2020– 2021
ACADEMIC CATALOG

UNDERGRADUATE EDUCATION

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Bennett COLLEGE

United Methodist Church-related institution.

COVID-19
and
Academic Catalog Revisions

This 2020-2021 Catalog documents the information, policies, procedures, requirements and programs related to the educational and student experience for Bennett College students, faculty and staff. The Academic Catalog is the publication that documents all academic policies, regulations, and program requirements for a given academic year for all undergraduate students and programs.

Because of the 2020 impact of the COVID-19 pandemic, Bennett College has altered certain logistics and procedures relating to the delivery of its educational programs. Details of necessary actions to protect the health and safety of our students and all members of our campus community will be published as needed throughout the academic year.

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Bennett
COLLEGE

Academic Catalog
2020-2021

900 E. Washington Street
Greensboro, North Carolina 27401
336-517-2100
www.bennett.edu

The provisions of this *Catalog* are not to be construed as an irrevocable contract between the student and Bennett College. This *Catalog*, the *Student Handbook*, and other documents and regulations of the College are part of the provisional relationship the student has with the College. Policies and procedures and curricula are continually being reviewed to ensure the College remains relevant and a prominent producer of women leaders. These materials are made available to the student at or before admission and enrollment. The student, on admission, is obligating herself to submit and be governed by the reasonable rules and regulations contained in these materials. The Catalog in effect upon student enrollment should be considered the primary and obligatory reference for the degree requirements. Students should read these materials and familiarize themselves with their obligations. Bennett College encourages students to consult with their success coaches, advisors and other appropriate College officials for clarification of current policies and requirements related to their collegiate experience. The College reserves the right to change fees, tuition or other charges; to add or to delete courses; to revise academic programs; or to alter regulations and requirements as deemed necessary. Bennett College offers both equal education and employment opportunities.

This 2020-2021 Academic Catalog was approved by the Bennett College Board of Trustees at their meeting held December 17-18, 2020.

The 2020 – 2021 Academic Calendar is available on the Bennett College website at: www.bennett.edu/academics/calendars/

Accreditation, Affiliations & Memberships

Accreditations

Bennett College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), which provides its anchor accreditation to offer baccalaureate degree. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Contact TRACS at 15935 Forest Rd, Forest, VA 24551 or call (434) 525-9534.

Bennett College is also accredited by *the Southern Association of Colleges and Schools Commission on Colleges* to award baccalaureate degrees. Contact the Commission of Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 about Bennett's accreditation. Visit their website at www.sacscoc.org.

The Bennett College Social Work program is accredited by the *Council on Social Work Education* (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457. Visit their website at www.cswe.org.

The Bennett College professional educators programs are approved by the North Carolina State Board of Education, 301 N. Wilmington St. Raleigh, NC 27601. The Bennett College Teacher Education program is accredited by *Council for Accreditation of Educator Preparation* (CAEP), 1140 19th St NW, Suite 400 Washington, DC 20036 (202) 223-0077. Visit their website at www.caepnet.org.

Affiliations

Bennett College is a *United Methodist Church*-related institution.
Visit their website at www.umc.org

Memberships

Bennett College is a member institution with the:

- American Association for College Registrars and Admissions Officers
- American Council on Education
- College Board
- Council of Independent Colleges
- National Association of College Admissions Counseling
- National Association of College Deans, Registrars, and Admissions Officers
- National Association of Student Financial Aid Administrators
- North Carolina Association of Colleges and Universities
- North Carolina Association of Independent Colleges and Universities
- Southern Association of College Registrars and Admissions Officers
- United Negro College Fund

Non-Discrimination Policy

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.

Title IX

Bennett College is committed to complying with Title IX of the Education Amendments of 1972 by maintaining a safe and healthy learning and working environment in which no member of the College is, on the basis of sex, sexual orientation, or gender identity, excluded from participation in or denied the benefits of any College program or activity. The protections of Title IX apply to students as well as individuals seeking admission to, or who are employed with, the College. If you have any questions about the application of Title IX, you may speak with Bennett College's Title IX Coordinator.

Kimberly Drye Dancy
Office of Title IX
900 East Washington St, Box 364 | Race Hall- 2nd Floor
Greensboro, NC 27401
Telephone: (336) 517-2298
Email: titleix@bennett.edu

Introduction to Bennett College

Faith Statement

As a United Methodist Church-related institution, Bennett College affirms the doctrinal foundations of the United Methodist Church, including the tradition of reflective reasoning, the fostering of free exchange of ideas, educational opportunities for all people, and the conduct of business and programs in accordance with standards of Christian ethics and morality. The doctrinal beliefs undergirding our mission and philosophy are enumerated in the Articles of Religion of the United Methodist Church (The Articles of Religion of the Methodist Church).

History of the College

In 1873, Bennett College had its beginning in the basement of the Warnersville Methodist Episcopal Church (now known as St. Matthew's Methodist Church). Seventy young men and women started elementary and secondary level studies. In 1874, the Freedman's Aid Society took over the school, which remained under is auspices for 50 years. In 1878, a group of emancipated slaves purchased the present site for the school. College-level courses and permanent facilities were added. In 1926, the Women's Home Missionary Society joined with the Board of Education of the church to make Bennett College in Greensboro, NC, formally co-educational, a college for women. The challenges that were overcome to establish Bennett in the early century demand that today's challenges be met and overcome to ensure her survival.

Today, Bennett College is a private four-year liberal arts institution for women. Centrally located in Greensboro, Bennett is the only historically African American college for women in the state of North Carolina and is one of two in the country. For more than 145 years, Bennett has cultivated socially responsible and civically engaged women leaders. As a United Methodist Church-affiliated institution, Bennett College promotes morally grounded maturation, intellectual honesty, purposeful public service, and responsible civic action. Bennett is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Mission

Bennett College prepares women of color through a transformative liberal arts education to lead with purpose, integrity, and a strong sense of self-worth. Bennett provides educational access to students while promoting inquiry, civic engagement, social justice, lifelong learning, and equity for all.

FOCI Areas

- Leadership
- Civic Engagement
- Global Citizenship
- Innovation/Entrepreneurship
- Communications

Vision

Bennett College is renowned for its intimate, engaging learning community that produces phenomenal women scholars and global leaders.

Competitive Advantage

Bennett College's competitive advantage includes the following:

1. Cultivates confident women leaders who are fiscally and socially responsible and civically engaged.
2. Offers unique culture where faculty, staff, and alumnae build rapport with our students and participate in their development.
3. Meets our students where they are academically and offers comprehensive support.

4. Provides a broad-based, liberal arts education that helps students flourish in a global, ever changing economy.
5. Emphasizes the leadership development of women of color.

Diversity Statement

Bennett 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.

Philosophy

Bennett College's undergirding philosophy is that a high-quality college experience should provide its students with strong academic and co-curricular programs that encourage their personal development, endorse life-long 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.

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, contribute knowledge, and advance scholarship and personal empowerment. Students will 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 ability and the possibilities to help change the world.

Core Values

The College embraces the following seven core values and ideals as guiding principles and core beliefs:

1. Integrity
2. Accountability
3. Professionalism
4. Excellence
5. Leadership
6. Teamwork
7. Social and Economic Justice

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, co-curricular, and residential—are brought to focus on 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 community-wide 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 judgement 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 (PAC) at Bennett College is a part of the National Pre-Alumni Council and National Alumni 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 and to encourage them to become active members of their respective alumnae associations. The organization also seeks to preserve and instill 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.

Bennett College has graduated over 7,000 young women since 1930.

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.

The 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 65 acres of land and 35 buildings. In addition, the College owns 11acres of land in Sedalia, North Carolina.

The Global Learning Center houses administrative offices of the President, and the Offices of Institutional Advancement. The GLC has four classrooms, four study rooms, a 124-seat auditorium, and a multipurpose roomequipped with state- of-the-art technology.

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

Wilbur F. Steele Hall, erected in 1922, is named for Reverend Wilbur Steele, president of Bennett from 1881 to 1889. This building served as the College's dining hall until 1948 and later as the Humanities Building. Today, Steele Hall houses the College's art gallery and art laboratory.

Robert E. Jones Residence Hall, built in 1922, is named for the first African American 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 the Office of Business and Finance and Human Resources.

Enrollment Management Center, formerly The Children's House, provides for 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 later renamed for Ethel F. Black, who was a College trustee. The building is one of the College's primary academic facilities which houses classrooms, two lecture halls, the Division of Professional and Education Programs, administrative offices of the Enrollment Management Division, and the Office of the Registrar

Annie Merner Hall bears the maiden name of Mrs. Henry Pfeiffer and was erected in 1937–38. It currently houses faculty offices and the Division of Student Success and Retention.

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 2019.

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.

Carrie Barge Residence Hall, constructed in 1941, and bears the name of the College's first chapel. Barge Hall was the third residence hall constructed during the presidency of Dr. David Dallas Jones.

Carnegie Negro Library, 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 Department 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 to1948.

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, snack bar, post office, SGA offices, Commuter Student Lounge, LaBelle Shop and recreational areas as well as the offices of Career Services, Residence Life, and Student Activities.

The Martin Dixon Intergenerational Center, the Bennett College laboratory preschool for 3 and 4-year-olds is named for Bennett Alumna Joyce Martin Dixon. The Center 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 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.

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 was named for the first woman president of Bennett College (1955- 1966) and 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, individual research laboratories, and the faculty development resource room.

The Johnnetta B. Cole 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 throughout Pfeiffer Science Building, are used as electronic classrooms for specific classes as well as for general academic purposes. 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 the Office of Institutional Effectiveness, Student Health Services, and Counseling Center.

Julianne Malveaux Journalism and Media Studies Building, renamed in 2014, was adapted for reuse as an academic building in 2009. This historic building originally constructed in 1935 and named Merner Pfeiffer Heating Plant served as heating plant for the campus. The facility now 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.

Admissions 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.

Students may apply to enter the college at the beginning of the fall or spring semesters and Minimester2. Bennett adheres to a rolling admissions practice, which means that the College will continue to accept applications until the class is full. The College encourages submission of College Level Examination Program (CLEP) score reports, the Advanced Placement (AP) score reports, and International Baccalaureate (IB) score reports. Students should consult with their high school counselor for additional testing information. 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. The College also honors the College Board Application Fee Waiver form if properly completed and signed. Please contact the Office of Admissions to inquire about different types of application fee waivers.

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.

Application Procedure for Freshwomen

A complete admissions application packet consists of the following:

1. A completed admissions application.
2. A NON-REFUNDABLE application fee must be submitted with application.
3. An official high school transcript or GED certificate with graduation date included. The official high school transcript must be submitted directly to Bennett College, Office of Admissions, 900 E. Washington Street, Greensboro, NC 27401. ***Note: An admissions decision can be made using an unofficial high school transcript. The final official high school transcript must be received by August 1 for the Fall Semester or December 1 for Spring Semester.***
4. SAT/ACT score report.
5. **Optional** personal statement.

If applicant has attended more than one high school, all transcripts are required to be submitted to the Office of Admissions.

Final Official high school transcripts can be received electronically, via mail, fax.

SAT/ACT score reports can be received electronically, via mail, fax or print out provided from the student's SAT/ACT access portal. SAT/ACT score reports can also be provided by the Guidance Counselor or other school official. If the applicant has not taken the SAT or ACT, please contact the Office of Admissions.

High School Requirements

GENERAL ADMISSIONS:	Must have a minimum High School GPA of 2.5.
EMERGING SCHOLARS:	Must have a High School GPA of 2.49 or less.

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

First time applicants with a grade point average not meeting or exceeding minimum requirements will be considered for admissions using a holistic review process. Therefore, all applications are welcomed and are subject to gaining admissions through the Emerging Scholars Program.

Applicants must meet the following six secondary school subject area requirements (18 units):

Subject Area	Units
English (4 courses emphasizing grammar, composition and literature)	4
Math (Algebra I, Geometry, Algebra II, Trigonometry, Pre-Calculus, or other)	4
Foreign Language (2 units of same language)	2
Natural & Physical Science, Biology, Chemistry, Physics (at least 1 lab science)	3
Social Science (Government, Civics, U.S. History, World History)	2
Academic Electives (Physical Education, Health Education, Music, Computer Science)	3
Total	**18**

Applicants who take the AP (Advanced Placement) exam and score a 3 or better may receive advance placement credit in the following subject areas: Art, Biology, Computer Science, Economics, French and Government and Politics. To receive credit in chemistry, history or music a student's needs to score a 4. The College Registrar will determine how much credit applicants are eligible to receive based on score.

First time applicants with a grade point average not meeting or exceeding minimum requirements will be considered for admissions using a holistic review process. Therefore, all applications are welcomed and are subject to gaining admissions through the Emerging Scholars Program.

Applicants who are over the age of 24 and have not attempted to earn any college credits after high school must meet the following:

1. Official Bennett College Application.
2. A NON-REFUNDABLE application fee should be submitted with application.
3. Official high school transcript or GED.
4. Standardized test score (SAT/ACT) recommended, not required.

Application Procedure for Transfer Students

A complete admissions application for transfer students consists of the following:

1. A completed admissions application.
2. A NON-REFUNDABLE application fee should be submitted with application.
3. An official transcript for each college and/or university attended.
4. An official high school transcript or GED certificate with graduation date included.
5. Optional personal statement.

NOTE: All official transcripts can be received electronically, by mail, and/or by fax and must be designated as an *official* transcript.

Application Procedure for International Students

A complete admissions application for transfer students consists of the following:

1. Official Bennett College Application.
2. Official transcript of all academic work, which has been translated by World Education Services (WES) for verification and evaluation. A transcript guide of secondary courses and validation of post-secondary A-1 level courses must also be received and evaluated by WES. International students are responsible for all costs associated with transcript evaluation. As such, the application fee is waived.
3. TOEFL or TOEFL iBT score requirements: TOEFL minimum of 525; TOEFL iBT minimum of 70; TOEFL Computer-Based Test (CBT) minimum score 190.

4. Statement of Financial Readiness. 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 may be required to complete additional documentation from the Center of Global Studies. This information is but not limited to protective legal information.

Applicants who are not from an English-speaking country should take the Test of English as a Foreign Language (TOEFL) and either Scholastic Assessment Test (SAT) or American College Testing (ACT) and have the results sent to the Office of Admissions. Transfer students from foreign institutions must have their transcripts evaluated by an institution that is a member of the National Association of Credential Evaluation Services (NACES). Click the following link for additional information http://www.naces.org.

Reenrollment-Admissions 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), Financial Aid, and Business Office (for fiscal matters).

Application Procedure for Reenrollment

- Application for Readmission (to be processed by the Office of the Registrar and the Office of Admissions)
- Nonrefundable application fee

Academic Records of Returning Students

If a student who has left the college returns within a two-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 two years has lapsed since her last semester at Bennett, her academic credit evaluation will reflect the academic requirements of the current curriculum pattern for the desired major. The student will be held to all policies and procedures as outlined in the current academic catalog.

Transgender Admissions Policy

Bennett College admits self-identified women and people assigned female at birth who do not fit into the gender binary. Within these parameters, Bennett College does not discriminate on the basis of gender identity and expression in its admission policy, scholarship and loan programs or in the educational program, co-curricular activities and residential facilities. Bennett College does not accept applications from men. Those assigned female at birth who identify as men are not eligible for admission. The College will continue to use female pronouns and the language of sisterhood, both of which powerfully convey important components of our mission and identity.

Definition: Transgender describes those individuals whose gender identity is different from the sex they were assigned at birth. A transgender male is someone who identifies as male but was assigned the sex of female at birth; a transgender female is someone who identifies as female but was assigned the sex of male at birth.

1. All applicants for acceptance to Bennett College must meet the requirements for admission.
2. Applicants assigned a female sex at birth who have undergone a legal change in gender to male prior to the point of the application are not eligible for admission.
3. Where there is a conflict between the student's self-identified gender and the gender that appears on legal documentation such as an academic transcript or documents provided as part of the financial aid process, the student is strongly encouraged to contact the Office of Admissions for a discussion around the desire to attend a women's college and how they self-identify in terms of gender;
4. Once admitted, the student must continue to self-identify as a woman throughout their matriculation at Bennett College.
5. If a student decides to self-identify as a male, the student will no longer be eligible to receive a degree from the College.
6. If, during a student's time at Bennett College, the student decides that, as a women's college it no longer offers the appropriate educational environment or self-identifies as a male, the College will offer guidance and resources to assist in making choices that are best for that student.

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 a **non-refundable** enrollment fee to secure a place in the class. Please contact the Office of Admissions for the enrollment fee amount.

Health Records

Prior to entering Bennett College, each student is required to submit proof of required immunizations in accordance with the North Carolina General Statutes, Article 6, Part 2: Immunizations.

The Health Center must have complete immunization records for each student including three (3) Diphtheria pertussis Tetanus (DTP Vaccines), one (1) Tdap (Tetanus Booster) done within the last 10 years, two (20) MMR (Measles, Mumps, Rubella) vaccines, three (3) Polio vaccinations. Three (3) Hepatitis B vaccines are required for students born after 1994.

Failure to provide immunization records will result in cancellation of registration and removal from campus.

Due to the Fall 2020 COVID-19 impact, health records requirements may change upon notice.

North Carolina Community College System 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 in 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 under 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.

Credit by Examination & Prior Learning

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, Credit for Prior Learning, or any combination of the four. Official results from AP Tests must be sent to the Office of Admissions. CLEP options are identified by the Institution. All of these options affect the students attempted hours as listed on their academic transcript.

Advanced Placement (AP)

Students enrolled in Advanced Placement (AP) courses at the secondary school level who scored a 3 or better on the AP Examination may receive Bennett College credit. To receive credit in chemistry, history or music a student's needs to score a 4.

International Baccalaureate (IB)

Students enrolled in International Baccalaureate (IB) courses at the secondary school level who scored a 5 or better on the IB Examination may receive Bennett College credit.

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.

Credit by Examination (CE)

To receive credit by examination, the student must score at least 85 percent on the examination. In certain courses, the required passing score may be higher. The examination may be taken only once, and a student failing the examination must complete the course for credit. No more than 10 percent of the total credit hours required by the student's plan of study may be earned by examination unless the Vice President for Academic Affairs gives special approval to exceed this limit.

The special grade of **CE** is awarded when a student successfully completes the requirements for credit by examination. Qualified curriculum students with relevant prior training or experience may earn academic credit for certain courses by examination. To receive credit by examination, the student must be enrolled in a curriculum program and be registered for the course for which application is made. The application must be approved within the first 7 calendar days of the semester, and the examination must be completed within the first 14 calendar days of the semester.

A student should not attempt the credit by exam if they are a:

- A student graduating with a CE as part of the 60 University Transfer program hours because it is not covered by the Comprehensive Articulation Agreement (CAA).
- Veterans receiving benefits since the VA deducts the hours a student is not attending class, thereby reducing or eliminating benefits.

The student should apply to the respective academic department to request permission to gain credit by examination.

Credit for Prior Learning: Experiential Learning (CP)

Bennett College places experiential education and learning at the center of every student's time at Bennett. As defined by the Association of Experiential Education, "Experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values."

The department will approve or disapprove the student based on certain criteria: sophomore status, completion of core English and Math courses and good academic standing.

The department will provide clear written guidelines for portfolio (documentation of the college level learning gained from experiences through paid and unpaid work, community and other activities outside of the traditional classroom setting) for students granted permission. Upon successful completion of portfolio, the student will be granted the appropriate credits and a grade of CP. The grade of CP will count towards credits earned only. A student cannot earn more than the maximum number of credits as set in the policy for Credit for Examination & Prior Learning.

We heavily emphasize experiential learning (service-learning, internships, study away and undergraduate research) as an essential component of the Bennett experience.

A successful experiential learning program provides the following:

- A solid basis for career/vocational decisions.
- Broader perspectives about the communities in which they live, local, national and global.
- Integration of intellectual knowledge, "real world" experience and self-understanding.
- Skills for reflection.
- Connections to Bennett's mission to "promote positive change in the world" as well as to the Core Values.
- Demonstrated competence in "real world" settings.

Business and Finance

Tuition and Fees Schedule 2020 – 2021

Fall Virtual Semester

Tuition	$7,982
Comprehensive Fee	983

Comprehensive fee includes the following: health/wellness/fitness, student activities, Cengage electronic books, communication access, student publications/productions, UNCF Pre-Alumnae fee.

Student Health Insurance	745

Covers telemedicine. Student insurance may be waived if the Waiver Process is successfully completed.

Enrollment Fee	150

Enrollment fee is non-refundable and for First Time Registration only.

Total	**$9,860**

Spring Semester (If Virtual)

Tuition	$7,982
Comprehensive Fee	983

Comprehensive fee includes the following: health/wellness/fitness, student activities, Cengage electronic books, communication access, student publications/productions, UNCF Pre-Alumnae fee.

Student Health Insurance	745

Covers telemedicine. Student insurance may be waived if the Waiver Process is successfully completed.

Total	**$9,710**

Spring Semester (If On-Campus)

Tuition	$7,982
Comprehensive Fee:	1,025

Comprehensive Fee includes all of the above plus unlimited laundry and HEAT bus pass.

Student Health Insurance	745

Student insurance may be waived if the Waiver Process is successfully completed.

Room (Single occupancy)	2,400
Board/Meal Plan	TBD
Room Breakage Fee	100

Room Breakage Fee is non-refundable and for First Time Registration Only.

Part Time Cost of Attendance.

Tuition (Per Credit Hour)	$665
Comprehensive Fee:	
If Virtual	983
If On-Campus	1,025

Miscellaneous Fees

Graduation Fee	250
Late registration fee	200
Administrative withdrawal fee	100

Other Miscellaneous Fees (If On-Campus):

Housing deposit	$100
Key replacement	25
Duplicate ID	75
Parking permit	60

Payments

Bennett College requires promptness in the payment of student accounts. Statements of accounts are accessible via BelleNet. Payment of a student's fees should be in the form of a cashier's check, certified check, money order, cash, or debit/credit card. The full name of the student and her Identification Number should be included on any form of payment. MasterCard, Visa, AMEX, and Discover payments 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 required to pay the balance of their semester costs (reduced by the payment plan and expected financial aid) prior to registration. If a student does not satisfy her financial obligation to the college, her schedule will be purged before the start of the semester. 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.

