163–164) are required.

All students with a major or a minor in music must earn a grade of C or above in all required music courses.

Minor in Music

Course Number	Course Title	Credit Hours
MU 111	Sight singing & Ear Training I	1
MU 112	Sight singing & Ear Training II	1
MU113	Theory I	2
MU114	Theory II	2
MU 317or 318	History and Literature of Music I or II (Prerequisite-Music 225)	3
Applied Music – Select one Voice, Piano, Winds, Strings, Brass		4
Secondary Instrument		2
Music Electives		**3**

MU 109 Fundamentals of Music
MU 224 African-American Music
MU 225 Intro to Music Lit and Appreciation
MU 163 Hand Bell Choir/Instructional Ensemble
Independent Study
Piano Class
Voice Class

- All Music Minors will study piano as their secondary instrument except piano minors.
- Piano minors may decide to study voice, organ, winds, strings, or brasses.

- All Music Minors will participate in a major ensemble for each semester enrolled in Applied Music.
- All Music Minors will take applied lessons in voice, piano, winds, strings or brass for four semester.
- Music Minors may enroll in classes through the Consortium with the approval of the music faculty.

Course Descriptions

Music

MU 109. Fundamentals of Music (3)

Music 109 is designed to help students learn to read music and increase or improve their music reading ability. It includes the study of the melodic and rhythmic elements of music, in addition to musical terminology, symbols and other elements of music. This course is required of music majors who do not pass the music entrance exam with a grade of 90%.

MU 111. Sight-Singing and Dictation I (1) F

The development of note-reading and singing skills with parallel study in perceiving and writing melodies. Computer-assisted. Prerequisite: Fundamentals of Music or Pass the Entrance Exam with a 90% grade.

MU 112. Sight-Singing and Dictation II (1) S

A continuation of MU 111 with emphasis on harmonic dictation and keyboard training. Computer-assisted. Prerequisite: MU 111

MU 211. Sight-Singing and Dictation III (1) F

A continuation of MU 112 with emphasis on modulation, chromatic harmony. Computer-assisted. Prerequisite: MU 112

MU 212. Sight-Singing and Dictation IV (1) S

A continuation of MU 211. Computer-assisted. Prerequisite: MU 211

MU 213. Theory I (2) F

A study of the fundamentals of music and the materials of diatonic harmony. Prerequisite: MU 112

MU 214. Theory II (2) S

A continuation of Theory I with emphasis on seventh chords, non-harmonic tones, part-writing. Prerequisite: MU 213

MU 224. African-American, An Overview (3)

An introduction to black American music from its African roots in America to the numerous and varied forms of contemporary African-American music. The role of black women singers, instrumentalists and composers will be prominently included. An elective for all majors.

MU 225. Introduction to Music Literature and Appreciation (3) F
An introduction to music literature and styles. Required as the first course in the music history and literature sequence for Music Majors and Music Minors. An option for non-majors to meet General Education requirements for graduation. Includes the study of instruments, musical forms, and representative works of leading composers. Prerequisite: none

MU 226. Music for Classroom Teachers (3) S
A course for prospective classroom teachers emphasizing activities, methods, and materials for teaching music in the elementary school. A service course for education
majors. Prerequisite: none

MU 305. Choral Conducting (1) F
A practical course in conducting with emphasis on the development of skills for proficiency in conducting choirs on the elementary, junior high, and senior high levels. Study and evaluation of methods and repertoire. Prerequisite: MU 225

MU 306. Instrumental Conducting (1) S
The development of basic skills for instrumental ensemble conducting. Experiences will focus on baton techniques, score reading and analysis, terminology, and musical styles. Prerequisite: MU 213

MU 311–312. Diction for Singers (2) F, S
A two-semester sequence to assist singers with the proper pronunciation of English and foreign languages. The first semester will include pronunciation and the study of English and Italian vocal music. The second semester will emphasize French and German languages and literature. Prerequisite: instructor approval

MU 313. Theory III (2) F
A continuation of Theory II with emphasis on secondary dominants, counterpoint, chromatic harmony, part-writing, and musical forms. Prerequisite: MU 214

MU 314. Theory IV (2) S
A continuation of Theory III with emphasis on extended and chromatic harmony, altered chords, twentieth-century techniques of composition, and large musical forms. Prerequisite: MU 313

MU 317. History and Literature I (3) F
A detailed study of the evolution of musical styles and forms from the beginning of Western Music through the Baroque. Emphasis is placed on lecture, extensive student research, and the development of critical, cognitive, and evaluative aural skills. Research paper required. Prerequisite: MU 225

MU 318. History and Literature II (3) S
The second part of the Music History and Literature series. A study of music history and literature from the Classical Period through the Twenty-first Century. Research paper required. Prerequisite: MU 225

MU 329–330. Survey of Instruments (1) F, S
A practical performance course for prospective music teachers. Students develop proficiency on stringed, brass, woodwind, and percussion instruments. Procedures, equipment, and repertoire for instrumental ensembles. Prerequisite: none

MU 368. Music in the Elementary School—Methods and Materials (3) F
Principles and procedures for developing the general music program in the elementary school. Prerequisite: none

MU 369. Music in the Secondary School—Methods and Materials (3) S
The teaching of vocal and instrumental music in the middle and senior high schools. Prerequisite: none

MU 411. Piano Literature (3) F, S
An intensive one semester survey of piano literature from the sixteenth century to the present, with emphasis upon the development of the modern piano and the development of indigenous forms and styles. Prerequisites: MU 314 and MU 318

MU 413. Vocal Literature (3) F, S
A one semester survey of the art song from the sixteenth century to the present from the viewpoint of the interrelation of poetic text, vocal line, and accompaniment, stylistic features, and technical demands. The semester will include English, Italian, French, German songs and songs from other countries. Prerequisites: MU 314 and MU 318

MU 414. Piano Pedagogy (3) F, S
The study of methods and principles of teaching the piano. Emphasis on teaching the beginning student. Criteria for critical evaluation of teaching methods. Supervised laboratory student teaching. Prerequisite: junior standing in piano

MU 459–460. Independent Study (3) F, S
Open on demand for juniors and seniors with permission of the instructor. (3 hours each semester)

Applied Music Study

The Department of Music offers private and group music lessons in voice, piano and organ; private and group lessons are also available on string, woodwind, and brass instruments. Ensemble experience either at the beginning or advanced level is also offered to any student enrolled in the college as a music major and to non-majors who elect to pursue such applied and ensemble studies.

Any student enrolled for applied courses is required to attend and perform in regularly scheduled Performance Seminars. Ensembles include the Bennett College Choir and the Bennett College Instrumental Ensemble/Handbell Choir. Other accredited ensembles can be organized by the department according to the interest and ability of students.

Principal Applied Music Courses

Private instruction in organ, piano, voice, strings, woodwinds, brass for music majors. One clock hour of instruction per week. (Lab Fee)

MU 181–182	Organ	2
MU 183–184	Piano	2
MU 185–186	Voice	2
MU 187–188	Strings/Woodwinds/Brass	2
MU 281–282	Organ	2
MU 283–284	Piano	2
MU 285–286	Voice	2
MU 287–288	Strings/Woodwinds/Brass	2
MU 381–382	Organ	2
MU 383–384	Piano	2
MU 385–386	Voice	2
MU 387–388	Strings/Woodwinds/Brass	2
MU 481–482	Organ	2
MU 483–484	Piano	2
MU 485–486	Voice	2
MU 487–488	Strings/Woodwinds/Brass	2

Secondary/Elective Applied Music Courses

Private instruction in organ, piano, voice, strings, woodwinds, brass as secondary applied music study for music majors or for non-majors as electives. One-half clock hour of instruction per week. (**Lab Fee)**

MU 171–172	Organ	1
MU 173–174	Piano	1
MU 175–176	Voice	1
MU 177–178	Strings/Woodwinds/Brass	1
MU 271–272	Organ	1
MU 273–274	Piano	1
MU 275–276	Voice	1
MU 277–278	Strings/Woodwinds/Brass	1
MU 371–372	Organ	1
MU 373–374	Piano	1
MU 375–376	Voice	1
MU 377–378	Strings/Woodwinds/Brass	1
MU 471–472	Organ	1
MU 473–474	Piano	1
MU 475–476	Voice	1
MU 477–483	Strings/Woodwinds/Brass	1

Applied Group Instruction Courses (Lab Fee)

MU 143–144. Piano Class (1) F, S

Instruction for small groups of students; covers the development of basic skills, harmonizing simple melodies, and playing accompaniments. Prerequisite: None

MU 145–146. Voice Class (1) F, S

Principles of tone production; breath control, vocal technique, reading, phrasing, style, and interpretation. Prerequisite: None

Ensemble

MU 161–162. Choir (1) F, S

Required of music majors. Elective for non-majors. Prerequisite: Audition

MU 163–164. Instrumental Ensemble/Hand Bell Choir (1) F, S

Alternative requirement for music majors. Elective for non-majors.

Music Education

The B.A. in Music Education operates in Coordination with the Department of Curriculum and Instruction and prepares teachers for teaching music in grades K–12. Students who have declared music education as a major should apply for admission to the Teacher Education Program by the end of the sophomore year. Candidates for admission must achieve a passing score on Praxis I: Reading, Writing, and Mathematics; or a score of 1,100 on the SAT; or an ACT score of 24 prior to being formally admitted. A committee composed of faculty in the major area of study and members of the Teacher Education Committee reviews the credentials of candidates seeking admission to the teacher education program. The applicant's performance on the prescribed Praxis examinations, proficiency in oral and written communications, a minimum overall grade point average of 2.50, attitude toward teaching, and personal qualities are all considered. After being admitted to the teacher education program, the student will follow a prescribed sequence of mathematics courses and education courses, participate in field observations and field experiences in the public schools, and undertake a student teaching practicum for a minimum of ten weeks in the senior year. The student will work closely with faculty members, who serve as advisors and supervisors of student teaching, and with the cooperating teacher in the school system

The student qualifying for a music certificate will complete approximately 71 hours in music in addition to the required hours in education and general education. A student may not take 300-level professional core courses prior to admission to the Teacher Education Program. To be recommended for state teacher licensure by the College, the student must complete the following professional core courses: ED 200, 305, 332, 340, 347, 370, and SE 207, and complete a successful teaching practicum and seminar. A minimum grade of **C** is required for all professional education core courses and specialty area courses. The following courses must be passed with a grade of **C** (2.0) or better in order to qualify for certification. Additional information about teacher education and course descriptions can be found under the Department of Curriculum and Instruction in the Division of Social Sciences and Education.

Core Courses for a B.A. in Music Education

MU 109	Fundamentals of Music	3
MU 111	Sight-Singing and Dictation I	1
MU 112	Sight-Singing and Dictation II	1
MU 211	Sight-Singing and Dictation III	1
MU 212	Sight-Singing and Dictation IV	1
MU 213	Theory I	2
MU 214	Theory II	2
MU 225	Intro Music Lit & Appreciation	3
MU 305 (MU 306)	Choral Conducting (Instrumental Conducting)	1
MU 311	Diction for Singers I (voice majors)	2
MU 312	Diction for Singers II (voice majors)	2
MU 313	Theory III	2
MU 314	Theory IV	2
MU 317	History and Literature I	3
MU 318	History and Literature II	3
MU 411	Piano Literature (piano majors)	3
MU 413	Vocal Literature I (voice majors)	3
MU 414	Piano Pedagogy	3
Principal Applied Voice or Piano or Winds/Strings/Brass		16
Secondary Applied Voice or Piano or Winds/Strings/Brass		8
Choir (MU 161–162) *or* Inst. Ensemble (MU 163–164)		8
ED 200	Introduction to Education Profession/Lab	3
SE 207	Introduction to Exception Individual/Lab	3
ED 205	Practical Principles of Finance	2
ED 332	Educational Measurement Assessment/Evaluation	3
ED 321	Methods of Teaching Reading/Elementary School	3
ED 340	Integrated Technology	3
Ed 305	Human Development and Learning	3
ED 347	Literacy in the Content Area	3
ED 370	Foundations of Education	3
ED 425	Teaching Practicum	9
ED 450	Senior Seminar	3

Visual Arts

The Visual Arts Program in the Department of Visual and Performing Arts is dedicated to providing a basic foundation of creative instruction and reflective thinking through the visual arts. Major courses of study are offered in both Visual Arts and Visual Arts Management. The Program also offers a minor in Visual Arts and provides courses in Art that fulfill General Education Requirements. This Program is committed to the promotion of multicultural understanding, through the cultivation of sensitivity to value issues through creative image making and analytically based activities.

The Visual Arts Program offers a Bachelor of Arts in Visual Arts Management and a minor in Visual Arts Management. It provides courses in Art that meet the uniform core and General Education Requirements set by the College.

The Visual Arts Management Program is designed for students who wish to combine their talent in visual arts with business administration. Career opportunities include administration and management of Arts Council agencies, nonprofit galleries, museums, commercial agencies, state/regional/federal policy-making organizations, and individual artists. All students enrolled in the Arts Management Program are required to complete uniform core component courses as well as General Education Requirements set by the College.

Included in the core requirements is a six (6) hour internship, which each student must complete with a local or state arts organization or business consistent with her area of special interest.

Thirty-three (33) hours in Visual Arts, including a six-hour internship, sixty-three (63) hours in General Education and five (5) hours of academic electives, make up the Visual Arts Management Program. A grade of **C** or above must be made in every course that is counted toward satisfying the requirements for major or a minor in Art or Visual Arts Management.

Arts Management—Visual Arts

The Bachelor of Arts in Arts Management is offered through the Department of Visual and Performing Arts. A common core is required of all management majors, including a six-hour internship with a local state arts organization or business, consistent with the student's area of special interest. In addition to core requirements, students must meet all general education requirements; complete all courses designated in their respective majors, and make a grade of **C** or above in every course that is counted toward satisfying the requirements for a major or minor in Arts Management.

The Major in Visual Arts Management includes the following courses:

IS 159	Perception and Aesthetics	3
IS 358	Arts Management I	3
IS 366	Internship	6
IS 458	Arts Management II	3
EC 202	Macro Economics	3
BA 210	Introduction to Business	3
BA 300	Business Organization and Management	3
BA 301	Business Law	3

Core Courses for the Minor in Visual Arts Management:

A total of 12 hours consisting of the following:

AR 100	Introduction to Visual Arts	3
AR 443	Introduction to Museum Methods	3
BA 300	Organization Management	3
BA 210	Introduction to Business	3

Course Descriptions

Art Courses

AR 100. An Introduction to the Visual Arts (3) F & S
An overview of the principal visual arts, past and present, including study of aesthetic qualities, composition, structural forms, and historical roles. Prerequisite: None

AR 102. Design I (3) F
A course in the fundamentals of design in two-dimensional media, excluding color. Prerequisite: None

AR 103. Design II (3) S
Continuation of Design I with emphasis on three-dimensional art forms. Prerequisite: Design I (AR l02)

AR 104. Basic Drawing I (3) F
Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form. Prerequisite: none

AR 105. Basic Drawing II (3) S
Continuation of Drawing I exploring creative concepts and expression. Prerequisite: Drawing I (AR 104)

AR 200. Painting I (3) F & S
A course in painting fundamentals stressing the relationship of materials, techniques, and ideas to visual expressions. Oil and/or acrylic media are explored. Class instruction and critiques. Prerequisite: Drawing I (AR 104)

AR 201. Painting II (3) F & S
Continuation of Painting I with emphasis on integration of basic pictorial concepts, including the figure in total context. Class instructions and critiques. Prerequisite: Drawing I (AR 104)

AR 204. Life Drawing I (3) On Demand
Drawing based upon the human figure stressing the integration of formal, expressive, and structural aspects of anatomy. Prerequisite: none

AR 205. Life Drawing II (3) On Demand
Continuation of AR 204 emphasizing composition and expression. Prerequisite: AR 204

AR 213. Arts and Crafts for Elementary and Secondary Teachers (3) F
Classroom practice in the presentation of art processes and the use of appropriate materials for elementary and secondary students, including a module on arts and crafts for exceptional children. Prerequisite: none

AR 221. Printmaking I (Relief) (3) F & S
Printmaking processes of relief printing including linoleum, woodblock, calligraphy. Prerequisite: none

AR 222. Printmaking II (Serigraphy) (3) F & S
Screen printmaking processes (including stencil, tusche, and lacquer techniques). Prerequisite: none

AR 225. Printmaking V (Advanced Printmaking) (3) On Demand
An exploration of advanced techniques in selected printmaking media, emphasizing personal expression. Prerequisite: none

AR 240. Ceramics I (3) On Demand
Introduction to the ceramic process, including hand building, throwing, and glazing. Prerequisite: none

AR 248. Intro to Three-Dimensional Forms (3) S
Materials, techniques, and concepts of three-dimensional design. Prerequisite: none

AR 330. Photography I (3) F & S
A course in materials, equipment, and basic techniques in black-and-white still photography. Design in pictorial format is stressed. Prerequisite: none

AR 33l. Photography II (3) On Demand
A course in advanced techniques in photographic expression and the exploration of black-and-white photography. Prerequisite: Photography I or equivalent and instructor approval

AR 459, 460. Independent Study (3) On Demand
Independent Reading and Research projects. Open to students with Junior or Senior status and GPA consistent with College policy on independent study.

AR 480, 481. Independent Studio I–II (3) On Demand
(Major Project)—(Exhibit)
Students choose the content of this course. A written statement of aims and proposed work is submitted to the course advisor for approval within two weeks after the beginning of the semester. Students work independently and carry out work that demonstrates technical proficiency and originality of concept. Conferences with the advisor, mid-semester reviews of progress, and final art staff critiques are required. Prerequisite: advanced status and consent of instructor

AR 483. Internship (6) F & S
Art students displaying proficiency in technical areas of Visual Arts and those pursuing Arts Management fields will make a written petition to Program faculty to gain on-the-job training in an area of expertise or specialization of interest. Prerequisite: approval of Visual Arts faculty

Department of History, Philosophy, Religion, and Interdisciplinary Studies

This department is diverse, providing courses in History, Religion, Philosophy, and Women's studies. The programs of Africana Women's Studies, Womanist Religious Studies, Entrepreneurial Studies, Global Studies, and Interdisciplinary Studies are housed within the department. Major tracks offered in Interdisciplinary Studies include the Honors-Self Designed

Track; the Africana Women's Studies Track, the History Track, and the Womanist Religious Studies Track. Students who are confirmed for the Honors-Self Designed track either must have and a GPA of 3.0 or above at the time of formal admission to the program, or must enter by vote on a portfolio under the Special Admissions Option (SAO) as nontraditional or medically documented "learning disability"(LD) students.

Interdisciplinary Studies Special Admissions Option (SAO) for Nontraditional and Medically Documented Learning Disability (LD) Students

Admission to the Interdisciplinary Studies through the Special Admissions Option for nontraditional or medically documented LD students is based on the evaluation of an informational, academic, and career focused portfolio prepared by the student. The portfolio will be offered by the student for examination by the Special Admissions Option Committee (consisting of the Director of Interdisciplinary Studies, The College Registrar and the Chair of the Department of History, Philosophy, Religion and Interdisciplinary Studies). Positive action on the portfolio by this committee will serve in place of the GPA requirement for admission to the Honors-Self-Designed Track of Interdisciplinary Studies. The portfolio format will be the same for nontraditional and medically documented LD students

Interdisciplinary Studies Program (ISP) Major Track Options

B.A. & S. in Interdisciplinary Studies

The Interdisciplinary Studies Program (ISP) Major (the B.A.&S in Interdisciplinary Studies) has been and is a major within the Department of History, Philosophy, Religion, and Interdisciplinary Studies since 2003 and within the College since 1971. Through ISP a variety of courses and program offerings are made available to the students under four Program Tracks.

- The curriculum requirements for completion of the B. A. & S. in Interdisciplinary Studies reflect the humanistic emphasis of the liberal arts in an increasingly technological era. It provides the students with opportunities for self-direction, leadership, and creativity by offering a sequence of carefully planned and career relevant educational experiences.

- Requirements for the B.A. & S. in Interdisciplinary Studies are stated in the Bennett College Catalog, in the ISP Handbook, in the Advising Manual, as well as on individual worksheets developed for each student's program. The requirements for specific degree tracks of the program are listed with each track's requirements.

- As shown on the listing of degree requirements, the Honors-Self Designed Track requires, in addition to all General Education courses, the following core courses: Perception and Aesthetics (IS 159), Critical Thinking (IS 161), Media and Society (JM 162), and the Internship (IS 366). Basic personalized major concentrations permit students in this track to choose from a wide range of Major Concentration options. Alternate tracks emphasizing Africana Women's Studies, History, and Womanist Religious Studies are also available.

- § All college General Education requirements, including six hours of Mathematics and/or Computer Science, must be met by Interdisciplinary Studies majors. Math 110B or higher must be completed to fulfill the Mathematics requirement.

ISP has provided many community resource network opportunities as well as practical job training within a variety of internship experiences. The program has been and is administered by a Director who is supervised by the Department Chairperson. Since IS students are not limited by traditional curriculum patterns, they have not been and are not currently restricted to 16 hours in a given semester. All students in the program work directly with the Director of the IS Program or the appropriate alternative Track Supervisor, as well as with the appropriate field area faculty mentors and Concentration Advisors to plan their schedules and to select the courses that best suit their academic emphasis or track.

HPRIS/ISP Major Concentrations

Any student in the Interdisciplinary Studies Program electing to take a major program concentration in one or two of the College's departmental areas must accumulate at least 24 hours of academic work that consists of combined, concentration-relevant, course work in the department or departments in question. This 24 hours of academic work will constitute the IS Major Concentration. Courses selected for the concentration are carefully outlined by the student under the guidance of the Concentration Advisor, the Director of Interdisciplinary Studies, and the Department Chairperson. The Director of Interdisciplinary Studies must approve all courses selected for Major Concentrations in the Honors-Self Designed Track. A grade of **C** or above must be earned in every course that is to count toward the Major Concentration in the Honors-Self Designed Track.

HPRIS Minor Options

Any student in the Interdisciplinary Studies Program may elect a minor program concentration in one of the department's areas by acquiring 18 hours of credit in a specified program area. A minor program concentration identifying all courses constituting the 18 hours of work toward the minor must be proposed by the student and approved by her Concentration Advisor in consultation with the Department Chairperson. A grade of **C** or above must be earned in every course that is counted toward the requirements for the minor concentration.

Track Pattern and Admission Requirements

Curriculum Pattern and Degree Requirements for Pursuing the B.A. & S. in Interdisciplinary Studies

The Interdisciplinary Studies Program requires the completion of all of the General Education requirements for graduation from Bennett College for Women and the completion of a minimum of 124 credit hours (including appropriate General Education Major Concentration, and elective courses). Students are admitted into this program through the Honors-Self Design Track (by GPA or SAO Portfolios), or through the Open Admission Tracks (for students choosing any of the other Track options).

A. **Track Admission Options for the Honors-Self-Designed (Traditional/Non-traditional/LD) Track:**

This track provides students with three options:

1. The Honors Option, with a 3.0 or higher G.P.A. to confirm admission.
2. The Non-Traditional Student Option, open to non-traditional students through SAO Committee approval of the student's portfolio.
3. The L.D. Option, open to medically documented Learning Disability Students through SAO Committee approval of the student's portfolio

The requirements for students admitted under these three admission options are:

I. Completion (with a grade of **C** or higher) of all of the following Interdisciplinary Studies Core Courses totaling 15 credit hours:

IS 159	Perception and Aesthetics	3
IS 160	Critical Thinking	3
JM 162	Media and Society	3
IS 366	Internship for Interdisciplinary Studies	6

II. The designing and completion of all courses for a uniquely designed and uniquely named Interdisciplinary Studies Major Concentration consisting of 24 or more credit hours of career-focused and career-relevant courses.

The Major Concentration in the Honors-Self Designed Interdisciplinary Studies track

- is advised and signed off on by two subject area advisors (or mentors);
- may contain only courses completed at a satisfactory or higher level of academic achievement;
- must be approved by the advisor/mentors, the Director of Interdisciplinary Studies, and the Vice President for Academic Affairs; and
- must be finalized in accordance with advisement by the Director of Interdisciplinary Studies.

B. The Open Admission Track Options

The Open Admission Track in Interdisciplinary Studies is available in the following three subject-focused areas:

- History
- Womanist Religious Studies, and
- Africana Women's Studies.

These admission track options are open to all Bennett students regardless of GPA, and require the creation of a Major Concentration in the subject-focused area of the track—a concentration that may incorporate traditional IS core courses and/or alternate subject-focused core courses.

The Subject-Focused Interdisciplinary Studies Major Concentration is freely designed by faculty members and students in the subject-focused area and must be signed off on by designated

faculty in the subject-focused area. At least 40 credit hours of work are required for a Subject-Focused Interdisciplinary Studies Major Concentration. A total of 124 hours are required for graduation.

Interdisciplinary Studies Major Concentration

History Track

In addition to meeting the General Education requirement of six (6) hours, the History Program offers a track within the Interdisciplinary Studies Major that requires a minimum of thirty-six (36) additional credit hours beyond the General Education requirements.

Required Core Courses:

HI 101	Origins of Civilization I	3
HI 102	Origins of Civilization II	3
HI 201	U. S. History I	3
HI 202	U. S. History II	3
HI 203	African American History I	3
HI 204	African American History II	3
HI 211	European History 1400–1815	3
HI 212	European History 1815–Present	3
HI 220	Women in History	3
HI 305	The Civil Rights Movement	3
HI 430	Historiography	3

Electives:

HI 310	African History I	3
HI 311	African History II	3
HI 315	Colonization in Africa	3
HI 325	Slavery in the United States	3
HI 335	The Jim Crow Era	3
HI 345	The American Revolution & Constitution	3
HI 355	The Civil War and Reconstruction	3
HI 365	The United States After 1945	3
HI 400	Selected Topics in History	3
HI 410	History of Journalism	3
HI 450	Independent Study	3

Interdisciplinary Studies Major Concentration

Womanist Religious Studies Track

In addition to meeting the General Education requirements, Womanist Religious Studies offers a track within the Interdisciplinary Studies Major Concentration that requires a minimum of forty-two (42) additional hours beyond the General Education requirements. Thirty-three (33) hours are part of a required core for all students concentrating in Womanist Religious Studies. An additional nine (9) hours of electives are also required.

Required Core Courses:

RL 200	Introduction to Bible	3
RL 250	Women in Ministry and Justice	3
RL 210	History of Christianity	3
WS 100	Introduction to Women's Studies	3
RL 220	Introduction to Theology	3
RL 366	Internship	3
IS 161	Critical Thinking	3
AN 120	Introduction to Anthropology	3
RL 230	World Religions	3
RL 330	Liberation Theology	3

Electives:

Students must take 9 additional hours. Options include, but are not limited to:

RL 310	Psychology of Religion	3
RL 315	Philosophy of Religion	3
RL 320	African-American Religious History	3
RL 340	United Meth Theology & Social Doctrine	3
RL 425	Contemporary Problems in Religion & Phil	3
PH 460	Independent Study in Philosophy	3
RL 460	Independent Study in Religion	3

- § Courses may include Global Studies (GS), Africana Women's Studies (WS), and course from other departments of the College that include the study of religion
- § Relevant courses within the Greater Greensboro College Consortium may also be used.

Interdisciplinary Studies Major Concentration

Africana Women's Studies Track

In addition to meeting the General Education requirements, Africana Women's Studies offers a track within the Interdisciplinary Studies Major Concentration that requires a minimum of forty-two (42) additional hours beyond the General Education requirements. Thirty-six (36) are part of a required core for all students concentrating in Africana Women's Studies. An additional six (6) hours of electives are also required. Courses may also be taken as offered through the Fannie Lou Hamer Center—a unit within the Africana Women's Studies Program.