A student is 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

⇒ Student Accounts webpage

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, 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 prior to 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

⇒ How to Apply webpage

First-year and new students are required to pay a non-refundable enrollment deposit that should be submitted via BelleNet. The deposit will be applied to the student's account and will reduce the amount due for the first semester. Please contact the Office of Admissions for the enrollment fee amount.

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

Student Health Insurance

As required by the **Federal Affordable Health Care Act** all students must purchase Health Insurance if they are not already covered by an appropriate plan. An electronic waiver process is available at the following link: https://bennett.myahpcare.com/. 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 Division of Student Affairs.

Residence Halls

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 Student Accounts 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 on selected instruments.

Music 181-481, 182-482, 183-483, 184-484, 185-485, 186-486, 187-487, 188-488:

- Private Instruction (2 hours) $110.00 per semesters

Music 171-471, 172-472, 173-473, 174-474, 175-475, 176-476, 177-477, 178-478:

- Private Instruction (1 hour) $55.00 per semesters

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, and but not limited to courses in the sciences.

These fees are included in the following list:

Area	Fee
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
Field Instruction (Social Work)	$100.00
Freshwoman 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

In addition to what is noted above for laboratory fees, Biology students and Social Work Students are assessed fees associated with the following courses:

- BI 100, 101, 102, 225, 304, 321, 322, 326, 328, 403, 423, 424, 427
- SW 410 (Field Practicum and Seminar course)

Charges for a Course Overload

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 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 BankMobile will be issued after all obligations are cleared. All students receiving a refund will be required to register with BankMobile on our Student Refunds webpage.

Refunds recipients with PLUS loans will receive their payment via a check issued by BankMobile and mailed to the parent borrower's address.

All withdrawals from the College must be made through the Office of the Registrar. After the official withdrawal, any applicable tuition refund will be made. The tuition refund (cost of attendance credit) shall be made in accordance with the following schedule:

Timeframe	Credit
First two weeks	90% credit
Three to four weeks	50% credit
Five to eight weeks	25% credit
After eight weeks	NO CREDIT

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 with 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 Free Application for Federal Student Aid opens annually on October 1.** The priority deadline to submit the application is March 15th of each year. The application can be completed online at www.fasfa.gov.

Electronic processing of the FAFSA generally takes 3 to 5 business days. After this time, you should receive a current Student Aid Report (SAR). Bennett College must be listed on your FAFSA in order for the Office of Financial Aid to receive your ISIR (Electronic SAR). **Bennett College's Title IV school code is 002911.**

Physical Address/Location

Bennett College
Office of Financial Aid
Enrollment Management Center
601 Gorrell Street
Greensboro, NC 27401

Enter the Campus through Gate 6.

Monday – Friday
8:00 a.m. – 5:00 p.m.
(336) 517-2222 – office
(336) 517-2204 – fax
financial_aid@bennett.edu

We strongly encourage students and/or families to schedule an appointment.

Mailing Address

Bennett College
Office of Financial Aid
900 E. Washington Street
Greensboro, NC 27401

Eligibility Criteria

Eligibility for financial aid is determined by the U.S. Department of Education from information provided on the FAFSA 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 a financial aid award letter from Bennett College.

Cost of Attendance

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. If you have a question about your tuition and fee schedule (tuition, fees, room and board) contact the Office of Student Accounts, (336) 517-2121. Please refer to the Bennett College website for the most current cost of attendance information.

Deadlines

Interested students can apply for federal student aid as early as October 1st annually. We recommend that you complete your FAFSA application using the IRS data retrieval tool. Using the IRS data retrieval tool will allow the information listed on your federal tax return to be imported into your FAFSA application. The IRS data retrieval tool is the most efficient way to complete your FAFSA and will lower your chances of being selected for verification.

In order for your financial aid package to be processed in a timely manner, 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, 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 annual priority deadline of March 15th. Students selected for verification are required to submit their tax transcripts to the Office of Financial Aid. Transcripts can be ordered by calling the Internal Revenue Services (IRS) at 1-800-908-9946 or visiting their website at www.irs.gov.

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

Application Procedure

Each student must complete the FAFSA and sign the application electronically with her FSA ID and password. The custodial parent, if the student is classified as a dependent student, will also need to sign the FAFSA using their FSA ID and password. Please follow the three steps below to complete the FAFSA application process.

1. Obtain a FSA ID at https://fsaid.ed.gov/npas/index.htm
2. Complete the FAFSA at www.fafsa.ed.gov
3. Submit completed forms as requested by the Office of Financial

Types of Aid

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 (FAFSA). 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 non-citizens 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 (FSEOG) — The Federal SEOG is gift assistance awarded to eligible undergraduate students pursuing their first bachelor's degree and demonstrating significant financial need. Annual packaging parameters dictate the maximum and minimum award amounts for FSEOG, but initial awards are never less than $100 and never exceed 2,000 annually for enrollment.

- FSEOG is awarded to students who meet federal eligibility requirements.
- Priority award consideration is given to students who:
  - are Pell recipients or Pell eligible and have financial need
  - meet other need related factors as defined by the current year packaging parameters.
- FSEOG is awarded to eligible students until funds are exhausted.
- Annual eligibility is packaged equally between fall and spring terms and cannot be combined.
- FSEOG is not awarded during the summer term unless funds are available.
- Current year packaging parameters pertaining to EFC and minimum and maximum awards based on federal guidelines.
- Annual FSEOG awards are calculated for the standard academic year based on annually updated eligibility data.
- Single term students are identified during awarding periods via system query and manually adjusted as appropriate
- Enrollment and award amount are confirmed at census.

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 $3728 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 non-citizen, 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.

DC TAG Grant —The DCTAG grant is available to students from the District of Columbia in the amount of $2,500 annually. The deadline is June 30 each year. For more information, please visit the Web site made available by the Office of the State Superintendent 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 $12,800 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.

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.

United Negro College Fund

Bennett College is a United Negro College Fund affiliated institution; therefore, our students are eligible to apply for scholarships by creating a profile and completing an application at www.uncf.org/scholarships. Prospective student institutional aid awarded through Bennett College is 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 the Office of 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 student scholarships awarded through Bennett College will become available after final grades have been submitted and 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 prorated 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 email 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 $8.00 per hour, on campus, and $9.00 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 consist of Direct Subsidized Loans, the Direct Unsubsidized Loan, and the Direct 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.

Direct Subsidized Loan

The Direct 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. Direct loan amounts are determined based upon student enrollment and classification. The current interest rate is 4.45% 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**

Direct Unsubsidized Loan

The Direct Unsubsidized Loan program is a loan made available to students as a means of financial aid to help cover the cost of attendance. Direct loan amounts are determined based upon student enrollment and classification. The current interest rate is 4.45% 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**

Direct PLUS Loan

The Direct 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 instance, an eligible co-signer. The interest rate is currently 7% 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, Direct 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 and NC Grant aid must also follow certain academic progress guidelines. Bennett College's SAP policy meets the requirements of both federal and state agencies.

II. Qualitative and Quantitative Minimum Academic Standards

Qualitative Standard

Minimum Grade Point Average 2.0 (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. Warning status will change to Ineligible status if the student earns less than a 2.0. **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

Completion Standard for Attempted Credit Hours — 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, W or WP count in quantitative and maximum time frame calculation, as do transfer credits accepted toward degree programs and any repeated coursework.

Total Hours Attempted	Minimum Hours Required to Complete
24	17
48	33
72	49
96	65
120	81
150	101

Maximum Time Frame — 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 unable to 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 (W's), Withdrawals W/o Penalty (WP's), Incompletes (I's), and Repeats — Withdrawals, WP's, 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. In this case Bennett would track the progress during the Fall & Spring terms when aid is offered.

Summer Semester — Coursework taken during the summer semester is not counted in the qualitative (GPA); however, courses taken during the summer are treated as any other semester and is counted in the quantitative (completion rate), and maximum time frame standards along with the Fall and Spring semesters.

Minimester — Coursework taken during the Minimester 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, Spring and Summer 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 semester and Minimester 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 through the Academic Advising unit at Bennett College. Students will be notified in writing when they are in either Financial Aid **WARNING** or **INELIGIBILITY** 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 plan.

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

A student wishing to appeal when deemed **INELIGIBLE** for Financial Aid should submit a completed Financial Aid Appeal Form, accept an Academic 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, fax, or scanned and sent electronically. 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 (15) working days, after receipt of the notice of suspension. The Office of Financial Aid will then present the appeals to the SAP

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 January 2nd will be the last day to submit appeal materials for the spring semester.

A list of *possible circumstances* and *suggested documentation* to substantiate them are listed below. Please note, this list is not exhaustive. If you are providing circumstances and documentation not mentioned, your appeal will be considered just the same. Additionally, providing a mitigating circumstance with supporting documentation from the list below does not guarantee an approval. All appeals are reviewed on a case-by-case basis for legitimacy and merit.
Examples of Unacceptable Circumstances (included but not limited to):

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

IV. Reinstatement of Financial Aid

A student 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:

- The **INELIGIBILITY** has been successfully appealed and the student has accepted an Academic Plan as outlined in Section III; or
- 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 plan.

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

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. Students may appeal one time per academic school year while enrolled. Re-admit students whose GPA is less than the SAP standards of 2.0 must appeal and provide proof of passing at least two (2) college related courses earning a minimum of "C" letter grade in each course.

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, 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 withdrawal. The Process: When a student withdraws, the student is sent to the Office of Financial Aid with a withdrawal form issued by the Office of 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 departments on campus and returned for confirmation to the Office of the Registrar. A calculation is completed based on the official withdrawal date and the unearned funds are returned to Title IV programs. The Controller's 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 student's account. The Office of Financial Aid will send written notification to the student reflecting the amount of aid that has been returned and a printout of the calculation is kept in the financial aid file of the student.

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 Controller's Office 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.

A school must return 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:

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required

Frequently Asked Questions

Why fill out a FAFSA?

The FAFSA is the first step in the financial aid process. Students use the FAFSA to apply for federal student aid, such as grants, loans, and work study. In addition, most states and colleges use information from the FAFSA to award non-federal 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 is my Expected Family Contribution (EFC)?

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 will I receive?

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 has unusual circumstances that should be taken into account, contact the Financial Aid office.

When will I receive 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 obtain more information regarding 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.

Bennett College
Office of Financial Aid
Enrollment Management Center
601 Gorrell Street
Greensboro, NC 27401

Enter the Campus through Gate 6.

Monday – Friday
8:00 a.m. – 5:00 p.m.
(336) 517-2222 – office
(336) 517-2204 – fax
financial_aid@bennett.edu

We strongly encourage students and/or families to schedule an appointment.

Academic Support Services

Library Services

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 physical collections totaling over 133,730 print volumes and provides access to 214,720 eBooks via NCLive and Ebsco Host of all disciplines, 20 periodical hard copy subscriptions, 24,500 periodical with full text access and a media collection of over 2,400 items. In addition to the traditional hard copy resources, access to information via electronic media (including NCLive, JSTOR, Mary Ann Liebert database, Credo Reference, and Ebsco databases: Communication & Mass Media Complete, MLA International Bibliography, SocINDEX with full text, Psycinfo, Family & Society Studies Worldwide, Race Relations Abstracts, Violence & Abuse Abstracts, Child Development and Adolescent Studies. There is also access to 21,981 titles and 253,215 segments of streaming educational movies and documentaries via Films On Demand and NCLive Video.

Holgate Library is home to several special collections: Robert Tarpley Taylor Music Collection, Women's Collection, Robert Currie Theatre Collection, Black Collection, JBC Collection (Johnnetta Betsch Cole Collection), Tare/Whalen Collection, and the Bennett College Archives which include ; Chronicles of Bennett College history, Norris Wright Cuney Collection, TRC (Truth and Reconciliation Collection), Jesse Lee Dickon Collection, Constance Hill Marteena Collection, Six African American Institutional Consortium 1968-1973 Collection, United Methodist Church Journal & Book Collection. Also, the 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, 12 computer workstations/desktop computers, and 5 notebook computers for checkout and use in the Library,10 iPads for student checked for travel, 10 iPad for course related instruction, multimedia viewing station, typewriter. Computers and networks can provide access to Holgate Library resources on and off campus via proxy server, as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires individual users to act responsibly. The Library is operational 69 hours per week to assist users in meeting their technology, research and information needs.

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.
7. IPad computers are checked out for a week or for the duration of the student's travel. Proof of travel assignment must accompany check out to allow check out time to be adjusted.

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 has a borrowing agreement with all members of the 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 prefer the convenience of Holgate Library.

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 traveling 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.

Computer Lab Rules

The computer lab is designated as a study area for academic purposes.

Center for Global Studies

The Center for Global Studies is located on the 2nd floor of the Race building (http://www.bennett.edu/academics/global-studies/) The Center oversees all aspects of international education for the College and is designed to promote a global perspective throughout the Bennett community. Although the College has had a long history of international engagement, the Center is reenergizing the commitment to internationalize the campus and its curriculum. Rooted in social justice and civic engagement, the Center develops students, faculty, and staff as curious, engaged global citizens.

Global Studies Minor and Certificate

The minor and certificate in global studies are designed to provide interdisciplinary and global perspective on the arts, the humanities, social sciences, sciences and mathematics. They are both flexible programs that are designed to complement majors and minors across the college. The minor requires 18 credit hours; in addition, the certificate requires a capstone project, such as a significant experience or course of study in another country, a substantive research paper, and a public presentation of the paper.

International Scholars

The Center is a resource to faculty and staff who are traveling abroad and to visiting international faculty. Center Staff also assist faculty who are interested in developing study abroad courses. Cultural programming, celebrations, and enrichment activities are scheduled throughout the year. In partnership with Fulbright, Bennett College welcomes Foreign Language Teaching Assistants (FLTAs) annually. In addition to teaching foreign language courses, Foreign Language Teaching Assistants give presentations about travel, culture, politics, music, religion, and life in their countries of origin.

Other International Organizations, Conferences and Programs

Each year, the Center coordinates a campus-wide program during International Education Week. A full schedule of activities is offered during the week. Contact the Center for Global Studies for the dates for the International Education Week programming.

The Center continues to move forward with programming through its chapter of Phi Beta Delta, the honor society for international scholars, which was established at the College in 2008.

The Center participates in several conferences and workshops throughout the year which are designed to provide networking opportunities and professional development specifically focused on international programs. We participate in conferences with NAFSA, Diversity Abroad, the North Carolina Association of International Educators, and the North Carolina Student Global Leadership Conference as a means of ensuring that Bennett continues to lead in the areas of global studies and international education.

Division for Student Success and Retention

The Division for Student Success and Retention (DSSR) is dedicated to enhancing retention and graduation rates through student academic support services that are available to all students at Bennett College. The services include Success Coaching and Academic Advising, Curriculum Learning Center, Tutoring Services, Orientation 100 A & Orientation 100 B, and the Emerging Scholars Program. The Division's broad-based initiatives are aligned with the College's mission to provide learning opportunities for all students. Our approach is evidence-based and designed to provide exceptional services to all students that will ensure proper access to academic support services.

Success Coaches and Academic Advising

Bennett College uses a shared structure for advising students known as a split-model where advising is carried out by faculty in the individual academic departments as well as by professional staff in the Division of Student Success and Retention.

Upon enrollment, each student is connected with a Success Coach who supports the student in achieving success in all aspects of College life. The Success Coaches work with faculty academic advisors, individual faculty members, administrative leadership and staff and others to provide a holistic approach to student success.

Success Coaches will initiate and maintain proactive, individualized coaching, mentoring, and encouragement for students as they advance in their Bennett education and community life. The coaches focus on helping students develop a growth mindset that embraces development and problem-solving. Throughout the student's time with Bennett, the Success Coaches will proactively anticipate specific support services that can be provided based on the individual student's needs and goals.

Another component of the Division for Student Success and Retention is the Early Alert/Intervention program, which is used to send alerts to students who are in jeopardy of not meeting the College's expectations and goals.

The Curriculum Learning Center

The Curriculum Learning Center (TCLC) is designed to give students an opportunity to become proficient, active learners, and to develop the confidence needed to increase their skills and succeed academically. The Curriculum Learning Center helps students create learning strategies necessary for today's analytical and critical thinkers by providing instructional support services to all currently enrolled students.

There is no fee for any of the following services provided by The Curriculum Learning Center:

- Professional and Peer Tutors for gateway and various 100-200 level courses across all disciplines
- Group tutoring sessions
- Individual tutoring sessions
- Specialized Academic Counseling
- Success Seminars and Workshops

Emerging Scholars Program

Students matriculating to the College with a high school cumulative grade point average of 2.5 or below, are admitted under the Emerging Scholars (ES) Program. Emerging Scholars Program participants are restricted to a maximum of 15 credit hours per semester and provided with various academic support programming to promote their overall success. Emerging Scholars are required to meet once each month with the Academic Advising Coordinator, attend student success seminars, and tutoring. The monthly meetings with the Academic Advising Coordinator are designed to collaborate with students, provide guided support, and resolve any challenges throughout their first 2 semesters at the College.

Orientation 100 A&B

Orientation 100 A and Orientation 100 B are designed to assist first-year and transfer students with less than 26 transferable credit hours with the positive integration into the academic community of Bennett College. Students must successfully complete Orientation 100-A and 100-B in order to meet Bennett College's graduation requirements. Orientation classes are designed to be interactive and dialogue driven. Topics covered include the history, traditions, and culture of the College, time management, study skills, learning styles, test-taking skills, self-motivation, values, and preparing for student success. Transfer students with 26 or more transferable credit hours are exempt from OR 100A and OR 100B.

Division of Student Experience

Student Experience, http://www.bennett.edu/student-affairs/, provides a co-curricular 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 co-curricular experiences.

The Dean of Student Experience provides leadership for a comprehensive student life program that includes career services, counseling and psychological services, health services, religious life, campus life, residence life, and student conduct.

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: Members 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.

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 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 Campus Life.

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 Campus Life.

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, http://www.bennett.edu/student-affairs/campus-services/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 staffed by licensed professional counselors and graduate-level or license-seeking interns who provide mental health counseling, assessment, consultation, and crisis intervention to assist students in effectively managing daily stressors. The Staff assist students in discovering their identity, encourage growth and teach behavioral techniques that will help them fulfill their academic commitments to the College. Counselors are available to provide psychotherapy and support. The Center partners with student organizations, faculty, academic divisions and community stakeholders to provide cognitive and behavioral health and wellness programs that engage students and the campus community as a whole. The Center also serves as an internship site for graduate students from surrounding colleges and universities. The Counseling Center gives students a safe, relaxed, and confidential environment to work through individual challenges and stressors. The goal is to provide quality counseling and mental health services to enhance personal, academic and intellectual growth. The Center also helps students improve self-awareness, gain independence and skills to handle difficult situations.

Contact number: 336-517-2229

Health Services

The Student Health Center is staffed by a contracted medical doctor who provides acute medical services and promotes the development of wellness and healthy lifestyles so that students can fulfill their academic commitments and progress toward degree completion successfully. She is available to assist students with referrals to local hospitals, medical offices, and ancillary health care services providers when health care needs exceed those offered in the Center. The Center also partners with student organizations, faculty, academic divisions, and community stakeholders to provide educational programs and activities that promote a life of wellness and balance. Our staff markets these events to students and the campus community as a whole.

The Student Health Center's mission is to enhance the educational process by modifying and removing health-related barriers to learning, to promote an optimal level of wellness, to enable individuals to make informed decisions about health-related concerns and to empower the Bennett Belle Community to be self-directed.The regular office hours are Monday – Thursday, 9:00 am – 2:00 pm.

For Fall 2020 semester, students can receive medical support, using the Telehealth Services provided by the student insurance plan.

Contact number: 336-517-2230

Health Requirements

Prior to entering Bennett College, each student is required to submit proof of required immunizations in accordance with the North Carolina General Statutes, Article 6, Part 2: Immunizations.

The Health Center must have complete immunization records for each student including three (3) Diphtheria pertussis Tetanus (DTP Vaccines), one (1) Tdap (Tetanus Booster) done within the last 10 years, two (20) MMR (Measles, Mumps, Rubella) vaccines, three (3) Polio vaccinations. Three (3) Hepatitis B vaccines are required for students born after 1994.

Failure to provide immunization records will result in cancellation of registration and removal from campus.

The presence and impact of the COVID-19 pandemic may require additional health information and records upon re-opening of campus and the implementation of face to face instruction. Students will be notified accordingly.

Wellness and Accessibility Services

The mission of The Office of Wellness and Accessibility Services (WAAS) is to coordinate, support, assist, and advocate for students with disabilities to ensure equal access to Bennett College's curricula, buildings, and opportunities to experience all the benefits of college life. Through collaborative efforts, the Office of Wellness and Accessibility Services will collaborate with individual students to determine reasonable accommodations and appropriate services and partner with faculty and staff to assure their understanding and implementation of student accommodation plans.

Individuals requesting academic adjustments or accommodations must have documentation and be registered with the Office of Wellness and Accessibility Services. All information and services for individuals with disabilities is confidential.

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. The Dean of Student Experience will consider all exceptions to this policy on a case-by case basis.

***The Residency requirement is suspended for the Fall 2020 semester. Students will be notified regarding reinstatement.**

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. 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 with the ACES Coordinator 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 Dean of Student Experience or 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.

***The ACES requirement is suspended for the Fall 2020 semester.**

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:

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

Society has relaxed its standards, and at times away from Bennett College it may be appropriate to wear some of the items mentioned as "inappropriate" above. However, it should always be remembered that we at Bennett College 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
- 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.

Student Academic Complaints and Concerns

Every student is encouraged to attempt to resolve all grievances covered under this Policy ant the lowest possible level. When the student feels comfortable doing so, she may first attempt to resolve the issue by approaching the person(s) whose decision or action is being contested to seek a resolution. Otherwise, she may file a written complaint as provided below.

A complaint should normally be filed within 10 working days of the underlying incident. The complaint must be filed via the Student Complaints Form under the Quick Links Tab on the Bennett College Website. The complaint must provide the following information:

- The alleged facts of the complaint
- The Policy or provision of the Student Code of Conduct that the student alleges has been violated
- The corrective action that the student requests

A complaint must be based on a claimed violation of a Bennett College Policy or provisions of the Student Code of Conduct or the Belle Honor Code. Any student who brings a complaint has the burden of proof and must provide documentation and evidence—including testimony of the student or others—to support the allegation.

Academic Complaints: Upon receiving an academic complaint, the Office of the Vice President for Academic Affairs or their designee will ensure that the complaint receives a timely response. The investigation is usually conducted within thirty (30) days of the date that the complaint is filed. The Office of the Vice President for Academic Affairs may seek out additional information, including asking to speak with the persons involved in the complaint and requesting documents. As provided in the Student Code of Conduct, all students are obligated to cooperate with investigations conducted under this Policy. After completing its investigation, the Office of the Vice President for Academic Affairs will render a written decision and provide its decision to the complainant.

Non-Academic Complaints: Upon receiving a non-academic complaint, the Dean of Student Experience or their designee will forward the complaint to the appropriate student services or non0academic administrative unit for resolution. The Dean or their designee will ensure that the complaint receives a timely response. The Dean or their designee ma seek out additional information, including asking to speak with the persons involved in the complaint and requesting documents. As provided in the Student Code of Conduct, all students are obligated to cooperate with investigations conducted under this Policy. After completing its investigation, the Office of the Dean will render a written decision and provide its decision to the complainant.

A student who files a complaint and is dissatisfied with the decision may appeal the decision in writing to the Office of the President. The appeal must be filed within ten (10) days of receiving the written decision. The results of complaints appealed to this level are final and may not be further appealed. The Office of Academic Affairs will keep on file a record of each complaint, its nature and resolution.

Academic Affairs

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.

Honors Convocation

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

Dean's List Requirements:

- Semester Term Average must be one of the following: Freshwoman: 3.0 GPA and above
  Sophomores: 3.20 GPA and above
  Juniors: 3.30 GPA and above
  Seniors: 3.40 GPA and above
- No Incomplete Grades
- Students participating in Study Abroad must submit an official transcript to the Office of the Registrar prior to the program date.

Honor's List Requirements:

- Cumulative Grade Point Average must be one of the following: Freshwoman: 3.0 GPA and above
  Sophomores: 3.20 GPA and above
  Juniors: 3.30 GPA and above
  Seniors: 3.40 GPA and above
- No Incomplete Grades
- Students participating in Study Abroad must submit an official transcript to the Office of the Registrar prior to the program date.

Awards and Recognition Ceremony

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 Policy

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:

Meeting Times	Absences
Once per week	1 absence
Twice per week	2 absences
Three per week	3 absences

A student dropped from a course may appeal. A complaint should normally be filed within 10 working days of the underlying incident. The complaint must be filed with the Office of Student Affairs. The Student Complaints Form is available at http://forms.issuetrak.com/issuetrak/bennettedu.

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.

Hybrid/Blended/Online Course Attendance Policy

Weekly participation is an integral part of success in online and hybrid courses. Students will be expected to attend all synchronous sessions – in person or online. Students will also be expected to post time-stamped content in class forums and other asynchronous activities in the learning management system. Failure to meet these requirements will result in a partial or complete absence for that week to be noted in the BelleNet attendance system by the instructor. This will be recorded for financial aid and benefit responsibilities. Attendance will be factored into course grades at the instructor's discretion. Each student will be responsible for contacting the instructor if there are any questions or confusion about the weekly expectations.

Grading

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

Grade	Description	Quality Points (per semester hour)
A	Excellent (90 – 100)	4
B	Good (80 – 89)	3
C	Average (70 - 79)	2
CP	Credit for Prior Learning	0
D	Passing (60 – 69)	1
F	Failure (59 and below)	0
FNA	Failure for non-attendance	0
I	Incomplete	0
W	Withdrawal	0
WP	Withdrawal without Penalty	0
S	Satisfactory	0
U	Unsatisfactory	0

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.

Pass/Fail Grading Option (extenuating circumstances)

Bennett College initiated a Pass/Fail Option for Spring 2020. This effort was a direct response to the COVID-19 situation. If extenuating circumstances require that this option be implemented in the future, a student chooses to exchange a course letter grade for a Pass/Fail grade, the Pass/Fail grade will not be used to calculate the student's GPA. As is the case with Satisfactory/Unsatisfactory grades, a grade of Pass will earn credit for the course; a grade of Fail will not earn any credits. The student would need to successfully repeat the course in order to earn the credit.

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. For each grade of "incomplete, (I)" the faculty member must fill in and submit an **Incomplete Grade Report** to the Office of the Registrar. 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 (1) year to complete the work.

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

Steps to Removing an Incomplete

- Complete missing work by the deadline to be graded by instructor.
- Instructor will submit a Change of Grade form (available on BelleNet in the Faculty portal) to the Office of the Registrar.

Timeline to Resolve Incomplete Grades

Incomplete Grade Received during	Deadline for resolving Incomplete Grade
Fall Semester	Fifth week of instruction following Spring Semester (see academic calendar for exact date)
Spring Semester	First day of instruction of following Fall semester (see academic calendar for exact date)

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 midterm grading period.

Repeating Courses/Grade Forgiveness

In this policy, "repeat" means to enroll in a course for which a grade has already been assigned. After completing the appropriate form (contact the Office of the Registrar) 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 advisor 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.

Students receiving Veteran Benefits should consult their educational representative to clarification.

College Withdrawal

A student wishing to withdraw from the College must complete a College Withdrawal Form. Completing a College Withdrawal Form, which is available from the Academic Advising/Retention office or the Office of the Registrar, 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, Vice President of Academic Affairs, and the Associate 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 all departments sign the College Withdrawal form. 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 expectation 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. 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 Vice President for Academic Affairs.

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.

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.

Note for Students submitting a Leave of Absence form must adhere to the following: Upon return, students must be registered for the same courses as the term the leave of absence was requested. Failure to register in the same courses upon return is a violation of this policy and students may be subjected to financial implications. By submitting a leave of absence request, the student acknowledges understanding and takes full responsibility for the outcome.

Course Withdrawals 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 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 after the add/drop period:

- Meet with an advisor to discuss your intentions.
- Complete the Course Withdrawal form and obtain appropriate signatures.
- Return completed and signed form to the Office of the Registrar for processing. Submit by the deadline as indicated on the academic calendar.

Course Withdrawal after WP deadline

To withdraw from a course after the Withdrawal without Penalty deadline:

- Obtain a Course Withdrawal Form from the Office of the Registrar.
- Submit the withdrawal form and any supporting documentation to your advisor.
- Return the completed and signed withdrawal form and any supporting documentation to the Office of the Registrar for processing.

*****Students should be aware that their petition may be denied.*****

Unofficial Withdrawal

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.

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 coursework 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. **Refer to the previous section for additional information regarding SAP under the Financial Aid section.**

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 their 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. See Section below Reinstatement Policy for petition procedure.

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 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 designated Academic Officer of the Office of Academic Affairs. 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.

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.

Reinstatement 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 re-entry 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 Vice President for Academic Affairs.

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.

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, Counseling Service, Financial Aid Office, Business Office, Residence Life, and Office of the Vice President for Academic Affairs, Associate Vice President for Academic Affairs, Vice President of 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.

Academic Classification

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

Classification	Earned Semester Hours
Sophomore	26 earned semester hours
Junior	58 earned semester hours
Senior	92 earned semester hours

First-Year and Transfer Students' Skills

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 (posttest) to assess knowledge after completion of the General Education Curriculum.

Academic 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 Office of Academic Affairs 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 coursework following their last enrollment date at Bennett College with a minimum overall grade point average of 2.50.

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:

1. 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.
2. 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.
3. 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 Vice President for Academic Affairs, the student should complete the Student Conference Request Form which is available in the office of the Vice President for Academic Affairs. 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 Vice President for Academic Affairs 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 Vice President for Academic

Affairs, 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.

The Bennett Minimester Program and Definition of Credit Hour Policies

The Bennett Minimester program divides the fall and spring semesters into three “Minimesters” consisting of one two-week term and two seven-week terms. The Bennett Minimesters allow students to take fewer classes at a time allowing for more concentrated focus and less divided academic attention. The Minimesters within each semester are a unique and innovative method of course offering lengths at Bennett College. Students who are working professionals often find the Minimester schedule easier to balance their study time with other outside demands.

Federal Definition of the Credit Hour

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (SACSCOC Credit Hours Policy, Edited, January 2012).

Semester Credit Hour Definition

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes. While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met.

These procedures are for all students who are registered within courses at Bennett College. Courses offered for credit by Bennett College are taught in formats shorter than the full semester length, with proper safeguards of quality. To earn a comparable unit of credit, class meeting times are adjusted during the abbreviated Minimesters. Semesters I (Fall) and II (Spring) are approximately thirty-two weeks in total length. Each semester is sixteen weeks in length. The semester includes three Minimesters—one of two-weeks in length and two of seven weeks in length. Semester III (Summer) is approximately ten weeks in length. Semester III includes Session 1, which is ten weeks in length, and Sessions 2 and 3 which are five weeks in length. If recommended by the departmental area to offer the course, and approved through the administrative channels, the shortened course procedure is as follows:

a. The semester hour system is based upon one contact hour per week (50 minutes of instruction) or its equivalent for a semester of 16 instructional weeks. Instructional hours for the shortened format courses generally maintain this standard, and any deviation must be approved through regular channels. Thus, a three-credit-hour course must have 45 contact hours.
b. Any regular credit course may be taught in the summer term, utilizing the extended class periods applicable to summer.
c. Courses to be offered in shortened format must have prior approval at departmental or area and College levels.
d. Department chairpersons and area coordinators must formally advise the Dean of Faculty of courses to be taught in shortened format each semester.
e. It is recognized that not all courses are appropriate for shortened format. Before developing such shortened courses, the department or area proposing short courses should take into consideration such factors as amount of reading and analysis required, maturity of students, need for concentrated immersion in subject, and, in general, the nature of the learning required.
f. Admission to short courses follows standards for all regular credit courses. Administrative issues such as the use of different drop and withdrawal dates, refunds, and grading must be established prior to the beginning of any course.

General Education Block Transfer Credit Policy

Bennett College will award transfer credit for general education courses successfully completed from a regionally accredited institution and institutions participating in statewide general education agreements. This policy applies to community college graduates with an Associate of Arts (A.A.), Associate of Science (A.S.) degree, Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T). Please contact the Office of the Registrar for procedures applying to this policy.

Summer School Credit Hours Policy

A total of 12 credit hours may be earned in any one summer at Bennett College. A total of no more than 7 credit hours may be earned in any one summer at an accredited institution other than Bennett College.

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 dean. The Transfer/Transient approval form available from the student's advisor must be completed and approved by the Vice President for Academic Affairs 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, transferable electives, and major courses.
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 only affected if the student is participating in the Greater Greensboro Consortium Program. **See section on Greater Greensboro Consortium**.
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 coursework will initially be accepted as electives.
5. 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.
6. Independent of prior transfer credit hours accepted, a student must complete a minimum of 32 consecutive hours at Bennett College.

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

Credits earned from consortium credits will apply towards the student enrollment at Bennett College and effects the student's GPA. All, rules, regulations and deadlines 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 SENIORS: It is the student's responsibility to ensure transcripts are submitted to the Office of the Registrar prior to commencement exercises. If transcripts are not on file, a student cannot participate in commencement exercises.

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 Associate Vice President for Academic Affairs. 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:

NOTE: During the Fall 2020, due to the COVID-19 impact, these procedures will be conducted online/virtually.

Early Registered Students

- Must have completed Early Registration the previous semester.
- Meet individually with faculty advisors to determine course needs. Log-in *to BELLENET to submit course changes.* (12 hours or more for full time) Your course will sit in "Reserve" until your advisor views and approves. Students who Early Registered for at least 12 credit hours can proceed to:
    - Residence Life
    - 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 during Fiscal Registration.

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 determine course needs. Log-in to *BELLENET* to submit course changes. (12 hours or more for full time) Your course will sit in "Reserve" until your advisor views and approves.
- 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:
- Check-in:

1. The Health Center
2. Office of the Registrar Office of Residence Life
3. Office of Financial Aid
4. The Business Office: Student Accounts/Cashier (payment of cost of attendance) Student ID
5. The Division of Student Success and Retention: Academic Advising

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 Family Educational Rights and Privacy Act (FERPA) affords students who attend postsecondary institutions with the following rights with respect to their education records.

These rights include:

The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or another appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. This right applies to education records, except financial records of the students' parents/guardians; records connected with an application to attend the University if that application was denied; confidential letters of recommendation for admission, employment, awards, or recognition, for which the students have waived their right to access; or those records which are excluded from the FERPA definition of education records.

The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students should write the University official responsible for the record, clearly identify the part of the record they are requesting to be amended, specifying why it is inaccurate, misleading, or in violation of their privacy rights. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent before the release of any personally identifiable information from the student's education record, except in the following circumstances where FERPA permits disclosure without consent:

- To school officials with legitimate educational interest
- To other schools to which a student is transferring
- To specified officials for audit or evaluation purposes
- In connection with financial aid to a student
- To organizations conducting certain studies for or on behalf of the school
- To accrediting organizations
- In compliance with a judicial order or lawfully issued subpoena
- To appropriate parties in cases of health and safety emergencies
- To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954
- To parents of students under the age of 21 regarding violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or controlled substance
- To the victim of any alleged perpetrator of a crime of violence or non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime
- Regarding the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student is found to have violated the school's rules or policies
- When the information being disclosed is considered Directory Information, unless the student has followed the official procedure to notify the University in writing to withhold the release of Directory Information.

Directory Information is information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. At Bennett College, Directory Information consists of:

- Student's first and last name
- Major field of study
- Dates of attendance
- Enrollment status
- Anticipated graduation date
- Degrees awarded
- Awards (including scholarships)

Additionally, Bennett College designates some information as **Limited-Use Directory Information**. The use and disclosure of this information is restricted to:

- College officials who have access, consistent with FERPA, to such information and only in conjunction with a legitimate educational interest and,

- External parties contractually affiliated with the College, provided such affiliation requires the sharing of Limited-Use Directory Information.

Limited-Use Directory Information consists of:

- Local and permanent address
- Student e-mail address
- County, state, or US territory from which the student originally enrolled
- Telephone numbers
- Participation in officially recognized activities and sports
- The most recent previous educational agency attended by the student

Military recruiters are entitled to student's names, addresses, telephone listings, date and place of birth, levels of education, academic majors, and degrees received.

Student information will not be provided to individuals or organizations other than to those (and for the reasons) identified above without written consent of the student. Students can find the consent form on their student portal in BelleNet. Once submitted to the Registrar, the consent will be maintained in the student's permanent record unless or until it is modified or rescinded.

The right to file a complaint with the U.S. Department of Education concerning an alleged failure by the University to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC, 20202.

Custodians at the College include:

- Office of Admissions
- Academic Advising
- Alumnae Affairs
- Career Services
- Counseling Services
- Disability Services
- Office of the Registrar
- Residential Life
- Student Affairs
- Student Health Center
- Division for Student Success and Retention

Transcripts

All current and former students of Bennett College can request official transcripts by visiting www.getmytranscript.com. Online requests are the only method for requesting transcripts.

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 obligations to the College.

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/OR SOCIAL SECURITY NUMBER 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 their Educational Specialist within the Department of Veterans Affairs to request a COE be sent to Bennett College.

Degree Completion Requirements

Bennett College confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Arts and Sciences in Interdisciplinary Studies.

Minimum Credit Hours and Grade Point Average

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 120 semester hours, an overall cumulative GPA (grade point average)of at least "C" (2.0) as well as the minimum grade/GPA requirement in each course that the student has taken to satisfy the requirements for graduation in her major field, a grade of at least "C" in the English component of all required communication skills courses, and complete the last 32 hours in residence except for students in special degree programs officially arranged by the College.

Proficiency Profile and Major Field Testing

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 program of testing at entrance to the College and during the junior and senior years.

Each senior must take the Proficiency Profile for an assessment clearance, if she has not taken the test as a junior within the past two years. The Proficiency Profile assessment measures a student's basic academic skills such as critical thinking, reading, writing and mathematics. Most likely, students take this test as a first-year or transfer student at Bennett College. More information about this assessment is detailed at the link: https://www.ets.org/proficiencyprofile/about.

Some students may **also have** to take a Major Field Test for clearance. These tests are **only** required for those majoring in biology, business administration, chemistry, computer science, English, mathematics, political science and psychology. Major Field Tests cover content taught in courses associated with your major program. You may use the following link to access more information about these tests: http://www.ets.org/mft/about.

Proficiency Profile (PP) and Major Field Test (MFT) are not graded on a pass/fail basis, and your scores will not affect your academic standing or your ability to graduate in December.

You should allow one hour for completion of the Proficiency Profile, and two hours for completion of a Major Field Test. If you are a double major **and** both majors require a Major Field Test, then you must take both MFTs.

If you need **disability accommodations** for the required testing, please contact the Office of Disability Services.

Community Service

The mission of Community Service and Civic Engagement at Bennett College is to serve as a liaison for students and community resources within the greater Greensboro, North Carolina area. Students are challenged to fulfill their civic responsibility by exploring various dimensions of entrepreneurship, global education, communication and social justice.

Community Service is intentional volunteer work that benefits the local community. It is often done near the area where you live, so your own community reaps the benefits of your work. You do not get paid to perform community service but volunteer your time. Community service can help many different groups of people: children, senior citizens, people with disabilities, even animals and the environment. Volunteers seek meaningful relationships with a community agency or an approved work site to perform duties that are dedicated to problem-solving initiatives in education, public safety, the environment, and other human needs. Through Community Service, student volunteers build networks and form partnerships that often lead to internship opportunities or full-time employment.

The College has mandated that all students must complete a total of eighty (80) hours of Community Service before graduation. Transfer students must complete a minimum of twenty (20) hours for each year of matriculation at the College.

Please contact Ms. Rachel Pridgen at 336-517-2200 or communityservice@bennett.edu.

Graduation Clearance Checklist

Each graduating senior is required to obtain graduation clearance by completing the *Graduation Clearance Checklist* (found in the Coursework section of BelleNet) that includes the following:

- Meet with Alumnae Affairs
- Complete Assessments
- Meet with the Business and Finance Office
- Complete required community service hours
- Complete the Default Management Interview
- Meet with the Office of Financial Aid
- Complete Financial Avenue Online Course
- Meet with the staff Holgate Library
- Meet with the Office of the Registrar
- Meet with Residence Life
- Pay Senior Class Dues
- Satisfactorily complete a Senior Essay
- Meet with Student Affairs

Students are advised to file an **Application for Graduation** through BelleNet during early registration the semester prior to graduation. Applicable fees 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. Failure to meet the stated deadline will result in a delay of graduation.

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 – 3.59

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

Senior Essays

The Senior Essay is administered by the individual departments. The essay may be assigned 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 VP of Academic Affairs office by mid-April annually. This is a graduation requirement at the Senior term of completion.

Format:

- 500-1000 word typed essay (not to exceed five pages)
- 12-point font
- Times New Roman
- 1” margins
- Double-spaced
- APA-MLA format is determined by the department.

Guide: Describe how your major field of study has prepared you for graduate/professional school and/or the workplace.

- 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?

Commencement Ceremony Participation Policy

Only students who have completed all required credit hours towards their degree will be allowed to participate in the commencement ceremony.

Determinations of eligibility occur at the end of the drop/add period in the spring semester of the Commencement Ceremony. At that time, the Registrar will calculate each student’s expected credit total, which is the number of credits earned plus the amount for which a student is registered. If a student fails to obtain the required passing grade in expected course credit, they will not be able to participate in the Commencement Ceremony.

The student must have met all financial obligations to the College.

The student must have met all institutional requirements of the College as outlined under the Graduate Clearance tab in Bellenet.

The student must apply for graduation before the published deadline.

Students must pay the graduation fee.

The student must meet with their Academic Advisor to obtain a senior audit review.

The Academic or Faculty Advisor and the student must complete and sign the Course Requirement for Degree Completion form (CRDC)

> The CRDC form must include the currently enrolled expected course credits for the student.
>
> The remaining expected course credit taken off-campus will also require completing the Transient Student/Transfer Credit form. (Both forms, if applicable, are submitted together.)

Submit the completed and signed CRDC form to the Registrar Office for review and the student’s permanent file.

No diploma will be awarded until the student has been approved by their major department(s) as having completed all academic and institutional requirements and certified by the Bursar as having met all financial obligations to the College.

The student who does not apply for graduation before the published deadline for any semester must apply for graduation during the next semester. Students who have applied for graduation but fail to meet the requirements must reapply for graduation by the published deadline for the semester in which they will fulfill the requirements.

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. 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 120 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

Students must officially declare their majors by the end of their sophomore year.

Majors:

- Biology
- Business Administration
- Chemistry
- Computer Science
- Elementary Education (K-6)
- English
- Interdisciplinary Studies (Africana Women's Studies Track, History Track, Honors Traditional Track)*
- Journalism & Media Studies
- Mathematics
- Music
- Political Science
- Psychology
- Social Work
- Special Education
- Theatre

*IS History Track is currently not available. Contact Success Coach.

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. Contact the academic advisor or success coach for details. The following engineering degrees are offered:

- Chemical Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

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.

General Education Program

The General Education program at Bennett College consist 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

The 35-36 semester hours includes **23 credit hours from specific (core) courses** and an additional **12-13 credit hours** from individual areas of study.

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 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 with a grade of "C" or better by the end of their sophomore year. Pre-requisite LW 102 and LW 103.

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

Course Requirements for the General Education Program

The course requirements of the proposed General Education Program are shown in the following table:

Required General Education Core Courses	Credit Hours
LW 102 College Composition ("C" or better)	3
LW 103 Introduction to Literature ("C" or better)	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
Introduction to Research Methods ("C" or better) Prerequisite LW 102 and LW 103.	3
Math 6 hours selected from: MA 111-A & 111-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)	2
Total Core Course Hours	**23**
Additional General Education 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; 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 General Education Course Hours	**12-13**
TOTAL GENERAL EDUCATION REQUIRED HOURS	**35-36**

Community Service

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The College has mandated that all students must complete a total of eighty (80) hours of Community Service before graduation. Transfer students must complete a minimum of twenty (20) hours for each year of matriculation at the College.