Required Core Courses:

WS 100	Introduction to Women's Studies	3
WS 200	Feminist Research Methods and Service Learning	3
WS 203	Black Women in the World (Topical Seminar)	3
WS 300	Feminist and Black Feminist Theory	3

Also part of the Required Courses in AWS:

(1) Approved GS –Global Studies Course 3

(1) Approved Women's Studies Affiliated Course[1]	3
(3) Approved WS Courses above 200 level	3
Feminist Praxis Internship or Global Service Learning Project	6

[1]*Any course taught outside of AWS and approved as an affiliated women's studies course*

Electives:

Students must take 6 additional hours. Options include, but are not limited to:

AN 120	Introduction to Anthropology	3
AR 100	Introduction to Visual Arts	3
AR 202	African American Art	3
ED 305	Human Development and Learning	3
HI 220	Women in History	3
PO 330	Women and Politics	3
PS 323	Social Psychology	3
PS 345	Psychology of Women	3
RL 250	Women in Ministry and Justice	3
SO 327	Marriage and Family	3
SW 359	Introduction to Human Sexuality	3
SW 399	Human Behavior and Social Settings	3
TH 102	Theatre and Culture	3

- § Courses in Global Studies (GS), Womanist Religious Studies (RL) and courses from other departments of the College that include the study of women or focus on women's issues may be included
- § Relevant courses within the Greater Greensboro College Consortium may also be utilized

All Subject-Focused Major Concentrations must be signed off on by the appropriate Area Major Concentration advisors and by the Vice President for Academic Affairs.

Entrepreneurship

The **Entrepreneurship Minor** is designed to provide an interdisciplinary prospective on the social science and education, natural and behavioral sciences/mathematics and humanities. The Entrepreneurship minor is designed to complement majors and minors across the College by affording students the opportunity to take courses designed to address the challenges of launching a new venture or an idea. The Entrepreneurship minor will provide students with essential skills and techniques for identifying and commercializing business opportunities that compliment their major field of study. Students who successfully completed the requirements for the minor will earn a notation on their academic transcripts.

The Minor requires 18 credit hours (excluding the General Education requirement of EI-100: Foundations for Entrepreneurship). Students wishing to take apply for the Entrepreneurship Minor will follow the same guidelines that apply to other disciplines in the College: i.e., only 200-numbered courses and above will fulfill the Entrepreneurship Minor requirements.

Students interested in the Entrepreneurship Minor, should contact the Director of Entrepreneurship. For the minor, all students are expected to maintain at least a 2.5 grade average.

COURSE REQUIREMENTS

Required Course(s): EI 100-Foundations for Entrepreneurship (3) F
Introductory course intended to provide students with a foundation of the vital role of entrepreneurs and entrepreneurship in the 21st century global economy. This course is a General Education requirement and cannot be used to meet the 18 hour requirement for the minor in Entrepreneurship

EI/BA 320: Marketing (3) F
The study of the basic concepts and practices of modern marketing in practical way. Focus is on marketing as a business function that identifies customer needs and wants, determines which target markets the organization can best serve designs appropriate products, services, and programs to best serve the markets. *Prerequisite: BA 210- Prerequisite EI100*

EI/AC 201: Accounting and Finance for Entrepreneurs (3) F
This course is designed to provide students with the necessary skills to understand basic accounting and finance principles directly related to prospective business owners. *Prerequisite EI100*

EI/BA 340: Entrepreneurship and New Ventures (3) F, S
The course concentrates on starting and growing new businesses. Students will identify new venture opportunities, evaluate the viability of a new venture, understand the skills necessary for building a team, financing, starting and operating a business and write a business plan. *Prerequisite EI100*

EI 360: Social Entrepreneurship, Innovation and Civic Participation (3) S
This course is designed to teach students how to identify social problems, develop solutions and apply innovative strategies to creatively solve them. Students will learn to Identify and support the scaling of innovative, promising ideas that can be used in transforming communities. *Prerequisite EI100*

ELECTIVES

EI 301: Students in Free Enterprise I (3) F
This course is a two part course. It will provide management experience in various aspects in Free Enterprise. (*Sophomore Standing*)

EI302: Students in Free Enterprise II (3) S
This course will allow students to develop programs aim at participating in the Regional SIFE competition. Upon completion of project students will compete against other universities and colleges.

EI 310: Business Law and Tax Considerations for Entrepreneurs (3) S
This course will help students identify tax and legal challenges inherent in entrepreneurial activities. Students will study suggested strategies for meeting legal and tax challenges while achieving basic business objectives. *Prerequisite EI100*

EI 380: Local, State and Federal Contracting Opportunities (Seminar) (1) S
This course is designed as a seminar, to provide students with an in-depth understanding of conducting business in municipal, state and federal business environments. *Prerequisite EI100*

EI 400: Special Topics: (3) S
This seminar is designed to provide students with opportunity to expand the range of possibilities for students to consider non-traditional avenues of entrepreneurship. *Prerequisite EI100*

EI 420: Church and Entrepreneurship
This course is structured to enhance student leadership skills and critical thinking; assess values; and develop and write a personal mission statement. These tools are designed to support student self-discovery as means to encourage discernment of the call of service and devise a plan with the potential to make a difference on campus, in the church and community. Church and Entrepreneurship also has the capacity to encourage spiritual exploration and growth.

EI/TH 434. Theatre Management (3) F
The theories and practices of theatre management and administration as they pertain to publicity, box office printing, scheduling, grantsmanship, and fund-raising including computer applications. Prerequisite: none

EI/JMS 500. The Media Business (1)
Seminar provides information about media organizations with emphasis management, new media technology, career opportunities, sales and marketing, and audience development and measurement. Requirements include a major project. Prerequisite: JMS 251 or instructor permission

Global Studies

The **Global Studies minor and certificate** are programs designed to provide an interdisciplinary and global perspective on the arts, the humanities, the social sciences, the sciences, and mathematics. Both the minor and certificate are flexible and designed to complement majors and minors across the College, affording students the opportunity to reach beyond their majors or to take courses related to their majors outside of the context of the United States. The certificate and the minor will be useful for students in a variety of disciplines, particularly fields with international, multicultural, and regional content. The program will also enhance the prospects of those students pursuing further academic studies in fields such as business, law, education, sociology, social work, psychology, political science, international relations, languages, literature, the arts, as well as the sciences and mathematics.

Students who successfully complete the requirements for either the minor or certificate will earn a Global Studies Minor or Certificate notation on their academic transcripts.

Minor in Global Studies

The minor requires 18 credit hours, which includes the required foundation course, GS 101, Introduction to Global Studies. Only 200-numbered courses and above will fulfill the other Global Studies minor requirements. Please note that if a student has already taken a general education course to fulfill a requirement for another minor or major, she may not use the same course as part of her Global Studies minor curriculum plan.

Certificate in Global Studies

In addition to completing 18 credit hours as indicated above, the Global Studies certificate is an additional credential requiring a capstone project, which consists of a significant experience or course of study in another country, a substantive research paper, and a public presentation of the paper. Students wishing to acquire the certificate are therefore required to register for GS 100, which is a non-credit-earning seminar, to prepare them to live in a different cultural setting and to ensure that proper documents and other procedures are completed and understood prior to overseas travel. They must also register for Global Studies (GS) 498 in the fall or GS 499 in the spring, at the conclusion of study abroad, to receive one (1) additional credit for the capstone project completion and public presentation.

Students interested in the Global Studies certificate or minor should contact the director of the Center for Global Studies. For both the minor and the certificate, the student is expected to maintain at least a C (2.0) average. Because the minor and certificate programs are interdisciplinary, students must take courses in each Division: Humanities, Social Sciences and Education, and Natural and Behavioral Sciences/Mathematics. Brief descriptions of approved courses are provided below by division. Please refer to the specific division section of the College Catalog for a more detailed description of each course. Upon request, and in consultation with the director of global studies, additional courses may also be approved for the minor or certificate, including courses that will be taken during Study Abroad and other courses that provide global content and increased global perspective.

Required Foundation and Capstone Courses

GS 100 **Pre-Departure Seminar for Study Abroad (Certificate) (Non-Credit)**

GS 101 **Introduction to Global Studies (Certificate and Minor) (3)**
Introduces students to the concepts and methods utilized in the pursuit of global studies from an interdisciplinary and international perspective.

GS 498 **Fall (F) Capstone Project Completion and Public Presentation of Research Paper (Certificate) (1); or**

GS 499 **Spring (S) Capstone Project Completion and Public Presentation of Research Paper (Certificate)(1)**

Division of Humanities

English Courses

GS/EN 340. Twentieth Century Literature (3)
A study of selected American and British authors of the twentieth century.

GS/EN 330. Seminar: Special Topics in Literature-Survey of Drama (3)
A multicultural survey of the development of drama from early Greek drama through contemporary drama (excludes Shakespearian drama).

GS/EN 441 World Masterpieces in Translation (3)
A study of multicultural world masterpieces from each continent.

Foreign Language Courses

GS/FR 204. Intermediate French II (3)
Continuing emphasis on listening and comprehension, writing, oral communication, grammar, readings in French and Francophone culture.

GS/FR 448. Topics in Language and Literature (3)
Focus on one area of French or Francophone literature or culture.
GS/SP 203. Intermediate Spanish I (3)
Emphasis on listening and comprehension, oral proficiency, grammar review, selected readings.

GS/SP 204. Intermediate Spanish II (3)
Continuing emphasis on listening and comprehension, writing, oral communication, grammar, readings, Spanish and Latin American culture. Prerequisite: SP 201 with grade of C or higher, or instructor's approval.

GS/SP 309. Spanish Culture and Civilization (3)
Students become acquainted with the culture and civilization of Spain in readings about history, literature, music, arts, and customs.
History Courses

GS/HI 310. African History to 1800 (3)
A study of African history from prehistoric times to the beginnings of European invasions.

GS/HI 311. African History since 1800 (3)
A study of African history from the beginning of the 19th century to the present.

GS/HI 315 Colonization in Africa (3)
An in-depth study of the impact of colonization in Africa from about 1800 to 1945. Topics include the so-called scramble for and partition of Africa, the consequences of World War I, African responses to colonial rule, and the emergence of the struggle for independence across the continent.
Prerequisite: None.

GS/HI 330: Latin American History (3)
A study of the society, culture, politics, and economy of Latin America during the 19th and 20th centuries.
Prerequisite: None.

Philosophy and Religion Course

GS/RL 230: World Religion (3)
This course will explore wisdom traditions, religious histories, doctrines, practices and theologies from around the world. Students will increase their understanding of people, cultures, diversity of beliefs, and the global community.

GS/RL 315. Philosophy of Religion (3)
Philosophical thinking about religious concepts and worldviews.

Music Course

GS/MU 225. Introduction to Music Literature and Appreciation (3)
An introduction to music literature and styles. Includes the study of instruments, musical forms, and representative works of leading composers.

Theatre Courses

GS/TH 205.Theatre History and Literature (3)

A survey course that examines the history and literature of theatre within the framework of cultural and social ideas, from its origins in dance and ritual to the Modern era. Literature-based class. Prerequisite: none

GS/TH 453. Modern Drama (3)
A study of significant developments in Theatre since 1900 as reflected through major playwrights and theatre.

Division of Social Sciences and Education

Business Course

GS/BA 440. International Business (3)
A study of global business, its operating environment, and the interdependence of business.

Education Courses

GS/ED 333. Spanish for Teachers (3)
An introductory Spanish course for prospective classroom teachers.
This course provides an opportunity to learn how to speak, read, write and understand Spanish. Students acquire language functions, vocabulary, structures and culture through contextualized presentations, interactive activities, and extensive laboratory practice. Moreover, this course focuses on Spanish that teachers and students will use in the classroom.

GS/ED410. Diversity in the Global Community (3)

This course explores the various components of diversity in a dynamic global society, including an awareness of multiple ethnic groups that teachers need to recognize and respond to in their teaching and how diversity is related to a dynamic global society.

Economics Course

GS/EC 350. International Economics (3)
A study of international economic relationships in theory and practice.

Journalism and Media Studies Courses

GS/JMS 402. Media Law and Ethics (3)
Course offers a cross-media overview of the legal concepts and issues important to the media professional with a special focus on roles, rights, and responsibilities. Prerequisite: junior standing or instructor permission.

GS/JMS 415. International Media (3)
Provides an overview of various systems from around the world and compares and contrasts them with United States media.

Political Science Courses

GS/PO 202. United States Government (3)
A study of the principles, structures, and dynamics of the United States political system with an emphasis on the relationship between the system and the electorate, political parties, public opinion, formulation of domestic and foreign policy, and civil liberties.

GS/PO 301. Comparative Political Systems (3)
Systematic study and comparison of world political systems.

GS/PO 315. Government and Politics in Africa (3)
African political systems and cultures. Investigation of new paths to understanding the intricate political and economic processes.

GS/PO 320. Government and Politics in Asia (3)
Political and economic development in Asian countries with emphasis on Japan.

GS/PO 325. Government and Politics in Latin America (3)
Dynamics of political and economic development in Latin America with distinction among Mexico, Central America, and the Caribbean countries.

GS/PO 370. United States Foreign Policy (3)
Emphasis on Cold War and post-Cold War periods.

GS/PO 380. International Relations (3)
Analysis of world politics with emphasis on justice, war, and peace.

GS/PO 402. International Organization and Law (3)
Study of the body of principles, customs, and rules governing the community of nations.

GS/PO 414. International Political Economy (3)
Major contending paradigms of international political economy.

International Affairs Course

GS/IA 200. Introduction to International Affairs (3)
Comparison of forms, organization, delivery, scope, and models of programming in the U.S. and in other countries.

Sociology Course

GS/SO 204. Social Problems (3)
An examination of the social environments and social structures to understand the features of contemporary society and to understand the causes and consequences of social problems.

Social Work Course

GS/SW 247. Diversity and Populations-At-Risk (3)
Focuses on the dynamics and consequences of discrimination, economic deprivation, and oppression of people of color, women, gays and lesbians, people with physical disabilities, Hispanics, Asian Americans, Native Americans, rural populations, and others.

Division of Natural and Behavioral Sciences/Mathematics

Biology Courses

GS/BI 227. General Botany (4)
A survey of the plant kingdom with emphasis on the structure, classification, phylogeny, physiology, reproduction, economic importance, and identification of plants. Prerequisite: BI 101, BI 102.

GS/BI 316. Evolutionary Biology (3)
A study of the history of evolutionary biology, the history of living organisms, and mechanisms of evolutionary change (including variations, mutation, natural selections and adaptation, and molecular genetics), and human evolution.

GS/BI 326. Ecology (4)
A study of the structure and function of eco-systems with reference to energy flow, nutrient cycling, population growth and regulation.

GS/BI 423. Genetics (4)
A study of the genetics of diverse populations, the transmission of genetic diseases across continents, and the differences in the genetics of different populations.

GS/BI 424. Microbiology (4)
A study of worldwide diseases and the cultural approaches toward them.

Chemistry Course

GS/CH 222. Organic Chemistry (4)
A study of the properties, preparation, reactions, and characterization of carbon compounds. Three hours of lecture and four hours of laboratory each week. Prerequisites: CH 221. Prerequisites must be completed with a grade of C or better.

Psychology Courses

GS/PS 326. Abnormal Psychology (3)
Exposes students to the primary models for defining and evaluating normal and abnormal human behavior. Prerequisite: PS 101.

GS/PS 345. Psychology of Women (3)
Analysis of differences in qualities and skills between the sexes from a bio-cultural perspective. Emphasis is placed upon comparing and contrasting the traditional and feminist views of behavior and socio-cultural perspectives of women.

GS/PS 350. Africentric Psychology (3)
Designed to provide an historical overview of the development of Black Psychology and the African-American "frame of reference." The early sessions will focus on the historical and cultural antecedents of psychology from an African perspective.

GS/PS 380. Special Topics in Social/Developmental Psychology (3)
Covers topics within the scope of the social/developmental specialty area in psychology.
Prerequisite: Permission of the instructor.

GS/PS 390. Special Topics in Physiological/Cognitive Psychology (3)
Covers topics within the scope of the physiological/cognitive specialty area in psychology.
Prerequisite: Permission of the instructor.

GS/PS 415. Health Psychology (3)
Presents the history and focus of health psychology and psycho-neuroimmunology. Prerequisite: PS 101

GS/PS 430. Animal Behavior with Laboratory (3)
A lecture and laboratory study of animal behavior from the perspectives of comparative psychology, ethology, sociobiology, evolutionary biology, and behavioral ecology. Prerequisites: PS 101, PS 274, and PS 313 or permission of the instructor.

GS/PS 440. History and Systems of Psychology (3)
Discussion of the development of psychology as a formal discipline and the changes that have occurred since its founding.

Interdisciplinary Studies
COURSE DESCRIPTIONS

IS 155/156: Guided Individual Study (3)
A guided, independent research project that allows each student to create her own learning activity. At the end of the semester, students are required to present their reports in form of an exhibition, a film, a research paper, or any other format chosen by the student. Prerequisite: Consent of instructor.

IS 159: Perception and Aesthetics (3)
Beginning with sub-verbal experiences, this course concentrates on sensitizing the student to her environment and developing awareness of the function of art in society.
Prerequisite: Major standing.

IS 161: Critical Thinking (3)
An introduction to logic with emphasis on its application to discussion and debate.
Prerequisite: None.

IS 257/258: Guided Individual Study (3)
A continuation of IS 155/156.
Prerequisite: Consent of instructor.

IS 357: Learning for Leadership (3)
A liberal arts approach to organizational dynamics, decision-making, conflict resolution, and personal development. Prerequisite: Consent of instructor.

IS 358: Arts Management I (3)
A course designed to acquaint students with the processes involved in effective Arts Management and operation.
Prerequisite: Consent of instructor.

IS 438: Arts Management (3)
A seminar course that deals with problems, case studies and issues germane to arts management in contemporary society. Prerequisite: Consent of instructor.

IS 366: Internship (6)
A structured field-work situation in diverse areas of the community and in cooperation with government agencies, industry, civic groups, and off-campus persons.
Prerequisite: Consent of instructor.

IS 379: Leadership Skills (2)
An analysis of methods used by group facilitators. Students participate in decision scenarios, program planning and proposal writing, budget preparation, and evaluation techniques.
Prerequisite: Consent of instructor.

IS 459: Independent Study (3)
Independent reading and research. Open to junior and senior students with GPA consistent with college standards for independent study.
Prerequisite: Consent of instructor.

IS 476/478: Problem Seminars (2)
Problem seminars let the scholar apply intellectual skills and problem-analyzing abilities freely as a self-initiating educated leader. Problems are discerned from life situations.
Prerequisite: Consent of instructor.

Philosophy and Religion

PH 201: Introduction to Philosophy (3)
A critical study of some basic philosophical issues and movements. (Not recommended for first year students). Prerequisite: Consent of instructor.

PH 313: Introduction to Ethics (3)
Analysis of theories of moral rightness and good conduct and the application of these theories to contemporary problems.
Prerequisite: None.

PH 427: Tutorial in Philosophy and Religion (3)
Opportunity is given advanced students to engage in the in-depth study of concepts in some specific area of philosophy or religion. Limited enrollment. Prerequisite: Consent of instructor.

PH 460: Independent Study in Philosophy (3)
Opportunity is given advanced students to pursue independent work in some specific areas of philosophical thought. Limited enrollment.
Prerequisite: Consent of instructor.

RL 200: Introduction to Bible (3)
This course will survey the Hebrew Bible (Old Testament), the New Testament and contemporary biblical interpretation, examining the biblical texts in the socio-historical world of ancient Israel and early Christianity. Prerequisites: None

RL 210: History of Christianity (3)
A survey of the history of Christianity from the Patristic age through the beginning of the Reformation.
Prerequisites: None

RL 220: Introduction to Theology (3)
This course will introduce students to theology (what you think about when you think about God), the critical and constructive reflection on the great questions of human existence and the answers offered to them by religion.
Prerequisite: RL 200 or consent of instructor.

RL 230: World Religion (3)
This course will explore wisdom traditions, religious histories, doctrines, practices and theologies from around the world. Students will increase their understanding of people, cultures, diversity of beliefs, and the global community.

RL 250: Women in Ministry and Justice (3)
A survey of women's historic and contemporary activity in ministry, with particular emphasis on the experience of black women. Sophomores may take this class with permission of the instructor.
Prerequisites: None

RL 315: Philosophy of Religion (3)
Philosophical thinking about religious concepts and world views.
Prerequisites: None.

RL 320: African American Religious History (3)
A survey of the history of African American religious practices from slavery to the present.
Prerequisites: RL 210, HI 203 or HI 202, or consent of instructor.

RL 366: Internship in Womanist Religious Studies (3)
This course offers and supervises structured fieldwork in a faith institution and a community justice agency in the local community. Two six-week placements of 45 hours each will be conducted in cooperation with off campus institutions and personnel.
Prerequisite: Consent of instructor.

RL 425: Contemporary Problems in Philosophy and Religion (3)
Contemporary issues in religion and philosophy with emphasis on the study of liberation theologies, especially Black Theology and Feminist Theology. Prerequisites: None

RL 460: Independent Study in Religion (3)
Opportunity is given for advanced students to pursue independent work in some specific area of Philosophy or Religion. Limited enrollment.
Prerequisites: Consent of instructor.

History

HI 101: Origins of Civilization (3)
The course examines the origins of human civilization in Africa, Asia, Europe and the Americas from pre-historical times to the Reformation.
Prerequisite: None.

HI 102: Origins of Civilization (3)
A continuation of **HI 101** from the Reformation to the present.
Prerequisite: None.

HI 201: American History to 1865 (3)
A historical survey of the United States from the period of discovery and colonization through independence to the Civil War.
Prerequisite: None.

HI 202: American History since 1865 (3)
A continuation of United States History from the period of Radical Reconstruction to the present.
Prerequisite: None.

HI 203: African American History I (3)
This course covers African American history from the colonial period to the American Civil War. Topics include African origins, the slave trade, the Anti-Slavery Movement, African American Declaration of Independence, Free Blacks in Ante-Bellum South, Development of Black Institutions, the Politics of Emancipation and Blacks in the American Civil War.
Prerequisite: None.

HI 204: African American History II (3)
This course covers African American history from Reconstruction to the present. Topics include the Promise and Failure of Reconstruction, Black Southerners and White Supremacy, African Americans and the 1920s, The Great Depression and the New Deal, the Civil Rights Movement, Black Politics and White Backlash, African Americans at the Dawn of a New Millennium.
Prerequisite: None.

HI 220: Women in History (3)
A critical examination of the role and contribution of women in America from the colonial times to the present, with special emphasis on the family, sexuality, racism, and reform movements.
Prerequisite: None.

HI 305: The Civil Rights Movement (3)
An in-depth study of the origins and development of the African American struggle for civil rights in the United States.
Prerequisite: None.

HI 310: African History to 1800 (3)
A survey of African history from prehistoric times to the advent of the Europeans in the 14th through the 18th centuries.
Prerequisite: None.

HI 311: African History since 1800 (3)
A survey of African history from 1800 to the present. Prerequisite: None.

HI 315: Colonization in Africa (3)
An in-depth study of the impact of colonization in Africa from about 1800 to 1945. Topics include the so-called scramble for and partition of Africa, the consequences of World War I, African responses to colonial rule, and the emergence of the struggle for independence across the continent. Prerequisite: None.

HI 325: Slavery in the United States (3)
An in-depth study of the Atlantic Slave Trade and the slavery that resulted. The course emphasizes slavery in the English mainland colonies and the United States.
Prerequisite: HI 201, HI 202, or HI 203.

HI 330: Latin American History (3)
A study of the society, culture, politics, and economy of Latin America during the 19th and 20th centuries. Prerequisite: None.

HI 335: The Jim Crow Era (3)
An in-depth study of the period in American history between Reconstruction and the Civil Rights Movement when racism was at its nadir, with all its tragic consequences.
Prerequisites: Three semester hours of American or African American history, or permission of instructor.

HI 400: Selected Topics in History (3)
An in-depth study of special issues and problems in history. Contemporary topical issues and issues of interest to students are selected for study, on demand. Prerequisite: Consent of instructor.

HI 410: History of Journalism (3)
The course provides the opportunity to study the history of American journalism, including the people, events, and issues important to a chosen topic. Prerequisite: Junior standing.

HI 430: Historiography (3)
An introduction to the philosophy of history and the methods of historical research.
Prerequisite: None.

HI 450: Independent Study (3)
Opportunity is given advanced students to pursue independent work in specific areas of history. Limited enrollment. Prerequisite: Consent of instructor.

Africana Women's Studies

The Program of Africana Women's Studies, in the Department of History, Philosophy, Religion, and Interdisciplinary Studies, coordinates development of curricula, focusing on the study of women of the African Diaspora. The Program sponsors colloquia, seminars, curricula, and an annual summit featuring renowned scholars in the field.

AN 120: Introduction to Anthropology (3)
This course is designed to introduce students to cultural anthropology as a discipline. It explores the history of anthropology and examines the theoretical approaches to the study of human cultures, race and ethnicity. Prerequisites: None.

WS 100: Introduction to Women's Studies (3)
This course focuses on contemporary concerns and issues affecting women's lives in general, with particular attention paid to the concerns and lives of Africana women throughout the African Diaspora.
Prerequisites: None.

WS 200: Feminist Research Methods and Service Learning (3)
This course introduces students to the basic ideas and goals of feminist research. Students will explore how to use standardized research methods in ways informed by feminist/black feminist theories and learn to apply research methods through a semester-long research project that will also include service learning.

WS 203: Black Women in the World (3)
This is a topical course that explores in depth specific issues-- like breast cancer, obesity, HIV-AIDS, sexuality, employment, etc.-- that concern Black women in North America and globally.
Prerequisites: WS 100. .

WS 300: Feminist and Black Feminist Theory (3)
This is an in-depth examination of some of the key theories and ideas of feminist and Black Feminism, including post structuralism, postmodernism, essentialism, standpoint theory, black feminist theory, etc. Emphasis in the course is upon critical reading, thinking, and writing.
Prerequisites: WS 100 & WS 200 or consent of the instructor.

Division of Natural and Behavioral Sciences/Mathematics

The purpose of the Division of Natural and Behavioral Sciences/Mathematics is to provide academic and technical training in the use of the scientific method and formal, logical, deductive reasoning. The Division provides guidance and support in the development of graduates possessing professional skills and ethics that will enable them to become productive and informed citizens in their chosen fields and in the global community.

The Division embraces the following values:

1. To encourage among students, faculty, and staff academic excellence, individuality, creativity, professionalism, and community awareness, and volunteerism within the disciplines.
2. To foster the increased representation of minority women in the disciplines of the Division.
3. To produce graduates who are capable of scientific reasoning, who possess academic and professional skills, and who strive to attain graduate and/or professional degrees in their areas of study.
4. To instill in the students a thirst for lifelong learning.
5. To produce graduates who are capable of using formal, logical, deductive, and quantitative methods.

The vision of the Division of Natural and Behavioral Sciences/Mathematics is to continue to be an academic leader in its disciplines among undergraduate institutions educating minority

women in the United States through excellence in teaching and research, a progressive curriculum, and enhanced student success.