Please contact Ms. Rachel Pridgen at 336-517-2200 or communityservice@bennett.edu.

NOTE: Due to COVID-19, the Community Service Hours requirement is waived until further notice.

Minors and Concentrations

Students pursuing the B.A., or the B.S. degree select a major and complete departmental requirement 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 constitute a concentration.

Double Majors

Students who wish to pursue a double major must complete all General Education courses AND all requirements for both major areas. Department chairs from both major areas and the Vice President for Academic Affairs must approve double majors by completing the Change of Major Form that can be obtained from the Office of the Registrar.

Student Responsibility for Academic Program Requirements

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 also available through the Division of Student Success and Retention.

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 education 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 need 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 (SACSCOC), and the Council of Social Work Education (CSWE).

The **Division of Academic Affairs**, which is responsible for the administration of the academic programs, currently consists of the following **academic administrative units**: The Office of the VP for Academic Affairs. There are two **academic support units**: (1) the Division of Student Success and Retention, and (2) the Holgate Library. There are two **academic divisions:** (1) the Division of Arts and Sciences and (2) the Division of Professional Studies. These divisions are further subdivided into departments.

Collectively and collaboratively these academic units, departments, and administrative units 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.

Division of Arts and Sciences

The purpose of the Division of Arts and Sciences is to empower students as critical thinkers and participating citizens in pursuit of truth, beauty, spirituality, social justice, and global leadership. Programs in the division provide students with academic and technical training in the use of the scientific method and in formal, logical, deductive reasoning.

The division produces students who go on to pursue graduate studies and careers in the private industry or government.

The Division houses the following Academic Departments:

- Department of STEM
- Department of Humanities
- Department of Social and Behavioral Sciences

Department of STEM

This department offers the following degrees:

- B.S. in Biology
- B.S. in Chemistry
- B.S. in Mathematics
- B.S. in Computer Science

This department also offers the following minors:

- Biology
- Chemistry
- Mathematics
- Computer Science

Department of Humanities

This department offers the following degrees:

- B.A. in English
- B.A. & B.S. in Interdisciplinary Studies (3 tracks: Africana Women's Studies, History, and Honors Traditional Track)
- B.A. in Music (Performance track)
- B.A. and B.F.A. in Theatre

This department also offers the following minors:

- English
- Global Studies
- History
- Music
- Philosophy & Religion
- Spanish
- Theatre

Department of Social and Behavioral Sciences

This department offers the following degrees:

- B.A. in Political Science
- B.A. in Psychology

This department offers the following minors:

- International Affairs
- Political Science
- Psychology
- Sociology

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

Policy on the Admission of Students to a Major within the Department of Science, Technology, Engineering and Mathematics.

Students will be formally admitted to a major in biology, chemistry, computer science, mathematics and psychology 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. Each major Department will determine indicators of satisfactory performance and progress in the major.
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.
5. The Department will inform the student in writing, that they have been formally admitted to the 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 STEM

Bachelor of Science, Biology

Mission

The Mission of the Biology Program is to prepare students for careers in research, teaching, biological and medical fields, industry and government, and for admission to graduate, medical, dental, allied health and other health professional schools. The Mission of the Bachelor of Science in Biology is in alignment with the Mission of the College to develop scholarship, leadership, and global acumen within the students of the Department. Through offering core biology courses supplemented with biology electives, the Department meets the needs of our students by providing a curriculum, which develops proficiency in the biological sciences needed to succeed in graduate school, professional school and the science industry.

Student Learning Outcomes

Student Learning Outcome I

The student will demonstrate basic knowledge in specific Core Areas of Biology. They include:

1. Cell Biology
2. Molecular Biology and Genetics
3. Organismal Biology
4. Population Biology, Evolution and Ecology and will successfully complete all courses required for the Biology major

Student Learning Outcome II (Knowledge Goals)

Upon completion of a major in Biology, students will demonstrate an understanding of the following concepts in Biology:

A. Matter and energy in organisms
   a. Structure of biological molecules
   b. Catalysis and metabolic pathways
   c. Energy conversions in organisms

B. Structure-function relationships in cells and organisms
   a. Cell structure and function
   b. Physiology of multicellular organisms
   c. Adaptations to the environment

C. Transmission of genetic information in organisms and populations
   a. Transmission genetics
   b. Molecular mechanisms of information coding, use, and transfer
   c. Population genetics

D. Evolution and the origin of organismal diversity
   a. Evidence for evolution
   b. Processes of Evolution
   c. Patterns of Evolution
   d. Diversity and classification of organisms

E. Structure and function of ecosystems
   a. Intra-and interspecific interactions
   b. Population growth
   c. Energy flow in ecosystems
   d. Matter cycling in ecosystems

Student Learning Outcome III (Skill Goals)

Upon completion of a major in Biology, students will demonstrate mastery of the following skills:

A. Formulation of scientific models based on observation of biological phenomena
B. Evaluation of scientific models
C. Written, oral, and multimedia scientific communication

D. Retrieval and evaluation of information from the scientific literature, electronic databases, and online resources
E. Use of scientific instrumentation and information technology
F. Use of basic laboratory techniques

PROGRAM LEARNING OUTCOMES

A. 10 biology majors will participate in summer research or internships
B. 70% of 2018 graduates will enter graduate or professional school or obtain employment in the field of biological sciences
C. 10 biology majors will present research at a major biomedical research conference
D. 50% of biology majors will have a global learning experience abroad.

Example Course Plan – Bachelor of Science, Biology

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Biology, Chemistry, Math and Physics courses listed below identified in **boldface type** are major courses. Biology majors must earn a grade of at least "C" in these courses. Students are admitted to the Biology major upon passing BI 101, BI 102, BI 103 and BI 225 with a grade of "C" or better.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	**MA 130 Pre-calculus**		3
OR 100 Orientation*		1	OR 100 Orientation*		1
BI 103 Intro to the Biology Major		1	**BIO 102 Principles of Biology II**		4
CH 100/101 College Chemistry I (CH 100 if no high school Chemistry)		4	**College Chemistry II**		4
BI 101 Principles of Biology		4			
	Total	16		**Total**	15

Sophomore Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Language 101*		3	Language 102*		3
Social & Behavioral Sci. Gen Ed *		3	HI/PH/RL/WS Gen Ed Course*		3
RS 200 Intro to Research Methods*		3	**Major Electives/Group A**		4
BI 225 Zoology		4	Physical Education*		1
CH 221 Organic Chemistry I		4	**CH 222 Organic Chemistry II**		4
	Total	17		**Total**	15

Junior Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
Gen Ed Fine Arts Course*		3	**BI 423 Genetics**		4
Physical Education*		1	**PY 202 Physics II**		4
BI 328 Cell Biology		4	**BI 403 Human Physiology**		4
PY Physics I		4	**Major Elective Group A**		4
Free Elective		3			
	Total	15		**Total**	16

Senior Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
BI 431 Special Problems* (1-3 credits)		1	**BI 326 Ecology**		4
Major Electives/Group B		4	**BI 442 Senior Seminar**		1
Math/Chemistry Elective		3	**Major Elective/Group B**		4
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
	Total	14		**Total**	15
					Total Degree Hours 121 (121-123)

Core Courses for the Biology Minor

The Biology minor consists of 19-20 credit hours consisting of 16 credit hours of core courses and 3-4 credit hours consisting of one course from the electives listed below. All Biology courses must be passed with a grade of "C" or better.

Course #	Course Title	Credit Hours
BI 101	Principles of Biology I	4
BI 102	Principles of Biology II	4
BI 103	Introduction to the Biology Major	1
BI 225	Zoology	4
BI 326	Ecology	3
BI 328	Cell Biology	4
BI 403	Human Physiology	4
BI 423	Genetics	4
BI 431	Special Problems in Biological Research	1-3
BI 442	Senior Seminar	1
CH 101/102	General Chemistry I and II	8
CH 221/222	Organic Chemistry I and II	8
PY 201/202	Physics for the Biological Sciences I and II	8
	Core Courses Total Hours	**54-56**

Required Electives for the Biology Major

Biology Major Electives: 16 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**
CH 326	Biochemistry	**4**
GROUP B – Organismal Biology (8 hours)		
BI 304	Human Anatomy	**4**
BI 227	Botany	**4**
BI 316	Evolutionary Biology	**3**
BI 321	Vertebrate Embryology	**4**
BI 322	Comparative Anatomy of Vertebrates	**4**
BI 354	Plant Physiology	**4**
NOTE: 3 credit hour courses in Group A and B must be supplemented with 1 credit hour of BI 431 Special Problems in Biological Research		
GROUP C – Math/Chemistry Elective (3-4 credit hours)		
MA 221 or MA 222	Calculus I or II	**4**
CS	Any CS Course after CS 170	**3-4**
SO 254	Social Statistics	**3**
CH 223	Quantitative Analysis	**4**
CH 224	Chemical Instrumentation	**4**
CH 326	Biochemistry	**4**
	Required Electives Total Hours	**19-20**

Course #	Core Course Title	Credit Hours
BI 101	Principles of Biology I	4
BI 102	Principles of Biology II	4
BI 225	General Zoology	4
BI 328	Cell Biology	4
	Total Hours	**16**

Choose one course from either Group A or B below (3-4 credit hours).

Course #	Electives Course Title	Credit Hours
GROUP A		
BI 205	Histology and Microtechniques	4
BI 424	Microbiology	4
BI 426	Immunology	3
BI 427	Biotechnology	4
BI 428	Molecular Biology	3
CH 326	Biochemistry	4
GROUP B		
BI 304	Human Anatomy	4
BI 316	Evolutionary Biology	3
BI 321	Vertebrate Embryology	4
BI 322	Comparative Anatomy of Vertebrates	4
BI 354	Plant Physiology	4
	Total Hours	**3-4**

Bachelor of Science, Chemistry

Mission

The mission of the Program for the B.S. Degree in Chemistry is to provide an outstanding degree program in chemistry which will prepare students to pursue their academic and career goals in science. These goals include earning a graduate degree in chemistry and related fields, earning a degree in professional programs such as medicine and dentistry, and employment in the chemical industry. The degree program will provide a variety of learning experiences for students including undergraduate research experiences, public service and study abroad to understand the global impact of science.

The Department of Science, Technology, Engineering and Mathematics 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.

Student Learning Outcomes

Chemistry majors will gain knowledge and understanding of major areas of chemistry including General Chemistry, Organic Chemistry, Analytical Chemistry, Physical Chemistry and Biochemistry.

1. Chemistry majors will be able to effectively solve problems in chemistry documented by student performance on examinations, problem sets and laboratory reports, for example.
2. Chemistry majors will be able to perform laboratory techniques in chemistry as indicated by demonstrations of hands-on performance of these techniques in the laboratory and by analysis of the data resulting from laboratory exercises.
3. Chemistry majors will be able to write scientific reports in Standard English using scientific terminology to effectively communicate scientific information. Students will also be able to present oral presentations using Power Point and other data visualization technology.
4. Chemistry majors will be able to demonstrate an understanding of important areas of research in chemistry and the methods used to perform a research project. Students will develop an awareness of the necessity of performing research with ethical standards.

Policy for Students to be admitted to the Chemistry Major

The Department 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 cannot 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 CH 101: College Chemistry and Qualitative Analysis I, CH 102: College Chemistry and Qualitative Analysis II, and CH 221: Organic Chemistry I by the end of the sophomore year. If a student is placed initially in CH 100: 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 CH 100.
- Earn a grade of "P" (pass) in CH 104: Orientation to Chemistry.
- Earn a minimum grade of "C" in MA 111B: College Algebra and MA 130: Pre-Calculus.
- Earning a minimum grade of "C" in CS 170: 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.

Example Course Plan – Bachelor of Science, Chemistry

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Biology, Chemistry, Math and Physics courses listed below identified in **boldface type** are major courses. Biology majors must earn a grade of at least "C" in these courses. Students are admitted to the Biology major upon passing BI 101, BI 102, BI 103 and BI 225 with a grade of "C" or better.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
CH 101 General Chemistry		4	**MA 221 Calculus I**		4
CS 170 Intro to Information Technology		3	**CH 102 General Chemistry II**		4
MA 130 Pre-Calculus		3	**CS 175 Fundamentals of Programming**		4
CH 104 Introduction to Chemistry Major		1			
	Total	15		Total	16

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
Language 101*		3	Language 102*		3
RS 200 Intro to Research Methods*		3	**CH 222 Organic Chemistry II**		4
CH 221 Organic Chemistry I		4	**MA 223 Calculus III**		4
CH 223 Quantitative Analysis		4	**CH 224 Chemistry Instrumentation**		4
MA 222 Calculus II		4			
	Total	18		Total	15

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
History/Philosophy/Religion*		3	Fine Arts Gen Ed*		3
PE Physical Education*		1	**PY 222 Calculus Based Physics II**		4
PY 221 Calculus Based Physics I		4	**CH 427 Chemistry Research**		3
CH 427 Chemistry Research		3	**Chemistry (Advanced) Elective**		4
Biology Elective (3-4 credit hours)		3			
	Total	14		Total	14

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
Physical Education Elective*		1	**CH 444 Physical Chemistry II**		4
Free Elective		3	**CH 326 Biochemistry**		4
CH 443 Physical Chemistry I		4	**CH 442 Chemistry Seminar**		1
Chemistry (Advanced) Elective (3-4 credit hours)		3	Social and Behavioral Sciences*		3
Biology Elective (3-4 credit hours)		3	Free Elective		3
	Total	14		Total	15
					Total Degree Hours 121

Core Courses for the Chemistry Major

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.

Course #	Course Title	Credit Hours
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
CH 104	Introduction to the Chemistry Major	1
CH 221	Organic Chemistry I	4
CH 222	Organic Chemistry II	3
CH 223	Quantitative Analysis	4
CH 224	Chemistry Instrumentation	4
CH 326	Biochemistry	4
CH 442	Chemistry Seminar	1
CH 443	Physical Chemistry I	4
CH 444	Physical Chemistry II	4
CH 427	Chemistry Research	6
CS 170	Introduction to Information Technology	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
	Core Courses Total Hours	**73**

Required Electives for the Chemistry Major

Chemistry Major Required Electives: 14-15 Credit Hours from the following:
Advanced Chemistry electives – 7 credit hours total consisting of any Chemistry course 300-level above not required in the core above i.e. CH 433 and CH 445.
Biology electives – 7-8 credit hours consisting of courses approved by the department.
Required Electives Total Hours 14-15

Core Courses for a Minor in Chemistry

Twenty (20) 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 Program in 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 NCA&T.

Program in Mathematics and Computer Science

The Department of Science, Technology, Engineering and Mathematics offers Bachelor of Science degrees in Computer Science and Mathematics. All degree programs offered in the department require a minimum of 120 semester hours of college courses.

A grade of "C" or better must be earned in all required core, elective, and other department 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.

Bachelor of Science, Computer Science

Mission

The Mission of the Bachelor of Science Program in Computer Science at Bennett College for Women is to instill the student with essential facts, concepts, principles, theories, and applications relating to computer science. Graduates of the program understand not only the theoretical foundations of the discipline but also how that theory influences and is applied in practice. The program provides a foundation that allows the student to study at graduate level and/or to work in industry, maintaining their skills in the rapidly changing field.

Student Learning Outcomes

The students' learning outcomes are:

- Graduates with the B.S. in Computer Science should demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science.

- Graduates should be able to use the knowledge and understanding obtained from the major courses and other cognate courses in problem analysis, solution design and implementation of the solution.
- Graduates must become proficient in at least one higher-level programming language.
- Graduates should be able to make concise presentations about technical problems and their solutions.
- Graduates should be able to recognize and be guided by the social, professional, and ethical issues involved in the use of computer technology.
- Graduates should be able to work effectively as a member of a software development team.

Course Plan Example — Bachelor of Science, Computer Science

To be admitted to the major, students must pass CS 200 and pass CS 172, CS 176 and MA 130 with a "C" or better. Students must have a minimum GPA of 2.2 in CS 175, CS 176, and MA 130. At most, one repeat of CS 200, CS 176, and MA 130 will be allowed, i.e., if a student has received a grade lower than "C" in any of these courses twice, she will be advised to consider pursuing a different major.

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
Fine Arts*		3	**MA 130 Pre-calculus**		3
Foreign Language I*		3	Foreign Language II*		3
CS 175 Fundamentals of Programming		4	**CS 176 Program Design**		4
MA 111B College Algebra		3	**CS 172 Discrete Structures I**		3
			CS 200 Orient. to Computer Science		1
	Total	17		Total	17

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
CS 377 Object Oriented Programming		3	**CS 275 Data Structures & Algorithms**		3
CS 272 Discrete Structures II		3	**MA 222 Calculus II**		4
EN 202 Technical Writing		3	Social Behavior Elective*		3
RS 200 Intro to Research Methods*		3	Natural Science Elective*		3
MA 221 Calculus I		4	Free Elective		4
	Total	16		Total	17

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
CS 371 Computer Org. & Architectures		3	**CS 370 Software Engineering**		3
Computer Science Elective		3	**CS 373 Algorithm Design & Analysis**		3
Computer Science Elective		3	Free Elective		3
MA 330 Linear Algebra		3	**PY 222 Physics II**		4
PY 221 Physics I		4	Physical Education*		1
	Total	16		Total	14

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
Physical Education Elective*		1	History/Philosophy/Religion*		3
Free Elective		3	Free Elective		3
CS 470 Computer and Society		3	**CS 471 Operating Systems**		3
CS 474 Org. of Programming Lang.		3	**CS 472 Senior Project**		3
MA 324 Statistics		3	**CS 476 Computer Network**		3
	Total	13		Total	115
					Total Degree Hours 122

Core Courses for the Computer Science Major

NOTE: All courses required for the Computer Science major must be passed with a grade of "C" or better.

Course #	Course Title	Credit Hours
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 Structures and Algorithms	3
CS 370	Software Engineering	3
CS 371	Computer Organization & 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	Two Elective Courses in Computer Science (3 cr. hrs. each)	6
EN 202	Technical Writing	3
MA 130	Pre-calculus	3
MA 221	Calculus I	4

MA 222	Calculus II	4
MA 330	Linear Algebra	3
MA 324	Probability and Statistics	3
PY221/ PY222	Calculus-based Physics I & II	8
	Core Courses Total Hours	**76**

Courses for the Computer Science Minor

The Computer Science minor consists of 22 credit hours consisting of 16 credit hours of core courses from the list below and 6 credit hours consisting of two courses from the electives listed below. All Computer Science courses must be passed with a grade of "C" or better.

Course #	Core Course Title	Credit Hours
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
	Total Core Hours	**16**

Choose **two** courses from the following (6 credit hours).

Course #	Electives Course Title	Credit Hours
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 Couse 300-Level or higher with departmental approval.	3
	Total Elective Hours	**6**
	Total Hours for Minor	**22**

Bachelor of Science, Mathematics

Mission

The mission of Bachelor of Science in Mathematics is to provide an environment where students can learn and become competent users of mathematics and mathematical application. Their study of mathematics will ensure students with a foundation for lifelong learning, critical thinking, and collaborative, technical problem solving in professional that the student will be able to contribute to today's society.

Program Learning Outcomes

- PLO 1: Demonstrate analytical skills and extensive experience with the tactics of problem solving and logical thinking.
- PLO 2: Read, write and critique mathematical proofs.

- PLO 3: Analyze problems and formulate appropriate mathematical models in a variety of areas of mathematics.
- PLO 4: Work knowledge of computer technology, software, and algorithmic processes necessary in quantitative analysis.
- PLO 5: Communicate mathematics accurately, both verbally and in writing.

Students intending to major in Mathematics or Mathematics/Engineering are to meet the following requirements before formally admitted to the majors:

1. MA 200 Orientation with a passing grade; MA 201 Discrete Mathematics with a "C" or better; MA 221 Calculus I with a "C" or a better.
2. Have a minimum GPA of 2.2 in MA 111B, MA 130, MA 201, and MA 221.
3. At most, one repeat of MA 200, MA 201, and MA 221 will be allowed, i.e., if a student has received a grade lower than "C" in any of these courses twice, she will be advised to consider pursuing a different major.

Example Course Plan — Bachelor of Science, Mathematics

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
OR 100 Orientation*		1			
MA 200 Math Orientation		1	OR 100 Orientation*		1
MA 221 Calculus I*		4	**MA 201 Discrete Structures**		3
CS 170 Intro to Information Technology*		3	MA 222 Calculus II*		4
Natural Science Elective*		4	History/Philosophy/Religion*		3
Physical Education*		1	ART/MUSIC/FINE ARTS*		3
	Total	17		Total	17

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
PY 221 Calculus Based Physics/Lab		4	**PY 222 Calculus Based Physics w/ Lab**		4
MA 223 Calculus III		4	**MA 333 Abstract Algebra or MA 332 Differential Equations**		3
MA 330 Linear Algebra or MA 324 Probability and Statistics		3	Foreign Language II*		3
Foreign Language I*		3	ECON/PS/PSY/SOC*		3
Physical Education*		1	RS 200 Research Methods*		3
	Total	15		Total	16

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
MA 330 Linear Algebra or MA 324 Probability and Statistics		3	**MA 333 Abstract Algebra or MA 332 Differential Equations**		3

MA 331 College Geometry or MA 335 Real Analysis I		3	**MA 340 Special Topics in Mathematics**		3
CS 175 Fundamentals of Programming		4	**CS 176 Computer Programming Design**		4
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
	Total	16		Total	16

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	Adjust.	Credits	**Course**	Adjust.	Credits
MA 331 College Geometry or MA 335 Real Analysis I		3	**MA 442 Seminar**		3
MA 430 Special Topics in Mathematics		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
	Total	12		Total	12
				Total Degree Hours 121	

Courses for the Mathematics Minor

The Mathematics minor consists of 18 credit hours consisting of 12 credit hours of core courses and 6 credit hours consisting of two courses from the electives listed below. All Mathematics courses must be passed with a grade of "C" or better.

Course #	Core Course Title	Credit Hours
MA 221	Calculus I	4
MA 222	Calculus II	4
MA 223	Calculus III	4
	Total Core Hours	**12**

Choose **two** courses from the following (6 credit hours).

Course #	Electives Course Title	Credit Hours
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 XXX	Other Mathematics courses with department approval.	
	Total Hours	**6**
	Total Minor Hours	**18**

Dual Degree Programs in Mathematics

The Program in Mathematics also offers a dual degree program leading to the **B.S. degree in Mathematics** from Bennett College, and a **B.S. degree in Electrical, Industrial or Mechanical Engineering** from North Carolina A & T State University. The requirements for the B.S. degree in Electrical, Industrial or Mechanical Engineering are those currently in effect 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 an Electrical, Industrial or Mechanical Engineering student. In approximately five years, the successful student receives a B.S. degree in Mathematics from Bennett College and an Engineering degree from NCA&T.

Department of Humanities

Bachelor of Arts, English

Mission

The goal of the English Program at Bennett College is to empower its students as critical thinkers and participating citizens in pursuit of truth, beauty, spirituality, social justice, and global leadership. Furthermore, we seek to prepare scholars who are competitive candidates in graduate and professional schools and their chosen careers, and who are leaders with skills based upon humanistic values - inclusive of effective communication skills, both written and verbal, research skills and critical reading and writing skills that contribute to their ability as impactful problem solvers.

Student Learning Outcomes

The English Program has the following Objectives/Learning Outcomes to ensure that students:

1. Students will develop competencies in the process of composing.
2. Students will acquire knowledge of the English language and its literature and related cultures.
3. Students will demonstrate effective skills in analyzing, evaluating, and responding to a wide range of literature involving substantive research and documentation and presentation of research in the classroom and at professional meetings.
4. Students will demonstrate preparedness for careers requiring a high degree of proficiency in writing, speaking, and critical reading and thinking.
5. Students will demonstrate preparedness to do advanced work in English and other professional fields.

Example Course Plan— Bachelor of Arts, English

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses. For Majors and Minors, all English courses must be passed with a "C" or better.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
Foreign Language I*		3	Foreign Language II*		3
Art/Music/Theatre*		3	History/Philosophy/Religion/ Social Work*		3
Free Elective Course		3	Physical Education*		1
			Free Elective Course		1
	Total	16		Total	15

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Foreign Language III		3	**EN 201 Research Writing**		3
EN 200 Intro. to Literary Studies		3	**EN 211 Advanced Grammar**		3
EN 210 Basic Grammar		3	**EN 300 Survey of Literary Criticism**		3
RS 200 Intro to Research Methods*		3	**EN 317 Advanced Composition**		3
Social & Behavioral Science *		3	Natural Science* (3 or 4 credit hours)		3
Physical Education*		1			
	Total	16		Total	15

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
EN 207 Survey of Eng. Literature I		3	**EN 208 Survey of Eng. Literature II**		3
EN 333 Survey of African American Literature I		3	**EN 334 Survey of African American Literature II**		3
EN Period Elective		3	**EN Period Elective**		3
EN Elective		3	**EN Elective Course**		3
Free Elective		3	Free Elective Course		3
	Total	15		Total	15
Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
EN 323 Survey of American Literature I		3	**EN 324 Survey of American Literature II**		3
EN 436 History of English Language		3	**EN 448 Junior/Senior Major Seminar**		3
EN Period Course		3	**EN Period Course**		3
EN Elective Course		3	Free Elective Course		3
Free Elective		3	Free Elective (1-3 credit hours)		1
	Total	15		Total	13
			Total Degree Hours		**120**

Core Courses for the English Major

NOTE: All courses required for the English major must be passed with a grade of “C” or better.

Course #	Course Title	Credit Hours
EN 200	Introduction to Literary Studies	3
EN 201	Research Writing	4
EN 207	Survey of English Literature I	4
EN 208	Survey of English Literature II	1
EN 210	Basic Grammar	3
EN 211	Advanced Grammar	3
EN 300	Survey of Literary Criticism	3
EN 317	Advanced Composition	3
EN 323	Survey of American Literature I	3
EN 324	Survey of American Literature II	3
EN 333	Survey of African American Literature I	3
EN 334	Survey of African American Literature II	3
EN 436	History of the English Language	3
EN 448	Junior/Senior Seminar for English Majors	3
	Total Core Credit Hours	**42**

	Twelve (12) Hours from Among the Following Period Courses:	
EN 319	Old and Middle English Literature	3
EN 320	Renaissance and 17th Century English Literature	3
EN 321	Romantic and Victorian Literature	3
EN 322	American Literature before America	3
EN 335	Harlem Renaissance 1919-1940s	3
EN 336	Chicago Black Renaissance 1930-1950s	3
EN 337	Black Arts Movement 1960-1970s	3
EN 340	Twentieth-Century Literature	3
EN 435	Eighteenth-Century and Restoration Literature	3
	Nine (9) Hours from Among the Following English Elective Courses:	
EN 202	Technical Writing	3
EN 209	EN 209 Readers Theatre	3
EN 325	Shakespeare	3
EN 327	Creative Writing I	3
EN 328	Creative Writing II	3
EN 329/ 330	Special Topics	3
EN 350	Writing Fellows I	3
EN 351	Writing Fellows Internship II	3
EN 434	Black Women Writers	3
EN 441	World Masterpieces in Translation	3
EN 459/460	Independent Study	3
	Foreign Language III (additional requirement for all English majors)	3
	Total Major Credit Hours	**66**

Courses for the English Minor

The English minor consists of 18 credit hours consisting of 12 credit hours of core courses and 6 credit hours consisting of two courses from the electives listed below. All English courses must be passed with a grade of "C" or better.

Course #	Core Course Title	Credit Hours
EN 200	Introduction to Literary Studies	3
EN 210	Basic Grammar	3
EN 211	Advanced Grammar	3
EN 317	Advanced Composition	3
	Total Core Hours	**12**

Choose **two** courses from the following (6 credit hours).

Course #	Electives Course Title	Credit Hours
EN 207	Survey of English Literature I	3
EN 208	Survey of English Literature II	3

EN 323	Survey of American Literature I	3
EN324	Survey of American Literature II	3
	Total Hours	**6**
	Total Minor Hours	**18**

Department of Global and Interdisciplinary Studies

Global Studies Minor and Certificate

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)

In addition, **14 credit hours** must be chosen from the following interdisciplinary courses:

Global Studies/English Courses		
GS/EN 340	Twentieth Century Literature	3
GS/EN 330	Seminar: Special Topics in Literature-Survey of Drama	3
GS/EN 441	World Masterpieces in Translation	3
Global Studies/Foreign Language Courses		
GS/FR 204	Intermediate French II	3
GS/FR 448	Topics in Language and Literature	3
GS/SP 203	Intermediate Spanish I	3
GS/SP 204	Intermediate Spanish II	3
GS/SP 309	Spanish Culture and Civilization	3
Global Studies/History Courses		
GS/HI 310	African History to 1800	3
GS/HI 311	African History since 1800	3
GS/HI 315	Colonization in Africa	3
GS/HI 330	Latin American History	3
Global Studies/Philosophy and Religion Courses		
GS/RL 230	World Religion	3
GS/RL 315	Philosophy of Religion	3
Global Studies/Sociology Course		
GS/SO 204	Social Problems	3
Global Studies/Music Course		
GS/MU 225	Introduction to Music Literature and Appreciation	3
Global Studies/Theatre Courses		
GS/TH 205	Theatre History and Literature	3
GS/TH 453	Modern Drama	3
Global Studies/Business Course		
GS/BA 440	International Business	3
Global Studies/Education Courses		
GS/ED 333	Spanish for Teachers	3
GS/ED410	Diversity in the Global Community	3
Global Studies/Economics Course		
GS/EC 350	International Economics	3
Global Studies/Journalism and Media Studies Courses		
GS/JMS 402	Media Law and Ethics	3
GS/JMS 415	International Media	3
Global Studies/International Affairs Course		
GS/IA 200	Introduction to International Affairs	3
Global Studies/Social Work Course		
GS/SW 247	Diversity and Populations-At-Risk	3

Global Studies/Biology Courses		
GS/BI 227	General Botany	4
GS/BI 316	Evolutionary Biology	3
GS/BI 326	Ecology	4
GS/BI 423	Genetics	4
GS/BI 424	Microbiology	4
Global Studies/Chemistry Course		
GS/CH 222	Organic Chemistry	4
Global Studies/Psychology Courses		
GS/PS 326	Abnormal Psychology	3
GS/PS 345	Psychology of Women	3
GS/PS 350	Afrocentric Psychology	3
GS/PS 380	Special Topics in Social/Developmental Psychology	3
GS/PS 390	Special Topics in Physiological/Cognitive Psychology	3
GS/PS 415	Health Psychology	3
GS/PS 430	Animal Behavior with Laboratory	3
GS/PS 440	History and Systems of Psychology	3
Global Studies/Political Science Courses		
GS/PO 202	United States Government	3
GS/PO 301	Comparative Political Systems	3
GS/PO 315	Government and Politics in Africa	3
GS/PO 320	Government and Politics in Asia	3
GS/PO 325	Government and Politics in Latin America	3
GS/PO 370	United States Foreign Policy	3
GS/PO 380	International Relations	3
GS/PO 402	International Organization and Law	3
GS/PO 414	International Political Economy	3

Bachelor of Arts, Interdisciplinary Studies

Africana Women's Studies Track

Mission

The goal of the Africana Women's Studies Program at Bennett College is to support the institutional goals of scholarly excellence, leadership preparation, and life-long learning through the development of an academic program based on the self-study of women locally and worldwide, with particular emphasis given to understanding the experiences, socio- cultural conditions, and histories of Africana women. Students will acquire research skills informed by feminist and Africana/Black feminist methodologies; develop critical reading and writing skills through learning communities; and further their understanding of feminist praxis through service learning.

Student Learning Outcomes

The Objectives/Learning Outcomes are:

1. Students will be able to understand and apply the disciplinary research methods, tools, and skill sets to critically evaluate existing research and practice.
2. Apply the major research approaches and quantitative, qualitative and mixed methodological modes of inquiry to specific research projects.
3. Prepare and complete a substantive research paper (minimum 20 pages in length).
4. Demonstrate current knowledge of the field of women's and gender studies.
5. Be able to present original research at a professional meeting.

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. The Program of Africana Women's 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.

Example Course Plan - Africana Women's Studies Track

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
OR 100 Orientation*		1	LW 103 Literature & Writing*		3
LW 102 Literature Writing*		3	MA 120 Finite Math*		3
MA 111 B College Algebra*		3	OR 100 Orientation*		1
Physical Education*		1	Foreign Language II*		3
Foreign Language I*		3	AN 120 Intro. to Anthropology		3
WS 100 Intro. to Women's Studies		3	Physical Education*		1
	Total	16		Total	14

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
RS 200 Intro to Research Methods*		3	**WS 200 Feminist Res Methods**		3
PS/PO/EC/SO (100-200 Level) *		3	**WS 203 Special Topics**		3
BI/SC/CH (100-200 Level) (3-4 credit hours) *		3	**HI 220 Women in History**		3
JM 162 Media & Society		3	Art/Music*		3
WS 210 Identity, Violence & Justice		3	History/Phil/Religion*		3
	Total	15		Total	15

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
WS 300 Fem and Black Fem Thought		3	**WS 310 Gender, Culture & Cuisine**		3
IS 366 Internship		6	**WS Concentration**		3
IS 357 Learning for Leaders		3	**WS Concentration**		3
WS Concentration		3	**WS Concentration**		3
Global Studies		3	**IS 155/156 Guided Study**		3
			SH 103 Public Speaking		3
	Total	18		Total	18

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
IS 459 Individual Study		3	WS Concentration		3
WS Concentration		3	WS 203 Special Topics		3
WS Concentration		3	Free Elective		3
WS Concentration		3	**EN 334 African American Literature II**		3
EN 333 African American Literature		3			
	Total	15		Total	12

Example Course Plan – History Track*

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust**	**Credits**	**Course**	**Adjust**	**Credits**
OR 100 Orientation*		1	OR 100 Orientation*		1
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math or MA 130*		3
HI 101 Origins of Civilization		**3**	Physical Education*		1
Physical Education*		1	**HI 102 Origins of Civilization**		**3**
Foreign Language I*		3	Foreign Language II*		3
Total Hours		14	**Total Hours**		14
Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust**	**Credits**	**Course**	**Adjust**	**Credits**
Fine Arts General Education Course*		3	**Natural Science General Education Course***		3
HI 201 American History to 1865		3	**HI 202 American History Since 1865**		3
Social/Behavioral Science General Education Course*		3	PH/RL/WS Gen Ed Course*		3
Free Elective		**3**	RS 200 Introduction to Research Methods*		3
Free Elective		3	Free Elective		**3**
Total Hours		15	**Total Hours**		15
Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust**	**Credits**	**Course**	**Adjust**	**Credits**
Hi 211 European History I		3	**HI 204 African American History II**		3
HI 203 African American History I		3	**HI 212 European History II**		3
Free Elective		3	Free Elective		3
Free Elective		**3**	Free Elective		3
Free Elective		3	Free Elective		**3**
Total Hours		15	**Total Hours**		15

Senior Year					
Seventh Semester			Eighth Semester		
Course	Adjust	Credits	Course	Adjust	Credits
History Elective		3	**HI 430 Historiography**		3
HI 220 Women in History		3	**HI 305 Civil Rights Movement**		3
Free Elective		3	Free Elective		3
Free Elective		**3**	Free Elective		3
Free Elective		3	Free Elective		**3**
Free Elective		3			
Total Hours		18	**Total Hours**		15
			Total Degree Hours		**121**

Honors Traditional Track

Mission

The goals of the Interdisciplinary Studies Program - Traditional Option/Honors at Bennett College, is to support the institutional goals of scholarly excellence and leadership preparation, and to enhance life-long learning through the development of educational experiences that include an emphasis on the development of Major Concentrations that reflect the academic focus and interests of each student enrolled. Participating Students are provided with academic frameworks that emphasize involvement in internships of the kind that allow for onsite learning within the wider community, and that are undergirded by core courses that emphasize the exemplary development of the students' own Written and Oral Communication Skills.

Student Learning Outcomes

1. Students will be able to understand and apply within their written work the interdisciplinary research methods, the tools, the aesthetic understanding, and the sensitivity, that is needed to critically evaluate existing research and ethical practice.
2. Students will be able to apply major research approaches and critical modes of inquiryto specific research activities and projects.

3. Students will complete a substantive research paper (minimum 20 pages in length) concerning community-based internship experiences, and provide an extensive oral report concerning their internship activities.
4. Students will demonstrate accurate and effective knowledge of the fields within their Major Concentrations and of their associated Internship activities through ballot-rated, in-class, presentation.

Course Plan Example — Honors Traditional Track

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
OR 100 Orientation*		1	OR 100 Orientation*		1
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math or MA 130*		3
IS 159 Perception and Aesthetics		3	Physical Education*		1
Physical Education*		1	**IS 161 Critical Thinking**		3
Foreign Language I*		3	Foreign Language II*		3
	Total	14		Total	14

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Fine Arts General Education Course*		3	Natural Science Gen Education Course*		3
PS/PO/EC/SO (100-200 Level) *		3	**Major Concentration Course**		3
Major Concentration Course		3	**Major Concentration Course**		3
Free Elective		3	RS 200 Introduction to Research Methods*		3
Free Elective		3	Free Elective		3
	Total	15		Total	15
Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
WS/PHIL/History*		3	**Major Concentration Course**		3
Major Concentration Course		3	**JM 162 Media & Society**		3
Free Elective		3	**Major Concentration Course**		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
	Total	15		Total	15
Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
IS 366 Internship		6	**Major Concentration Course**		3
Major Concentration Course		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
	Total	18		Total	15
			Total Degree Hours		**121**

Bachelor of Arts, Music

Mission

The Music Program aims to produce students who have developed excellence in performance and in the historical and theoretical aspects of music, who have developed skills in leadership roles in leadership roles in the workplace, society and the world, who have developed the practice of lifelong learning in a technologically advanced, complex global society, who are prepared to teach and administer music programs, to attend graduate school and work in music related fields

Student Learning Outcomes

1. Students completing the music degree program will analyze, perform and assess vocal/choral or instrumental performance skills generally and vocal/choral or instrumental teaching skills.
2. Students completing the music degree program will analyze and demonstrate written mastery of major topics in music theory and demonstrate mastery of sight-singing (“reading” and performing notes and rhythm at sight without prior knowledge of a musical composition) and aural mastery of ear-training exercises in music. Major topics in music theory include the fundamentals of music (notation, chord progressions, etc.) 18th century harmony/part-writing music theory; chromatic harmony and twelve-tone harmony with a unit that introduces electronic music and music production.

3. Students completing the music degree program will study, verbally explain and aurally discern the compositional styles, the characteristics, the forms and genres of major stylistic periods and composers in Western music history.

The Music program is designed to prepare students for careers in performance, private teaching, and graduate school. An applied music audition and a written music entrance examination are required of all students who wish to major or minor in music. To receive the B.A. in Music, a student must successfully complete 62 credit hours of music courses with no grade below "C." Music majors and minors must also complete: the required number of credits in principle and secondary applied lessons, performance seminar each semester, applied juries for her area of study each semester except when she is scheduled to give a Junior or Senior Recital, a piano proficiency examination before the end on the first semester of the senior year. A junior recital and a senior recital are required for all music majors before graduation. A hearing is required before the junior recital and the senior recital. Eight semester hours of ensemble participation are required. The minimum hours required for graduation in music is one hundred twenty (120).

Course Plan Example – Bachelor of Arts, Music

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 or MA 130*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
Physical Education*		1	Physical Education*		1
MU Principle Applied		2	Natural Science Gen Ed Req*		3
MU Secondary Applied		1	**MU Principle Applied**		2
MU 161/163 Ensemble		1	**MU Secondary Applied**		1
MU 111 SS and ET I		1	**MU 112 SS and ET II**		1
MU 225 Intro to Music Lit & Apprec. *		3	**MU 162/164**		1
MU 000 Performance Seminar		0	**MU 000 Performance Seminar**		0
	Total	16		Total	16
Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
French 101*		3	French 102*		3
Social & Behavioral Sci. Gen Ed *		3	HI/PH/RL/WS Gen Ed Course*		3
Fine Arts Gen Ed Course*		3	RS 200 Intro to Research Methods*		3
MU Principle Applied		2	**MU Principle Applied**		2
MU Secondary Applied		1	**MU Secondary Applied**		1
MU 161/163		1	**MU 162/164 Ensemble**		1
MU 213 Music Theory I		2	**MU 214 Music Theory II**		2
MU 311 Diction for Singers I		2	**MU 312 Diction for Singers II**		2
MU 000 Performance Seminar		0	**MU 000 Performance Seminar**		0
	Total	17		Total	17

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
MU Principle Applied		2	**MU Principle Applied**		2
MU Secondary Applied		1	**MU Secondary Applied**		1
MU 161/163 Ensemble		1	**MU 162/164 Ensemble**		1
MU 313 Music Theory III		2	**MU 314 Music Theory IV**		2
MU 317 Music History & Lit		3	**MU 318 Music History & Lit II**		3
MU 311 Diction for Singers I		2	**MU 312 Diction for Singers II**		2
MU 414 Applied Music Pedagogy		3	**MU 411 Applied Music Literature**		3
MU 000 Performance Seminar		0	**MU 390 Junior Recital**		0
			MU 000 Performance Seminar		0
	Total	14		Total	14
Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
MU Principle Applied		2	**MU Principle Applied**		2
MU Secondary Applied		1	**MU Secondary Applied**		1
MU 161/163 Ensemble		1	**MU 162/164 Ensemble**		1
MU 305 Conducting		1	**MU 490 Senior Recital**		0
MU 001 Piano Proficiency		0	**MU 000 Performance Seminar**		0
MU 000 Performance Seminar		0	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3			
	Total	14		Total	13
			Total Degree Hours		**121**

Core Courses for the Music Major

Music Theory courses must be taken in sequence (MU 112-314).

Course #	Course Title	Credit Hours
MU 000	Performance Seminar	0
MU 001	Piano Proficiency Exam	0
MU 111	Sight-Singing and Dictation I	1

(Prerequisite-90% passing grade on Music Entrance Exam or Fundamentals of Music)

MU 112	Sight-Singing and Dictation II	1
MU 213	Theory I	2
MU 214	Theory II	2
MU 225	Intro Music Lit & Appreciation	3
MU 305	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 (pre-requisite MU225)	3
MU 318	History and Literature II	3
MU 411	Applied Music Literature (principle applied area of study)	3
MU 414	Applied Music Pedagogy (principle applied area of study)	3
MU 18x-48x	Principal Applied Music Lessons	16
MU 17x-47x	Secondary Applied Music Lessons	8
MU 161-2/163-4	Choir *or* Inst. Ensemble	8
	Major Total Hours	**62**

Core Courses for the Minor in Music

Course #	Course Title	Credit Hours
MU 111	Sight-Singing and Dictation I	1
(Prerequisite-90% passing grade on Music Entrance Exam or Fundamentals of Music)		
MU 112	Sight-Singing and Dictation II	1
MU 213	Theory I	2
MU 214	Theory II	2
MU 225	Intro Music Lit & Appreciation	3
MU 317	History and Literature I (pre-requisite MU225)	3
MU 318	History and Literature II	3
MU 18x-48x	Principal Applied Music Lessons	4
MU 17x-47x	Secondary Applied Music Lessons	2
MU 161-2/163-4	Choir *or* Inst. Ensemble	8
	Music Electives (3 credit hours from the following)	**3**
MU 109	Fundamentals of Music	3
MU 224	African American Music	3
MU 459-460	Independent Study	3
	Piano Class	1
	Voice Class	1
	Minor Total Hours	**32**

Bachelor of Arts/Bachelor of Fine Arts, Theatre

Mission

The Theatre Program is intended to prepare students for professional careers in their field and/or to perform successfully in para-professional and graduate school programs in Theatre. The intent of the Theatre program is to nurture and develop students to their fullest potential.

Bennett's Theatre program is geared individually towards supporting each student's interest in the Theatre Arts, be it acting, directing, producing, tech, design or scholarship. It is our hope that each student will write, produce, design, dramaturg, direct, stage manage and act in a Theatrical performance. The intent of the Theatre program is to nurture and develop students to their fullest potential.