The Division of Natural and Behavioral Sciences/Mathematics Offers Seven Majors:

B.S. in Biology (Teaching and Non-teaching Tracks)
B.S. in Chemistry
B.S. in Computer Science or B.A. in Computer Science with a concentration in Computer Information Technology
B.S. in Mathematics (Teaching and Non-teaching Tracks)
B.A. or B.S. in Psychology

The Division Offers the Following Minors:

Biology
Chemistry
Mathematics
Computer Science
Psychology

Dual Degree Majors Coordinated by the Division

The first degree listed is conferred by Bennett College and the second degree listed is conferred by the partner university listed in parentheses.

B.S. in Chemistry/Chemical Engineering [North Carolina A&T State University (NC A&T)]
B.S. in Mathematics/Mechanical Engineering (NC A&T)
B.S. in Mathematics/Electrical Engineering (NC A&T)
B.S. in Mathematics/Industrial Engineering (NC A&T)
In keeping with the mission of Bennett College, the Division encourages, promotes, and supports opportunities for undergraduate research, professional development, summer experiences, study or travel abroad, career-oriented writing, presentations, and community service.

Cooperative Programs with Other Institutions

Cooperative Doctor of Chiropractic Program
Life University and Bennett College have established a Doctor of Chiropractic program leading to a Bachelor of Science degree in Biology from Bennett College and a Doctor of Chiropractic degree from Life University. Life University will admit to professional level status toward a Doctor of Chiropractic degree all students who complete the prerequisite requirements at Bennett College. Life University retains sole responsibility for establishing the academic and other criteria that students must meet in order to fulfill its own entrance and graduation requirements and in evaluating student applications for admission. Incoming students must meet all entry requirements for the Doctor of Chiropractic program. Acceptance into the chiropractic program does not guarantee successful completion of course requirements, leading to a degree of Doctor of Chiropractic. All prerequisite course work for admission to the chiropractic program must be completed with a grade of 2.0 (**C**) or above on a 4.0 scale. In

addition, the grade point average of the specific course requirements must average 2.50 or higher and the cumulative grade point average of all college courses must average 2.50 or higher. If the cumulative GPA averages below 2.50, the average of the best 90 semester hours will be calculated. After successful completion of three years of courses at Bennett College, students will transfer to Life University for entry into the chiropractic professional program. Bennett College will grant the Bachelor of Science degree in Biology to those students who satisfactorily complete three years of study at Bennett College and the first year of the Chiropractic Program at Life University.

Simmons College Direct Entry Nursing Program

This program is in the School of Health Sciences at Simmons College, and it accelerates the admission of qualified undergraduate students of Bennett College to the Direct Entry Graduate Nursing Program. In the program, students earn an M.S. degree in Nursing with a focus on preparation to be a Family Nurse Practitioner. Up to four qualified Bennett College students can be admitted to the program each year. Qualified graduating seniors can be admitted to the program after fulfilling the admissions requirements of the program, including a minimum GPA of 3.30 in all prerequisite courses required for admission. Details of the program can be obtained from the Department of Biology.

Master of Sport Health Science Program at Life University

This program results in an M.S. degree in Sport Health Science from Life University. A prospective student must possess, at a minimum, an appropriate Bachelor's degree from Bennett College and have completed the articulated prerequisite requirements at Bennett College specified by Life University. Life University retains sole responsibility for establishing the academic and other criteria that students must meet in order to fulfill its own entrance and graduation requirements and in evaluating student applications for admission. Incoming students must meet all entry requirements for the M. S. degree program.

The Early Assurance Program for Admission to the Brody School of Medicine at East Carolina University

Through an agreement with the Brody School of Medicine at East Carolina University, a student who satisfies the admissions requirements may be admitted as a first year student at Bennett College and as an Early Assurance Program Scholar. The selection of scholars includes an interview of applicants by the Brody School of Medicine. After four years of study in the Early Assurance Program, students will be eligible to be selected for a guaranteed position in the entering class for the M.D. program at the Brody School of Medicine.

Requirements for admission to the Early Assurance Program are:

1. High school graduate with a cumulative GPA of 3.5 on a scale where A=4.0

2. A total minimum score on the Reading and Mathematics sections of the SAT of 1000
3. Must be a North Carolina Resident
4. Must satisfy the admissions requirements for Bennett College

Duquesne University School of Law – Early Admission Program

Duquesne University School of Law and Bennett College has established a 3/3 program, beginning with the 2012-2013 academic year in which after three years work at Bennett College and subject to the conditions outlined below, a student will be eligible for admission to the Duquesne University School of Law for completion of the J.D. degree after three years (Day Division) or four years (Evening Division) of work as defined by the Duquesne University School of Law. Each student in this early admission program will be awarded a Bachelor's Degree by Bennett College after successful completion of the first year Day Division program or the first three semesters of the Evening Division program of the Duquesne University School of Law.

The following eligibility requirements are:

1. A cumulative grade point average of approximately 3.5 for three years at Bennett College (90 credit hours);

2. Completion of all undergraduate curricular major field and liberal studies requirements at Bennett College;

3. A minimum LSAT score in the 60th percentile on the present LSAT. It is assumed that the student will take the LSAT in the Winter of her third year at Bennett College, however, by request, a student may defer taking the LSAT until the Spring of her third year;

4. Recommendation by a selection committee appointed by the Vice President for Academic Affairs, Bennett College and the Director of Admissions of Duquesne University School of Law.

Eligible candidates for this program will be contacted by the Law School to schedule a mandatory interview before members of the Admissions Committee. Eligible candidates will not be contacted until all application materials, including the LSAT score(s), have been received.

Policy on the Admission of Students to a Major within the STEM Fields

Students will be formally admitted to a major in this Division at the end of the sophomore year. The guidelines for being admitted to the major are:

1. Students can declare a major in the first year of study but they will not be formally admitted to the major until all of the requirements for admission to the major have been fulfilled at the end of the sophomore year. They will be assigned an academic advisor in the Department of the proposed major in the first year of study.

2. The student will enroll in the first year and sophomore year major courses in the curriculum pattern of their potential major.

3. The student's performance in major field courses and in other courses including General Education courses will be assessed by a Department committee in each semester to monitor the progress of the student. Indicators of satisfactory performance and progress in the major will be determined by each major Department.

4. The minimum standard for a student to be formally admitted to the major at the end of the sophomore year is that a student must earn a minimum grade of "C" in major field courses in the first year and sophomore year. Each Department will establish the specific courses in the major curriculum pattern in which a grade of "C" will be required. The Departments will also determine additional conditions for allowing the student to be formally admitted to the major, including a minimum cumulative GPA for example.

5. A Department will inform the student in writing, that they have been formally admitted to a major when they have achieved all the requirements for admission.

6. In some cases, as with a transfer student, a student may be admitted to the major before the end of the sophomore year with the approval of the Department. The student must achieve all requirements for being admitted to the major.

7. If a student does not meet the standards to be formally admitted into a preferred major by a Department, they may appeal the decision of the Department to a Division Committee consisting of Department Chairs.

Department of Biology

The Department of Biology offers the Bachelor of Science in Biology and Bachelor of Science in Biology, Teaching Track grades 9–12. The Department provides excellent preparation for those interested in teaching Biology or pursuing graduate and/or professional degrees. The Department also offers a minor in Biology.

In the Department of Biology, all incoming students desiring to major in Biology (non-teaching track) must be held to certain requirements. To be admitted to the Biology Major (non-teaching track), the student must:

- Completed the sophomore year
- Earned the minimum grade of "C" in:
  - BI 103-Orientation to Biology
  - BI101-Principles of Biology I

BI102-Principles of Biology II
BI225-General Zoology
BI227-General Botany

- Obtained a cumulative GPA of 2.0 or better be in good academic standing for the sophomore year according to the Bennett College guidelines specified in the College Catalog

Core Courses for a Major in Biology, B.S. Degree

A total of 78–79 semester hours are required and include: 1) 35 hours in biology, 2) 24 hours of related science courses, and 3) 19–20 hours of limited electives selected from three groups:
Group A—cellular and molecular biology (8 hours)
Group B—organismal biology (8 hours)
Group C—mathematics and chemistry (3–4 hours)

These groups consist of the following courses:

1. Required Courses in Biology:

BI 101 Principles of Biology I (General Ed Science)	4
BI 102 Principles of Biology II	4
BI 103 Biology Orientation	1
BI 203 Human Physiology	4
BI 225 General Zoology	4
BI 227 General Botany	4
BI 328 Cell Biology	4
BI 423 Genetics	4
BI 326 Ecology	4
BI 431 Special Problems in Biological Research	1
BI 442 Senior Seminar	1

2. Required Related Science Courses:

CH 101, 102 General Chemistry	8
CH 221, 222 Organic Chemistry	8
PY 201, 202 Physics for the Biological Sciences	8

3. Limited Electives, 19–20 hours from the following:

Group A—Cellular and Molecular Biology (8 hours):

BI 205 Histology and Microtechniques	4
BI 424 Microbiology	4
BI 426 Immunology	3
BI 427 Biotechnology	4
BI 428 Molecular Biology	3
BI 431 Special Problems in Biology Research	1
CH 326 Biochemistry	4

Group B—Organismal Biology (8 hours):

BI 204 Human Anatomy	4
BI 316 Evolutionary Biology	3
BI 322 Comparative Anatomy of Vertebrates	4
BI 321 Developmental Biology	4
BI 354 Plant Physiology	4
BI 431 Special Problems in Biology Research	1

Group C—Math/Chemistry Elective (3–4 hours):

MA 221 Calculus I	4
CS Computer Science	3
SO 254 Social Statistics *or* PS 254	3
CH 223 Quantitative Analysis	4
CH 224 Chemical Instrumentation	4
CH 326 Biochemistry	4

Program Requirements

Students must earn a grade of **C** or above in every course in Biology and Chemistry that is counted toward satisfying requirements for the major or minor.

Electives

The following Biology courses may be taken as free electives:

BI 405 Bioethics Colloquium	1
BI 432 Medical Terminology	3
BI 431 Special Problems in Biology Research (beyond the required hour)	1–2

Core Courses for a Minor in Biology

A total of 18 hours consisting of the following are required:

BI 101 Principles of Biology	4
BI 225 General Zoology *or* BI 227 General Botany	4
BI 328 Cell Biology	4
Biology electives selected from Groups A or B	6

Core Courses for a Major in Biology, B.S. Degree, Teaching Track (9–12)

A total of 95 hours consisting of 32 hours in Biology, 47 hours in Education, and 16 additional hours in supporting courses in Chemistry and Physics compose the core courses. These include the following courses:

BI 101 Principles of Biology	4
BI 225 General Zoology	4
BI 227 General Botany	4
BI 328 Cell Biology	4
BI 326 Ecology	4
BI 365 Materials and Methods for Teach Secondary School Biology	3
BI 423 Genetics	4
BI 424 Microbiology	4

BI 431 Special Problems in Biology	1
ED 200 Introduction to Teaching	2
ED 200 Lab	1
ED 205 Practical Principles of Finance	2
ED 305 Human Development & Learning	3
ED 322 Curriculum Planning	3
ED 332 Educational Measurement & Evaluation	3
ED 333 Spanish for Teachers	3
ED 340 Integrative Technology	3
ED 347 Literacy Content Areas	3
ED 370 Foundations of Modern Education	3
ED 410 Diversity in Global Com	3
ED 425 Student Teaching	9
ED 450 Senior Seminar	3
SE 207 Introduction to Exceptional Individuals	2
SE 207 Lab	1
SE 330 Behavioral/Classroom Management	3

Program Requirements

To be admitted to the B.S. program in Biology, Teaching Track, students must successfully complete the Praxis I requirements at the end of the sophomore year. Students must be admitted to the Teacher Education Program in order to enroll in upper level (300–400 level) professional education courses. Students must earn a grade of **C** or higher in all Biology and Chemistry courses in the major. Students are encouraged to take courses during summers to reduce the course load for heavy semesters. In addition, students who scored at least 1100 on the SAT or 24 on the ACT have satisfied the Praxis I requirement.

Course Descriptions
Biology

BI 100. Biological Science (4) F, S

An introductory study (for non-majors) of cell structure and function, reproduction, development, genetics, metabolism, evolution, and ecology of living things.

BI 101. Principles of Biology I (4) F, S

Principles of the molecular and cellular basis of life, cellular reproduction, morphology, physiology, development, patterns of inheritance, evolution, behavior, and ecological principles. Three hours of lecture and two hours of laboratory per week

BI 102. Principles of Biology II (4) F, S

Second part of the introductory biology course for Biology majors and persons who will enroll in upper level courses in biology. The course of study will include an introduction to evolutionary theory, a survey of the kingdoms of living organisms, plant anatomy and physiology, an introduction to the anatomy and physiology of vertebrate body systems, and an

introduction to the fundamental principles of ecology and environmental science. Three hours of lecture and two hours of laboratory per week Prerequisites: BI101

BI103. Biology Orientation (1)
This course is required for all Biology majors. Orientation to Biology will serve as a mentoring experience for first year and transfer students that will introduce them to the discipline of biology, careers associated with biological sciences, their faculty and upper level students. This course will also enable entering students to learn a variety of information and skills necessary to succeed in biology and other science courses.

BI 185. Human Biology (3) S
Introduces students to the anatomy and physiology of the human body. All systems of the body will be discussed with regard to normal and abnormal functioning. The course will include a detailed examination of such issues as tobacco and drug use, genetics, aging, cancer, sexually transmitted diseases, etc. Students will gain an understanding of the role that humans play in the biosphere including how human activities threaten ecosystems, and ways to lessen our impact. Prerequisites: BI 100 or BI 101

BI 203. Human Physiology (4) S
A study of functions of vertebrate organ systems with emphasis on homeostatic mechanisms. Special emphasis is placed on the circulatory, respiratory, digestive, excretory, reproductive, nervous, endocrine, and muscular systems. Three hours of lecture and two hours of laboratory per week Prerequisites: BI 101, BI102 and BI 225, and BI 227

BI 204. Human Anatomy (4) F
A study of the structure and function of organs and organ systems of the human body with emphasis on skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, reproductive, and excretory systems. Three hours of lecture and two hours of laboratory per week Prerequisites: BI 101, BI 102 and BI 225, and BI 227

BI 205. Histology & Biological Microtechniques (4) F
A study of the microscopic anatomy of mammalian cells, tissues, and organs, with emphasis on structure and functional relationships. Laboratory work includes microscopic study of various types of tissues and histological techniques useful in biological research. Three hours of lecture and two hours of laboratory per week Prerequisites: BI 101, BI 102 and BI 225, and BI 227

BI 225. General Zoology (4) F, S
A survey of the animal kingdom with emphasis on the evolution, taxonomy, anatomy, and natural history of selected vertebrates and invertebrates. Three hours of lecture and two hours of laboratory per week Prerequisite: BI 101, BI102.

BI 227. General Botany (4) F
A survey of the plant kingdom with emphasis on the structure, classification, phylogeny, physiology, reproduction, economic importance, and identification of plants. Three hours of lecture and two hours of laboratory per week. Prerequisite: BI 101, BI102.

BI 316. Evolutionary Biology (3) F
A study of the history of evolutionary biology, the history of living organisms, and mechanisms of evolutionary change (including variation, mutation, natural selections and adaptation, and molecular genetics), and human evolution. Prerequisites: BI 101, BI 102, BI 225, and BI 227

BI 322. Comparative Anatomy of Vertebrates (4) S
A study of major organ systems of the vertebrate body with emphasis on phylogenetic relationships and evolutionary changes. Laboratory work includes study of dog-fish shark, mud puppy, and cat. Three hours of lecture and two hours of laboratory per week. Prerequisites: BI 101, BI 102 and BI 225, and BI 227

BI 321. Developmental Biology (4) S
A study of the fundamental principles of developmental biology in animals and plants. These principles are illustrated through an overview of the early and late embryonic development of selected animals and plants. This course also includes a consideration of the influence of the environment on development and the role of development in evolution. The medical implications of developmental biology will be discussed and related to developmental disorders. Three hours of lecture and two hours of laboratory per week
Prerequisites: BI 101, 102, and 225

BI 326. Ecology (4) S
A study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth, and regulation. Three hours of lecture and two hours of laboratory per week Prerequisites: BI 101, 102, 225, and 227

BI 328. Cell Biology (4) F
A study of the molecular basis of cell structure and function with emphasis on subcellular components, the organization of macromolecules into cellular organelles, membrane function, enzyme function, energetics, cellular metabolism, protein synthesis, cell division, cell motility, and regulatory mechanisms. The laboratory will include exercises on cell culture, cell fractionation, the use of spectrophotometry in the identification and characterization of cellular macromolecules, enzymes and enzyme kinetics, and western blotting to identify proteins. Three hours of lecture and two hours of laboratory per week. Prerequisites: BI 101, BI 102, 225, 227 and CH 101–102. Recommended: CH 221

BI 354. Plant Physiology (4) S
A course studying all aspects of plant functions with emphasis on growth, metabolism, and reproduction. Students will study current knowledge from refereed journals and will participate in laboratories designed to illustrate concepts discussed in class. Three hours of lecture and two hours of laboratory per week. Prerequisites: BI 101, BI 102 225, 227, 328

BI 365. Methods and Materials in Teaching Secondary School Biology (3) F
A thorough study of the materials and methodology of teaching secondary school biology. Attention to recent developments in the use of multimedia, instructional techniques, and materials for instruction given. Required: 30-hour Professional Practicum Experience. Prerequisite: admission to the Teacher Education Program

BI 405. Bioethics Colloquium (1) F, S
Focuses on ethical concerns in research, medicine, and the environment. The course may include discussion of abortion, euthanasia, use of animals in research, informed consent, confidentiality, bioengineering, stem cell research, pesticide use, disposal of nuclear or hazardous wastes, and many more timely topics. Prerequisites: BI 101, 102, 225, and 227

BI 423. Genetics (4) S
The chemical nature of genetic material, its transmission, mode of expression, and mechanism of gene action. Emphasis is placed on Mendelian inheritance, linkage, multiple alleles, molecular genetics, control of gene expression, gene mutation, population genetics, and genetic diseases. Three hours of lecture and two hours of laboratory per week. Prerequisites: BI 101, 102, 225, and 227. Recommended: BI 328

BI 424. Microbiology (4) S
A study of microorganisms with emphasis on classification, morphology, physiology, biochemical activity, microbial diseases, and immunity. Special emphasis is placed on microbial genetics, host defense mechanisms, the immune response, the microbiology of food and water, and microbial ecology. Three hours of lecture and two hours of laboratory per week. Prerequisites: BI 101, BI102, BI 225, BI227, and CH 221

BI 426. Immunology (3) F
A study of the immune system and of molecular, cellular, and genetic bases of immunity to infectious agents. Emphasis is placed on the immune response, humoral and cellular immunity, hypersensitivity, tumor immunology, transplantation, and immunodeficiencies. Prerequisites: BI 101, BI 102, 225, and 227, 328, and CH 221

BI 427H. Biotechnology (4) S
A laboratory-oriented course designed to integrate the principles and techniques of biotechnology. Topics covered include cell and tissue culture, isolation and purification of proteins, plasmid isolation, DNA restriction enzyme analysis, genetic engineering of microorganisms, monoclonal antibody technology, enzyme-linked immunoassay, gel electrophoresis, and blotting techniques. Prerequisites: BI 101, BI102, 225, 227, and CH 101–102

BI 428. Molecular Biology (3) S
A study of molecular processes and genetic regulation in both prokaryotic and eukaryotic cells. Emphasis is placed on structure and function of proteins and nucleic acids, replication, transcription and translation of genetic material, regulatory mechanisms, gene expression, and genetic engineering. Prerequisites: BI 101, BI102, 225, 227, 328, and CH 221

BI 431. Special Problems in Biology Research (1–3) F/S
Laboratory investigation of special research problems in biology. Prerequisites: BI 101, BI102, 225, 227, MA 130, CH 102, and junior or senior standing

BI 432. Medical Terminology (3) S
A study of biomedical terms that describe the human body, its functions, its normal state, and its abnormal state. Emphasis is on improving communication skills of students majoring in the health sciences. Prerequisites: BI 100 or BI 101

BI 442. Senior Seminar (1) F/ S
A course consisting of extensive literature research followed by a written report and formal oral presentations of current information on biological topics of interest. Students will gain experience in evaluating scientific literature and presenting scientific papers. Prerequisite: senior standing BI 101, BI 102

BI 459. Independent Study (3) F or S
Independent reading and research. Prerequisite: junior or senior standing

Department of Chemistry

The Department of Chemistry provides a curriculum for the Bachelor of Science in chemistry for chemistry majors who wish to pursue chemistry or an allied science field as a profession. The department also provides excellent preparation for those interested in gaining admission to medical or dental schools. The department provides instruction in chemistry for students majoring in other fields of science. The department also offers a minor in chemistry.

Policy for Students to be Admitted to the Chemistry Major

The Department of Chemistry rules for a student to be formally admitted to the chemistry major include the rules in the Division guidelines for students being admitted to a major in the Division. Students can declare chemistry as a major in the beginning of their first year of study, but can not be formally admitted to the chemistry major until the end of the sophomore year. First year students who declare chemistry as a major will be assigned an academic advisor in chemistry. To be formally admitted to the chemistry major the student must:

- Earn a minimum grade of C in CH101-College Chemistry and Qualitative Analysis I, CH102-College Chemistry and Qualitative Analysis II and CH221-Organic Chemistry I by the end of the sophomore year. If a student is placed initially in CH100-Introduction to Chemistry due to the lack of completion of a high school course in chemistry, they must also earn a minimum grade of C in CH100.
- Earn a grade of P, (Pass), in CH104-Orientation to Chemistry
- Earn a minimum grade of C in MA111B-College Algebra and MA130-Pre-Calculus
- Earn a minimum grade of C in CS170-Introduction to Information Technologies
- Students will prepare a Department approved outline of their career goals

and strategies for attaining these goals, including requirements for admission to graduate and professional schools, by the first semester of their sophomore year.

- The student must be in good academic standing for the sophomore year according to guidelines of the Bennett College Catalog.

Core Courses for a Major in Chemistry

A total of 76 credit hours of core courses are required for a major in chemistry with a B.S. degree.

CH 101–102	College Chemistry & Qualitative Analysis	8
CH 104	Orientation to Chemistry	1
CH 221–222	Organic Chemistry	8
CH 223	Quantitative Analysis	4
CH 224	Chemical Instrumentation	4
CH 326	Biochemistry	4
CH 427	Chemistry Research	6
CH 443–444	Physical Chemistry	8
CH 442	Chemistry Seminar	1
CS 170	Introduction to Information Technologies	3
CS 175	Fundamentals of Programming	4
MA 130	Pre-Calculus	3
MA 221	Calculus I	4
MA 222	Calculus II	4
MA 223	Calculus III	4
PY 221	Calculus Based Physics I	4
PY 222	Calculus Based Physics II	4

Electives: For the major in chemistry the following electives must be completed:

Advanced Chemistry Electives in Chemistry	7

Chosen from Department of Chemistry approved upper level chemistry courses with a course number of CH300 or higher. Examples of these courses are CH 433 Special Topics in Chemistry, CH 446 Food Chemistry, and CH 445 Inorganic Chemistry.

Biology Course Electives **7-8**

Science Elective **3-4**

The science elective must be a Department approved science course chosen from courses in computer science, biology or chemistry with a course level of 200 or higher.

Departmental Requirements: All chemistry courses in this curriculum are major courses. A chemistry major must earn a grade of at least C in all chemistry courses. The student must also earn a minimum grade of C in all biology and other science courses for the major. Students must earn a minimum grade of C in calculus I, II and III.

Core Courses for a Minor in Chemistry

Twenty credit hours of courses are required for a minor in chemistry. These courses are:

CH 101–102	College Chemistry and Qualitative Analysis	8
CH 221–222	Organic Chemistry	8
CH 223	Quantitative Analysis	4

Students must earn a minimum grade of C in all chemistry courses required for the minor in chemistry.

Dual Degree Programs in Chemistry

The Department of Chemistry also offers a dual degree program leading to the **B.S. degree in Chemistry** from Bennett College, and a **B.S. degree in Chemical Engineering** from North Carolina A & T State University. The requirements for the B.S. degree in Chemical Engineering are those currently in effect in the Department of Chemical Engineering at NC A&T. The dual degree program is a five-year (3+2) program. The student begins her studies at Bennett College as a chemistry major. After three years of successful studies at Bennett College, she can be accepted as a transfer student to NC A&T where she completes her studies as a Chemical Engineering student. In approximately five years, the successful student receives a B.S. degree in Chemistry from Bennett College and a Chemical Engineering degree from NC A&T.

Course Descriptions

Science

SC 103. Physical Science (3) F, S
A semester course for non-science majors. The course deals with those concepts of physics, chemistry, astronomy, geology, and meteorology necessary to the basic understanding of today's world. Two hours of lecture and two hours of laboratory each week. Corequisite: Math 111A (MA099)

Chemistry

CH 100. Introduction to Chemistry (3) F, S
Elementary principles of chemistry such as chemical quantities, matter and energy, measurements and calculations, and chemical reactions. The overall objective of the course is to prepare students who have not studied chemistry at the high school level for CH 101-102 College Chemistry and Qualitative Analysis. Three hours of lecture per week with no laboratory component. Some class lectures will have demonstrations in which laboratory experiments are used to illustrate principles of chemistry. Prerequisites: none

CH 101–102. College Chemistry and Qualitative Analysis (8) F, S
Basic concepts of chemistry including atomic theory, properties of elements and molecules, solution equilibria, acid-base chemistry, thermodynamics, kinetics, and separation principles of analytical chemistry. Three hours of lecture and three hours of laboratory per week. Pre-requisites: For CH 101: completion of one year of high school chemistry with a grade of **C** or

better or the passing of a diagnostic examination in chemistry, MA110; For CH 102: grade of **C** or better in CH 101 and MA 111B (MA 110)

CH 104. Orientation to Chemistry (1) F,S
The course provides orientation for chemistry majors about the profession of chemistry including the study skills necessary to successfully complete chemistry courses and opportunities for graduate study in chemistry. Study skills taught include application of principles of mathematics to solving problems in chemistry, reading a course textbook effectively to understand principles of chemistry, and test taking skills for examinations in chemistry. The course is required for all first year chemistry majors, and students enroll in CH101 and CH104 concurrently. One hour of lecture per week. Prerequisites: none

CH 221–222. Organic Chemistry (8) CH 221, F; CH 222, S
A study of the properties, preparation, reactions, and characterization of carbon compounds. Three hours of lecture and four hours of laboratory each week. Prerequisites: CH 101–102 for CH 221; CH 221 for CH 222. All prerequisites must be completed with a grade of **C** or better.

CH 223. Quantitative Analysis (4) F, S
A course in which the principles of chemical equilibrium are applied to the quantitative determination of the components of mixtures. Laboratory work includes volumetric analysis, gravimetric analysis, and an introduction to electrochemical methods. Samples analyzed may include environmental pollutants and food additives. Two hours of lecture-discussion and four hours of laboratory per week. Prerequisite: CH 101–102

CH 224. Chemical Instrumentation (4) F, S
The application of modern electronic and optical instruments to qualitative and quantitative analysis. Emphasis is placed on chromatography, spectrophotometry, and electrochemistry. Two hours of lecture and four hours of laboratory per week. Prerequisites: CH 222 and CH 223, and PY 222

CH 326. Biochemistry (4) S
A study of the chemistry of carbohydrates, amino acids, proteins, enzymes, lipids, and nucleic acids, metabolic pathways generating and storing energy, and gene expression. Discussions of important areas of current biochemical research are incorporated into the course. Three hours of lecture and three hours of laboratory each week.
Prerequisite: CH 222 with a minimum grade of C

CH 427. Chemistry Research (1–3) F, S
A research project that includes laboratory research and a search of the literature pertaining to a research problem in chemistry. A major written laboratory report about the research project is required. A poster and an oral presentation about the project may also be required. The student arranges a research project with one of the faculty members of the Department of Chemistry. A total of six (6) credit hours are required for chemistry majors. Prerequisite: completion of the sophomore year of study

CH 427H. Frontiers in Research in Biochemistry (3) F
Topics concerning some of the latest achievements in important areas of biochemical research that have led to breakthroughs in the understanding of basic biochemical processes. Three hours of lecture per week. Prerequisites: CH 222

CH 428H. Biochemical Research Techniques (3) F, S
This course provides training in the use of experimental techniques used in biochemical research, including protein and DNA electrophoresis and spectrophotometric enzyme assays. Two hours of lecture and four hours of laboratory each week. Prerequisites: CH 221–222

CH 433. Special Topics in Chemistry (3) F, S
A lecture and discussion course pertaining to current topics in chemistry. Topics may include the role of pesticides as environmental estrogens and the role of CFCs in the depletion of stratospheric ozone. Three hours of lecture per week. Prerequisite: consent of instructor

CH 442. Senior Seminar (1) S
Seniors majoring in chemistry will conduct a literature search on a current research topic in chemistry and present a seminar on their findings. Prerequisite: senior chemistry major

CH 443–444. Physical Chemistry (8) CH 443, F; CH 444, S
Fundamental laws governing matter in the gaseous, liquid, and solid state, the laws of thermodynamics and their applications to chemistry, an introduction to statistical thermodynamics, properties of solutions, phase equilibria, chemical kinetics, and an introduction to quantum mechanical principles. Three hours of lecture and four hours of laboratory each week. Prerequisites: CH 223, CH 224, MA 221, MA 222, MA 223, and PY 221-222

CH 445. Inorganic Chemistry (4) S
The study of metals: their behaviors and roles in the biological system, acid-base chemistry, chemical bonding, atomic and molecular theory, and an introduction to group theory. There are three hours of lecture and three hours of laboratory each week. Prerequisites: CH 101, 102, 443, 444; MA 222, 223; and PY 221–222

CH 446. Food Chemistry (4) S
This course applies modern objective instrumental tests and subjective taste testing evaluation to analyze chemical components of food involved in processes such as nutrient composition during ripening of fruits and vegetables, and texture degradation, post harvest losses of vitamins, minerals, pigments, and flavor compounds during food processing and storage. Study of the functional properties and biochemical mechanisms of nutrients is included. Two hours of lecture and four hours of laboratory each week. Prerequisite: CH 222 or consent of the instructor

CH 460. Independent Study (3) F, S
The course provides an opportunity for students to perform an independent study project in chemistry following guidelines provided by Bennett College. Open to junior and senior students. Prerequisite: consent of the Department of Chemistry.

Department of Mathematics and Computer Science

The Department offers Bachelor of Science degree in Mathematics and Computer Science and Bachelor of Arts degree in Computer Science with concentration in Computer Information Technology. Three programs involve a major in Mathematics. They are major in Mathematics, major in Mathematics as a part of a dual degree in Engineering and major in Mathematics with a Teaching Track for Secondary Schools. The Mathematics with a Teaching Track program is offered in coordination with the Department of Curriculum and Instructions. All degree programs offered in the department require a minimum of 124 semester hours of college courses and 80 hours of community services.

A grade of C or above must be earned in all required core, elective, and other departmental required courses for all majors or minors offered in the department.

The Department offers three educational programs each of which awards a Bachelor of Science degree. Two programs—mathematics, and mathematics as part of dual degree in engineering—involve a major in mathematics. The third program involves a major in computer science. The department also coordinates with the Department of Curriculum and Instruction in the offering of a B.S. degree in Mathematics with a Teaching Track for Secondary Schools.

Requirements for Admission to the Mathematics, Secondary Mathematics Education, or Mathematics/Engineering Major:

Students are required to meet the following requirements before formally admitted to the majors.

1. Pass the following courses.
   MA 200 (1) Orientation with a passing grade
   MA 201 (3) Discrete Mathematics with a minimum grade of C
   MA 221 (4) Calculus I with a minimum grade of C

2. Have a minimum GPA in MA 111B (or MA110), MA 130, MA 201 and MA 221 of 2.2.

3. At most one repeat of MA 200, MA 201, and MA 221 will be allowed, i.e., if a student has received a lower than "C" grade in any of these courses twice, she will be advised to consider pursuing a different major.

Requirements for Admission to the Computer Science Major:

Students are required to meet the following requirements before formally admitted the majors.

1. Pass the following courses:
   CS 200 (1) Orientation to Computer Science with a passing grade
   CS 176 (4) Program Design with a minimum grade of C
   CS 172 (3) Discrete Mathematics with a minimum grade of C
   MA 120 (3) Finite Mathematics for Computer Information Technology Concentration or
   MA130 (3) Pre-Calculus with a minimum grade of C

2. Have a minimum GPA in CS175 and/or CS171, CS176, MA 120 or MA 130 of 2.2.

3. At most one repeat of CS200, CS176, MA120 or MA130 will be allowed, i.e., if a student has received a lower than "C" grade in any of these courses twice, she will be advised to consider pursuing a different major.

Core Courses for the B.S. in Computer Science

CS 172	Discrete Structure I	3
CS 175	Fundamentals of Programming	4
CS 176	Computer Program Design	4
CS 200	Orientation to Computer Science	1
CS 272	Discrete Structures II	3
CS 275	Data Structure and Algorithm	3
CS 370	Software Engineering	3
CS 371	Computer Organization and Architectures	3
CS 373	Algorithm Design and Analysis	3
CS 470	Computer and Society	3
CS 471	Operating Systems	3
CS 472	Senior Project	3
CS 474	Organization of Programming Languages	3
CS 476	Computer Network	3
CS XXX	Electives (2)	6

Departmental Requirements

MA 221	Calculus I	4
MA 222	Calculus II	4
MA 330	Linear Algebra	3
MA 324	Probability and Statistics	3
PY 221	Calculus-based Physics I	4
PY 222	Calculus-based Physics II	4
EN 202	Technical Writing	3

Additional Requirements:

A grade of **C** or better must be earned in all of these courses.

Core Courses for the B.A. in Computer Science Concentration in Computer Information Technology

Computer Science

CS 171	Introduction to Information System	3
CS 175	Fundamentals of Programming	4
CS 176	Computer Program Design	4
CS 200	Orientation to Computer Science	1
CS 270	Information Management & Database Design	3
CS 274	Web Design	3
CS 275	Data Structures and Algorithm	3

CS 377	Object Oriented Programming	3
CS 378	Internet Computing	3
CS 470	Computer and Society	3
CS 472	Senior Project	3
CS XXX	Electives (2)	6

Business/Economics/Accounting

EC 201	Introduction to Microeconomics	3
EC 202	Introduction to Macroeconomics	3
EC 250	Math for Bus & Econ	3
BA 350	Business Statistics	3
BA 200	Introduction to Business	3
BA 300	Business Organization and Management	3
BA 370	Business Communication	3
BA/EC/AC	Elective (2)	6

Departmental Requirement

EN 202	Technical Writing	3

Minor in Computer Science

The following courses in computer science are required for a minor:

CS 172	Discrete Structure I	3
CS 176	Computer Program Design	4
CS 272	Discrete Structure II	3
CS 275	Data Structure and Algorithm	3
CS 470	Computer and Society	3

Two courses from among the following:

CS 370	Software Engineering	3
CS 371	Computer Organization and Architectures	3
CS 373	Algorithm Design and Analysis	3
CS 374	Automata Theory	3
CS 377	Object Oriented Programming	3
CS 378	Internet Computing	3
CS XXX	Computer Science Course	3
	Jr. or Higher Level with Departmental Approval	

Courses Descriptions

Computer Science

CS 170. Introduction to Information Technologies and Applications (3) F, S

An introduction to fundamentals of information systems and technology. The topics include an introduction to information systems in organizations, organizing and managing data and information, information and decision support systems, communications-telecommunications,

the Internet, intranets, social impact of computers, professional and ethical issues. Corequisite: MA111B (MA110)

CS 171. Introduction to Information Systems (3) F, S
An introduction to the area of computer-based information systems. It includes basic concepts necessary to correctly design and implement a small information system. The concepts and practices underlying the use of information technology and systems in improving organizational performance are presented. The course will prepare students to design small information systems and will also prepare them for further study of advanced information system concepts. Prerequisite: CS 170

CS 172. Discrete Structure I (3) S
Introduces the foundations of discrete mathematics as they apply to computer science, focusing on providing a solid theoretical foundation for future work. Topics include functions, relations, sets, simple proof techniques, Boolean algebra, propositional logic, the fundamentals of counting, and elementary probability. Prerequisite: MA111B (MA110)

CS 175. Fundamentals of Programming (4) F
Introduces the fundamental techniques of programming as a foundation for more advanced study of computer science. Considerable attention is devoted to developing effective software engineering practice, emphasizing such principles as design, decomposition, encapsulation, procedural abstraction, testing, and software reuse. Topics include standard programming constructs, problem-solving strategies, the concept of an algorithm, and fundamental data structures—strings, arrays, and records. Prerequisites: CS 170 and MA 120/MA 130 (with a minimum grade of C or consent of instructor)

CS 176. Computer Program Design (4) S
Continues the introduction of programming begun in CS 175, with a particular focus on the ideas of data abstraction and object-oriented programming. Topics include recursion, abstract data type (ADT), introduction to object-oriented programming, and fundamental data structures—linked lists; stacks, queues. Prerequisites: CS 175 (with a minimum grade of C)

CS 200. Orientation to Computer Science (1) S
Introduction to the computer science discipline for majors. Topics include career paths and opportunities in the field of computer science, success skills for the major field of study, and a survey of departmental facilities and procedures related to research, study and graduation, and interactions with upper division students and faculty. This course is required for majors. **Prerequisite:** None

CS 270. Information Management and Database Design (3) F
Introduces the basics of information management and the concepts and techniques of database systems. Topics include information models and systems, data modeling, database systems, relational database design, database query languages. Prerequisite: CS 171 and CS 175

CS 271. Advanced Spreadsheet Applications (3) On demand and availability of resources
Use of spreadsheet application software to solve problems requiring quantitative reasoning. Topics include fundamental functions, what-if analysis, and graphical presentation of data using Microsoft Excel. Prerequisite: CS 170 or consent of instructor

CS 272. Discrete Structures II (3) F
Continues the discussion of discrete mathematics introduced in CS 172. Topics include predicate logic, digital logic, recurrence relations, graphs, trees, computational complexity, and introduction to automata theory. Prerequisite: CS 172

CS 273. Desktop Publishing (3) On demand and availability of resources
Advanced features of word processing and desktop publishing. Topics include customizing tools, mail merge, integrating files created using different application software in a Word document, and other advanced features of word processing and desktop publishing using Microsoft Word and Microsoft Publisher Prerequisite: CS 170 or consent of instructor

CS 274. Web Design (3) S
How to organize and publish information on Internet Web sites using high-level tools, such as Microsoft FrontPage, Flash, Dreamweaver. Required for CIT. Prerequisite: CS 171

CS 275. Data Structures and Algorithms (3) S
Introduces the fundamental concepts of data structures and the algorithms that proceed from the previous two courses CS 175 and CS 176. Topics include recursion, the underlying philosophy of object-oriented programming, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), the basics of algorithmic analysis, and an introduction to the principles of language translation. Prerequisite: CS 176

CS 370. Software Engineering (3) S
Advanced programming techniques in order to enhance the student's knowledge and experience in programming. Topics include techniques dealing with object oriented programming, event-driven programming, human computer interaction, graphical user interfaces, and current programming trends. Prerequisite: CS 275

CS 371. Computer Organization and Architectures (3) F
Introduces students to the organization and architectures of computer systems. Topics include digital logic, functional organization of computer system, interfacing and communication, and assembly language programming. Prerequisites: CS 275 and CS 272

CS 373. Algorithm Design and Analysis (3) S
Introduces students to formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Topics include asymptotic complexity bounds, techniques of analysis, algorithmic strategies. Prerequisites: CS 275 and CS 272

CS 374. Automata Theory (3) On Demand and availability or resources
Introduces some fundamental concepts in automata theory and formal languages including grammar, finite automaton, regular expression, formal language, pushdown automaton, and Turing machine. Not only do they form basic models of computation, they are also the

foundation of many branches of computer science, e.g., compilers, software engineering, concurrent systems, etc. The properties of these models will be studied and various rigorous techniques for analyzing and comparing them will be discussed, by using both formalism and examples. Prerequisites: CS 373

CS 377. Object Oriented Programming (3) F
Introduces the principles, practices, and applications of programming in an object-oriented environment. Techniques and language features of object-oriented design are implemented in programming projects. Assignments include programming in an object-oriented language such as C++ or Java. Prerequisite: CS 275 or consent of instructor

CS 378. Internet Computing (3) F
Present how to organize and present information on Internet Web sites using a high-level tool such as Microsoft FrontPage and Netscape Composer as well as lower level tools such as HTML, DHTML, cascading style sheets, XML, VB script and active server pages. Prerequisite: CS 270, CS 274, and CS 377 or consent of instructor

CS 470. Computer and Society (3) F
Introduces students to the social and professional issues that arise in the context of computing. Topics include history of computing, social implication of computing (networked communication, gender-related issues, international issues) impacts of computer-based systems upon personal privacy and civil liberties, risks and liabilities of computer-based system, economic issues in computing. Prerequisite: CS 170 and junior level or higher

CS 471. Operating Systems (3) S
Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, implementation of processes, mutual exclusion and synchronization, context switching, scheduling algorithms, memory management, and file systems. Prerequisite: CS 371

CS 472. Senior Project (3) S
A capstone course integrating the knowledge and skills gained from the other computer related and general education courses in the curriculum within a comprehensive system development project, a case study, and/or other research projects. Prerequisites: Senior standing and instructor's approval

CS 473. Special Topics in CS (1–3) On demand and availability of resources
An investigation of special topics in computer science. Prerequisite: consent of instructor

CS 474. Organization of Programming Languages (3) F (Alternate year)
Introduces the fundamental issues in programming languages design and overview of programming languages and language translation. Topics include survey of programming paradigms, history of programming languages, general principles of language design, typing regimes, data structure models, control structure models, and an introduction to language translation. Prerequisites: CS 373 and CS 371

CS 476. Computer Network (3) S
Introduces the structure, implementation, and theoretical foundations of computer networking and the Internet that have been enabled by that technology. Topics include network standards, Web technologies, Web protocols, support tools, developing Internet information servers, and basics of data compression and decompression. Prerequisite: CS 471

Core Courses for a Major in Mathematics

A minimum of 40 hours (not including general education courses) consisting of the following is required:

MA 200	Orientation to Mathematics	1
MA 201	Discrete Structures	3
MA 221	Calculus I	4
MA 222	Calculus II	4
MA 223	Calculus III	4
MA 324	Probability & Statistics	3
MA 330	Linear Algebra	3
MA 331	Modern Geometry	3
MA 332	Differential Equations	3
MA 333	Abstract Algebra	3
MA 335	Real Analysis	3
MA 430	Special Topics	3
MA 442	Senior Seminar	3

Core Courses for a Minor in Mathematics

A minor in mathematics consists of eighteen hours that must include the following:

MA 221	Calculus I	4
MA 222	Calculus II	4
MA 223	Calculus III	4

Two Courses from:

MA 324	Probability & Statistics	3
MA 330	Linear Algebra	3
MA 331	Modern Geometry	3
MA 332	Differential Equations	3
MA 333	Abstract Algebra	3
MA 335	Real Analysis	3
MA 430	Special Topics	3

Other Mathematics courses with Departmental Approval

Departmental Requirements

In addition, the following courses must also be taken:

CS 176	Computer Program Design	4
PY 221	Calculus-based Physics I	4
PY 222	Calculus-based Physics II	4

Dual Degree Engineering Program

The dual-degree engineering programs are designed to give the student both a broad liberal arts background and professional training in a related engineering field at North Carolina A&T State University. After completion of the five-year (3+2) program, the successful student earns a **B.S. in mathematics** from Bennett College, and a **B.S. in engineering** from NC A&T SU.

Students are required to take thirty-three hours of mathematics, which includes÷ all of the courses listed for the mathematics major except for MA 331 Modern Geometry and MA 335 Real Analysis. These also include the departmental requirements listed above. In addition, the dual degree student must take a number of courses related to her engineering degree. See individual patterns for details.

Core Courses for a Major in Mathematics as Part of the Dual Degree Program

MA 200	Orientation to Mathematics	1
MA 201	Discrete Mathematics	3
MA 221	Calculus I	4
MA 222	Calculus II	4
MA 223	Calculus III	4
MA 324	Probability and Statistics	3
MA 330	Linear Algebra	3
MA 332	Differential Equations	3
MA 333	Abstract Algebra	3
MA 442	Senior Seminar	3
Mathematics Elective, Applied Mathematics (A&T)		3

Departmental Requirements:

PY 221	Calculus-based Physics I	4
PY 222	Calculus-based Physics II	4
Computer Science elective at Bennett or at NC A&T		3

Bachelor of Science in Mathematics, Teaching Track

The B.S. in Mathematics in the Teaching Track operates in Coordination with the Department of Curriculum and Instruction and prepares teachers for mathematics teaching for grades 9–12. The student who qualifies for the Teaching Track in secondary-school mathematics earns a bachelor of science (B.S.) in mathematics and additionally takes the courses in education required for the teaching certificate.

Application for admission into the Teaching Track in Mathematics is made at the end of the sophomore year. Candidates for admission must meet minimum score requirements adopted by the North Carolina State Board of Education on Praxis I and II before being admitted. A committee composed of faculty in the major area of study and members of the Teacher Education Committee reviews the credentials of candidates seeking admission to the teacher education program. The applicant's performance on the prescribed Praxis examinations, proficiency in oral and written communications, a minimum overall grade point average of 2.50, attitude toward teaching, and personal qualities are all considered. After being admitted to the teacher education program, the student will follow a prescribed sequence of mathematics courses and education courses, participate in field observations and field experiences in the public schools, and undertake a student teaching practicum for a minimum of ten weeks in the

senior year. The student will work closely with faculty members, who serve as advisors and supervisors of student teaching, and with the cooperating teacher in the school system.

The student qualifying for a secondary education certificate completes a minimum of 39 hours in mathematics, 4 hours in computer science, and 8 hours in physics. The following courses must be passed with a grade of **C** (2.0) or better in order to qualify for certification for secondary mathematics teacher education:

Core Courses for a B.S. Degree in Mathematics, Teaching Track

MA 200	Orientation to Mathematics	1
MA 201	Discrete Structures	3
MA 221	Calculus I	4
MA 222	Calculus II	4
MA 223	Calculus III	4
MA 324	Probability & Statistics	3
MA 330	Linear Algebra	3
MA 331	Modern Geometry	3
MA 332	Differential Equations	3
MA 333	Abstract Algebra	3
MA 335	Real Analysis I	3
MA 430	Special Topics	3
MA 442	Senior Seminar	3
CS 176	Computer Program Design	4
PY 221	Calculus-based Physics I	4
PY 222	Calculus-based Physics II	4

Additional Requirements: The following courses must be passed with a grade of **C** (2.0) or better: MA 111B (110*) and 130*, CS 175.

**Satisfies the general education mathematics requirement; a sequence of courses equivalent to MA 110 and 130, with approval of the Department of Mathematics and Computer Science can be used as a substitute; not counted in the 20 hours. Students with a superior high school background in mathematics may be placed directly into Calculus I in which case MA 111B (110) and 130 are not required.*

Teacher Education Requirements: All professional education core courses are required.

Students in the Teaching Track for secondary education must take:

MA 364	Methods of Teaching Secondary Mathematics	3
ED 425	Teaching and Practicum—Secondary Education	9
ED 450	Seminar	3

Course Descriptions

Mathematics

MA111A College Algebra A (3) (Pass/ Fail)
A course designed to raise the level of competency and proficiency in mathematics necessary for success in the general education mathematics program. The credit will not count for

graduation. Prerequisites: Placement score, SAT or ACT scores, and/or high school mathematics background

MA111B College Algebra B (3)
A course covers real numbers, inequalities, absolute value, functional notation, linear functions, quadratic functions, polynomial functions, rational and radical functions, logarithmic functions, exponential functions. Prerequisites: A satisfactory score on placement examination and SAT or ACT score, or satisfactory completion of MA111A

MA 099. Basic Mathematics (3) F, S *(phasing out see MA 111A)*
A course designed to raise the level of competency and performance in mathematics necessary for success in the regular freshman mathematics program. Topics covered are basic mathematical operations, elementary algebra, elementary analytic geometry, and measurement. This course provides instruction and practice in basic mathematics in preparation for MA 111B (MA110). Admission to the course is made on the basis of placement score, SAT or ACT scores, and high school background. MA111A (MA099) does not fulfill the college mathematics requirement.

MA 110. College Algebra (3) F, S *(phasing out see MA 111B)*
A course covering real numbers; inequalities; absolute value; functional notation; linear functions; quadratic functions; polynomial functions; rational functions; and radical functions. Prerequisites: a satisfactory score on placement examination and SAT or ACT score, or satisfactory completion of MA 111A (MA099)

MA 120. Finite Mathematics (3) F, S
A course covering linear equations, matrices, linear programming, sets, probability, and statistics. Prerequisites: completion of MA 111B (MA110) or satisfactory score on placement examination and SAT or ACT

MA 130. Pre-calculus (3) F, S
Exponential and logarithmic functions, composition of functions, and inverse functions, trigonometric functions, trigonometric identities, the trigonometric form of complex numbers, DeMoivre's theorem, and polar coordinates are covered. Prerequisites: completion of MA 110 or satisfactory score on the placement examination and SAT or ACT

MA 200. Orientation to Mathematics(1) S
Introduction to the mathematics discipline for majors. Topics include career paths and opportunities in the field of mathematics, success skills for the major field of study, and a survey of departmental facilities and procedures related to research, study and graduation, and interactions with upper division students and faculty. This course is required for majors. **Prerequisite:** None

MA 201. Discrete Structures (3) S
A course designed primarily for computer science students. Topics include production to matrix theory, combinatorics, probability, game theory, Boolean algebra, and graph theory/networks. (Same as CS 102) Prerequisite: consent of the instructor

MA 221. Calculus I (4) F, S
A presentation of the concepts and applications of analytical geometry and differential and integral calculus, including polynomials and trigonometric functions, limits, derivatives, and an introduction to the definite integral. Prerequisites: MA 130 or the consent of the instructor, based on high-school background and satisfactory performance on the SAT, ACT, or placement examinations

MA 222. Calculus II (4) F, S
A presentation of the concepts and applications of differential and integral calculus, including applications of integration, differentiation and integration of the transcendental functions, integration techniques, indeterminate forms, and plane curves. Prerequisite: MA 221

MA 223. Calculus III (4) F, S
A presentation of the concepts and applications of infinite series and multivariate calculus, including vectors, functions of several variables, partial derivatives, multiple integral, and vector calculus. Prerequisite: MA 222

MA 300. Problem-solving (1) F, S
A course designed to help students with problem-solving in mathematics courses and other analytical courses and to provide preparation to take the Mathematics Competency test, and a variety of standardized tests involving quantitative thinking.

MA 307. Mathematics for Elementary Teachers (2) F
A course providing analysis of elementary mathematics from both the physical and theoretical viewpoints, with emphasis given to the relationship of mathematical concepts to learning, including concrete models, experimentation, and exploration. Prerequisite: MA 120 or 130

MA 324. Probability and Statistics (3) F, S, alternate years
A presentation of the mathematical theory of probability and the concepts and methods of descriptive and inferential statistics, with the utilization of the computer in the analysis of data. Prerequisite: MA 222

MA 330. Linear Algebra (3) F
A study of systems of linear equations, vector spaces, linear transformations and their representation by matrices and the algebra of polynomials over a field. Prerequisite: MA 221 or consent of instructor

MA 331. Modern Geometry (3) F, alternate years
A study of Euclidean and non-Euclidean geometries. Prerequisite: MA 221 or consent of instructor

MA 332. Differential Equations (3) S, alternate years
A study of methods of solution and application of ordinary differential equations. Prerequisite: MA 222

MA 333. Abstract Algebra (3) S, alternate years
A study of the basic concepts of abstract algebra, including set theory, groups, rings, integral domains, and fields. Prerequisite: MA 221 or consent of instructor

MA 335. Real Analysis (3) F
A course covering the calculus of functions of a single real variable, with a unified treatment of the theory of convergence as applied to sequences, functions, infinite series, and integrals. Prerequisite: MA 223

MA 364. Materials and Methods in Teaching Secondary School Math (3) F
A thorough study of the materials and methodology of secondary mathematics, including presentation of special materials for the exceptional learner. Practicum required: 30 hours. Prerequisite: admission to Teacher Education Program

MA 430. Special Topics in Mathematics (3) S
A course covering advanced topics in mathematics, including applied mathematics, complex analysis, or applied statistics. Prerequisite: MA 223 or consent of instructor

MA 442. Senior Seminar (3) S
A seminar that provides enrichment in various mathematical areas and serves as an introduction to research. Prerequisite: senior mathematics major

MA 460. Independent Study in Mathematics (3) F,S
This course involves studying advanced mathematical topics under the guidance of a faculty member and writing a paper. It is open to students who have demonstrated a high degree of academic ability and self-motivation for independent reading and research. Prerequisites: MA 333 and MA 335 or consent of the instructor

Physics

PY 201 (F) – 202 (S). Physics for the Biological Sciences (4)
A two-semester sequence for the biological sciences and any student wishing a general education in physics. The course includes a laboratory and covers mechanics, caloric and kinetic theory, electromagnetism, wave dynamics, and introductory nuclear physics. Prerequisites: MA 111B (MA110) or an introductory college algebra course for PY 201 and MA 120 or MA 130 or an intermediate college algebra course for PY 202

PY 221 (F) – (S) 222. Calculus-based Physics (4)
A two semester sequence for students in physics that utilizes calculus in the mathematical presentation. The first semester will present mechanics including fluids and heat, while the second semester will emphasize electromagnetism including currents and light. A laboratory is included in each semester. Prerequisites: MA 221 for PY 221 and MA 222 for PY 222

Department of Psychology

The mission of the Department of Psychology is to increase the number of female psychologists and especially women of color in careers related to the discipline. The department will prepare students to enter graduate or professional study in psychology and allied fields, to assist in

critical thinking regarding current culturally sensitive interventions and the development of new ideas for increased cultural competence in the field, to work as professionals within the discipline of psychology and in allied fields, and to become leaders in education and research, especially in areas that relate to a multicultural population. The Bennett College Psychology department meets the American Psychological Association guidelines for excellence in undergraduate psychology programs.

The **major** in Psychology must complete a minimum of 124 semester hours of college courses to obtain the B.A. or B.S. degree in Psychology. Currently, the B.A. in Psychology consists of a minimum of 44 semester hours in psychology and the B.S. in Psychology consists of a minimum of 47 semester hours in psychology, while the **minor** in the area consists of a minimum of 19 hours in psychology. A grade of **C** or above must be earned in all required core and elective psychology courses and all math and science courses for students who major or minor in psychology.

Requirements for Admission to the Psychology Major: All students in the Division of Natural and Behavioral Sciences & Mathematics will be formally admitted to a major at the end of the sophomore year. To be admitted into the Psychology major, students must 1) have a minimum 2.5 cumulative overall GPA and 2) pass the following courses with a minimum grade of C (minimum of 13 credits) and 3) have an average 2.5 GPA in these major courses.