Student Learning Outcomes

1. Students will be able to apply the knowledge acquired in performance-based classwork to create roles of varying styles and genres.
2. Students will demonstrate and articulate the evolution of theatre and explain its role in the development of culture for each era.
3. Majors will be able to display knowledge of the collaborative process of creating and producing a theatrical performance.

Program Learning Outcomes

PLO 1: Performance Excellence. Students will be able to demonstrate a variety of performance styles and genres.

PLO 2: Theatre History. Demonstrate and articulate the evolution of theatre and explain its role in the development of culture for each era.

PLO 3: Theatre Production. Display knowledge of the collaborative process of creating and producing a theatrical performance.

The Bachelor of Arts in Theatre:

- Courses required satisfying the college's general education requirements.
- A core of required courses designed to give students an overview of the collaborative process of creating and producing a theatrical performance, the evolution of theatre and its role in the development of culture for each era and the collaborative process of creating and producing a theatrical performance.
- A variety of electives and special topic theatre courses which allows the student to guide their own career goals and professional expectations after their matriculation. These courses are designed to enhance their Bachelor of Arts in Theatre in (but not limited to): Stage Management, Technical Theater, Performance on stage or film and Directing.
- Free electives which may be used to augment students' graduate school preparedness, career goals, and global education.
- A capstone course in which students perform selected offerings from their theatrical performances over the course of their eight (8) semesters in order to display their ability to create and perform roles of varying style and genres. In addition, this course culminates in a Major Field Study Exam to demonstrate and articulate the evolution of theatre and explain its role in the development of culture for each era.

Example Course Plan — Bachelor of Arts, Theatre

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
OR 100 Orientation*		1	OR 100 Orientation*		1
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math or MA 130*		3
TH 102 Theatre & Culture		**3**	Physical Education*		1
Physical Education*		1	**TH 231 Acting I**		**3**
Theatre Elective		**3**	Free Elective		3
	Total	14		Total	14

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
HI/PH/RL/WS (100-200 Level) *		3	BI/CH/PPY/SC (100-200 level) (3-4 credit hours) *		3
TH 205 Theatre History & Literature		**3**	PS/PO/ED/SO (100-20 level) *		3
Theatre Elective		**3**	ART/MUSIC*		3
RS 200 Introduction to Research Methods*		3	**TH 220 Performance/Production**		**3**
Free Elective		3	**Theatre Elective**		**3**
	Total	15	(15 - 16 credit hours)	Total	15
Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Foreign Language I*		3	Foreign Language II*		**3**
Free Elective		3	**TH 336 Stage Management**		**3**
TH 220 Performance/Production		**3**	**TH 220 Performance/Production**		**3**
TH 330 Black American Theatre I		**3**	**TH 333 Black American Theatre II**		**3**
Theatre Elective		**3**	Free Elective		3
	Total	15		Total	15
Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
TH 422 Directing		**3**	**TH 476 Theatre Seminar**		**3**
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3			
	Total	18		Total	15
			Total Degree Hours		**121**

Bachelor of Fine Arts, Theatre

Example Course Plan – B.F.A. Theatre

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
OR 100 Orientation*		1	OR 100 Orientation*		1
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3

MA 111 B College Algebra*		3	MA 120 Finite Math or MA 130*		3
TH 102 Theatre & Culture		**3**	Physical Education*		1
Physical Education*		1	**TH 231 Acting I**		**3**
TH 122 Movement I		**3**	Free Elective		3
	Total	14		Total	14

Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PS/PO/ED/SO (100-20 level) *Level) *		3	BI/CH/PPY/SC (100-200 level) (3-4 credit hours) *	3-4	3
TH 205 Theatre History & Literature		**3**	WS 100 Woman Studies**		3
Theatre Elective		**3**	HI/PH/RL/WS (100-200 Level) *		3
RS 200 Introduction to Research Methods*		3	**TH 220 Performance/Production**		**3**
Free Elective		3	**H 431 Acting III**		**3**
	Total	15	(15 - 16 credit hours)	Total	15

Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Foreign Language I*		3	Foreign Language II*		**3**
HI 220 Women in History**			**TH 325 Shakespeare**		
TH 220 Performance/Production		3	**TH 336 Stage Management**		**3**
TH 330 Black American Theatre I		**3**	**TH 220 Performance/Production**		**3**
TH 238 Voice for the Theatre		**3**	**TH 333 Black American Theatre II**		**3**
		3	SH 103 Public Speaking**		3
	Total	15		Total	15

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
TH 422 Directing		**3**	**TH 476 Theatre Seminar**		**3**
TH 337 Acting TV/Cinema		3	**Theatre Elective**		3
TH 490 Internship		3	**Theatre Elective**		3
Free Elective		3	Free Elective		3
Free Elective		3	Free Elective		3
Free Elective		3			
	Total	18		Total	15
			Total Degree Hours		**121**

Core Courses for the Theater Major

Course #	Course Title	Credit Hours
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
	Core Required Courses	**33**
15 Credit Hours of Electives Chosen from the Following:		
TH 120	Improvisation	3
TH 122	Movement I	3
TH 201	Business in Theatre	3
TH 209	Reader's Theatre	3
TH 221	Introduction to Technical Theatre	3
TH 238	Voice of the Actor	3
TH 255	Oral Interpretation of Literature	3
TH 325	Shakespeare	3
TH 331	Acting II	3
TH 337	Acting for 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

Minor in Theatre

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 above. The advisor's approval is required for each course that counts toward the minor.

Department of Social and Behavioral Sciences

The Department of **Social and Behavioral Sciences** offers the following:

- Major in Political Science (Bachelor of Arts)
- Minors in International Affairs, Political Science or Sociology
- Major in Psychology (Bachelor of Arts)
- Minor in Psychology

Bachelor of Arts, Political Science

The program offers a broad range of courses drawn from the diverse field of political science – American Government, Public Administration, International Relations, Comparative Politics, Political Theory, and Research Methods in Political Science. Courses in political science help students learn to think analytically and critically and to communicate effectively. This course of study is helpful in the fields of law, international affairs, and governance.

Mission

The Political Science Program's goal is to offer a quality course of study that supports and enhances the mission and goals of Bennett College. The program provides a strong academic foundation that develops critical thinking skills in the fields of public policy, International relations, law, and government. The Political Science Program is designed as a broad- based liberal arts course of study that promotes the development of the student's knowledge and values for an increasingly complex, diverse and interdependent world.

Our commitment is to teach and providing a high-quality education for our students. The Program offers quality academic advising to assist students to develop strong career and graduate school foundations. Our faculty value the ability of our students to translate theory into practice and to have the opportunity for the practical application of the theory they are learning. Through our Internship course and placements, students are able to employ and enhance their intellectual, social, and technological skills as they prepare for post-graduate school or for entry into career positions.

Program Learning Outcomes

PLO1. Written Communication: Students will demonstrate proficiency in writing with correct grammar, punctuation, and spelling as scored on a department rubric and/or as assessed by the faculty using other direct measures.

PLO2. Key Concepts: Students will identify, define, and employ key political science concepts in written and oral communication as scored on a department rubric and/or as assessed by the faculty using other direct measures.

PLO3. Critical Thinking: Students will design a political science research project and analyze a political issue using political science methodology as scored on a department rubric and/or as assessed by the faculty using other direct measures.

PLO4. Global Context: Students will compare and contrast global political issues across different nation-states as scored on a department rubric and/or as assessed by the faculty using other direct measures.

PLO5. Career Preparation: Students will identify and articulate their skills, strengths, knowledge, and experiences relevant to positions desired and career goals, and identify areas for professional growth. Students will navigate and explore job options, understand and take the steps necessary to pursue work opportunities, and understand how to self- advocate for opportunities as scored on a department rubric and/or as assessed by the faculty using other direct measures.

Example Course Plan— Bachelor of Arts, Political Science

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
Foreign Language I*		3	Foreign Language II*		3
BI 100 Biological Science*		4	CS 170 Introduction to Information Technology*		3
Elective		1	PS 101 or SOC 101		3
	Total	15		Total	16
Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PO 100 Intro to Political Science		**3**	**PO 213 State and Local Government**		**3**
PO 102 United States Government		**3**	**PO 203 Public Administration**		**3**
RS 200 Introduction to Research Methods*		3	**HI 201/202/203**		**3**
SO 254 Statistics		**3**	Physical Education*		1
Fine Arts-Art/Music/Theatre*		3	Elective		3
			Elective		3
	Total	15	(15 - 16 credit hours)	Total	16
Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PO 204 Comparative Politics		**3**	**PO Elective**		**3**
PO 280 Intro to International Relations		**3**	**PO Elective**		**3**
SH 103 Speech		3	PHI/Rel/History Elective*		3
EC 201 Microeconomics		**3**	**EC 202 Macroeconomics**		**3**
Physical Education*		1	Elective		3
	Total	13		Total	15
Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PO 300 Research Methods		**3**	**PO 410 Constitutional Law**		**3**
PO 305 Classical Political Theory		**3**	**PO 406 Modern Political Theory**		3
PO Elective		**3**	**PO 470 Internship**		3
PO Elective		**3**	**PO 480 Senior Seminar**		3
Elective		3	Elective		3
	Total	15		Total	16
			Total Degree Hours		**121**

Core Courses for Political Science Major

Course #	Course Title	Credit Hrs.
PO 100	Introduction to Political Science	3
PO 102	United States Government	3
PO 203	Public Administration	3
PO 300	Research Methods	3
PO 204	Comparative Political Systems	3
PO 213	State and Local Government	3
PO 280	International Relations	3
PO 305	Classical Political Theory	3
PO 406	Modern Political Theory	3
PO 410	Constitutional Law	3
PO 470	Internship	3
PO 480	Senior Seminar	3

Other Required Courses (3 credit hours per course - 18 credit hours)		
CS 170	Introduction to Information Technology and Applications	3
SO 254	Descriptive and Inferential Statistics and Probability	3
HI 201 or 202 or 203	American History or African American History	3
SH 103	Public Speaking	3
EC 201	Microeconomics	3
EC 202	Macroeconomics	3

Four (4) Political Science Electives (3 credit hour courses) (Choose four):		
PO 250	Civil Rights Empowerment	3
PO 310	Special Topics in Political Science	3
PO 312	American Judicial Process	3
PO 315	Government and Politics in Africa	3
PO 320	Government and Politics in Asia	3
PO 325	Government and Politics in Latin America	3
PO 330	Women and Politics	3
PO 370	United States Foreign Policy	3
PO 401	Public Policy Analysis	3
PO 402	International Organization and Law	3
PO 411	Political Parties and Interest Groups	3
PO 414	International Political Economy	3
PO 459	Independent Study	3

International Affairs Minor

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 eighteen (18) semester hours. Three core courses of nine (9) semester hours are required while the other courses are taken from a student's major field of study or other departments with emphasis on gaining an international understanding. It is highly recommended that the student completes a course in International Economics. **Core Courses for the minor include: IA 200, PO 280, PO 201.**

Political Science Minor

The political science minor provides a student the opportunity to take courses in the diverse fields of political science. Eighteen (18) hours are required for the minor and a student must earn a "C" or better in the two (2) core courses for the minor: (1) PO 100 Introduction to Political Science and (2) either PO 305 Classical Political Theory OR PO 406 Modern Political Theory. The student must select the remaining twelve (12) credits in consultation with her political science academic advisor.

Sociology Minor

The undergraduate minor in Sociology develops and enhances students' analytical and critical reading, thinking, writing and presentation skills set. The program helps students comprehend and appreciate the various aspects of sociology, including, but not limited to, social policy, group process, social systems, social movements and social changes from local, regional, national and global perspectives. Enrollment in this minor program enables students to analyze social challenges facing various communities, societies, nations and racial and ethnic groups in the 21st century global environment. Core courses for the minor in Sociology are SO 201, SO 254, and SO 327. Students are required to complete a minimum of eighteen (18) hours to minor in Sociology.

The goals of the Sociology Minor are to:

- Offer a quality program of study which supports and enhances the mission of Bennett College.
- Provide a strong academic foundation which develops critical thinking skills in the fields of sociology, community development, law, public policy, government, and international relations.
- Provide students with opportunities to conduct research and obtain externships or internships which will allow them to employ and enhance their intellectual and technological skills.
- Prepare students for graduate school, law school, or entry-level positions in governmental, business, or for-profit and/or non-profit organizations.

Graduation Requirements for the Sociology Minor include:

- Satisfactory completion of at least 120-124 semester hours.
- Satisfactory completion of all minor courses, 18 semester hours.
- Earned overall GPA of 2.5 or above.
- The filling of an application for degree.
- Completion of at least 80 hours of community service.
- Review of CRA or Transcript with Advisor and Registrar.

Optional Graduation Requirements for the Sociology Minor include:

- Successful completion (grade "B" or better) of the Sociology Independent Study capstone course
- Taking specified graduate admissions tests (GRE, LSAT, etc.)

Bachelor of Arts, Psychology

Mission

The goal of the Bennett College Psychology BA/ BS degree program is to prepare students for graduate school and career entry, to promote the value of lifelong learning, and to enable students to acquire the skills and knowledge they will need to become leaders and engaged members of their communities. To these ends and in accordance with the APA (American Psychological Association) Guidelines for the Psychology Major (2013), students are required to assemble a knowledge base in psychology, to develop their capacity for critical thinking and engaging in scientific inquiry, to develop an awareness of their ethical and social responsibilities, to become adept at oral and written communication, and to apply what they have learned to their own personal, scholarly, and professional development.

In keeping with the mission of the college to "offer 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," 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.

Program Learning Outcomes

PLO 1. Comprehension of Discipline-specific Concepts: Students will demonstrate a general understanding of the major areas, figures, theories, approaches, tools and techniques of psychology.

PLO 2. Communication in the Discipline: Students should be able to communicate about psychology, in both verbal and written form, in an effective and professional manner, to both professionals in the discipline and related fields and/or with the general public by utilizing current technologies.

PLO 3. Knowledge of Career Options: Graduates will demonstrate knowledge of career options in psychology and related disciplines.

PLO 4. Professionalism & Ethical Behavior: Graduates will demonstrate understanding of issues relevant to becoming a professional in the discipline, ethical practice and safeguards, and will document practical experience relevant to the discipline.

PLO 5. Research & Analytic Skills: Students will demonstrate research and analytical skills.

Requirements for Admission to the Psychology Major

All students seeking to major in Psychology 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 15 credits) and 3) have an average 2.5 GPA in these major courses: PS 101, PS 254, PS 274, PS 300, and any one (1) other psychology course (3-4 credits) for which the prerequisite has been met.

Required core courses for all Psychology Majors

PS 101, 254, 255, 274, 275, 300, 313, 315 or 438, 323, 326, 329, 440, and 455.

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 Psychology Minors

PS 101, 254, 274, 300.

Electives for Minors

Electives for minors include one course each from the three

following areas. Clinical/Applied Electives:

- Abnormal Psychology (PS 326)
- Introduction to Counseling (PS 330)
- Special Topics in Clinical/Applied Psychology (PS 370)
- Tests and Measurements (PS 436)
- Behavior Modification (PS 438) [note: none can count for both core and elective requirements]

Physiological/Cognitive Electives:

- Fundamentals of Learning (PS 315) [note: cannot count for both core and elective requirements]
- 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)
- Psychology of Women (PS 345)
- Afrocentric Psychology (PS 350)
- Special Topics in Social/Developmental Psychology (PS 380)
- Health Psychology (PS 415)

Example Course Plan — Bachelor of Arts, Psychology

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
Foreign Language I*		3	Foreign Language II*		3
PS 300 Careers in Psychology		1	**PS 101 General Psychology**		3
Fine Art General Education*		3	Society Elective (SO 201) *		3
Physical Education*		1			
	Total	15		Total	16
Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PS 254 Descriptive Stats & Lab		**4**	**PS 255 Inferential Stats & Lab**		**4**
PS 274 Descriptive Research & Lab		**4**	**PO 275 Experimental Research & Lab**		**4**
BI 101 General Biology & Lab*		4	**BI 185 Human Biology**		**3**
PS 326 Abnormal Psychology		**3**	RS 200 Research Methods (GE)*		3
PS 329 Theories of Psychology		3	General Education History*		3
			Physical Education*		1
	Total	18	(15 - 16 credit hours)	Total	18
Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PS 313 Physio Psych & Lab		**4**	**PS 315 Learning or 438 Behav Mod**		**3**
PS 323 Social Psychology		**3**	Free or Psych Elective or Minor		**3**
Free or Psych Elective or Minor		3	Free or Psych Elective or Minor		3
Free or Psych Elective or Minor		**3**	Free or Psych Elective or Minor		**3**
			Free or Psych Elective or Minor		3
	Total	13		Total	15

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
PS 440 History & Systems		**3**	Free or Psych Elective or Minor		**3**
PS 455 Psychology Internship		**3**	Free or Psych Elective or Minor		3
Free or Psych Elective or Minor		**3**	Free or Psych Elective or Minor		3
Free or Psych Elective or Minor		**3**	Free or Psych Elective or Minor		3
Free or Psych Elective or Minor		1			
	Total	13		Total	12
			Total Degree Hours		**120**

Core Major Courses — Bachelor of Arts, Psychology

Course #	Course Title	Credit Hrs.
PS 300	Career in Psychology	3
PS 101	General Psychology	3
PS 254	Descriptive Statistics (4)	3
PS 274	Descriptive Research Methods (4)	3
PS 255	Inferential Statistics (4)	3
PS 275	Experimental Research (4)	3
PS 326	Abnormal Psychology	3
PS 329	Theories of Psychology	3
PS 313	Physiological Psychology (4)	3
PS 323	Social Psychology	3
PS 315/438	Fundamentals of Learning (4) or PS 438 Behavior Modification (3)	3
Phys/Cog Psych. Elective - 3-4 credits from the following:		
PS 315	Fundamentals of Learning with Laboratory	4
PS 320	Memory & Cognition with Laboratory	4
PS 390	Special Topics in Physiological/Cognitive Psychology	3
PS 424	Sensory Processes with Laboratory	3
PS 430	Animal Behavior with Laboratory	3

Social/Development Psych. Elective - 3 credits from the following:		
PS 301	Child Development	3
PS 302	Adolescence	3
PS 345	Psychology of Women	3
PS 350	Afrocentric Psychology	3
PS 380	Special Topics in Social/Developmental Psychology	3
PS 415	Health Psychology	3

Clinical Applied Psych. Elective - 3 credits from the following:		
PS 326	Abnormal Psychology	3
PS 330	Introduction to Counseling	3
PS 370	Special Topics in Clinical/Applied Psychology	3
PS 436	Tests and Measurements	3
PS 438	Behavior Modification	3
PS 440	History & Systems of Psychology	3
PS 455	Psychology Internship	3
BI 185	Human Biology	3

Division of Professional Studies

The Division of Professional Studies strives to connect students to real-world experiences in the workplace and scholarly theory in the classroom. Students who take courses within the division will be given the practical knowledge needed to enter professional fields in business, education, media, social work, and beyond while also gaining the soft skills necessary to advance throughout their careers.

Each department requires its students to participate in internships and work experiences in their professional industries in order to satisfy graduation requirements. The faculty consists of scholars who have studied their respective industries and worked professionally within their given fields, so they bring practical experience and professional connections to their departments. Our graduates go onto utilize the knowledge and skills learned to pursue advanced degrees and a variety of professions.

The division houses the following Academic Departments:

- Department of Business, Economics and Entrepreneurship
- Department of Curriculum and Instruction
- Department of Journalism and Media Studies
- Department of Social Work
-

Department of Business, Economics and Entrepreneurship

This department offers the following degree:

- B.S. in Business Administration

This department offers the following minor:

- Economics Entrepreneurship

Department of Curriculum and Instruction

This department offers the following degrees:

- B.S. in Elementary Education (K-6)
- B.S. in Special Education

Department of Journalism and Media Studies

This department offers the following degree:

- B.A. in Journalism &

Media Studies This department

offers the following minor:

- Journalism & Media Studies

Department of Social Work

This department offers the following degree:

- B.S.W. in Social Work

Department of Business and Entrepreneurship

Mission

The mission of the Department of Business and Entrepreneurship is to prepare students for the demands of the twenty first century labor market, business opportunities, corporate jobs, public service, and advanced studies. Our curriculum is structured to equip students with competencies in business, economics, finance and entrepreneurial concepts and principles. The educational experience prepares students for success and excellence. These competencies emphasize skills that lead to leadership, teamwork, critical thinking, decision making, research and problem solving. Thus, **s**tudents will be able to conduct basic business research studies, evaluate the results and draw conclusions to solve business, economics, financial, and marketing related problems. Students will leave Bennett College prepared for success in any work of life. We work to accomplish these through rigorous academic curriculum, which we complement with experiential programs such as internship, community services and extra curricula activities.

Program Learning Outcomes

The Business and Entrepreneurship program is designed to help students develop problem solving, critical thinking, communication, teamwork and analytical skills among others. As a result, at graduation, students can do the following:

PLO 1: Students can demonstrate critical thinking skills through:

Reasoning, Evaluating, Analyzing, Synthesizing, and Decision-making.

i. Student will demonstrate reasoning ability to understand and recognize questions or problems and determine what is needed to solve the problem.
ii. Student can evaluate and identify whether the information collected is reliable and valid.
iii. Student can analyze, make decisions and recommend solutions to the business or economic problem.

PLO 2: Students can demonstrate proficiency in communication skills in the Business, Economics or Entrepreneurship content areas.

i. Students can demonstrate the convention in writing communication through essays, term papers, reports and official correspondence.
ii. Students can identify ethical issues and their implications on a range of situations and incorporate ethics and facts while reporting information.

PLO 3: Graduates from our Business program can design and conduct basic studies to answer business related questions using appropriate research methods. Thus, students;

i. can use collected data and relevant statistical approaches to address different types of research questions and hypotheses;

ii. should understand the limitations of applying normative conclusions; recognize that individual differences and socio-cultural factors may influence application of research findings; and that research findings may have unexpected consequences on a society;
iii. can interpret basic statistical results from research studies; distinguish between statistical significance and practical significance; describe the effect, size and confidence intervals; and evaluate validity of conclusions presented in research reports;
iv. can draw from results to predict business, economic, financial or marketing behavior;
v. can use results to develop a project, plan and make business, economics, financial and marketing decisions.