PS 300 (1) Orientation to Psychology
PS 101 (3) General Psychology
PS 254 (3) Descriptive Statistics
PS 274 (3) Descriptive Research Methods
Any 1 other Psychology course (3-4 credits) for which the prerequisite has been met.

The guidelines for admission to all majors in this division can be found in the Division of Natural and Behavioral Sciences and Mathematics catalog entry.

Required core courses for all psychology majors are: PS 101, 254, 255, 274, 275, 300, 313, 315 or 438, 323, 329, 440, and 455. B.S. majors are also required to take PS 456, CH 101-102, and MA 221-222. All majors must also take BI 101 and BI 185. Related **major elective** courses include three courses, one from each of the areas listed below.

Required core courses for minors are PS 101, 254, 274, 300; **electives for minors** include one course each from the three following areas:

Clinical/Applied Electives
Abnormal Psychology (PS 326)
Theories of Personality (PS 329)
Introduction to Counseling (PS 330)
Special Topics in Clinical/Applied Psychology (PS 370)
Tests and Measurements (PS 436)
Behavior Modification (PS 438)

Physiological/Cognitive Electives
Fundamentals of Learning (PS 315)
Memory & Cognition (PS 320)
Special Topics in Physiological/Cognitive Psychology (PS 390)

Sensory Processes (PS 424)
Animal Behavior (PS 430)

Social/Developmental Electives
Developmental I (Child Development) (PS 301)
Developmental II (Adolescence) (PS 302)
Social Psychology (PS 323)
Psychology of Women (PS 345)
Africentric Psychology (PS 350)
Special Topics in Social/Developmental Psychology (PS 380)
Health Psychology (PS 415)

Course Descriptions

Psychology

PS 100. Psychological Science (3) F, S, as needed
This course is designed for non major/minor students in psychology. The course will provide an overview of the core concepts in the discipline of psychology. Topics covered are the search for direction, improving academic performance, roots of happiness, the potential effects of stress, coping, self-regulation, self-presentation, friendship and love, marriage and intimate relationships, gender and behavior, careers and work, and development and expression of sexuality. Prerequisite: none

PS 101. General Psychology (3) F, S
A survey of the areas of study within psychology with an emphasis on the scientific method, empirical studies, and differing perspectives within the field. Among the topics covered are psychological pioneers, learning, memory, perception, consciousness, development, social psychology, abnormal behavior, and therapy. Prerequisite: none

PS 254. Descriptive Statistics and Probability with Laboratory (3) F
This course introduces students to techniques for summarizing, displaying, & conducting hypothesis tests with behavioral data. Emphasis is on selection & application of the appropriate technique given the nature of the problem & the characteristics of the data. Specific topics include descriptive statistics (frequency distributions, measures of central tendency & variability), & an introduction to probability distributions & statistical inference. Prerequisites: PS 101 and MA 120 or higher, both with a C or better, and a passing score on the Mathematics Competency Exam (MCE) or other diagnostic test. Co-requisite: PS 274.

PS 255. Inferential Statistics with Laboratory (3) S
This course introduces students to statistical techniques for conducting hypothesis tests with behavioral data. Specific topics include t-tests, analysis of variance, correlation, regression, and non-parametric statistics. Acquisition of skills necessary for pursuing graduate training in psychology or related disciplines is strongly emphasized. These skills include selecting appropriate statistical techniques given the characteristics of the data, using computer software to manage and analyze data, and preparing APA-style tables, graphs, and reports of statistical analyses. Prerequisite: PS 254 and 274 with a C or better. Co-requisite: PS 275.

PS 274. Descriptive Research Methods with Laboratory (3) F
This lecture-laboratory course covers various techniques for applying the scientific method to behavioral research. Students will learn about observational, correlational, and simple experimental designs, ethical issues in research, and the interpretation of psychological data. The function of these designs will be demonstrated in the laboratory while investigating relevant psychological phenomena. Appropriate statistical techniques will be applied to the data from these labs. Several research papers and an annotated bibliography and literature review following the American Psychological Association model are required. Some data collection occurs outside of class. Prerequisites: EN/LW 102 and PS 101, both with a C or better. Co-requisite: PS 254.

PS 275. Experimental Research Methods with Laboratory (3) S
This lecture-laboratory course covers various techniques for applying the scientific method to behavioral research. Students will learn about experimental, quasi-experimental, and program evaluation research designs, ethical issues in research, and the interpretation of psychological data. The function of these designs will be demonstrated in the laboratory while investigating relevant psychological phenomena. Appropriate statistical techniques will be used to analyze the data from these labs. Several research papers and a research proposal following the American Psychological Association model with an accompanying completed IRB application are required. Some data collection occurs outside of class. Prerequisites: PS 254 and 274, both with a C or better. Co-requisite: PS 255.

PS 300. Orientation to Psychology (1) F, S
All psychology students are required to enroll in this initial course, which will focus on career and graduate study options for psychology majors and minors; finding information for topics that relate to psychology; communication skills for psychology; behavioral traits of successful students; students will also construct their 4-year plan of study. Grading is S/U.

PS 301. Developmental Psychology I (Child Development) (3) F
Presents the study of child development as a science with applications to real-world issues and problems. Covers children's physical, cognitive, and socio-emotional development from conception until adolescence (ages 0-12). Material relevant to families, children's health and education, and parenting issues are covered as part of this overview. Prerequisite: PS 101 with a C or better or permission of the instructor

PS 302. Developmental Psychology II (Adolescence) (3) S
Examines the physical, cognitive, and socio-emotional aspects of adolescence. Students will be introduced to a variety of theories and topics in the field of adolescent development (such as identity, adolescent sexuality, family and peer relations), and encouraged to consider the relevance of what they have learned in light of their own concerns and experiences. Prerequisite: PS 101 with a C or better or permission of the instructor

PS 313. Physiological Psychology with Laboratory (4) F
A study of the physiological systems, anatomical substrates, and biochemical processes that intervene between the arrival of information to sensory receptors and the subsequent elaboration of responses to them. Major areas covered include the structure and function of neurons and the nervous system, brain-behavior relationships, sensory processes, brain damage

and recovery, and the biological bases for emotion, sexuality, learning and memory, and behavior disorders. The separate 2-hour laboratory component involves computerized and/or hands-on exercises that illustrate principles taught in the course. Prerequisites: PS 300, PS 101, and BI 185, all with a C or better, or permission of the instructor. This course has a $20.00 lab fee.

PS 315. Fundamentals of Learning with Laboratory (4) F, S as needed
A course dealing with the concepts involved in learning as derived from experimentation with both nonhuman and human subjects. Topics covered include habituation and sensitization, the laws of classical and operant conditioning and relevant phenomena, observational learning, learned helplessness, biological constraints on learning, and forgetting. The separate 2-hour laboratory component involves demonstration of basic principles and phenomena using experiments and computer simulations. Prerequisites: PS 101 and PS 274 with a C or better or permission of the instructor

PS 320. Memory & Cognition with Laboratory (3) S
A lecture-laboratory course that provides a comprehensive study of human cognition. Besides an extensive coverage of memory, the course includes an analysis of major areas such as pattern perception, attention, concept formation, semantic organization, problem solving, expertise and creativity, and decision making. The major cognitive theories are discussed, and empirical studies are emphasized in each area. Major principles and phenomena are demonstrated in a separate, 2-hour laboratory component each week. Prerequisites: PS 101 and PS 274 with a C or better.

PS 323. Social Psychology (3) F
Study of how the thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; i.e., the "psychology of the situation." Topics covered include social perception and cognition, aggression, helping behavior, prejudice and discrimination, attitudes, persuasion, attraction, and self-justification. Prerequisite: PS 101 with a C or better or permission of the instructor

PS 326. Abnormal Psychology (3) F, S, as needed
Exposes students to the primary models for defining and evaluating normal and abnormal human behavior in American society. Students will be acquainted with the many ways in which biological, emotional, behavioral, and cognitive factors can contribute to distress or impairment, both to the individual and the people around him or her. Students will be exposed to models of how abnormal behavior can be defined, how it can be understood, and in a general sense, how it is usually treated. Prerequisite: PS 101 with a C or better.

PS 329. Theories of Personality (3) F, S, as needed
Surveys the various concepts and issues surrounding the field of personality research in psychology. It covers the major theoretical approaches to the study of human personality and encourages an evaluation of these approaches in the light of relevant empirical research. Relevant clinical and experimental data will be considered. Prerequisite: PS 101 with a C or better.

PS 330. Introduction to Counseling (3) S
Introduces students to the history and theory of counseling with special attention to multicultural, gender, and developmental issues. An overview of the various counseling styles and techniques will be provided with an emphasis on acquiring the basic skills needed to establish effective helping relations. Prerequisites: PS 101 and PS 329, both with a C or better.

PS 345. Psychology of Women (3) S
Examines the theories and research focusing on the biological, sociological, and cultural influences on the psychological characteristics of women. Topics include gender socialization, including gender similarities and differences, the construction of sex roles and stereotypes, communication, intimacy, work, achievement, and mental health, violence against women and mental and emotional adjustment. Prerequisite: PS 101 with a C or better or permission of the instructor.

PS 350. Africentric Psychology (3) F, S as needed.
This class is designed to provide students with a historical overview of the development of Black Psychology and the African-American "frame of reference." The early sessions will focus on the historical and cultural antecedents of Psychology from an African perspective. The later sessions will partially be devoted to the discussion of the particular areas of interest identified below. Since "Afrikan Psychology" or Africentric Psychology is a relatively young and developing field, conceptual, humanistic, and scientific perspective-based discussions of relevant issues and concerns will be a major part of the course, which will involve a combination of lecture, review of relevant audiovisual media, and extensive discussion. Prerequisite: PS 101 with a C or better or permission of the instructor.

PS 360. Special Topics in Psychology (3) F or S, as needed
Covers topics that fall outside the scope of other psychology courses, but that are of timely interest to psychology students and faculty. Each semester the course will focus on a different topic. Topics covered include, but are not limited to: Human Sexuality, and GRE preparation. This course does not meet specific requirements for the major or minor in psychology; however, it does count toward free elective requirements for graduation. Prerequisite: none

PS 370. Special Topics in Clinical/Applied Psychology (3) F or S, as needed
Covers topics that fall within the scope of the clinical/applied specialty area in psychology but to a greater degree than covered in the courses currently offered, and/or that are temporally relevant to psychology students and faculty. Each semester the course may focus on a different topic, which include, but are not limited to: the psychology of deviant behavior, forensic psychology, and industrial/organizational psychology. This course counts toward the psychology elective requirements for graduation. Prerequisite: permission of the instructor

PS 380. Special Topics in Social/Developmental Psychology (3) F or S, as needed
Covers topics that fall within the scope of the social/developmental specialty area in psychology but to a greater degree than covered in the courses currently offered, and/or that are temporally relevant to psychology students and faculty. Each semester the course may focus on a different topic, which include, but are not limited to: the psychology of aging, and psychology of

religion. This course counts toward the psychology elective requirements for graduation. Prerequisite: permission of the instructor

PS 390. Special Topics in Physiological/Cognitive Psychology (3) F or S, as needed
Covers topics that fall within the scope of the physiological/cognitive specialty area in psychology but to a greater degree than covered in the courses currently offered, and/or that are temporally relevant to psychology students and faculty. Each semester the course may focus on a different topic, which include, but are not limited to: drugs and behavior, cognitive neuroscience, neurobiology of learning/memory, plasticity of behavior, and technology and learning. This course counts toward the psychology elective requirements for graduation. Prerequisite: permission of the instructor

PS 415. Health Psychology (3) F, S as needed
This course presents the history and focus of health psychology and psycho-neuroimmunology and describes the major concepts and research used. Major topics covered include stress, its relation to illness, and ways to cope with it; the relationship between lifestyles and health; substance abuse; nutrition; pain mechanisms and management; and terminal health problems. Prerequisite: PS 101 with a C or better.

PS 424. Sensory Processes with Laboratory (3) F, S as needed
A lecture/laboratory course that examines basic mechanisms of sensation and the resultant perceptions associated with them, primarily from a biological/cognitive perspective. Emphasis is placed on visual, auditory, and somatosensory mechanisms, although some time is devoted to the chemical senses as well. This course has many hands-on demonstrations and laboratory exercises to facilitate understanding of the concepts of this course. Prerequisites: PS 101, 274, and 313, all with a C or better.

PS 430. Animal Behavior with Laboratory (3) S, as needed
A lecture and laboratory study of animal behavior from the perspectives of comparative psychology, ethology, sociobiology, evolutionary biology, and behavioral ecology. The course explores the ethics of animal research, and provides students with instruction on observational and experimental methodology for use with animals. Additional topics covered are the biological determinants of behavior; courtship, mating, reproduction, and parental behavior among animals; animal communication; aggression and appeasement displays; social organization in animal groups; and animal cognition. The lab component involves application of principles from the course in field and/or laboratory settings. Prerequisites: PS 101, PS 274, and PS 313, all with a C or better or permission of the instructor.

PS 436 Tests and Measurements (3) S, as needed
Explores the theory and technique of administering, scoring, and interpreting psychological tests. An overview of the principles and practices of group and individual testing in aptitude, intelligence, interest, projective, and personality will be provided. Theory construction, evaluation, interpretation, test uses, ethical, socio-cultural and gender issues and limits of psychological tests are examined. Prerequisites: PS 101, 254, and 274, all with a C or better.

PS 438. Behavior Modification (3) S, as needed
Detailed examination of behavioral modification techniques and behavioral principles and their application in educational and human service settings. Prerequisites: PS 101 and PS 274, all with a C or better, or permission of the instructor

PS 440. History & Systems of Psychology (3) F
Discussion of the development of psychology as a formal discipline and the changes that have occurred since its founding. Topics include pre-scientific thinking about psychological issues; philosophies that influenced psychology; the origin of the early systems of psychology and their maturation and legacy; contemporary psychology; and the role of women and African Americans in the history of psychology. Prerequisites: 18 credits in Psychology with a C or better, including PS 101, and senior status.

PS 455 Psychology Internship (3) F, S, as needed
This course will apply practical skills and planning to psychological education and research experiences. Summer Internships and School-year Internship placements both apply to satisfy approximately 200 supervised hours of approved field or research experience (approximately 12 hours per week for a semester or 6-8 full-time summer weeks). Participating students are required to purchase a professional student liability insurance policy at a nominal cost. Prerequisites: Junior standing, at least 18 credits in Psychology with a C or better including PS 101, 300, 254, 274, 326 and 329, and prior permission of the instructor. Students must arrange their internship placement with the instructor during the semester prior to taking the course.

PS 456 Senior Thesis (3) F
This course is designed to provide students with the opportunity to apply previous psychology training to the development of an individual psychology research project; to review, integrate, and critically evaluate the psychological literature in the student's area of choice; to effectively communicate research ideas and write a formal APA research paper. Students may follow one of two tracks: experimental/descriptive research (which could stem from the proposal developed in PS 275) or an extensive literature review. Following completion of the study at the end of the term, students are also required to orally present their research to an audience of their peers, faculty, and invited guests and also defend their thesis to a committee of 3-4 people. Prerequisites: PS 255 and PS 275, both with a C or better, and Senior standing.

PS 459–460. Independent Study in Psychology (variable) F, S
Open to students who have demonstrated a high level of academic proficiency and who are motivated to engage in self-directed reading and scholarly activities. Usually involves conducting an independent research project under the guidance of a faculty member and writing the results of this research as an APA-style manuscript and/or presenting the research at a professional conference. Prerequisites: minimum GPA of 2.80, junior standing, successful completion of PS 101, PS 254, and PS 274, all with a C or better, permission of the instructor, and approval by the Provost.

Division of Social Sciences and Education

The purpose of the Division of Social Sciences and Education is to prepare professional women for the on-going challenges of the twenty-first century, to graduate students who will be productive citizens of the world, and to certify excellence through national accreditation of all program areas within the Division. The Division includes the Department of Business and Economics; the Department of Curriculum and Instruction; the Department of Journalism & Media Studies; the Department of Political Science, Social Work, and Sociology; and the Children's House.

The Division of Social Sciences and Education embraces the following core values: encouraging professional women leaders; encouraging a global perspective to promote multiculturalism, pluralism, and diversity to increase service to humanity; and the preservation of a liberal arts college. The Division, operating under the theme, "Educating for Success in a Changing World," values effective teaching, scholarly research, and service of its faculty. The Division's faculty members facilitate the mission of the College through the delivery of quality instruction and academic support. Faculty members in the Division demonstrate and promote high academic standards and expectations through leadership, scholarship, civic responsibility, and commitment to lifelong learning.

The Division of Social Sciences and Education offers three degrees and six majors:

- B.S. in Elementary Education (K–6)
- B.A. in Special Education
- B.S. in Business Administration
- B.S.W. in Social Work
- B.A. in Political Science
- B.A. in Journalism & Media Studies (Formerly Mass Communications)

Minors are offered in:

- Special Education
- Economics
- Journalism and Media Studies
- International Affairs
- Political Science
- Sociology

The Division of Social Sciences and Education and the Academic Department of the discipline jointly deliver the majors listed below. They are counted as majors offered by the Academic Department of the discipline but are listed here only to provide a complete listing of teacher education majors available to the student.

- B.S. in Biology Education (9–12)
- B.A. in English Education (9–12)
- B.A. in Music Education (K–12)
- B.S. in Mathematics Education (9–12)

Department of Business and Economics

The Department of Business and Economics offers a major in Business Administration with concentrations in Management, Finance, Human Resource Management, and International Business. The curriculum and instructional methods are geared toward providing students the knowledge base and professional skills necessary to be productive and successful in their careers in business or government, and for graduate school.

The curriculum for each major consists of a core of basic theory, a set of required courses for acquiring proficiency, and electives to meet student interests. Students may, with approval from the department chair and the student's advisor, construct an area of concentration utilizing courses offered through the Consortium. The use of computers and appropriate applications software are an integral part of the curricula. After successful completion of the College General Education and Program Area requirements, Business Administration majors will receive a Bachelor of Science degree.

Course Requirements for the Business Administration Major

Course work for a Business Administration major requires sixty-nine (69) credit hours of course work in Accounting, Business, and Economics. *Course work for a major in Business Administration requires completion of all sixty-nine (69) credit hours with a grade of C or above in each course.* The remaining fifty-nine (59) credit hours are allocated to General Education courses and for students to further explore other disciplines that complement the Business Administration major, i.e., Art, Journalism and Media Studies, or Computer Science.

Accounting Courses		**Credit Hours**
AC 201	Principles of Accounting I	3
AC 202	Principles of Accounting II	3
AC 320	Managerial Accounting	3

Business Courses		
BA 200	Introduction to Business	3
BA 300	Business Organization and Management	3
BA 301	Legal Environment of Business I	3
BA 320	Marketing	3
BA 350	Business Statistics	3
BA 360	Business Ethics	3
BA 440	International Business	3
BA 460	Internship	3
BA 490	Senior Seminar in Strategic Management	3

Economics Courses		
EC 201	Introduction to Microeconomics	3
EC 202	Introduction to Macroeconomics	3
EC 250	Mathematics for Business and Economics	3

Required Field Courses for the Finance Concentration (24 hours)

AC 350 Federal Taxation
BA 370 Business Communications
EC 330 Money and Banking
FI 402 Corporate Finance
FI 451 Investments
Departmental Electives (3 courses)

Required Field Courses for the Human Resource Management Concentration (24 hours):

PO 203 Public Administration
BA 370 Business Communications
BA 410 Human Resource Management
EC 320 Urban Economics
PO 312 American Judicial Process
PO 313 State and Local Government
PS 329 Theories of Personalities
or
PS 345 Psychology of Women
Departmental Elective

Required Field Courses for the International Business Concentration (24 hours):

BA 370 Business Communications
PO 370 U.S. and Foreign Policy
PO 380 International Relations
PO 315 Government and Politics in Africa
or
PO 320 Government and Politics in Asia
or
PO 325 Government and Politics in Latin America
PO 401 Public Policy Analysis
PO 402 International Organization and Law
Departmental Electives (two courses)

Required Field Courses for the Management Concentration (24 hours):

CS 171 Introduction to Information System
BA 340 Entrepreneurship & New Ventures
BA 410 Human Resource Management
BA 430 Quantitative Methods
EC 330 Money and Banking
FI 402 Corporate Finance
Departmental Electives (two courses)

Course Requirements for the Minor in Economics

Course work for a minor in Economics requires completion of the following six courses (18 credit hours) with a grade of C or above in each course.

Economics Courses **Credit Hours**

EC 201	Introduction to Microeconomics	3
EC 202	Introduction to Macroeconomics	3
EC 250	Mathematics for Business	3
EC 301	Intermediate Microeconomics	3
EC 302	Intermediate Macroeconomics	3
EC 330	Money and Banking	3

Course Descriptions

Accounting

AC 201. Principles of Accounting I (3) F
Study of basic concepts and principles of Accounting, the accounting cycle from journal entries to financial statements, in-service and merchandising concerns, and accounting for current plant assets. Prerequisite: sophomore standing

AC 202. Principles of Accounting II (3) S
Study of accounting concepts and principles for liabilities and owner's equity of a corporation, accounting for manufacturing costs, planning, and control. Prerequisite: AC 201

AC 301. Intermediate Accounting I (3) F
An overview of financial accounting with applications of the generally accepted accounting principles promulgated by the authoritative bodies in accounting theory, accounting process, income measurement, revenue recognition, current assets, and plant assets. Prerequisite: AC 202

AC 302. Intermediate Accounting II (3) S
Continuation of AC 301 with topics on current liabilities, paid-in capital, retained earnings, and cash flows. Prerequisite: AC 301

AC 320. Managerial Accounting (3) F
Study of accounting as a tool for analysis and interpretation of accounting data for use by management in planning and control. Prerequisite: AC 201

AC 330. Cost Accounting (3) F
Study of cost classification and accumulation, cost-volume-profit relationship, cost accounting systems, and costs for management decisions, planning, and control. Prerequisite: AC 202

AC 350. Federal Taxation (3) F
Develops an understanding of Internal Revenue Service Code and the application of accounting procedures for the preparation of tax reports. Prerequisite: AC 202

AC 400. Advanced Accounting (3) F, S
Study of partnership formation, operation and dissolution, installment sales and consignments, and business combinations. Prerequisite: AC 302

AC 410. Auditing (3) S
Presents aspects of auditing theory and procedures. Attention is directed to standards and responsibilities, internal control and procedural tests, and preparing audit reports. Prerequisite: AC 301

AC 420. Accounting Information Systems (3) S

Study of the flow of accounting information through accounting systems and the integration of accounting systems with other information systems in a business organization. It integrates student knowledge of financial accounting and cost accounting with computerized information systems, especially functions, structures, data, and processes. Analysis of design and use of computerized accounting systems are emphasized. Prerequisites: AC 202 and AC 302

AC 460. Internship (3) F, S

The internship program is designed to give students an opportunity for study and experience outside the traditional setting of the classroom yet within the framework of disciplined inquiry, and also to refine their emerging professional career interests. Internship involves work and study under the direction of a professional and the concerned faculty member. The project or the actual program the intern wants to pursue must be clearly defined in writing. A comprehensive written report by the intern and an evaluation of the intern's work by her supervisor are required. Prerequisite: junior standing

AC 480. Independent Study (3) F,S

Supervised individual study and research in the student's special field of interest. Student will propose the investigation desired and in conjunction with the instructor, develop the scope of work to be completed. Comprehensive written report and oral presentation are required. Prerequisite: permission of the instructor

AC 490. Senior Seminar (3) S

This course is designed to expose students to research and analytical methods on a wide range of issues and research questions. The content of the seminar is carefully planned to give students opportunity to conduct an in-depth investigation and report their findings in the form of a standard research paper. An oral presentation of the student’s research work is part of the seminar. Prerequisite: senior standing

Business Administration

BA 210. Introduction to Business (3) F

An introduction to business as it operates in a free market economy. Develops understanding basic to subsequent reading and study. Prerequisite: none

BA 300. Business Organization & Management (3) F

A comprehensive and in-depth study of management functions of planning, organizing, staffing, leading, and controlling operations, including current issues and challenges of globalization. In addition, this course investigates the impact that individuals, groups, and organizational structure will have on behavior within the organizations and how that behavior affects the performance of organizations. Prerequisite: BA 210

BA 301. Legal Environment of Business I (3) F

A comprehensive study of the legal process and the historical perspective of law. Emphasis is on ethics and social responsibility, and international law. Torts and crimes including intellectual

property rights and white-collar crime are included. Additionally, knowledge of governmental regulation of business and contracts is essential to this course. Prerequisite: BA 300

BA 302. Legal Environment of Business II (3) S
Emphasis in this course is on negotiable instruments, agency relationships, business organizations, sales and property. Topics in bankruptcy and securities will be included. Ethics is stressed throughout the course. Prerequisite: none

BA 320. Marketing (3) F
Study of the basic concepts and practices of modern marketing in an enjoyable and practical way. Focus is on marketing as a business function that identifies customer needs and wants, determines which target markets the organization can best serve, designs appropriate products, services, and programs to best serve these markets. Prerequisite: BA 210

BA 330. Small Business Management (3) S
An in-depth study of the management process of contemporary “small business" including entrepreneurial opportunities, new ventures, operations, marketing, personnel management. The design of financial and administrative controls is also studied. Topics relating to e-commerce will be discussed. Prerequisite: BA 210

BA 350. Business Statistics (3) F
Study of principles and methods of statistics, concerning descriptive and inferential statistics. Topics include probability, sampling, estimation, hypothesis testing, linear regression, and correlation. Prerequisite: MA 111B

BA 360. Business Ethics (3) S
An introduction to the issues of corporate responsibility and ethics incorporating the disciplines of applied ethics, law, and organizational behavior. Ethical problems faced by corporations are systematically addressed. Alternative theoretical perspectives and strategies used by firms will be identified and evaluated. Topics covered include management of values in modern corporations, ethical status of the corporation, ethics in sophisticated financial transactions, and gender and other types of discrimination in the context of cultural differences/diversity in order to foster an understanding of the ethical responsibilities assumed in becoming business managers. In addition, global business ethics will be discussed. Prerequisite: BA 300

BA 370. Business Communications (3) S
This course seeks to develop a good understanding of communications and related theories to describe strategies for planning managerial communications and to build skills in formal oral and written communications. The emphasis of this course is on the principles of effective business writing and preparing and presenting formal business reports. Prerequisite: BA 210

BA 400. Managerial Finance (3) S
This course is organized around the objective of maximizing shareholder wealth within a set of risk-return characteristics. Major topics include financial analysis and planning, capital budgeting, cost of capital, capital asset planning, and long-term financing. Prerequisite: EC 250

BA 410. Human Resources Management (3) F
Study of human resources planning and management, its interaction with important organizational factors such as leadership style and philosophy, organizational structure, and strategic planning. Effective management of human resources is central and vital to organizational effectiveness. Prerequisite: BA 300

BA 430. Quantitative Methods for Business and Economics (3) F
Study of the applications of mathematical methods for managerial decision-making. The methods studied include optimization techniques, linear, nonlinear, and integer programming as applied to production management, marketing, finance, accounting, and personnel management decisions. In addition, Transportation, Assignment, Inventory, Waiting Line models, and Project Management (PERT/CPM) are discussed in detail. Prerequisite: BA 350

BA 440. International Business (3) S
This course exposes students to global business, its operating environment, and interdependence of business. An in-depth analysis of the internal and external environments facing international business and global managers, examines internal relationships among the parent and subsidiaries in foreign countries, and discusses the appropriate coordination of functional activities that take place in many parts of the world. The course emphasizes the need and development of global vision and decision-making skills. Prerequisites: BA 300 and 320

BA 460. Internship (3) F, S
Same as AC 460. Prerequisite: junior standing

BA 480. Independent Study (3) F, S
Same as AC 480. Prerequisite: senior standing

BA 490. Senior Seminar in Strategic Management (3) S
This is the capstone course integrating thinking and operating skills emphasizing management decision-making skills as they relate to strategic impact and business policy in domestic and international operations. This course brings together various core and advanced courses in Accounting and Business Administration for application, analysis, and for conducting independent research using standard research methods. An oral presentation of the student's research work is part of this course. Prerequisite: BA 430

Economics

EC 201. Introduction to Microeconomics (3) F, S
Study of the principles concerning consumer behavior, and the theory of the firm. Focus is on the market system, price determination, and allocation of resources develops an understanding of how the pricing system influences production and distribution of goods and services. Prerequisite: sophomore standing

EC 202. Introduction to Macroeconomics (3) F, S
Study of the basic theory of the determinants of national income, employment and interest rates. Role of money, taxation, government expenditures in achieving high employment and stability of the price level are also discussed. Prerequisite: sophomore standing

EC 250. Mathematics for Business & Economics (3) F, S
Study of mathematical techniques such as calculus and linear algebra and the use of the methods in Accounting, Business, and Economics. Focus is on applications. Prerequisite: MA 110

EC 300. Intermediate Microeconomics (3) F, S (ON DEMAND)
An in-depth study of the theory of consumer behavior, theory of the firm, market organization, economic efficiency, and welfare economics. Emphasis is on the market structures, pricing and allocation, and the general equilibrium paradigm. Approach is mathematical. Prerequisite: EC 250

EC 310. Intermediate Macroeconomics (3) F, S (ON DEMAND)
A study of the alternative theories of the determinants of national income, employment and interest rates, examination of the roles of fiscal and monetary policies to achieve the goals of high employment and price stability using the general equilibrium macro-economic model. The supply-side paradigm as well as the Keynesian-Monetarist debate will be discussed. Prerequisite: EC 250

EC 320. Urban Economics (3)
This course provides an introductory analysis of selected urban problems in the context of the city's position in the regional economy. Topics include the structure of and function of cities as economic entities and use, rent gradients, transportation, housing, education, crime, provision of local-government services and urban redevelopment.

EC 330. Money and Banking (3) F
Study of monetary theory—theories of money supply and money demand and the transmission mechanism—financial institutions and markets including the Federal Reserve System and monetary policy. Prerequisites: EC 201 and EC 250

EC 340. Public Finance (3) F, S
Study of the use of resources for public purposes by the state and federal governments, emphasizing the rationale for public expenditure and taxation. Prerequisite: EC 300

EC 350. International Economics (3) F, S
Study of international economic relationships in theory and practice. Major topics include theory of international trade, balance of payments, payments disequilibria, regional integration, trade restrictions, international institutions (IMF and IBRD), technology transfer and development issues. Prerequisites: EC 300 and EC 310

EC 400. Government and Business (3) F, S
Study of government regulation of business and antitrust laws. Theoretical and empirical investigation of the relationships between market structure, conduct, and performance of industries in the U.S. economy. Prerequisite: EC 300

Finance Courses

FI 402. Corporate Finance (3)
This course introduces students to the foundations of investment, financing, and related decisions in the business corporation, which includes the basic concerns and responsibilities of

financial manager and the methods of analysis employed by them is emphasized. Designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: BA 210, EC 201, EC 250, EC 330, and MA 111B

FI 451. Investments (3)
This course surveys the principles of investment and is designed to give the student a broad perspective of investment practice and theory. Prerequisites: BA 210, EC 201, EC 250, EC 330, BA 401, and MA 111B

Department of Curriculum and Instruction

The Department of Curriculum and Instruction offers majors in Elementary Education, Secondary Education, and Special Education. The Curriculum and Instruction Program is committed to the preparation of teachers as facilitators of learning through the development and understanding of learning theory and teaching practices that address the interrelatedness of the cognitive, emotional, social, psychomotor, and affective domains. The Teacher Education Program's organizing theme of "Preparing Teachers as Facilitators of Learning in the Contemporary Global Community" unites all education programs.

Licensure Areas
Elementary Education (K–6)
Biology (9–12)*
English (9–12)*
Mathematics (9–12)*
Music (K–12)*
Special Education (K–12)

* *Requirements for these majors are listed under their respective departments within the College Catalog.*

The Department of Curriculum and Instruction also houses Health and Physical Education.

The Teacher Education Program

Students seeking admission to the Teacher Education Program must achieve a passing score on Praxis I: Reading, Writing, and Mathematics; or a score of 1,100 on the SAT; or an ACT score of 24 prior to being formally admitted. Candidates must be recommended and interviewed by the faculty in the Department of Curriculum and Instruction and the specialty area coordinator or designee from Program Areas with secondary education majors.

A student may not take 300-level professional core courses prior to admission to the Teacher Education Program. Teacher Education majors take a minimum of 20 semester hours of professional education courses, and twelve (12) hours of teaching practicum and seminar in addition to the prescribed number of hours in general education and the specialty area.

To be recommended for state teacher licensure by the College, the student must complete the following professional core courses: ED 200, 305, 332, 340, 347, 370, and SE 207, and complete a successful teaching practicum and seminar. A minimum grade of **C** is required for all professional education core courses and specialty area courses.

Students who apply for the teaching practicum should have completed the required 120 hours of the pre-professional practicum experiences. Students with senior standing, who successfully complete the Teacher Education Program are required by the North Carolina State Board of Education to successfully pass Praxis II–Specialty Area Test in their major field and to submit an electronic portfolio.

Core Courses for the Major in Special Education

SE 207	Introduction to Exceptional Individuals	2
SE 207L	Lab (Field/Clinical Experience)	1
SE 330	Behavior & Classroom Management	3
SE 423	Methods and Materials for Exceptional Individuals	3
SE 431	Teaching Practicum	9
ED 450	Senior Seminar	3
SE 440	Special Problems in Special Education	3
SE 459/460	Independent Study	3

Minor in Special Education (18 hours)

SE 207	Introduction to Exceptional Individuals	2[1, 2]
SE 207L	Lab (Field/Clinical Experience)	1
SE 264	Characteristics & Instructional Strategies for Students w/ Mild–Moderate Disabilities	3[2]
SE 328	Instructional Assessment and Planning for Exceptional Individuals	3
SE 330	Behavior & Classroom Management	3[1, 2]
SE 347	Collaboration and Consultation for Exceptional Individuals	3
ED 347	Literacy in the Content Area	3
ED 347L	Literacy in the Content Area Lab	3
SE 412	Language and Literacy for Students with Mild to Moderate Disabilities	3
SE 423	Methods and Materials for Exceptional Individuals	3
SE 440	Special Problems in Special Education	3

[1]*Cannot count toward minor for education majors*

[2]*Required for all minors*

Pre-Professional Practicum

First Year	15 hours	200 Level Courses
Sophomore Year	15 hours	200 Level Courses
Junior Year	30 hours	300 & Above Courses
Senior Year	30 hours	300 & Above Courses

Core Courses for the Major in Teacher Education

ED 200	Introduction to the Teaching Profession	2
ED 200L	Lab	1
ED 205	Practical Principles of Finance	2
SE 207	Introduction to Exceptional Individuals	2
SE 207L	Lab (Field/Clinical Experience	1
ED 305	Human Development and Learning	3
ED 333	Spanish for Teachers	3
SE 330	Behavior & Classroom Management	3
ED 332	Educational Measurement, Assessment & Eval	3
ED 340	Integrative Technology	3
ED 347	Literacy in the Content Area	3
ED 347L	Literacy in the Content Area Lab	3
ED 370	Historical, Philosophical, and Sociological Foundations of Modern Education	3
ED 410	Diversity in the Global Community	3
ED 450	Senior Seminar	3

Other Professional Education Courses

ED 425	Teaching Practicum	9
ED 427	Teaching Practicum	9
ED 431	Teaching Practicum	9
ED 450	Senior Seminar	3

Core Classes for a Major in Elementary Education

ED 302	Literature for Children and Youth	3
ED 319	Meth of Teach Elem Lang Arts & Social Studies Elementary Curriculum	3
ED 319	Lab (Field/Clinical Experience	2
ED 321	Meth of Teach Read in the Elementary School Curriculum	3
ED 321 L	Lab (Field/Clinical Experience	3
ED 322	Curriculum and Planning in the Elementary School	3
ED 325	Meth of Teach Math & Science in the Elementary School Curriculum	3
ED 325L	Lab (Field/Clinical Experience	2
SE 330	Behavior & Classroom Management	3
ED 332	Educational Measurement & Evaluation	3
ED 340	Integrative Technology	3
ED 370	Historical, Philosophical, and Sociological Foundation in Modern Education	3
ED 359	Physical Education for the Elementary School Child	2
ED 359L	Lab	1

Division of Social Sciences and Education
Department of Curriculum and Instruction
Teacher Education
Bachelor of Science in Elementary Education (K–6)
Curriculum Pattern 2010 - 2011

Elementary education courses listed below are major courses. Elementary Education majors must earn a grade of C in all Education courses.

First Year / First Semester		First Year / Second Semester	
MA 110 College Math & Lab	3	MA 120 College Math	3
LW 102 Composition	3	HI 101 Origins of Civilization	3
BI 100 Biological Science & Lab	4	SC 103 Physical Science	3
HE 100 Wellness for Life	2	LW 103 Introduction to Literature	3
OR 100 First Year	0	ED 200 Introduction to the Teaching Profession	2
CS 170 Intro to Information Technology	3	ED 200 Lab Intro to the Teach Prof Practicum	1
		ED205 Practical Principles of Finance	2
TOTAL HOURS	**15**	**TOTAL HOURS**	**17**

Second Year / First Semester		Second Year / Second Semester	
FL 101 French/Spanish	3	FL 102 French/Spanish	3
SE 207 Introduction to Exceptional Individuals SE 207 Lab	2 1	SO 201 Introduction to Sociology	3
SH 103 Speech	3	PH 201 Philosophy	3
PE Physical Education	1	PE Physical Education	1
HI 201 American History	3	ED 305 Human Development and Learning	3
EN 211 Advanced Grammar	3	ED 410 Diversity In The Global Community	3
Elective	2	Elective	2
TOTAL HOURS	**18**	**TOTAL HOURS**	**18**

Third Year / First Semester		Third Year / Second Semester	
ED 322 Curriculum Planning	3	ED 302 Literature for Children & Youth	3
SE 330 Behavior & Classroom Management	3	ED 340 Integrative Technology	3
ED 332 Educational Measurement Assessment & Evaluation	3	ED 370 Foundations of Education	3
ED 333 Spanish for Teachers OR ED 335 Spanish Immersion	3	ED 321 Methods of Teaching Read in Elem School ED 321 Lab	3 3
Elective	2		
Art/Music/Theatre	3		
TOTAL HOURS	**17**	**TOTAL HOURS**	**15**

Fourth Year / First Semester		Fourth Year / Second Semester	
ED 325 Meth of Teach Math/Science in Elem School Cur	3	ED 450 Senior Seminar	3
ED 325 Lab	2	ED 427 Teaching Practicum	9
ED 319 Methods/Teach Elem Lang Arts & Social Studies	3		
ED 319 Lab	2		
PE 359 Methods of Teach Physical Education	3		
PE 359 Lab	1		
Elective	3		
TOTAL HOURS	**17**	**TOTAL HOURS**	**12**

Number of hours required for graduation: 124 **Number of hours of recommended curriculum sequence: 129**

The Curriculum Patterns Were Revised to Reflect the Changes as Required by The North Carolina Department of Public Instruction.

Division of Social Sciences and Education
Department of Curriculum and Instruction
Teacher Education
Bachelor of Arts in Special Education (K–12): Generalist
Curriculum Pattern 2010

Special Education majors must earn a grade of C in all Education courses.

First Year / First Semester		First Year / Second Semester	
MA 110 College Mathematics	3	MA 120 Finite Mathematics	3
CS 170 Intro to Information Technology	3	LW 103 Literature	3
LW 102 Composition	3	HI 101 Origins of Civilization	3
BI 100 Biological Science	4	Science +	3
Art/Music/Theater	3	HE 101 Wellness for Life	2
OR 100 Orientation	0	ED 205 Practical Principles of Finance	2
TOTAL HOURS	**16**	**TOTAL HOURS**	**16**

Second Year / First Semester		Second Year / Second Semester	
Foreign Language	3	Foreign Language	3
SH 103 Speech	3	SE 207 Intro to Exceptional Individuals	2
Religion/Ethics/Phil	3	SE 207 Lab	1
HI 201 or 202 or 301 History	3	EN 211 Advanced Grammar	3
ED 200 Intro to the Teaching Profession	2	PS 101 General Psychology	3
ED 200 Lab	1	Society Course (General Ed)	3
PE Physical Education	1	SE 264 Cha/Ins Str for Stu w/Mil-Mod Dis	3
TOTAL HOURS	**16**	**TOTAL HOURS**	**18**

Third Year / First Semester		Third Year / Second Semester	
ED333 Spanish for Teachers	3	SE 328 Assessment Plan- EC	3
ED 320 Meth of Tea Math/Sci in the Elem Sch ED 320 Lab	3 2	ED 340 Integrative Technology	3
SE 347 Collab/Consul	3	Elective	3
PE Physical Education	1	ED 305 Human Development & Learning	3
Elective	3	SE 330 Behavior & Classroom Management	3
Elective	3	SE 412 Lang & Lit for Stu w/Mil to Mod Dis	3
TOTAL HOURS	**18**	**TOTAL HOURS**	**18**

Fourth Year / First Semester		Fourth Year / Second Semester	
ED 347 Literacy in the Content Area	3	SE 431 Observation, Teaching & Practicum	9
ED 347 Lab	3	ED 450 Senior Seminar	3
PE 470 Physical Education for EC	4		
ED 410 Diversity in the Global Community	3		
ED 370 Foundations of Modern Education	3		
TOTAL HOURS	**16**	**TOTAL HOURS**	**12**

Number of hours required for graduation 124 Number of hours recommended in curriculum sequence 130

The Curriculum Patterns Were Revised to Reflect the Changes as Required by The North Carolina Department of Public Instruction.

Course Descriptions

Education

Professional Education Core Courses Required for All Teacher Education Majors

ED 200. Introduction to Teaching Profession Education (2) F, S
ED 200. Lab (1) F,S
This professional core course provides an opportunity to evaluate a career in education and to assist in planning a licensure program based on personal interests and aptitudes. Class activities consist of lectures, small group discussions, individual conferences, and independent readings. Required: 15-hour Pre-Professional Practicum Experience

ED 205. Practical Principles of Finance (2) F,S
This course provides a broad understanding of basic finance principles. The course introduces techniques for effective financial decision-making. Students will develop a working knowledge of financial concepts, tools and applications.

SE 207. Introduction to Exceptional Individuals (2) F, S
SE 207. Lab (1) F,S
The focus of this professional core course is to provide the student with a comprehensive survey of the developmental, social, and psychological characteristics of exceptional individuals from a philosophical and historical perspective. The content covers both disabilities and giftedness. Required: 15-hour Pre-Professional Practicum Experience. Prerequisite: Sophomore standing. Admission to the Teacher Education Program is required before majors can register for 300–400 level professional core courses.

ED 305. Human Development and Learning (3) F
An introductory professional core course centered primarily on the first two decades of the individual's life and the combined interactive genetic and environmental forces that promote human development and education. The primary focus of the course is to provide students with an understanding of the theories and principles of psychology as they relate to human development and learning. Required: Pre-Professional Practicum Experience. Prerequisites: ED 200, SE 207, and admission to the Teacher Education Program

ED 332. Educational Measurement Assessment & Evaluation (3) F
This professional core course will examine all the means used in schools to formally and informally evaluate student performance. Methods of evaluating students' academic achievement as well as evaluating their behaviors and attitudes will be explored. The course focuses on the fundamental concepts and principles of measurement and evaluation. Required: Pre-Professional Practicum Experience. Prerequisites: ED 200, SE 207, and admission to the Teacher Education Program

ED 333. Spanish for Teachers (3) F,S
An introductory Spanish course for prospective classroom teachers.
This course provides an opportunity to learn how to speak, read, write and understand Spanish. Students acquire language functions, vocabulary, structures and culture through

contextualized presentations, interactive activities, and extensive laboratory practice. Moreover, this course focuses on Spanish that teachers and students will use in the classroom.

ED 340. Integrative Technology (3) F,S

This professional core course provides prospective teachers with an experience based approach to learning. Activities are designed to enable pre-service teachers to more effectively integrate research, technology, and practice. Developing and constructing appropriate units of study for effective lesson planning will provide practical application and micro-teaching activities. The learning needs of teachers related to effective teaching are addressed in three dimensions: knowledge, competencies, and skills. The technology component is a new approach to assist and prepare pre-service teachers in becoming proficient and extensive users of technology as facilitators of learning in a contemporary global community. The latest computer literacy will be accomplished. Required: Pre-Professional Practicum Experience. Prerequisite: ad-mission to the Teacher Education Program

ED 347. Literacy in the Content Areas (3) S

This is a professional core course in reading instruction for special education and secondary education majors. Emphasis is on reading in the content areas and instructional strategies that can be generalized for a variety of instructional settings. This course is not designed as instruction in the teaching of elementary level reading or remedial reading. Elementary Education majors take ED 321. Required: Pre-Professional Practicum Experience. Prerequisites: ED 200, 305, SE 207, and admission to the Teacher Education Program

ED 370. Historical, Philosophical, and Sociological Foundations of Modern Education (3) F

This professional core course will explore educational concepts, philosophies, events and reform movements as they relate to the historical and current trends and issues in modern public school education. Public school organization, administration, and social stratification will be studied and researched. Prerequisite: admission to the Teacher Education Program

ED 410.Diversity in the Global Community (3) F,S

This course explores the various components of diversity, including an awareness of multiple ethnic groups that teachers need to recognize and respond to in their teaching and how diversity is related to a dynamic global society. Topics will include definitions of diversity, differences, expectations and bias, culture, learning styles, inclusion and exceptionalities; communication, human relations, interpersonal, and motivational skills as they relate to teaching in a culturally, racially, and socio/economically diverse society. This course is also designed to expand student's knowledge related to how teachers' expectations impact student achievement. Each student is expected to complete a fifteen hour pre-practicum in elementary or secondary schools and write a report of their experiences.

Other Professional Education Courses

ED 425. Teaching Practicum (9) F, S

Secondary education majors will observe, plan, and teach under supervision in a secondary classroom. Pedagogical skills, theories, and principles of secondary education will be applied. Participation in the accompanying 3-hour seminar is required. Prerequisites: completion of all

professional core and specialty area courses; admission to the Teacher Education Program; completion of 120 hours of Pre-Professional Practicum; and admission to student teaching one full semester before the experience

ED 427. Teaching Practicum (9) F, S
Elementary education majors will observe, plan, and teach under supervision in an elementary classroom. Pedagogical skills, theories, and principles of elementary education will be applied. Participation in the accompanying 3-hour seminar is required. Prerequisites: completion of all professional core and specialty area courses; admission to the Teacher Education Program; completion of 120 hours of Pre-Professional Practicum; and admission to student teaching one full semester before the experience

SE 431. Teaching Practicum (9) F, S
This course allows for the application of pedagogical skills and the theories and principles of special education to classroom teaching. Students will observe, plan, and teach under supervision in a special education classroom. Participation in an accompanying 3-hour seminar is required. Prerequisites: completion of all professional core and specialty area courses; admission to the Teacher Education Program; completion of 120 hours of Pre-Professional Practicum; and admission to student teaching one full semester before the experience

ED 450. Senior Seminar, K–12 (3) F, S
The senior seminar enhances the student teaching experience through the study, review, and practical application of selected topics of current research in education as they relate to the immediate concerns of the prospective elementary, special education, and secondary teacher. This course provides students with a forum for discussing problems encountered during the field practicum while recommending workable solutions to the problems. The conceptual portfolio and parent involvement portfolio will be finalized during senior seminar. The seminar accompanies the student teacher's practicum.

NOTE: Summer school student teaching and senior seminar in a year-round school may be arranged with approval of the Director of Teacher Education and the Department Chair when there are extenuating circumstances.

Teacher education majors are required to join the Student North Carolina Association of Educators (SNCAE) prior to taking any courses requiring a field experience—Pre-Professional Practicum and Practicum. Dues are set by the national, state, and college chapters and include liability insurance.

Students are not allowed to work or take courses during the 10 weeks of extended and continuous student teaching.

Teaching Licensure Only Requirements
A student who holds a bachelor’s or higher degree from Bennett College or another accredited institution may enroll at Bennett College as a Special Student in a licensure-only program in a given specialty area. A program of study for these students will be designed on an individual basis upon review of the student's transcript(s). The student must address any deficiencies noted in the transcript review including liberal arts, specialty area, pedagogical skills, and

professional education curricula. Contact the Director of Teacher Education for further information.

Special Education Minor
The Department offers an Education Minor in Special Education. See the Special Education major section in the catalog for details.

Elementary Education (K–6)
The program of studies in elementary education provides prospective teachers with the required concepts, skills, and aptitudes needed to guide developmentally appropriate learning experiences for elementary pupils. To meet the breadth of interests and needs of children at all age levels, pre-service teachers are trained with a thorough theoretical and practical understanding and knowledge base as facilitators of learning in the contemporary global community. Reflective master teachers must be prepared as generalists capable of handling the entire scope and sequence of the elementary curriculum, possess a certain orientation to cultural diversity, and be equipped with the competencies and technological literacy essential to teaching all students according to their own individual learning styles and learning differences.

The Children's House/Intergenerational Center, Bennett College's pre-school laboratory facility, offers Elementary Education majors an outstanding opportunity to gain knowledge and experience in working with young children.

Students enrolled in an Elementary Education major for Teacher Licensure must be able to maintain a overall GPA of 2.50 or above in all professional core courses and major specialty area courses to meet the requirements of the Teacher Education Program.

The program of studies in Elementary Education requires 50 hours in general education and a minimum of 74 semester hours in education, which include elementary education courses, professional education core courses, and electives.

To satisfy requirements for graduation and to be recommended for teacher licensure the following courses must be successfully completed with a minimum grade of **C** or above (preferably above in order to maintain a minimum overall 2.50 GPA).

Course Descriptions

Elementary Education

ED 302. Literature for Children and Youth (3) S
This professional core course focuses on the study of recommended literature (prose and poetry), and an appraisal of its value in meeting the basic needs of very young children through adolescence. Emphasis is on genres of literature and literacy elements which teachers can help students understand, specific systematic approaches teachers can use to build students' ability to comprehend stories such as reading aloud, storytelling, and choral speaking and using literature to develop children's understanding of different cultures and of individual differences. Attention is given to new developments related to curriculum, and infusing new

educational technologies into multi-media instruction. Required: Pre-professional practicum. Prerequisite: admission to the Teacher Education Program

ED 319. Methods of Teach Elem Lang Arts & Social Studies (3) S
ED 319. Lab (Field/Clinical Experience) (2)
This professional core course is designed for junior and/or senior level prospective elementary school teachers as an in-depth study of the elementary school social studies curriculum and specific content methodology to provide the most effective teaching and learning strategies based on new developments related to the curriculum, and multimedia instruction. Emphasis is placed on integration of learning, content from diverse sources, important values and multicultural issues, and infusing new technologies into instructional programs. Requirements: Pre-professional Practicum Experience. Corequisites: American History. Prerequisite: admission to the Teacher Education Program

ED 325. Meth of Teach Math & Science in the Elementary School Curriculum (3) F
ED 325. Lab (Field/Clinical Experience) (2)F
This professional core course is designed for junior and/or senior level prospective elementary school teachers as an in-depth study of the elementary school science curriculum and specific content methodology to provide the most effective teaching and learning strategies. Emphasis is placed on a minds-on/hands-on, activity-based approach called guided discovery teaching/ learning and new developments related to the curriculum and multimedia instruction. Requirements: Pre-Professional Practicum Experience. Prerequisites: admission to the Teacher Education Program

ED 321. Method of Teach Reading in the Elementary School Curriculum (3) S
ED 321. Lab (Field/Clinical Experience) (3)S
This professional core course is designed for junior and/or senior level prospective elementary school teachers as an in-depth study of the elementary school communication skills (reading/language arts) curriculum and specific content methodology to provide the most effective teaching and learning strategies based on new developments related to the curriculum and multimedia instruction. Emphasis is placed on a meaning-centered approach from a holistic perspective of applications where reading is a process of literacy to facilitate students' understanding. Requirement: Pre-Professional Practicum Experience. Prerequisite: admission to the Teacher Education Program

ED 322. Curriculum and Planning in the Elementary School (3) F
This course is designed to engage the beginning pre-service teacher in the study of a comprehensive coverage of the latest curricula and instructional strategies, to assist the beginning pre-service teacher in developing the knowledge and skills necessary for effective teaching, and to provide the beginning pre-service teacher with many specific instructional models and examples for implementing curricula in classrooms, schools, and other educational programs. Requirements: Pre-Professional Practicum Experience. Prerequisite: admission to the Teacher Education Program

ED 332. Educational Measurement Assessment & Evaluation (3) F
This professional core course will examine all the means used in schools to formally and informally evaluate student performance. Methods of evaluating students' academic

achievement as well as evaluating their behaviors and attitudes will be explored. The course focuses on the fundamental concepts and principles of measurement and evaluation. Required: Pre-Professional Practicum Experience. Pre-requisite: admission to the Teacher Education Program

ED 340. Integrative Technology (3) F,S

This professional core course provides prospective teachers with an experience based approach to learning. Activities are designed to enable pre-service teachers to more effectively integrate research, technology, and practice. Developing and constructing appropriate units of study for effective lesson planning will provide practical application and micro-teaching activities. The learning needs of teachers related to effective teaching are addressed in three dimensions: knowledge, competencies, and skills. The technology component is a new approach to assist and prepare pre-service teachers in becoming proficient and extensive users of technology as facilitators of learning in a contemporary global community. The latest computer literacy will be accomplished. Required: Pre-Professional Practicum Experience. Prerequisite: admission to the Teacher Education Program

ED 360. Instructional Methods and Materials for Beginning Teachers (3) F, S

A senior-level course for the prospective elementary in-service student teacher taken the semester prior to the student teaching practicum experience to make teaching a continuous experiment in learning. The course content is designed to present teaching from three actions: organizing, instructing, and assessing. Course inclusion will provide basic practical approaches and experiences to examine and learn new adaptations of proven teaching models, simulate effective teaching behaviors, develop instructional planning skills with the use of multimedia techniques, incorporate a variety of methods and materials, and explore and employ the student teacher's own unique instructional techniques. Requirements: Pre-Professional Practicum Experience with laboratory experiences in a selected school site and supervised by the course instructor/major area professor prior to student teaching. Prerequisite: admission to the Teacher Education Program

ED 370. Historical, Philosophical, and Sociological Foundations of Modern Education (3) F

This professional core course will explore educational concepts, philosophies, events and reform movements as they relate to the historical and current trends and issues in modern public school education. Public school organization, administration, and social stratification will be studied and researched. Prerequisite: admission to the Teacher Education Program

ED 427. Teaching and Practicum—Elementary Education (9) F, S

This course allows for the application of pedagogical skills and the theories and principles of elementary education to classroom teaching. Students will observe, plan, and teach under supervision of a public school cooperating teacher and college supervisor. Requirements: Attendance and participation in weekly scheduled in service activities appropriate to the elementary school curriculum conducted by college supervisor. Prerequisite: successful completion of all professional core and specialty major area courses and admission to student teaching one full semester before the experience

ED 450. Senior Seminar (3) F, S
The senior seminar enhances the student teaching experience through the study, review, and practical application of selected topics of current research in education as they relate to the immediate concerns of the prospective elementary, special education, and secondary teacher. This course provides students with a forum for discussing problems encountered during the field practicum while recommending workable solutions to the problems. The conceptual portfolio and parent involvement portfolio will be finalized during senior seminar. The seminar accompanies the student teacher's practicum.