Summary of Program Requirements

To receive a Bachelor of Science degree in Business Administration (Management) requires a total of 122 credit hours of coursework. Fifty-seven (57) credit hours of this are in core courses - Accounting, Business, Economics, Finance and Marketing, with a grade of **C** or above in each of these courses. The student must successfully complete another Forty-four credit hours (44) of General Education courses. For a student to further explore other disciplines that complement the Business Administration major and other interests she must complete twenty-one credit hours (21) of electives; three in Business field and four in other interests. A minor in Entrepreneurship requires 21 credit hours of select courses.

Example Course Plan — Bachelor of Science, Business Administration

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature & writing I*		3	LW 103 Literature & Writing*		3
MA 111B College Algebra*		3	MA 120 or MA 130*		3
Foreign Lang. I*		3	Foreign Lang. II*		3
Phil/Rel./Ethics/History/WS*		3	PO/PS/SO (100 or 200)*		3
AR/MU/TH *		3	**BA 210 Intro to Bus**		3
OR 100 Orientation*		1	OR 100 Orientation*		1
	Total	16		**Total**	16

Sophomore Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
BI 100 Biology& Lab*	3-4	4	**BA 300 Org. Behavior & Management**		3
AC 201 Principles of Accounting I		3	**AC 202 Principles of Actg. II**		3
EC 201 Introduction to Microeconomics*		3	**EC 202 Introduction to Macroeconomics ***		3
BA 320 Marketing		3	**EC 250 Math for Business**		3

RS 200 (Research Methods)*		3	**FI 200 Personal Finance**		3
Physical Education*		1	Physical Education*		1
	Total	17		**Total**	16

Junior Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
AC 320 Man. Actg.		3	**BA 370 Bus Com**		3
BA 301 Business Law1		3	**BA 430 Quant. Methods**		3
BA 360 Business Ethics		3	**FI 402 Corporate Finance**		3
BA 350 Bus. Stat		3	Elective (Departmental)		3
Elective (Computer Sc.)		3	Free Elective		3
Total Hours		15	**Total Hours**		15
Senior Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
BA 340/EI 340 New Ventures & Creations		**3**	**BA 440 International Bus**		3
BA 460 Internship		**3**	**BA 490 Senior Seminar**		3
EC 330 Money & Banking		**3**	**Free Elective**		3
Elective(Departmental)		**3**	**Elective(Departmental)**		3
Free Elective		**3**			
	Total	15		**Total**	12

Core Major Courses — Bachelor of Science, Business Administration

Course #	Course Title	Credit Hours
AC 201	Principles of Accounting I	3
AC 202	Principles of Accounting II	3
AC 320	Managerial Accounting	3
BA 210	Introduction to Business	3
BA 300	Organization and Management	3
BA 301	Business Law I	3
BA 320	Business Marketing	3
BA 340	Entrepreneurship and New Venture	3
BA 350	Business Statistics	3
BA 360	Business Ethics	3
BA 370	Business Communication	3
BA 430	Quantitative Methods	3
BA 440	International Business	3

BA 460	Business Internship	3
BA 490	Special Topics in Business: Strategic Management	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3
EC 250	Math for Business and Economics	3
EC 330	Money and Banking	3
FI 200	Personal Finance	3
FI 402	Corporate Finance	3
	Total Hours	**57**
	Required Electives for the Business Administration - Management Major	
Course #	**Course Title**	**Credit Hours**
	3 Departmental Electives (Any 200 or higher level, 3 credit/course)	9
	3 Free Electives, 3 credits/course	9
	1 Computer Science Elective, 3 credit/course (Approved by advisor)	3
	Total Hours	**21**

Note: EC 201 and EC 202 are General Education courses and also requirements for Business Management major but are counted toward General Education courses only.

All required relevant course substitutions must be reviewed and approved by a Business, Economics and Entrepreneurship Department Academic Advisor. Final determination will be at the discretion of the Department Chair. The course description of the substitute course must match at least sixty percent of the course offered at Bennett College.
* Special Note - EI 100 Foundations for Entrepreneurship is a prerequisite for B340/EN240 Entrepreneurship & New Ventures but not a pre-requisites for Business majors.

Entrepreneurship Minor

The Entrepreneurship Minor is designed to provide an interdisciplinary perspective 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 complement 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 eighteen (18) credit hours (excluding EI-100: Foundations for Entrepreneurship). Students wishing to minor in Entrepreneurship will follow the same guidelines that apply to all minors in the College: i.e., only 200-numbered course 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.

Core Courses for Entrepreneurship Minor

Course #	Course Title	Credit Hours
EI 200	Foundations of Entrepreneurship	3
EI 201/AC 201	Accounting	3
EI 310/BA 301	Business Law	3
EI 320/BA 320	Marketing	3
EI 340/BA 340	Entrepreneurship and New Venture	3
	Total Hours	**15**

Elective Courses for Entrepreneurship Minor

Select one elective from courses listed below.

Course #	Course Title	Credit Hours
EI 360	Social Entrepreneurship	3
EI 420	Church and Entrepreneurship	3
	Any other 200 or above course level in Entrepreneurship	3
	Total Hours	**3**

Department of Curriculum and Instruction

Mission

The Department of Curriculum and Instruction is committed to the preparation of teachers as facilitators of learning by providing prospective teachers with understanding of learning theory and teaching practices that address the inter-relatedness of the cognitive, emotional, social, psychomotor, and affective domains. Grounded in a thorough theoretical and practical understanding and knowledge, students are enabled to master the required concepts, skills, and aptitudes needed to guide developmentally appropriate learning experiences for elementary pupils as facilitators of learning and teacher-leaders in the contemporary global community. The goal of the Department of Curriculum and Instruction is to provide students at Bennett College the instruction and resources needed to become skilled, proficient, confident, and effective teachers and teacher-leaders who make a positive impact on the lives of children.

Bachelor of Science, Elementary Education

Conceptual Framework, Education Preparation Program (EPP)

“Preparing teachers as facilitators of learning in the contemporary global community.”

Knowledge Bases

1) Theories of Teaching and Learning;
2) Diversity/Global Studies;
3) Assessment;
4) Developmental Behaviors;
5) Educational Related Legislation and Litigation;
6) Ethical and Professional Behaviors;
7) Financial Literacy;
8) Leadership Development; and
9) Integrated Technology.

Student Learning Outcomes

SLO 1: Students will consistently model and demonstrate a commitment to diversity/multiculturalism during instructional delivery, and interactions with students, faculty, parents, community leaders, and other stakeholders.

SLO 2: Students will demonstrate through reflective and theory-based reflections behaviors necessary for integrating history, values, laws, and regulations related to services for people with disabilities into the classroom environment. The Curriculum and Instruction program is designed to prepare students for careers as licensed teachers, instructional coordinators, and head start lead teachers.

SLO 3: Students will adhere to and be able to demonstrate the nine pillars of the Curriculum and Instruction conceptual framework in alignment with the North Carolina Tenets of professional education programs.

SLO 4: Students will know how to create, design, and implement classroom environments conducive to learning and growth through exploration in technology, the arts, and reading.

Licensure Areas

- Elementary Education (K–6) (Bachelor of Science)
- Special Education (Bachelor of Science)

Educator Preparation Program (EPP)

To receive a B. S. Degree in Elementary or Special Education, students must successfully complete **47 hours** of General education, **75** hours of program courses, and admission to the EPP. For admission, students must have a 2.7, official Praxis, ACT, or SAT scores regulated by NCDPI, and participate in the Curriculum and Instruction EEP Program Candidacy Admissions Training. "The **North Carolina Department of Public Instruction** determines North Carolina's certification requirements, eligibility standards, **Praxis** passing **score** requirements and reciprocity agreements." EPP courses are only for students that have officially declared education as a major and may not be taken as electives. To be recommended for state teacher licensure by Bennett College's EPP Program, the student must complete the following professional core courses at a "C" or better; students must have a "C" or better grade in General Education Courses **LW 102, LW 103, EN 211, Math 111B, Math 120 (or Math 130), and RS 200** (minimum "C" required for RS 200) and Pass/Fail is not accepted (transfer credits must show a grade); and during the first semester of the freshwoman year, all students declaring education as a major must meet Clear Criminal Background check (CBC) and fingerprinting required by Guilford County Schools and Bennett Colleges' EPP requirements by the third week of the semester. The student is responsible for the cost of the process. In the Senior year, the student must re-apply for a new criminal background check and fingerprinting under the Guilford County system. In the Fall of the Senior year, the student must complete 60 hours of Internship fieldwork. **ED 200, 205, 332, 240, 321, 370, and SE 207** are required. The student must complete a successful **9** hour clinical/student teaching practicum and a **3**-hour capstone seminar with a "C" or better in the same semester, clear satisfactory disposition from clinical/student teaching practicum, and participate in the edTPA submission process. A minimum grade of "C" (no Pass/Fail) is required for all EPP courses and specialty area courses. For Licensure recommendations, the student must follow the most current NCDPI standards.

The minimum hours required for graduation in Elementary Education is one hundred twenty-two hours (122).

Course Plan Example — Bachelor of Science, Elementary Education

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Mathematics*		3
OR 100 Orientation Part I*		1	OR 100 Orientation Part II*		1
Physical Education*		1	Physical Education*		1
BI 100 Biological Science & Lab*		4	PS 101 Gen Psychology*		3

ED 200 Intro. to the Teaching Profession (10 hrs. Field- CBC)		3	**ED 202 Core Language Arts for Children & Youth- Praxis Core Reading & Writing (10 hrs. Field-CBC)**		3
			FI 200 Personal Finance Required Elective		3
	Total	15		**Total**	17

Sophomore Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Foreign Language I*		3	Foreign Language II*		3
RS 200 Intro to Research Methods*		3	HI 201 American History*		3
EN 210 Basic Grammar		3	**EN 211 Advanced Grammar**		3
SO 201 Intro to Sociology*		3	**ED 240 Integrated Technology (15 hrs. Field-) CBC**		3
SE 207 Intro. To Except. Child (15 hrs. Field)		3	**ED 205 Human Development & Learning (CBC)**		3
ED 271 Core Math Content Knowledge for Teachers (Praxis Math Core- CBC)		3	**ED 210 Diversity of Cultural and Language in the Global Community (15 hrs. Field -CBC)**		3
	Total	18		**Total**	18

Junior Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
Art/Music/Theatre*		3	**ED 370 Foundations of Education (CBC)**		3
ED 322 Curriculum Planning in Elem School (30 hrs. Field- CBC)		**3**	**SE 364 Methods and Strategies for Teach. Students with High Incidents Disabilities in General Education (CBC)**		3
ED 332 Education Meas. Assess. & Eval. for the 21st Century Classroom (30 hrs. Field-CBC)		**3**	**SE 330 Behavior & Classroom Management (15 hrs. Field-CBC))**		3
ED 319 Humanities and Fine Arts in the Elementary School (CBC)		**3**	**ED 321 Foundations and Fundamentals of Teaching Reading in Elem, Sch. (CBC)**		3
HE 101 Wellness for Life		3	**Free Elective**		3
	Total	15		**Total**	15

Senior Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
ED 325 Math Foundations in the Elementary School (40 hrs, Internship-CBC)		3	**ED 427 Clinical Student Teaching (8 hrs. day for 16 Weeks GCS. Required co-register ED 450-CBC-Fingerprinting)**		9

ED 425 Science in the Elem Sch (CBC)		3	**ED 450 Senior Seminar Capstone Leadership Co-Register with ED 427-CBC-Fingerprinting)**		3
ED 359 Methods of Teaching Physical Education (5 hrs. Field)		3			
ED 460 Internship Perspective Candidate (40 hrs. Field-CBC)		3			
	Total	12		**Total**	12
			Program Total		122

Core Courses for the B. S. Elementary Education Major

[Education Majors must have the current passing score in Praxis Math, Reading and Writing in order to take any 300 and above level courses. Education courses may not be taken by non-education majors.

Course #	Course Title	Credit Hours
ED 200	Intro. to the Teaching Profession (3)	3
ED 202	Core Language Arts for Children (3)	3
SE 207	Intro. to Except. Child. (3)	3
ED 271	Core Math Content Knowledge for Teachers (3)	3
ED 210	Diversity of Cultural and Language in the Global Community (3)	3
ED 205	Human Dev and Learning (3)	3
ED 240	Integrated Technology Literacy	3
ED 322	Curriculum Planning in Elem School	3
ED 332	Education Measurement Assessment & Evaluation	3
ED 319	Humanities and Fine Arts in the Elementary School	3
SE 364	Meth/Strat Stud. High Inc Dis	3
ED 370	Foundations of Modern Education	3
ED 321	Foundations and Fundamentals of Teaching Reading in Elementary School	3
SE 330	Behavior & Classroom Management	3
ED 325	Math Foundations in the Elem Sch	3
ED 425	Science in the Elem Sch	3
ED 359	Methods of teaching Physical Education	3
ED 427	Clinical Student Teaching Placement (Required reg. with ED 427)	**9**
ED 450	Senior Seminar (Required reg. with ED 427 and to pass ED 427)	**3**
ED 460	Internship for Prospective (Current) Teacher Candidates	3

Required Electives for the Elementary Education Major

Course #	Course Title	Credit Hours
FI 200	Personal Finance Required Elective	3
	Required Elective Spanish for Teachers or equivalent foreign language for teachers through Consortium.	3
	HE 101 Wellness for Life	3
	Total Hours	**9**

Major Program Requirements

NOTE: All students must participate in the Curriculum and Instruction EEP Program Training where they will receive and acknowledge with their signature the Fieldwork Handbook and the Student Teaching Handbook with additional criteria for the Elementary Education Major. Subject to change under NC Legislative GS 115C-269.15, GS 115C-269. (9) and other state regulations.

- Total Semester Hours Required for Elementary Education Degree – 122-All **BOLD courses require a "C" or better** Pass/Fail is not accepted (transfer credits must show a grade).
- Prior to entering Bennett College's educator preparation program, students must take and pass all the Praxis Core Academic Skills *for Educators* in reading, writing, and mathematics
- Passing scores must be earned in the areas of reading, writing, and mathematics - *no exceptions to this requirement.*

- Students will not be approved or registered for 300 level courses or be allowed to apply for the candidacy education program without official passing scores on all three (3) skills tests
- Under the most current North Carolina Department of Instruction regulations, passing scores are required from official testing services documents retrievable by the EPP Department Chair
- International and out-of-state students must meet the same deadlines as in-state students
- CBC should be submitted on time to meet the deadline in your Field Packet
- Students who need to request reasonable accommodations are encouraged to meet with the Office of Accessibility
- Students must apply for candidacy the semester before eligibility to take 300 level courses listed on the curriculum pattern
- Transfer students interested in the Elementary Education program must meet with the Department Chair for approval and have a registrar's clear transcript audit.
- The Praxis requirement is waived completely for students who achieve a combined Verbal and Mathematics of 1100 or as designated by the state at the time of candidacy application.
- The Mathematics Praxis requirement is waived for students who score 550 or higher on the quantitative portion of the SAT.
- The reading and writing Praxis requirement is waived for students who score 550 or higher on the verbal portion of the SAT.
- Individuals with a composite ACT score of 24 or above are exempt from the requirement of taking the Praxis Core test.
- Candidacy application is still required at the beginning of the sophomore year to take the upper level 300 and 400 level courses.

Prospective candidates are expected to meet the following criteria:

- Have a cumulative GPA of 2.7 to enter the program.
- Maintain a 3.0 or higher in core courses,
- Participate in edTPA submission during student teaching to meet **graduation requirements**, and
- Participate in and maintain satisfactory disposition ratings all semesters as a major.

- Successful completion of all **edTPA State requirements** for graduation and **passing score** in the order stated in the NC Legislation to be **recommend by Bennett College for licensure.**
- Students must sit for each assessment required for licensure prior to graduation.
- Student full school teaching schedule Attendance Sheets are required with Principal and Cooperating teacher signatures to complete graduation and or be recommended for licensure.

All licensure requirements are subject to change under the North Carolina General Assembly, national and/or regional accrediting body, and North Carolina Department of Instruction (NCDPI).

Bachelor of Science, Special Education

To receive a B. S. Degree in Elementary or Special Education, students must successfully complete **47 hours** of General education, **75** hours of program courses, and admission to the EPP. For admission, students must have a 2.7, official Praxis, ACT, or SAT scores regulated by NCDPI, and participate in the Curriculum and Instruction EEP Program Candidacy Admissions Training. EPP courses are only for students that have officially declared

education as a major and may not be taken as electives. To be recommended for state teacher licensure by Bennett College's EPP Program, the student must complete the following professional core courses at a "C" or better; students must have a "C" or better grade in General Education Courses **LW 102, LW 103, EN 211, Math 111B, Math 120, Math 130, and RS 200** and Pass/Fail is not accepted (transfer credits must show a grade); and during the first semester of the freshwoman year, all students declaring education as a major must meet Clear Criminal Background check and fingerprinting required by Guilford County Schools and Bennett Colleges' EPP requirements by the third week of the semester. The student is responsible for the cost of the process. In the Senior year, the student must re-apply for a new criminal background check under the Guilford County system. In the Fall of the Senior year, the student must complete 60 hours of Internship fieldwork. **ED 200, 205, 332, 240, 321, 370, and SE 207** are required. The student must complete a successful **9** hour clinical/student teaching practicum and a **3**-hour capstone seminar with a "C" or better in the same semester, clear satisfactory disposition from clinical/student teaching practicum, and participate in the edTPA process. A minimum grade of "C" (no Pass/Fail) is required for all EPP courses and specialty area courses. For Licensure recommendations, the student must follow the most current NCDPI standards.

The minimum hours required for graduation in Special Education is one hundred twenty-two hours (122).
As part of the Department of Curriculum and Instruction, the purpose of the Bachelor of Arts in Special Education Teacher Preparation Program is to prepare all students for a beginning career with "… specialized professional knowledge and skills to individualize access to learning in both specialized and general education curricula for individuals with exceptionalities."

Initial Preparation Standards

The Special Education Bachelors in Art degree at Bennett College fosters an opportunity for open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, disseminate knowledge, and advance scholarship and personal empowerment for individuals with exceptionalities. The Education Preparation program works diligently to shape and mold prospective teacher education candidates to become problem solvers and reflective practitioners in the field of special education. Students will 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 African Americans and women, and a realization of their own ability and the possibilities to help change the world.

To this end, the Education Preparation Program in special education provides students with authentic learning experiences where they are provided opportunities to engage in the teaching and learning process. These experiences may include peer teaching, role playing, field trips, and the modeling best practices. During practicum experiences, students collaborate with cooperating teachers, and school administrators, and engage in daily written reflection on their experiences. Group reflection and problem-solving are facilitated during class sessions and online discussion forums in which students "debrief" their experiences. The use of technology both in the planning for instruction and in implementation of that instruction will be infused in all coursework and field work.

Council for Exceptional Children (CEC) Standards

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self- determination.
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
4. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Student Learning Outcomes

SLO 1: Students will develop an understanding of a wide range of exceptionalities and how these influence development and learning, and apply that knowledge with the implementation of evidence-based practices that are responsive to and incorporate the individual interests, strengths, and weaknesses of students.

SLO 2: Students will use assessment data to develop clear goals and objectives, and to select, adapt, implement or create effective instructional plans that enable students to make meaningful progress relative to their needs and abilities.

SLO 3: Students will create a positive learning environment that is culturally responsive, inclusive, predictable, safe, and socially enriching for all students while effectively managing the behaviors of students with and without disabilities by using research and evidence-based practices.

SLO 4: Students will demonstrate knowledge and ethical education practices that integrate history, values, laws, and regulations related to services for individual students with disabilities into their teaching practices.

SLO 5: Students will use multiple methods of assessment, with an emphasis on authentic measures, to make data-based decisions that positively impact student learning.

SLO 6: Students will keep informed and update their teaching practices and knowledge in response to education research and state teacher preparation standards, and actively engage in education practices and research that enrich the profession and student learning.

SLO 7: In their work as professionals, and as reflected by their disposition, students will engage in collaboration with families, related service providers, community agencies, and colleagues in ways that are responsive to the needs of and protect the rights of individuals with exceptionalities.

Course Plan Example — Bachelor of Science, Special Education

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Mathematics*		3
OR 100 Orientation Part I*		1	OR 100 Orientation Part II*		1
Physical Education*		1	Physical Education*		1
BI 100 Biological Science & Lab*		4	PS 101 Gen Psychology*		3
ED 200 Intro. to the Teaching Profession (10 hrs. Field-CBC)		3	**ED 202 Core Language Arts for Children & Youth-Praxis Core Reading & Writing (10 hrs. Field-CBC)**		3
			FI 200 Personal Finance Required Elective		3
	Total	15		**Total**	17

Sophomore Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
Foreign Language I*		3	Foreign Language II*		3
RS 200 Intro to Research Methods*		3	HI 201 American History*		3
EN 210 Basic Grammar		3	**EN 211 Advanced Grammar**		3
SO, 201 Intro to Sociology*		3	**SE 240 Assistive Integrated Technology Literacy for Students with Disabilities (CBC)**		3
SE 207 Intro. To Except. Child (10 hrs. Field-CBC)		3	**ED 205 Human Development & Learning (CBC)**		3
ED 271 Core Math Content Knowledge for Teachers (Praxis Math Core-CBC)		3	**ED 210 Diversity of Cultural and Language in the Global Community (15 hrs. Field-CBC)**		3
	Total	18		**Total**	18

Junior Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
Art/Music/Theatre*		3	**ED 370 Foundations of Education**		3
SE 329 Instructional planning and assessment for Exceptional Individuals (30 hrs. Field-CBC)		**3**	**SE 364 Methods and Strategies for Teach. Students with High Incidents Disabilities in General Education (CBC)**		3
SE 328 Educational Measurement Assessment & Evaluation (CBC)		**3**	**SE 330 Behavior & Classroom Management (15 hrs. Field-CBC))**		3
SE 347 Collaboration and Consultation (CBC)		**3**	**ED 321 Foundations and Fundamentals of Teaching Reading in Elem, Sch. (CBC)**		3
SE 370 Physical Education for Exceptional Children (CBC)		**3**	**ED 325 Math Foundations in the Elem Sch (20 hrs. Field-CBC)**		3
	Total	15		**Total**	15

Senior Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
SE 412 Language and Literacy (CBC)		3	**SE 431 Clinical Teaching Placement and Senior Leadership Seminar (full-time 16 weeks-CBC)**		9
ED 425 Science in the Elem Sch (CBC)		3	**SE 440 Senior Seminar Capstone Leadership Co-Register with SE 431**		3

SE 423 Internship for SE Teacher Candidates (40 hours Fieldwork and CBC required)		3			
SE 435 Math and Science methods for Students with Disabilities (CBC)		3			
	Total	12		**Total**	12
			Program Total		**122**

Core Courses for the Special Education Major

Education Majors must have the current passing score in Praxis Math, Reading and Writing in order to take any 300 and above level courses. Education courses may not be taken by non-education majors.