ED 459/460. Independent Study (3) F, S
Independent reading and research. Open to students with junior and senior standing who have been admitted to the Teacher Education Program.

Physical Education

ED 359. Physical Education for the Elementary School Child (2) F, S
ED 359. Lab (1) F,S
Examines the techniques in planning and organizing the elementary school program. Emphasis is placed on movement exploration, rhythms, self-testing, growth and development. Prerequisite: Admission to Teacher Education Program.

Special Education (K–12)

The Special Education program prepares prospective teachers for licensure in the areas of mental disabilities and learning disabilities. Beginning in 2006, the licensure for Special Education is for generalist. Due to the mandated changes, candidates should meet individually with the program coordinator. The Special Education curriculum is based on competencies established by the North Carolina Board of Education and the standards of the Council for Exceptional Children. In addition to emphasis on historical, philosophical, sociological and legislative issues in Special Education, the program addresses assessment and instructional programming for children with learning differences in specialized and inclusive educational settings.

Students seeking licensure in Special Education must be able to maintain a minimum overall GPA of 2.50 in all professional core courses and major specialty areas. The program of studies in Special Education requires 50 hours in general education and a minimum of 76 semester hours which include special education courses, professional education courses, and electives in related fields of study. These courses are as follows:

Course Descriptions

Special Education

SE 207. Introduction to Exceptional Individuals (2) F, S
SE 207. Lab (Field/Clinical Experience) (1) F,S
The focus of this professional core course is to provide the student with a comprehensive survey of the developmental, social and psychological characteristics of exceptional individuals

from a philosophical and historical perspective. Course content includes giftedness as well as disabilities. Required: 15-hour Pre-Professional Practicum Experience

SE 264. Characteristics and Instructional Strategies for Students with Mild to Moderate Disabilities (3) F, S
Theories of mild to moderate disabilities (including learning disabilities, mental disabilities, and behavioral/emotional disabilities) are explored from current and historical perspectives. An overview of effective instructional programming, with focus on learning strategies and compensation for learning and behavioral differences are emphasized.

SE 300. American Sign Language (2)
This course offers a comprehensive introduction to American Sign Language and finger spelling, emphasizing basic receptive and expressive skills. Offered through the Consortium. Elective (2)

SE 328. Instructional Assessment and Planning for Exceptional Individuals (3) F, S
This professional core course examines the various models of service delivery in special education. Attention is given to the diagnosis/assessment and instructional planning processes, the instructional and curricular modifications required for exceptional individuals, and the variety of settings in which special education services are effectively implemented. Field experience in an appropriate educational setting is a critical component of the course.

SE 330. Behavior & Classroom Management (3) F
This course examines the variety of theoretical approaches to the education of students with behavior problems. Students learn to identify and plan for the use of preventive, supportive, and corrective behavior management strategies for students with learning problems in regular education as well as special education settings. The course is required for Education majors. Required: Pre-Professional Practicum Experience. Prerequisites: permission of instructor and/or admission to the Teacher Education Program

SE 347. Collaboration and Consultation for Exceptional Individuals (3) F, S
This course is designed to provide special education service providers with the practical application of collaborative methods in inclusive classrooms. Emphasis will be placed on current theories and practices of the inclusion movement in today's classroom.

SE 412. Language & Literacy for Students with Mild to Moderate Disabilities (3) F, S
This course is designed to provide special education service providers with the essential skills necessary to effectively teach reading to students with disabilities. The course will address theory of instruction, methods, and materials for K–12 curriculum.

SE 431. Teaching Practicum (9) F, S
This course allows for the application of pedagogical skills and the theories and principles of special education to classroom teaching. Students will observe, plan, and teach under supervision. Participation in an accompanying 3-hour seminar is required. Prerequisites: successful completion of all professional core and specialty area major courses, admission to the Teacher Education Program, and admission to student teaching one full semester before the experience

SE 440. Special Problems in Special Education (3) F
This professional core course is designed for senior-level special education majors and minors for the purpose of exploring current problems in the field. Students are required to select an issue and develop a research project.

ED 450. Senior Seminar (3) F, S
The senior seminar enhances the student teaching experience through the study, review, and practical application of selected topics of current research in education as they relate to the immediate concerns of the prospective elementary, special education, and secondary teacher. This course provides students with a forum for discussing problems encountered during the field practicum while recommending
workable solutions to the problems. The conceptual portfolio and parent involvement portfolio will be finalized during senior seminar.

SE 459/460. Independent Study (1-3) F, S
Independent reading and research. Open to students with junior and senior standing. Prerequisite: approval of major area professor

Health and Physical Education

The Health and Physical Education Program administers the four-semester competency based general education program required by the college for all students and the specialized curriculum for Teacher Education majors. Courses in the general education Physical Education Core are designed to provide all students with neuromuscular skills unique to leisure-time activities. The general program encompasses courses in the areas of aquatics, individual and team sports, and Fitness and conditioning.

All courses are structured to encourage maximum participation in both the formal academic environment and the student's extracurricular involvement. The courses in the general education program in Physical Education are PE 102, 106, 108, 118, 130, 230, 308, and 310.

Students are encouraged to complete the general education Physical Education requirements during the first four semesters.

Course Descriptions

Health Education

HE 101. Wellness for Life (2) F, S
Exposure to the contemporary concepts of personal and community health while addressing current health, wellness, and fitness issues related to women.

HE 352. Principles, Procedures, and Practices in Health Education (3) F
Principles, materials, and methods for developing and teaching health education programs in the schools and communities. Students are placed in a supervised setting, which provides broad-based experiences in nonprofit management for professional and leadership development. A typical internship is 375 hours. Prerequisite: all certificate requirements

Physical Education

PE 102. Basketball (1) F,S
Introduction to basic knowledge and skills. Emphasis is on team strategy, body mechanics, relaxation, and social interaction.

PE 106. Volleyball (1) F,S
Experience in developing knowledge and skills in playing volleyball. Attention is given to refining personal skills and becoming knowledgeable about recreational aspects.

PE 108. Fitness and Conditioning—Fundamentals (1) F,S
Basic principles for developing fitness are presented. Individual fitness levels are evaluated, and individual programs are developed.

PE 118. Tennis (1) S
Strokes, rules, and strategies essential for beginners in singles and doubles play are included. Development of control and consistency in the execution of forehand and backhand drives and the flat serve are stressed.

PE 130. Beginning Golf (1) F
Learning the fundamentals of the golf swing, putting and chipping. The basic rules of golf and golf etiquette will also be emphasized, along with the benefits of golf as a lifetime fitness activity.

PE 230. Intermediate Golf (1) S
This course will focus on refining the full swing of each player, addressing the many general swing errors (e.g. slice pushing, etc) and making corrections as needed. Students will be taught control of the flight of the ball out of the bunker and around the greens. Instruction will be provided in the proper use of woods off the tee and fairways.
Prerequisite: Completion of PE 130 Beginning Golf

PE 308. Beginning Swimming (1) F
Covers elementary swimming and safety skills. Emphasis is placed on the development of skills for personal safety and assistance to others in or about the water.

PE 310. Intermediate Swimming (1) S
Course is designed to cover the basic styles and other forms of swimming in an effort to enhance the skill efficiency of students in the water. Emphasis is also placed on the development skills for personal safety and elementary forms of rescue.

ED 359. Physical Education for the Elementary School Child (3) F
Examines the techniques in planning and organizing the elementary school program. Emphasis is placed on movement exploration, rhythms, self-testing, growth, and development.

PE 470. Physical Education for Exceptional Children (3) S
Considers the use of motor and play activities in the growth and development of exceptional children. Emphasis is placed on the selection, organization, and presentation of exploratory movement and structure activities.

Department of Political Science, Social Work, and Sociology

Political Science

Completion of the B.A. in Political Science degree requires a minimum of 124 semester hours, including prerequisites to program admission consisting of college prescribed General Education courses; a core curriculum of 33 hours, nine (9) additional hours in political science; a choice of nine (9) elective hours; and an internship or field experience of three (3) hours. A minimum grade of **C** is required for all courses designated for a major or a minor.

The program offers a broad range of courses drawn from the diverse field of political science—American Government, Public Administration, International Affairs, Comparative Politics, Normative Political Theory, and Research Methods in Political Science.

To complete the program requirements, majors must select courses from other disciplines including Economics, Psychology, Sociology, and Philosophy.

Core Courses for the Major in Political Science

A total of 33 hours consisting of the following is required:

PO 200	Introduction to Political Science	3
PO 202	U. S. Government	3
PO 203	Public Administration	3
PO 300	Research Methods in Political Science	3
PO 301	Comparative Political Systems	3
PO 313	State and Local Government	3
PO 410	Constitutional Law	3
PO 380	International Relations	3
PO 405	Classical Political Theory	3
PO 406	Modern Political Theory	3
PO 480	Senior Seminar	3

Core Course for the Minor in Political Science

A minimum of 18 hours may be selected from the following:

SO 254	Social Statistics	3
PO 202	U.S. Government	3
PO 203	Public Administration	3
PO 300	Research Methods in Political Science	3
PO 301	Comparative Political Systems	3
PO 313	State and Local Government	3
PO 340	Constitutional Law	3
PO 380	International Relations	3
PO 404	Political Theory	3
PO 480	Senior Seminar	3

Electives: A minimum of 18 hours (in any discipline) and 12 hours in Political Science may be applied as electives toward the degree requirement.

General Education Requirements: It is recommended that political science majors fulfill the general education requirement for society electives by taking EC 201 or EC 202, SO 201, or PS 100.

Program Requirements: PO 470 The Internship provides the student with a bridge between academic education and professional career practice with any public or non-profit organization providing a supervised internship. Students are encouraged to take the internship during their junior year.

Emphasis in Special Area of Study: In addition to the core curriculum and other requirements for a major, and a minor, students interested in Public Administration will add PO 401, and Pre-Law students will add PO 312.

Courses for the Minor in International Affairs

A Minor in International Affairs is designed to operate as an integral part of the entire academic setting of the College. A student may major in any field and find the International Affairs Minor complementary to that field of study. The International Affairs Minor is comprised of a minimum of 18 semester hours. Three of these are core courses of 9 semester hours while the other courses are taken from a student's major field of study or other departments with emphasis on gaining an international understanding.

IA 200	Introduction to International Affairs
PO 380	International Relations
EC 350	International Economics

Course Descriptions

Political Science

PO 200. Introduction to Political Science (3) F, S

The meaning of politics and political action in its larger social, economic, and cultural context. Includes the examination of the basic concepts and theories of the discipline and their applications.

PO 202. United States Government (3) F,S

Study of the principles, structures, and dynamics of the United States political system with emphasis on the relationship between the system and the electorate, political parties, public opinion, formulation of domestic and foreign policy, and civil liberties.

PO 203. Public Administration (3)

The course will emphasize the concepts, principles, theories, and practice of administration in the public sector. Topics examined include organizational theories, decision making models, the role of interest groups in the political process, government budgeting, public personnel management, and administrative responsibility.

PO 250. Civil Rights Empowerment (3)
A study of participation of African Americans and other minority groups in American politics since the Reconstruction era. Emphasis is on strategies for empowerment, justice, and equality. Prerequisite: PO 202

PO 300. Research Methods in Political Science (3)
Designed to provide an introduction to the variety of approaches and methods used in empirical research and political science. Topics discussed include research design and types of designs, development of research questions, theories and hypothesis, conceptualization, measurements, and data collection. The course will carefully treat data analysis, focusing on univariate and bivariate statistical techniques that are frequently used in political science as well as the use of computers for quantitative analysis. Prerequisite: junior or senior standing

PO 301. Comparative Political Systems (3)
Systematic study and comparison of world political systems. It explores the differences as well as the similarities among countries together with patterns, processes, and similarities among political systems. Prerequisite: PO 202

PO 310. Special Topics in Political Science (3)
Concentrates on issues and areas not typically addressed in detail by other Political Science courses and will enable students and professors to explore and investigate subjects of current and/or enduring relevance and interest. Possible topics: African-American Political Thought, European Political Issues, the Philosophy of Social Science, and Political and Social Movements. Prerequisite: junior or senior standing

PO 312. American Judicial Process (3)
An examination of the litigation process, including the history of the American dual court system. This course examines the numerous institutions, alternative dispute resolution centers, the different administrative dispute resolution centers, the different administrative law processes, and the role of judges.

PO 313. State and Local Government (3)
A study of state governments and local governments, their constitutions and the systems of laws, ordinances, and codes that each of the fifty states and the many municipal corporations established. Also the study of dual citizenship of residents of USA and the many problems of intergovernmental relations and differing state policies.

PO 315. Government and Politics in Africa (3)
Students learn the complexities and diversities of African political systems and cultures, and investigate new paths to understanding the intricate political and economic processes.

PO 320. Government and Politics in Asia (3)
The dynamics of political and economic development in Asian countries are analyzed with emphasis on Japan, Taiwan, South Korea, Singapore, and Thailand.

PO 325. Government and Politics in Latin America (3)
The dynamics of political and economic development in Latin America with distinctions among Mexico, Central America, South America, and the Caribbean countries.

PO 330. Women and Politics (3)
A study of the role and problems confronting women in the sphere of politics and rulership. A global approach will compare women's contributions and struggles in different political contests.

PO 370. United States Foreign Policy (3)
The study of the goals and instruments of United States foreign policy with emphasis on the Cold War and post-Cold War periods. Prerequisite: PO 200 or PO 202 or consent of instructor

PO 380. International Relations (3)
Study and analysis of world politics with emphasis on justice, war, and peace. Concepts include power in a multipolar world, interdependence, transnational organizations, nationalism, interventions, and the search for peace. Prerequisite: PO 200 or consent of instructor

PO 401. Public Policy Analysis (3)
Analysis of the public policy making process and issues, and problems confronting the American public. Data analysis may include the use of computers. Prerequisite: PO 203 or consent of instructor

PO 402. International Organization and Law (3)
Study of a body of principles, customs, and rules recognized as binding obligations upon states in their relations with one another and the organizations through which the laws of nations are pursued and promoted. Prerequisite: PO 200 or consent of instructor

PO 405. Classical Political Theory (3)
This course is a survey of ideological trends in the field of political thought, with emphasis on the Greek through medieval theorists.

PO 406. Modern Political Theory (3)
This course is a survey of ideological trends in the field of political thought, with emphasis on political theorists from the 18th century to the present.

PO 410. Constitutional Law (3)
A study of American Laws as circumscribed by the U.S. Constitution and as interpreted by the federal and state court systems. Prerequisite: PO 201

PO 411. Political Parties and Interest Groups (3)
A study of political parties and interest groups in the American and other political systems including the role of parties and interest groups as an instrument of mobilizing the electorate, choosing political leaders, and organizing governments, and in the formulation of public policy and administration. The course will also examine strategies, tactics, and problems of political parties and interest groups. Prerequisite: PO 202 or consent of instructor.

PO 414. International Political Economy (3)
The course introduces students to major contending paradigms of international political economy, liberalism, statism, Marxism, and analyzes international monetary systems, international trade, and investment. It further explores important issues concerning the less developed countries of the world. Prerequisite: PO 200 or consent of instructor

PO 459. Independent Study (3) Available upon request
Open to students who have demonstrated the necessary degree of self-motivation and academic ability for independent reading and research. Prerequisite: senior standing with a 3.25 GPA and consent of instructor

PO 470. Internship/Field Studies (3)
Practical application of theory and skills in a related work experience. Prerequisite: junior/senior standing and political science major or minor

PO 480. Senior Seminar (3) S
Open to seniors. An examination of a selected topic of global, regional, or national significance such as the world economy, trade relations, food, human rights, the environment, and energy. The requirements of the course may be fulfilled by a senior thesis.

International Affairs

IA 200. Introduction to International Affairs (3)
An introduction to world geography, the importance of physical location and the economic and political implications of resources as distributed worldwide; as well as the relationship between people and their culture. The course further introduces students to basic principles and concepts in political science and economics, such as power, nation state, national interests, purposes and nature of government, and its relationship with the market, within the context of economic history since World War II.

Social Work

The Bachelor's degree program in Social Work (B.S.W.) is designed to prepare majors for professional, entry-level generalist social work practice and graduate study. With a liberal arts perspective and knowledge base and buttressed by professional foundation of social work knowledge, values and skills, the B.S.W. program is Bennett's singular academic area for the preparation of trained social and human service professionals who work with individuals, families, groups, communities, and organizations, for resolution or modification of social problems.

The Social Work Program requires a sophomore volunteer experience and senior level field practicum and has an admissions process, which is described in "Engagement," the Social Work Program Student Handbook. Students majoring in Social Work must take a comprehensive examination in their senior year. A grade of **C** or above must be earned in the core Social Work courses. The B.S.W. program is accredited by the Council on Social Work Education (CSWE) (through 2019). A GPA of 2.50 is required for admission to the Social Work Program. There is no academic credit for life experience.

Core Courses for Major In Social Work

SW 203	Introduction to Social Work	3
SW 247	Social Work Diversity Issues and Social Justice	3
SW 254	Social Statistics	3
SW 301	Social Welfare I – Social Programs, Legislation & Policy	3

SW 306	Social Work Practice I – Group Process & Practice	3
SW 333	Services for the Elderly	3
SW 346	Social Work Practice II – Interviewing and Recording	3
SW 361	Social Welfare II – Policy and Legislation Analysis	3
SW 397	Human Behavior and the Social Environment I	3
SW 398	Human Behavior and the Social Environment II	3
SW 401	Social Work Practice III –Individuals & Families	3
SW 402	Social Work Practice IV – Communities & Organizations	3
SW 405	Research Methods and Design	3
SW 406	Research Seminar	3
SW 409	Orientation to Field	1
SW 410	Field Practicum and Seminar	12

Course Descriptions

Social Work

SW 201. Introduction to Human Services (3) F, S
Historical overview of societal conditions which led to development and implementation of human service programs and practices in America. Emphasis is placed on defining human services and social work in diverse settings.
Prerequisite: None

SW 203. Introduction to Social Work (3) F, S
An introduction to Social Work as a profession and to its practice methodologies and philosophy, with a special emphasis on the General Method of Social Work in diverse fields of practice. Prerequisites: SO 201

SW 247. Social Work Diversity Issues & Social Justice (3) F, S
Focuses on the dynamics and consequences of discrimination, economic deprivation, and oppression of people of color, women, gays, and lesbian persons, people with physical disabilities, Latinos, Asian-Americans, Native Americans, and other populations-at-risk. This course emphasizes the development and understanding of diverse social identities including those based on class, race, ethnicity, sexuality, age, ability, gender, migration and immigration. Course material will examine the ways in which oppression and discrimination are institutionalized in the various sectors of American society in forms such as sexism, racism, classism, ageism, and heterosexism. The course will explore personal and professional beliefs, values, and norms of culturally different clients and the use of culture in formulating generalist practice interventions. The course will investigate the use of culture in formulating generalist social work practice interventions. The NASW Code of Ethics will also be discussed and how it applies to working with oppressed and diverse populations.
Prerequisites: SO 201, SW 203. Prerequisite or Corequisite: PS 101

SW 254. Social Statistics (3) F, S
The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. The course teaches students how to communicate methods, results, and interpretations using the vocabulary of statistics. The courses teaches students how to use

graphing calculators and demonstrates the use of computers and/or computer output to enhance the development of statistical understanding through exploring and analyzing data, assessing models, and performing simulations. The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. The course teaches students how to communicate methods, results, and interpretations using the vocabulary of statistics.
Prerequisite: six hours of math.

SW 301. Social Welfare I – Social Programs, Legislation, and Policy (3) F, S
Review of selected legislation, policies, and related social programs, from 1935 to the present. This course provides a historical and philosophical perspective from which analysis of social policies can be made relative to the political, economic and societal responses to social needs in the U.S. Students in the course will develop knowledge and practice skills in social agency approaches and models used for caretaking, control rehabilitative change, and preventive services to aid in value clarification relative to social work practice and service delivery. Course content will facilitate understanding and internalization of knowledge on human and cultural diversity relative to the influences of values and ethics on the implementation and evaluation of social programs, policies and legislation expressed by service agencies. Prerequisites: SW 201, SW 203, SW 247 and admission into program.

SW 302. Honors Seminar in Social Work (3) S, F
Agency-based or community-based research experiences are conducted to hone and broaden research skills. Conducted in a seminar format. Prerequisite: 3.0 GPA or honors student

SW 306. Social Work Practice I – Group Process & Practice (3) F
Laboratory during which class members are responsible for the design, implementation, and evaluation of group tasks. Various theoretical frameworks for analyzing group behavior will be examined. Topics to be covered in this course include social group work and social work practice, leadership roles, group norms, and starting and leading various kinds of groups. By examining the class functioning, members learn the dynamics of group process.
Prerequisite: junior standing or permission of the instructor and admission into program.

SW 333. Services for the Elderly (3)
Examination and assessment of services, policies, and programs for the elderly. This course will address some of the most salient issues facing social workers and health care providers in the 21st century as the older adult population in the United States undergoes unprecedented growth, especially among populations of color. This increase in the older adult population will result in a corresponding rise of multigenerational families and relationships. Through both formal and non-formal interactions, people of different generations will be increasingly called upon to assist one another financially, emotionally, physically, and in other ways. Are we prepared to address the wide-ranging needs of an older adult population? Do we, as a society, genuinely regard older adults as valuable human resources? Prerequisite: SW 203, SW 247

SW 345. Legal Aspects of Social Work Practice (3) S
Legal aspects of recording, expert testimony, client rights, confidentiality, professional liability, and other related matters, are examined. Prerequisite: six hours of courses in Social Work

SW 346. Social Work Practice II – Interviewing and Recording (3) F

This course seeks to provide students with professional interviewing skills, an enhanced understanding of verbal and nonverbal communication listening skills (including the self-assessment necessary to listen effectively), and an awareness and understanding of diverse issues related to the interviewing process. *The person-in-environment perspective will be utilized throughout this course.* As opposed to a conversation, the interview is purposeful, directed, evaluative and even therapeutic. The course will also address issues in cross-cultural interviewing and, in specific, problematic interview situations. Students will learn specifically how to translate interview information into a bio-psycho-social assessment. Students will also learn introductory skills relating to the problem-solving model, particularly engagement and problem identification. Students are expected to demonstrate increased insight into their own behaviors, values, beliefs, and attitudes as they relate to professional social work practice. Students are required to complete in-class role-playing assignments demonstrating the concepts discussed. Leadership of and participation in class discussions are required. Prerequisite: junior standing, SW 203, SW 237

SW 359. Introduction to Human Sexuality (3) S, F

This course is a survey of ideas and problems associated with human sexuality and is primarily intended for social workers and others in the helping professions. Using a bio/psycho/social perspective, emphasis will be placed on the social, cultural, familial and individual differences in sexual and reproductive attitudes, and behavior. Students will be introduced to common sex-related problems and to particular concerns of various sexually oppressed groups. This course will employ an Active Learning Approach that utilizes (readings, lectures, tests) and non-traditional (role-plays, films, journals, internet research, games, debates, field work) methods. Prerequisites: junior standing or permission of instructor

SW 361. Social Welfare II – Policy and Legislation Analysis (3) S

Analysis and assessment of selected policies and legislation related to programs, practices, and services in social work and social welfare. This course provides a historical and philosophical perspective from which analysis of social policies can be made relative to the political, economic and societal responses to social needs in the U.S. Learning activities utilized in this course will facilitate development of skills necessary to analyze and assess data used in formulating social policy and legislation for purposes of planned social action and change, as well as to enhance critical thinking and analytical skills. Prerequisite: SW 301 or permission of the instructor and admission into program.

SW 380. Substance Abuse: Assessment and Treatment (3) On demand

This foundation-level course will inform students about the prevalence of alcohol and other drug (AOD) problems and how they are implicated in the broad spectrum of social work practice. An assumption of the course is that AOD problems manifest themselves in a variety of social work practice settings, therefore all social workers must have basic skills to identify, intervene with and refer AOD-involved clients. Prerequisites: SW 203 (social work majors only); BI 100 or BI 101 or BI 185 and permission of the instructor.

SW 397. Human Behavior and the Social Environment I—Conception through Adolescence (3) S

This is the first part of the Human Behavior and the Social Environment (HBSE) sequence. A combination lecture/discussion and laboratory course designed to integrate human behavior knowledge for subsequent use in practice skill development. The course uses a lifespan approach covering the period from conception through later adolescence using a systems theory framework and other human development and behavior theories. Course content integrates knowledge from biology and the behavioral sciences, to study bio-psycho-social factors that influence individual and family maturation and functioning for subsequent use in practice skill development. The impact of diversity, discrimination, oppression, and environmental factors on individuals, families, groups, communities and organizations is studied through the human life span development. Prerequisite: completion of all required course work through the junior year

SW 398. Human Behavior and the Social Environment II—Young Adulthood through Later Adulthood (3) F

This is the second part of the Human Behavior in the Social Environment (HBSE) sequence. It focuses on the life span development period of Young adulthood through later adulthood using a systems theory framework and other human development and behavior theories. Course content integrates knowledge from biology and the behavioral sciences, to study bio-psycho-social factors that influence individual and family maturation and functioning for subsequent use in practice skill development. The impact of diversity, discrimination, oppression, and environmental factors on individuals, families, groups, communities and organizations is studied through the human life span development. Prerequisite: completion of all required course work through the junior year and admission into program.

SW: 401 Social Work Practice III – Individuals & Families (Micro Practice) (3) S

The course focuses on developing practice knowledge and skills to create a professional helping relationship and intervene appropriately as an entry-level generalist practitioner with an emphasis on individuals and families. Content includes social work roles and functions, theoretical frameworks for social work practice, values and ethics, a review of interviewing and communication skills, intake and engagement, data collection and assessment, planning and contracting with the client system, selected intervention strategies and techniques, evaluation and termination. Workload management, use of forms and instruments, and record keeping are introduced. Students will learn about the various forms of information technology for increasing social work practice effectiveness and workload efficiency. Prerequisites: SW 203, SW 247, SW 301, SW 306, SW 346 and admission into program.

SW: 402 Social Work Practice IV – Communities & Organizations (Macro Practice) (3) F

This course focuses on theories, concepts and practice skills, including evaluation, relating to work with organizations and community-based program planning. Entry-level generalist social work practitioners work not only with individuals and families, but also with groups, organizations and communities. It is therefore, important to develop a wide range of skills and strategies for interventions with diverse and oppressed populations including women, minorities of color, gays and lesbians, the poor. Prerequisites: SW 203, SW 247, SW 301, SW 306, SW 346, SW 397, SW 401 and admission into program.

SW 405. Research Methods and Design (3) F
This course presents students with various applications of the scientific method in social research. Students will learn methods of data collection, analysis, interpretation, and reporting including single subject design. NOTE: This course requires completion of a research design for use in SW 406. Corequisite: SW 254

SW 406. Research Seminar (3) S
Provides more in-depth treatment of selected topics in research, enabling students to carry out the research proposal designed in SW 405. Prerequisite: SW 405.

SW 409. Orientation to Field (1) F
This course is intended for social work seniors who plan to complete their senior field practicum (Field Instruction: SW 410) the following semester. Students complete a self assessment on the core competencies; apply for a placement for Field Education, and complete the work necessary to secure a placement. Prerequisite: All required Social Work courses except SW 402 and SW 398 and admission into program.

SW 410. Field Practicum & Seminar (12) F, S
Placement in a supervised setting that provides Social Work services to individuals, groups, communities, or organizations (or any combination) for at least 500 clock hours during the semester and for the purpose of professional socialization and practice skills development. In this seminar, classroom discussion will focus on generalist social work practice with special emphasis on the micro and mezzo levels of social work practice. Students will explore how to meet client needs using the relationship building, interviewing, problem-solving skills and critical thinking skills acquired in previous courses. Populations vulnerable to oppression due to gender, race, ethnicity, age, sexual orientation or disability will be emphasized in class exercises and discussion. The application of social work ethics in work with individuals, families and groups will be addressed. Prerequisite: All major requirements and admission into program.

Sociology

Sociology Minor

The program in Sociology is designed to prepare students for graduate study in Sociology and related fields and to provide elective courses and an area of study for interested students. As a scientific study of society and its various social groups, institutions, and processes, undergraduate offerings in Sociology provide foundation content in sociological theory, research development and implementation, quantitative reasoning and social phenomena of interest to sociologists. The requirement for a minor is a minimum of eighteen hours. A grade of **C** or above must be earned in the core sociology courses.

Selected Core Courses for Sociology Minor

SO 201	Introduction to Sociology	3
SO 204	Social Problems	3
SO 254	Social Statistics	3
SO 304	Social Theory	3

SO 323	Social Psychology	3
SO 327	Marriage and Family	3
SO 354	Advanced Statistics	3
SO 358	Special Topics	3
SO 359	Special Topics	3
SO 405	Research Meth & Design	3
SO 406	Research Seminar	3
SO 459	Independent Study-Honors	3

Course Descriptions
Sociology

SO 201. Introduction to Sociology (3) F, S
An examination of society, social institutions, and social processes, as related to understanding social interactions.

SO 204. Social Problems (3) F, S, as needed
An examination of the social environment and social structure to understand the features of contemporary society, and to understand the causes and consequences of social problems. Prerequisite: SO 201

SO 254. Social Statistics (3) F, as needed
Basics of descriptive, inferential, and co-relational statistics and issues involved in measurement. Development of skills needed for critical review and analysis of quantitative data in journals and other research reports. Prerequisite: MA 110 and MA 120

SO 304. Social Theory (3) S, as needed
Discussion and analysis of selected theories, the context of their evaluation, and their application in research methodology. Identification of the contribution to sociology of scholars outside the mainstream (Women, African Americans) and other minorities. Prerequisite: SO 201

SO 323. Social Psychology (3) F, as needed
The study of socialization and its products (i.e., the processes whereby individuals learn the values and behaviors of a social group and adjust their behavior/values to meet group expectations.) Prerequisite: PS 211 and SO 201

SO 327. Marriage and the Family (3) F, S
An examination of the multiplicity of changes that are affecting the structure and functioning of today's family. Prerequisite: junior standing or permission of instructor

SO 354. Advanced Statistics (3), as needed
Second course in measurement, stresses competencies in inferential multivariate statistics. Covers applications of statistical procedures for behavioral research, administrative decision-making and making generalizations. Prerequisite: SO 254

SO 358. Honors Seminar in Sociology (3) F, S, as needed
Current issues of interest to sociologists are researched for presentation or publication. Prerequisite: junior standing or honors status

SO 359. Topical Seminar (3) F, S, as needed
Topics of interest to sociologists are intensively researched, examined and analyzed. Pre-requisite: junior standing

SO 405. Research Methods and Design (3) F
Methods of data collection, analysis, interpretation, and reporting. NOTE: This course requires completion of a research design for use in SO 406. Prerequisite: SO/SW 254

SO 406. Research Seminar (3) S
Provides an in-depth examination of selected social issues through research to enable students to carry out the research proposal designed in SO 405. Prerequisite: SO/SW 405

SO 459. Independent Study – Honor Option (3) F,S, as needed
Open to students who have demonstrated the necessary degree of self-motivation and academic ability for independent critical reading, analysis and research writing. Prerequisite: SO 201, senior standing, a GPA of 3.2 or above and consent of the instructor.

Department of Journalism and Media Studies

The Department of Journalism and Media Studies offers students a foundation that provides skills required to become good communicators. JMS majors are encouraged to be committed to scholarship and critical thinking, theoretical experiences (e.g., course work, seminars, and workshops), and a variety of practical opportunities (e.g., internships, online, print broadcast publications). In addition, the JMS Department will seek to acquire and to maintain standards of the Association for Education in Journalism and Mass Communications (AEJMC) and its national accrediting body. In keeping with its vision to seek accreditation, the JMS Department uses current standards of the Accrediting Council on Education in Journalism and Mass Communications as directives.

Department of Journalism and Media Studies Sequences
The Department of Journalism and Media Studies (JMS) offers a Bachelor of Arts degree. The Program seeks to assist students in mastering a high degree of proficiency in writing in order to prepare them for careers in print, broadcast, strategic communications and new media.

Bachelor of Arts in Journalism and Media Studies (requires a minimum of 124 hours)
The Bachelor of Arts in Journalism and Media Studies requires the following core courses:

JMS 162	Media & Society	3
JMS 165	Writing Across the Media	3
JMS 170	Language Skills for Journalists	3
JMS 180	Multimedia Storytelling	1
JMS 210	Math Tools for Journalists	1
JMS 251	News Reporting I	3
JMS 280	Editing & Graphics in Journalism	3
JMS 281	Copy Editing	1
JMS 282	Broadcast Announcing	1

JMS 290	Radio Production I	3
JMS 294	TV Production I	3
JMS 325	Advertising, Media Sales & Marketing	3
JMS 330	Photojournalism & Digital Design	3
JMS 352	News Reporting and Writing II	4
JMS 361	Public Relations I	3
JMS 365	Research & Information Gathering	3
JMS 366	Internship	1
JMS 402	Media Law & Ethics	3
JMS 425	International Media	3
JMS 467	Internship	1
JMS 500	The Media Business	1
JMS 510	Senior Capstone	3

The Minor in Journalism and Media Studies

The minor in Journalism and Media Studies is designed for students who are interested in journalism and for those interested in developing stronger communications skills across multiple media platforms. Eighteen hours in selected Journalism and Media Studies (JMS) courses constitute a minor in JMS. The foundation courses serves as prerequisites and allow students the option to also take upper level electives courses beyond the 18 required credits.

The courses listed below are required:

JMS 162	Media & Society	3
JMS 165	Writing Across the Media	3
JMS 170	Language Skills for Journalists	3
JMS 180	Multimedia Storytelling	1
JMS 210	Math Tools for Journalists	1
JMS 251	News Reporting I	3
JMS 282	Broadcast Announcing	1
JMS 402	Media Law & Ethics	3

Course Descriptions
Journalism and Media Studies

JMS 101–104. Newspaper Production (1)

Students learn the fundamentals of producing print and online media for campus publications. May be repeated four times for a total of four hours. JMS majors (Print Journalism sequence) are required to complete this course at least twice for 2 hours and must earn at least a **C** for the final grade. Prerequisite: none

JMS 162. Media & Society (3)

A survey and media literacy course focusing on the roles of media in society. Students discuss the principles, processes, and practices of print, broadcast, and new media and learn how to critically analyze both images and content. Prerequisite: none

JMS 165. Writing Across the Media (3)
An introduction to basic media writing and editing for print and broadcast journalism, public relations, and new media formats. Course emphasizes fundamental skills required for all media. Prerequisite: JMS 162

JMS 170. Language Skills for Journalists (3)
Course provides JMS majors with a foundation for recognizing common problems in media writing and editing, and includes an extensive grammar review. Students apply lessons in weekly written assignments. Prerequisite: JMS 162 or instructor permission

JMS 180 Multimedia Storytelling (1)

An introductory course to a range of media tools used by journalists, including cameras, audio recorders, software and web-building tools. Prerequisite: none.

JMS 210. Math Tools for Journalists (1)
Course covers basic math skills for journalists through problem-based exercises and real time hands-on activities. This course meets math mandates of the Accrediting Council on Education in Journalism and Mass Communication that became effective September 2001. Prerequisites: JMS 162 and MA 110

JMS 251. News Reporting and Writing I (3)
Lecture/laboratory provides students with the fundamentals of news gathering and news reporting for online and print newspapers. Students are guided in writing good, publishable news leads; using appropriate news style; and applying other basics used in news reporting. Prerequisites: **C** or better in JMS 170 (JMS majors); **C** or better in LW 102 (all non-majors)

JMS 272. Writing for Radio and TV (3)
Course provides students with fundamentals of preparing material for all forms of media production**.** Emphasis on producing, scheduling, research, writing, and all aspects of project development.

JMS 280. Editing & Graphics in Journalism (3)
Lecture/laboratory course covers creative and practical aspects of editing, typography, layout, and design of print communications. Students will be introduced to at least one of the current desktop publishing software programs through in-class tutorials and training. Prerequisite: JMS 170 or instructor permission

JMS 281. Copy Editing (1)
Laboratory course focusing on developing copy editing skills and strategies.

JMS 282. Broadcast Announcing (1)
Introduction to on-air announcing and news reporting for radio, television, and new media broadcasts**.** Prerequisite: JMS 162 or instructor permission

JMS 290. Radio Production I (3)
Course covers fundamentals of sound production including audio equipment operations, microphone techniques, nonlinear editing, podcasting, and radio programming. Students required to produce public service announcements. Prerequisite: JMS 272

JMS 294. TV Production I (3)
Course covers fundamentals of all aspects of digital production, including cinematography, sound, lighting, editing, field and studio production, editing and post production. Students learn to make both creative and ethical decisions regarding program content and creation. Pre-requisite: JMS 272

JMS 300. Advertising (3)
Course provides students with a perspective of the modern advertising world and advertising's impact and influence by exploring its historical foundations and evolution. Prerequisite: JMS 272 or instructor permission

JMS 325. Media Sales & Marketing (3)
Course covers the basic tools of sales and the core concepts of marketing and communications and the elements necessary to build long-term relationships with clients. Students learn listening skills, problem identification, goal setting, negotiation, presentation skills, how to prospect, and account maintenance. Emphasis on integrated marketing communications and sales promotion management. Prerequisite: JMS 300

JMS 326. Advertising, Media Sales & Marketing (3)
Course covers the basic tools of sales and the core concepts of marketing and communications and the elements necessary to build long-term relationships with clients. Students learn listening skills, problem identification, goal setting, negotiation, presentation skills, how to prospect, and account maintenance. Emphasis on integrated marketing communications and sales promotion management. Course provides students with a perspective of the modern advertising world and advertising's impact and influence by exploring its historical foundations and evolution.

JMS 330. Photojournalism & Digital Design (3)
Lecture/laboratory introduces students to the digital tools utilized used by journalists and media practitioners. Students learn how to create photos that are both aesthetic and newsworthy through practical hands-on experience with digital still cameras and Adobe Photoshop. JMS majors only. Prerequisite: JMS 251 or instructor permission

JMS 352. News Reporting and Writing II (4: 3 hours lecture and 1 hour lab)
Lecture/laboratory in which students practice advanced techniques in news gathering and writing for on-campus and off-campus print and online publications. Emphasis on beat and feature assignments and interviewing techniques. Prerequisite: JMS 251

JMS 359. Topical Seminar (2)
Topics of interest for practical hands-on experience for media projects. Prerequisite: junior standing or instructor permission

JMS 360. Feature Writing (3)
Students gain practical experience researching, interviewing, and applying creative writing techniques for newspapers, magazines, and online media features. Emphasis is on the writing process, audience analysis, topic selection, story development, news style, editing, and revision. Students are required to submit their work to, on-campus and off-campus print and online publications. This is an advanced writing course. Non-majors should have a foundation in writing nonfiction and/or news writing and reporting. Prerequisite: **C** or better in JMS 351 (JMS majors) or instructor permission

JMS 361. Public Relations I (3)
A survey course that examines the development of public relations industries and practices. Students are introduced to theories and principles in public relations, along with the roles and responsibilities of professionals working in public relations related disciplines. Students examine industry regulations, societal implications, and strategic planning processes associated with public relations campaigns and programs. Prerequisite: JMS 325 or instructor permission

JMS 362. Public Relations II (3)
Course covers researching, planning, and writing techniques for production and dissemination of persuasive messages, research reports, and campaign proposals, as applied to specialized contemporary public relations practice. Prerequisite: JMS 361

JMS 363. Opinion & Persuasive Writing (3)
Students identify, research, and apply writing techniques used to write persuasive and opinion pieces for print and online media. Students gain practical experience in identifying, researching, interviewing, and applying techniques for opinion/persuasive writing. Emphasis on analysis, critical thinking, current events, social policy. Students are required to work on on- and off-campus print and online publications. This is an advanced writing course. Non-majors should have a foundation in writing nonfiction and/or news writing and reporting. Prerequisite: JMS 352 or instructor permission

JMS 365. Research and Information Gathering (3)
The course is designed to teach search strategies for gathering information ethically and legally from a variety of sources: libraries, databases, institutions, polls/surveys, and people. Students employ critical thinking skills to evaluate, select, synthesize, organize, edit, and present information.

JMS 366 or 467. Journalism/Media Internship (3 or 1)
Supervised journalism/media practices during fall and spring semesters and summer break. JMS majors are provided an opportunity to hone skills and acquire practical media experience off campus and at professional organizations including radio and television stations, newspaper organizations, government and nonprofits. Regular conferences with JMS internship coordinator for guidance and evaluation. Advance arrangements must be made through JMS internship coordinator. JMS majors required to intern at the site for a minimum of 168 hours (i.e., 12 hours per week for 14 consecutive weeks during fall or spring semesters or summer break). One credit course requires 100 hours. Prerequisites: JMS junior standing, 65 hours with a 2.0 GPA or higher; **C** or better in all required JMS courses; JMS Academic Advisor approval; confirmation, by JMS intern coordinator, of an off-campus internship before the DP/F deadline

for the semester of internship. JMS internship may be repeated once for additional 3 hours to satisfy JMS elective requirement.

JMS 380. African Americans and Media (3)
Course examines the participation and portrayals of African Americans in broadcast, print, new media, advertising, film, and media research. Course work includes readings, discussion, and critical writing exercises. Prerequisite: junior standing or instructor permission

JMS 381. Advanced Editing and Publication Design (4)
Advanced instruction on publication editing and graphic design, with emphasis on creative and practical aspects of contemporary typography and design of printed communications. In addition to lectures and discussions, students will participate in a weekly lab with an on-campus online and/or print publication. (3 lecture; 1 lab practicum). Prerequisite: JMS 280.

JMS 391. Radio Production II (3)
Advanced lecture/laboratory course on sound production techniques, editing, and programming, and distribution. Students will work on individual and group productions. Prerequisite: instructor permission

JMS 395. TV Production II (3)
Advanced practices of media production. Students are required to produce individual projects and team productions. Production activities include PSAs, commercials, documentaries, short narrative films, public affairs, and other programming. Prerequisite: JMS 294 and instructor permission

JMS 400. Media Law (3)
Course offers a cross-media overview of the legal concepts and issues important to the media professional with a special focus on roles, rights, and responsibilities. Prerequisite: junior standing or instructor permission

JMS 401. Media Ethics (3)
Course examines key ethical issues confronting journalists. Students examine ethical decision-making models and their applications and gain an understanding of the underlying ethical theories and guiding principles journalists use in their work. Prerequisite: instructor permission.

JMS 402. Media Law and Ethics (3)
Course offers a cross-media overview of the legal concepts and issues important to the media professional with a special focus on roles, rights, and responsibilities. Course examines key ethical issues confronting journalists. Students examine ethical decision-making models and their applications and gain an understanding of the underlying ethical theories and guiding principles journalists use in their work. Prerequisite: junior standing or instructor permission

JMS 407. Senior Portfolio Part I: Planning a Media Project (1)
JMS majors from all sequences plan a media project for their portfolio. Emphasis is placed on the planning stages such as researching; issue/event selection; story pitching; presentation,

promotion and marketing; directing and producing; reporting and writing. Prerequisite: JMS junior standing (at least 65 credits), or instructor permission

JMS 408. Senior Portfolio Part II: Creating a Media Project (1)
Students produce a media project for their portfolio. Students are required to present the final product to the campus community. Prerequisite: JMS 407

JMS 415. International Media (3)
Provides an overview of various media systems from around the world and compares and contrasts them with U.S. media. Analyses include basic concepts underlying theory and practice of media impact on cultures of originating countries and regions; government laws and regulations as they apply to media; and media trends and formats (i.e., radio, television, print, and online). Different media systems may be examined each time course is offered. Prerequisite: junior status (JMS majors) or instructor permission

JMS 450. Reporting Public Affairs (3)
Advanced instruction in cross-media reporting local, state, and federal government; politics, finance, labor; social policy, and environmental issues. Emphasis on investigating current or real-time news issues. Prerequisite: JMS 352

JMS 459–460. Independent Study (3)
Individual research and writing projects on media topics. Prerequisites: junior/senior standing, minimum 2.80 GPA, topic approval by major professor, academic advisor, and department chair

JMS 493. Advanced Production (3)
Advanced course to increase student proficiency in production and editing. Course work requires students to make ethical, legal, and aesthetic decisions regarding content and programming. Students are taught advanced editing techniques. Course requirement includes a video portfolio. Prerequisite: JMS 395

JMS 469. Media Management (3)
Course focuses on the mass media as businesses. Students examine business issues, business techniques, business practices, and business challenges facing media organizations and the people who manage media organizations. Students use case analysis, discussion, and practical research on real business problems or issues. Prerequisite: junior standing or instructor permission

JMS 497. Media History and Criticism (3)
Course introduces analytical approaches to studying media through genre and/or historical formats. Emphasis on inspiring students to think critically and to develop strong analytical and creative writing skills. Prerequisite: junior standing or instructor permission

JMS 498. Mass Communication Theory (3)
Introductory course provides overview of various mass communications theories. Prerequisite: senior standing or instructor permission

JMS 499. Mass Communication Research (3)
Introductory course provides overview of various social science methodologies used in mass communication research. Quantitative and qualitative methodologies. Research techniques include content analysis and survey research methodology. Students required to complete a pilot research project. Prerequisite: senior standing or instructor permission

JMS 500. The Media Business (1)
Seminar provides information about media organizations with emphasis management, new media technology, career opportunities, sales and marketing, and audience development and measurement. Requirements include a major project. Prerequisite: JMS 251 or instructor permission

JMS 510. Senior Capstone (3)
Course focuses on assisting students in organizing their portfolios to fulfill the JMS Portfolio Graduation Requirement, graduation and career search and a senior "thesis" project.

JMS 520. Special Topics (3)
Course investigates mass communications theories, issues, or other subjects of topical importance and interest. Prerequisite: junior standing or instructor permission

JMS Portfolio: Graduation Requirement for all JMS majors
A well-designed portfolio featuring a compilation of major's best work produced throughout her matriculation. Contents include: Current résumé; Best Practicum JMS Project (e.g., tapes, CD, clip book, etc.); Four samples of best written projects; and letter(s) of recommendation from internship supervisors. The portfolio must be submitted for faculty review at least one week before the final period of a senior's last semester. All JMS faculty members will evaluate every portfolio during the final exam period and issue a Pass or Fail grade.

Journalism and Media Studies Major 124 Credit Hours Required

FIRST YEAR

First Semester	Credit Hrs	Second Semester	Credit Hrs
OR 100 Orientation		BI 100 Biology	4
MA 110 Mathematics	3	MA 120 Mathematics	3
HE 100 Wellness for Life	2	LW 103 Literature	3
LW 102 Composition	3	JMS 165 Writing Across the Media	3
JMS 162 Media and Society	3	JMS 168 Multimedia Storytelling	1
JMS 170 Language Skills	3	JMS 210 Math Tools for Journalists	1
Total Credit Hours	14	Total Credit Hours	15

SECOND YEAR

First Semester	Credit Hrs	Second Semester	Credit Hrs
AR/MU/TH Art/Music/Theater	3	CS 170 Intro to Info Technology	3
SH 103 Speech	3	HI History Requirement	3
JMS 282 Broadcast Announcing	1	JMS 290 Radio Production I	3
JMS 251 News Reporting I	3	JMS 294 TV Production I	3
JMS 365 Research & Info Gathering	3	JMS 352 News Reporting II	4
JMS 330 Photojournalism	3	PE Physical Education	1
Total Credit Hours	16	Total Credit Hours	16

THIRD YEAR

First Semester	Credit Hrs	Second Semester	Credit Hrs
CS 171, 175 or 270 (GE Science requirement)	3	EC/PO/PS Econ/Pol Sci/Soc	3
Foreign Language I	3	Elective	3
JMS 280 Design	3	Foreign Language II	3
JMS 281 Copy Editing	1	JMS 361 Public Relations I	3
JMS Elective	3	JMS 425 International Media	3
JMS Elective	3	JMS 366 Internship 1	1
Total Credit Hours	16	Total Credit Hours	16

FOURTH YEAR

First Semester	Credit Hrs	Second Semester	Credit Hrs
HI History Requirement	3	JMS Elective	3
PH/RL/ETH Philosophy/Religion/Ethics	3	JMS 402 Media Law & Ethics	3
JMS Elective	3	JMS 500 The Media Business	1
JMS 325 Ad, Media Sales & Marketing	3	Electives	7
JMS 510 Capstone	3	PE Physical Education	1
JMS 467 Internship 2	1		
Total Credit Hours	16	Total Credit Hours	15

Consortium / Cooperative Programs

Bennett College participates in a number of cooperative arrangements that serve to enrich the educational experiences of its students.

Piedmont Automated Library System Consortium (NC-PALS): Bennett College and other private colleges in the Greensboro area—Greensboro College, Guilford College, and Salem College—have formed a consortium, the Piedmont Automated Library System Consortium (NC-PALS). NC-PALS exists to support member students and faculty in their academic endeavors by enhancing library, information, and instructional resources and services. Each college preserves its own distinctive character while sharing areas of strength in courses, library materials, faculty, and equipment. Students registered in either of the colleges can, with the approval of the academic deans involved, take courses at all of the others without additional registration fees. At least half of all hours enrolled must be at the home institution.

Greater Greensboro Consortium: Bennett College maintains a consortium relationship with North Carolina Agricultural and Technical State University, University of North Carolina at Greensboro, Greensboro College, Guilford College, Elon University, High Point University and Guilford Technology Community College thus making it possible for a student from one institution to pursue courses at another. Bennett College reserves the right to make arrangements for its students to take certain required courses at one or more of the cooperating colleges when, because of insufficient enrollment or for other reasons, it is not feasible to offer the course on its own campus.

Cooperative Program in Engineering: A dual degree in engineering is offered through a cooperative arrangement with North Carolina A&T State University. The dual degree program is a five-year (3+2) program. The student begins her studies at Bennett College as a Mathematics or Chemistry major. After three years of successful studies at Bennett College, she can be accepted as a transfer student to North Carolina A&T State University where she completes her studies as an engineering student in one of several available areas. In approximately five years, the successful student receives a B.S. degree in Mathematics or Chemistry from Bennett College and an engineering degree from North Carolina A&T State University.

Cooperative Program in Chemistry and Pharmacy: A dual degree program in Chemistry and Pharmacy is offered as a cooperative program with Howard University College of Pharmacy and Pharmaceutical Sciences. Students complete the first three years of the curriculum for the B.S. degree in Chemistry at Bennett College. The senior year is completed at Howard University College of Pharmacy and Pharmaceutical Sciences, if admission of the student is approved by Howard University. The students then continue to study for the Doctor of Pharmacy degree at Howard University.

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2012-2013

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Senior Staff

Esther Terry, 2009, Interim President. B.A., Bennett College; M.A., the University of North Carolina at Chapel Hill; Ph.D., University of Massachusetts

Joyce Blackwell, 2012, Interim Senior Associate Provost. B.A., M.A., North Carolina Central University; Ph.D., University of North Carolina at Chapel Hill

Andrena Coleman, 2008, Vice President for Administrative Services. B.S., Benedict College; M.P.H., University of Michigan–Ann Arbor

James Dixon, 2008, Executive Vice-President. B.A., Talladega College; M.A., J.D., University of Notre Dame

Les Ferrier, Jr., 2011, Vice President for Enrollment Management. B.S., Virginia Polytechnic Institute and State University

Latonya Flamer, 2004, Vice President for Business & Finance. B.S., North Carolina A&T State University; M.B.A., High Point University

Millicent Rainey, 2007, Provost, Professor Education. B.A., Winston-Salem State University; M.A., North Carolina Central University; Ed.D., Nova Southeastern University

Iris Ramey, 2010, Vice President for Institutional Advancement. B.A., Virginia State University; M.S., Hunter College

Stanley B. Viltz, 2008, Associate Provost for Student Affairs. B.A., M.P.A., University of Southern California; Ed.D., University of California at Los Angeles

Division Directors

Michelle Linster, 2008, Director, Division of Natural & Behavioral Sciences / Mathematics. Associate Professor of Psychology and B.S., M.A., Ph.D., the University of North Carolina at Greensboro

Rhonda White, 2009, Director, Division of Social Sciences and Education and Associate Professor of Curriculum & Instruction. B.A., Bennett College; M.A., Miami University; Ph.D., the University of North Carolina at Greensboro

Steven Willis, 2002, Director, Division of Humanities and Chair, Department of Visual & Performing Arts, Associate Professor of Speech and Theatre,. B.A., Averett University; M.F.A., the University of North Carolina at Greensboro

Department Chairs

Johnson Adefila, 1992, Chair, Department of History, Philosophy, and Religion (Interdisciplinary Studies Program), Professor, History. B.A., University of Ile-lfe, Nigeria; M.A., Ph.D., Brandeis University

Michael Cotton, 2004, Chair, Department of Biology, Assistant Professor of Biology. B.S., North Carolina Central University; M.A., D.V.M., University of Florida

Susan J. Curtis, 1990, Chair, Department of Chemistry; Professor, Chemistry. A.B., Radcliffe College; M.S., Ph.D., University of Chicago

Carrie Sue Florence, 2011, Interim Chair, Department of Curriculum & Instruction, Assistant Professor of Elementary Education. B.S., Fayetteville State University, M.A., North Carolina Central University and Ph.D., North Carolina A&T State University

Alan K. Goble, 1995, Chair, Department of Psychology; Associate Professor, Psychology. B.A., Ph.D., the University of North Carolina at Chapel Hill

Ambrous Jacobs, 2000, Chair, Department of Political Science, Social Work, and Sociology; Associate Professor, Political Science. A.B., San Diego State University; M.A., Stanford University; M.A., Webster University; Ph.D., Stanford University

Giselle Jones-Jones, 2006, Chair, Department of English and Foreign Language; Associate Professor, English. B.A., Spelman College, M.A., North Carolina A&T State University, Ph.D., The University of North Carolina at Greensboro

Stephanie Lawrence-White, 2005, Chair, Department of Visual and Performing Arts; Assistant Professor of Music. B.A., Smith College; M.A., the Catholic University of America; Ph.D., the Catholic University of America

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Faculty

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Svetlana Aroutiounian, 2011, Assistant Professor of Mathematics & Computer Science. M.S. Yerevan State University, Armenia; Ph.D., Wake Forest University

Jennifer Ash, 2008, Instructor of History. B.A., Western Carolina University; M.S., the University of North Carolina at Greensboro

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Staff with Faculty Status

Gwendolyn Bookman, 2002, Director, Center for Global Studies & External Partnerships. Associate Professor of Political Science. B.S., Howard University; J.D., Thurgood Marshall School of Law, Texas Southern University

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