Course #	Course Title	Credit Hrs.
ED 200	Intro. to the Teaching Profession	3
ED 202	Core Language Arts for Children	3
SE 207	Intro. To Exceptional Child	3
ED 271	Core Math Content Knowledge for Teachers	3
ED 210	Diversity of Cultural and Language in the Global Community	3
ED 205	Human Dev and Learning	3
SE 240	Assistive Integrated Technology Literacy for Students with Disabilities	3
SE 328	Educational Measurement Assessment & Evaluation	3
SE 329	Instructional Planning and Assessment for Exceptional Individuals	3
SE 347	Collaboration and Consultation	3
SE 364	364 Meth/Strat Stud. High Inc Dis	3
ED 370	Foundations of Modern Education	3
ED 321	Foundations and Fundamentals of Teaching Reading in Elementary School	3
SE 330	Behavior & Classroom Management	3
SE 370	Physical Education for Exceptional Children	3
ED 325	Math Foundations in the Elem Sch (20 hrs. field)	3
ED 425	Science in the Elem Sch	3
SE 412	Language and Literacy	3
SE 435	Math and Science methods for Students with Disabilities (3)	3
SE 423	Internship for SE Teacher Candidates (40 hours Fieldwork and CBC required)	3
SE 431	EC Clinical Teaching Placement and Seminar (full-time, 16 weeks-CBC Required)	9
SE 440	Senior Seminar Capstone Leadership	3
	Total	**72**

Required Electives for the Special Education Major

Course #	Course Title	Credit Hours
FI 200	Personal Finance Required Elective	3
	Total Hours	**3**

Major Program Requirements

NOTE: All students must participate in the Curriculum and Instruction EEP Program Training where they will receive and acknowledge with their signature the Fieldwork Handbook and the Student Teaching Handbook with additional criteria for the Special Education Major. Subject to change under NC Legislative GS 115C-269.15, GS 115C-269. (9) and other state regulations.

Special education majors participating in field work must be prepared to follow building/school policies as they relate to confidentiality, interactions with children, and parents. There are district regulations and individual building regulations you must adhere to during your field work.

- Total Semester Hours Required for Special Education Degree – 122.
- Prior to entering Bennett College's educator preparation program, students must take and pass all the Praxis Core Academic Skills *for Educators* in reading, writing, and mathematics
- Passing scores must be earned in the areas of reading, writing, and mathematics - *no exceptions to this requirement*
- *Special Education Core Knowledge & Mild to Moderate Applications* passing score
- Students will not be approved or registered for 300 level courses or be allowed to apply for the candidacy education program without official passing scores on all three (3) skills tests
- Under the most current North Carolina Department of Instruction regulations, passing scores are required from official testing services documents retrievable by the EPP Department Chair
- International and out-of-state students must meet the same deadlines as in-state students
- CBC should be submitted on time to meet the deadline in your Field Packet
- Students who need to request reasonable accommodations are encouraged to meet with the Office of Accessibility
- Students must apply for candidacy the semester before eligibility to take 300 level courses listed on the curriculum pattern
- Transfer students interested in the Special Education program must meet with the Department Chair for approval and have a registrar's clear transcript audit.
- The Praxis requirement is waived completely for students who achieve a combined Verbal and Mathematics of 1100 or as designated by the state at the time of candidacy application.
- The Mathematics Praxis requirement is waived for students who score 550 or higher on the quantitative portion of the SAT.
- The reading and writing Praxis requirement is waived for students who score 550 or higher on the verbal portion of the SAT.
- Individuals with a composite ACT score of 24 or above are exempt from the requirement of taking the Praxis Core test.
- Candidacy application is still required at the beginning of the sophomore year to take the upper level 300 and 400 level courses.

Prospective candidates are expected to meet the following criteria:

- Have a cumulative GPA of 2.7 to enter the program.
- Maintain a 3.0 or higher in core courses,
- Participate in edTPA submission during student teaching to meet **graduation requirements**, and
- Participate in and maintain satisfactory disposition ratings all semesters as a major.
- Successful completion of all **edTPA State requirements** for graduation and **passing score** in the order stated in the NC Legislation to be **recommend by Bennett College for licensure.**
- Students must sit for each assessment required for licensure prior to graduation.
- Student full school teaching schedule Attendance Sheets are required with Principal and Cooperating teacher signatures to complete graduation and or be recommended for licensure.

All licensure requirements are subject to change under the North Carolina General Assembly, national and/or regional accrediting body, and North Carolina Department of Instruction (NCDPI).

Department of Journalism and Media Studies

Bachelor of Art, Journalism & Media Studies

Mission

The Journalism and Media Studies Major offers students a foundation that provides skills required to become professional 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; digital, print and broadcast productions). The JMS department seeks to teach and maintain the highest standards of journalism ethics and professionalism.

Program Learning Outcomes

PLO 1: Students will demonstrate a breadth of knowledge of the basic tenets of journalism and media studies.

PLO 2: Students will develop critical thinking skills to explore issues relevant to the communities and cultures they will serve.

PLO 3: Students will create multimedia projects that display effective writing and technological skills across various media platforms.

Example Course Plan — Bachelor of Art, Journalism & Media Studies

Following is one example of a student curriculum plan. In close coordination with and approval of their advisor some students may create a different path or sequence of course enrollment. Courses with * indicate general education requirements. Courses listed in **boldface type** are required major courses. All JMS courses require a 'C' to pass. English courses require C or better to pass.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 Finite Math*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
JM 170 Language Skills		**3**	Social Science Requirement*		3
JM 180 Multimedia Storytelling		**3**	**JM 162 Media & Society**		3
Fine Arts Requirement*		3	JM 165 Writing Across the Media		3
	Total	16		Total	16
Sophomore Year					
Third Semester			**Fourth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
JM 251 News Reporting & Writing		**3**	JM 280 Graphic Design in Journalism		**3**
JM 290 Radio Production		**3**	JM 272 Digital Media Writing		**3**
Foreign Language I*		3	Foreign Language II*		3
RS 200 Research Methods*		3	Natural Science (3 or 4 credit hours)*	3-4	3
Physical Education*		1	Physical Education*		1
History Requirement*		3			
	Total	16		Total	13
Junior Year					
Fifth Semester			**Sixth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
JM 330 Photojournalism		**3**	**JM 294 TV Production**		**3**
JM 361 Public Relations		**3**	JM 326 Advertising, Media Sales & Marketing		**3**
JM 366 Internship I	1-3	**1**	**JM 365 Research & Information**		**3**
JM 364 Scriptwriting & Production		**3**	**JM Required Elective**		**3**

JM/Minor/Study Abroad Required Elective		**3**	**JM/Minor/Study Abroad Elective**		**3**
JM/Minor/Study Abroad Elective		**3**			
	Total	16		Total	15

Senior Year					
Seventh Semester			**Eighth Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
JM 402 Media Law & Ethics		3	JM 381 Media Project Design & Publishing		3
JM 407 Senior Capstone		3	**JM 467 Internship II**	1-3	2
JM Required Elective		3	**JM Required Elective**		3
JM Required Elective		3	**JM/Minor/Study Abroad Elective**		3
JM/Minor/Study Abroad Elective		3	**JM/Minor/Study Abroad Elective**		3
	Total	15		Total	13
			Total Degree Hours		**122**

Core Courses and Electives for Journalism & Media Studies Major

Course #	Course Title	Credit Hrs.
JM 162	Media Studies & Society	3
JM 170	Language Skills for Journalists	3
JM 180	Multimedia Storytelling	3
JM 251	New Reporting & Writing I	3
JM 294	TV Production I	3
JM 365	Research & Information Gathering	3
JM 366	Journalism/Media Internship (1-3 credit hours)	2
JM 402	Media Law & Ethics	3
JM 467	Journalism/Media Internship (1-3 credit hours)	2
JM 490	Senior Capstone	3
	Portfolio Required for all JM Majors	
	3 JMS Concentrations (18 credits = 3 core concentration = 3 JM electives)	
	Digital Social Media (18 credit hours)	
JM 272	Digital Media Writing	3
JM 280	Graphic Design in Journalism	3
JM 382	Media Project Design & Publishing	3
Select 3 additional JM Electives (9 credit hours) that do not duplicate major core credits		
Narrative & Documentary Storytelling (18 credit hours)		
JM 290	Radio Production	3
JM 330	Photojournalism	3
JM 364	Scriptwriting & Production	3
Select 3 additional JM Electives (9 credit hours) that do not duplicate major core credits		
Strategic Media Communications (18 credit hours)		
JM 165	Writing Across the Media	3
JM 326	Advertising, Media Sales, & Marketing	3
JM 361	Public Relations	3
Select 3 additional JM Electives (9 credit hours) that do not duplicate major core credits		

Core Courses for Journalism & Media Studies Minor		
Course #	**Course Title**	**Credit Hrs.**
JM 162	Media & Society	3
JM 170	Language Skills	3
Elective Courses for Journalism & Media Studies Minor by Concentration		
Digital Social Media (12 credit hours)		
JM 272	Digital Media Writing	3
JM 280	Graphic Design in Journalism	3
JM 382	Media Project Design & Publishing	3
	Select 1 additional JM Elective (3 credit hours) that do not duplicate major core credits	
Narrative & Documentary Storytelling (12 credit hours)		
JM 290	Radio Production	3
JM 330	Photojournalism	3
JM 364	Scriptwriting & Production	3
	Select 1 additional JM Elective (3 credit hours) that do not duplicate major core credits	
Strategic Media Communications (12 credit hours)		
JM 165	Writing Across the Media	3
JM 326	Advertising, Media Sales, & Marketing	3
JM 361	Public Relations	3
	Select 1 additional JM Elective (3 credit hours) that do not duplicate major core credits	
JMS Self-Designed Track (12 credit hours) **Allows students with specific goals to design their ideal minor** **In addition to two core courses above, select four JM electives (12 credit hours).**		

Department of Social Work

Mission

The mission of the Social Work Program is to prepare ethically competent professional entry-level generalist practitioners for the reduction of social and economic injustice; the advancement of human rights; the enhancement of human and community well-being; the promotion of scientific inquiry; life-long learning; and the development of social work values and ethics within the liberal arts education using a person-in-environment framework. The program is committed to public service, to respect the dignity and worth of the person, the elimination of poverty and the enhancement of the quality of life for all persons locally and globally.

Student Learning Outcomes

SLO 1: Demonstrate Ethical and Professional Behavior

SLO 2: Engage Diversity and Difference in Practice

SLO 3: Advance Human Rights and Social, Economic, and Environmental Justice

SLO 4: Engage In Practice-informed Research and Research-informed Practice

SLO 5: Engage in Policy Practice

SLO 6: Engage with Individuals, Families, Groups, Organizations, and Communities

SLO 7: Assess Individuals, Families, Groups, Organizations, and Communities

SLO 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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, skills, cognitive and affective processes, 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. A grade of "C" or above must be earned in the core Social Work courses. The Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE) (through 2027). A GPA of 2.5 is required for admission to the Social Work program. There is no academic credit for life experience.

To be admitted into the Social Work program, a student must have maintained a GPA of 2.5 and completed and passed SW 203, SW 247, SO 201 & PS 101 with a grade of "C" or better The Social Work program requires a minimum grade of "C" in all major core courses.

To receive the B.S.W., a student must successfully complete 55 credit hours of Social Work Major Core courses and a minimum of 9 Credit Hours of Social Work electives with no grade below "C". The minimum hours required for graduation in Social Work are one hundred twenty (120).

Social Work Lab Fee

Social Work students enrolled in the SW 410 Field Practicum and Seminar course are required to pay a lab fee.

Example Course Plan – Bachelor of Social Work

To be admitted into the Social Work program, a student must have maintained a GPA of 2.5 and completed SW: 203 and SW: 247 with a "C" or better. Thy must pass SO 201 and PS 101 with a "C" or better.

Courses in **bold** are major course requirements. *Indicates General Education courses.

Freshwoman Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
LW 102 Literature Writing*		3	LW 103 Literature & Writing*		3
MA 111 B College Algebra*		3	MA 120 or MA 130*		3
Foreign Lang I*		3	Foreign Lang II*		3
OR 100 Orientation*		1	OR 100 Orientation*		1
Any PE Class*		1	Any PE Class *		1
SW 203 Intro to Social Work		3	**SW 247 Diversity Issues**		3
			SW Free Elective (SW 201)		3
	Total	14		**Total**	17

Sophomore Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
AR100/MU224,225/TH 102*		3	BI 185/BI 102 with BI 102L		3
BI 101 & 101L*		4	RS 200 Research Methods*		3
PS 101 Gen Psychology*		3	SO 201 Intro to SOC*		3
HI/PH201/PH313/RL 315/WS100*		3	**SW 254 Social Statistics**		3
PO 102 U.S. Government		3	Free Elective		3
	Total	16		**Total**	15

Junior Year					
First Semester			**Second Semester**		
Course	**Adjust.**	**Credits**	**Course**	**Adjust.**	**Credits**
SW 301 Social Welfare I		3	**SW 333 Services to Older Adults**		3
SW 306 Group Process		3	**SW 361 Social Welfare II**		3
SW 346 Int. & Recording		3	**SW 398 HBSE II**		3
SW 397 HBSE I		3	**SW 401 Indiv. & Family**		3
SW 405 Research Methods		3	**SW Elective**		3
			SW Elective		3
	Total	15		**Total**	18

Senior Year					
First Semester			Second Semester		
Course	Adjust.	Credits	Course	Adjust.	Credits
SW 402 Comm. & Org		3	**SW 410 Field Practicum and Seminar** ***(may not enroll in any other courses*** **this semester)**		12
SW 409 Orientation to Field		1			
SW 403 Child Welfare		3			
Free Elective		3			
Free Elective		3			
	Total	13		**Total**	12
			Total Degree Credit Hours		120

Core Courses for Major in Social Work

Course #	Course Title	Credit Hours
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 403	Child Welfare	3
SW 405	Research Methods and Design	3
SW 409	Orientation to Field	1
SW 410	Field Practicum and Seminar	12
	Total Credit Hours	**55**

Required Electives for the Social Work Major

Required Electives consist of SW 201 (3 credit hours) and 6 additional credit hours from the following courses:

Course #	Course Title	Credit Hours
SW 201	Introduction to Human Services-Freshwomen	3
SW 299	Special Topics - Sophomore or Junior	3
SW 302	Honors Seminar in Social Work	3
SW 345	Legal Aspects of Social Work	3
SW 359	Introduction to Human Sexuality	3
SW 380	Substance Abuse: Assessment and Treatment	3
SW 406	Research Seminar	3
SW 499	Special Topics - Junior or Senior	3

Course Descriptions

Accounting Courses

AC 201 Principles of Accounting I (3)

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)

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)

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)

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)

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)

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)

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)

Study of partnership formation, operation and dissolution, installment sales and consignments, and business combinations. Prerequisite: AC 302

AC 410 Auditing (3)

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)

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)

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)

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)
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

Africana Women's Studies Courses

AN 120 Introduction to Anthropology (3)

This course is designed as a general introduction to anthropology with an emphasis on the subfield of cultural anthropology. Through readings, lectures, in-class assignments, use of audio/visual materials, field excursions and guest speakers, we will take an integrated approach in understanding this interdisciplinary field. We will examine the history of the discipline and of theoretical approaches to the study of human cultures, the methods and experience of anthropological fieldwork, the history of anthropological approaches to race and ethnicity, concepts of kinship and relatedness, gender and sexuality, and economic, symbolic, and ritual aspects of culture. We will also examine the shifts in anthropological theory and approach starting in the 1960's, with discussions on the impact of feminism, the Civil Rights and Human Rights Movements, and the greater participation of international scholars and scholars of color in anthropological research. The impact of colonialism, globalization (including global health), violence, and poverty, and how their consideration has changed historical anthropological approaches as well as how political and literary critiques of anthropological theory and method have affected the disciple will complete this introduction to contemporary anthropology. In addition, students will engage in professional development exercises.

IS 155 Guided Study (3)

This guided study course is a collaborative course between faculty member and student. Students taking the course will investigate an issue or theme that reflects a special interest they have in a particular aspect of women's studies. In this course the student and faculty guide will focus on a series of readings that investigates their particular topic in women's studies scholarship. Emphasis in the course is upon active listening, critical reading, thinking, and writing. The course culminates in some form of written expression of what the student has learned. It is offered as needed in both Fall and Spring semesters.

IS 156 Guided Study (3)

This guided study course is a collaborative course between faculty member and student. Students taking the course will investigate an issue or theme that reflects a special interest they have in a particular aspect of women's studies. In this course the student and faculty guide will focus on a series of readings that investigates their particular topic in women's studies scholarship. Emphasis in the course is upon active listening, critical reading, thinking, and writing. The course culminates in some form of written expression of what the student has learned. It is offered as needed in both Fall and Spring semesters.

IS 357 Learning for Leaders (3)

This course is designed for undergraduate students to engage in a variety of learning activities that support an understanding of women's leadership. Students will be exposed to basic leadership concepts and theories of leadership. In addition, the course is anchored in the theories and practices utilized in feminist studies especially as it pertains to Black women and girls.

Through this course students will gain insight into knowledge and skills necessary to be effective women leaders in government, business, not-for-profit, educational and civic settings. Students will leave the course with newfound understanding of their own personal leadership style and of how they show up in the world.

IS 366 Internship (6)

This course is a structured fieldwork situation in diverse areas of the community and in cooperation with government agencies, industry, civic groups and off campus persons accompanied by demonstrated, site based, research and reflection.

IS 459 Independent Study (3)

This independent study course is a collaborative course between faculty member and student. Students taking the course will create a self-designed project reflecting their work during the semester. In this course the student and faculty guide will focus on a theme or issue, identified by the student that reflects some aspect of women's studies scholarship. Emphasis in the course is upon active listening, critical reading, thinking, and writing.

WS 100 Introduction to Women's Studies (3)

This course is a basic introduction to the field of Gender and Women's Studies (GWS). The course will explore a broad variety of topics and issues that all fall under the umbrella of GWS. We will consider all of the following topics/issues: gender and power, reproduction in U.S. history, intersectional analysis, global/transnational feminism, sexuality and identity, feminism and the prison industrial complex, gendered and sexual violence.

WS 200 Feminist Research Methods and Service Learning (3)

This course is a basic introduction to the ideas and goals of feminist research. Using Carol Anderson's monograph as an example and building upon Ruth Behar's positioning the researcher as vulnerable observer, students will explore how to use standardized research methods in ways informed by feminist and black feminist theories. Students will be introduced to methods (both qualitative and quantitative) that have been identified as best suited to undertake feminist research. In addition, students will discuss how variables of gender, race, sexuality and class affect the choice of methods and analysis. Students will learn to apply research methods through a semester-long research project that includes a service-learning component. Emphasis in the class is upon the development of a research methodology and the refinement of critical reading, thinking, and writing skills. Our goal in this course is to develop student's ability to engage in teamwork as young professionals in the workforce.

WS 203 Black Women in the World (3)

This topical course explores in depth specific issues that concern Black women in North America and globally. Topics will cover health—including breast cancer, obesity, HIV-AIDS—sexuality, careers, employment, Black women's activism, entrepreneurialism, development, social services, criminality, etc. Emphasis will be upon students understanding the differences and similarities in how these issues affect Black women cross-culturally. Students may take WS 203 more than one time, if the Director deems that the topical content of the courses are sufficiently different.

WS 210 Identity, Violence and Justice (3)

Identity, Violence and Justice is a humanities-based course in which students will engage in critical, intersectional examination of concepts, practices and representations of justice with regard to the personal and institutional violence experienced by marginalized groups. In Women's Studies we employ an interdisciplinary approach and as such will incorporate concepts present in different fields including history, philosophy, literature and art. Through course readings as well as through media analysis students will critically unpack the criminal justice system, taking into their reflection: race, ethnicity, class, age, nationality, physical ability, sexuality, etc. and how these identities intersect with socio-cultural contexts. Additionally, as a class, we will consider the ways in which these representations inform our understanding of "crime," "criminal violence" and "justice." In our investigation of these issues, students will learn the perspectives present in feminist discourse surrounding these topics and develop their own. Throughout the course, we will explore larger systemic and cultural power dynamics and the influence of these power dynamics on the ideology and praxis of "law and order" in our society.

WS 300 Feminist and Black Feminist Theory (3)

This course is an in-depth examination of some of the key theories and ideas of feminism and Black Feminism, including post structuralism, postmodernism, essentialism, standpoint theory, womanist theory, etc. Students will read major works and learn to engage in critical discussions of the basic ideas and principles that guide these theories, and discuss how they relate back to particular readings, as well as their own research. Students will learn how to discern theory through close readings of texts, and how to articulate their own position on theories. Emphasis in the course is upon critical reading, thinking, and writing.

WS 310 Feminist and Black Feminist Theory (3)

In this course we explore African American cultural heritage by investigating culinary traditions and foodways. We use a variety of learning activities that support an understanding of gender, culinary arts, African American heritage and culture, entrepreneurship, and sustainability. Students will also be exposed to basic culinary concepts, women's studies and African American heritage. Topics in this course will include: the overall importance of cooking in human culture, an overview of African American culinary history with an emphasis on the role of Black women in developing American food culture and entrepreneurial opportunities in the culinary field, the intersection of gender, race and class in understanding

foodways, and how climate change effects our access to food sources. The course is anchored in the theories and practices utilized in women's studies, anthropology and the culinary arts. In addition, we consider how knowledge of foodways and food production become opportunities for economic development, especially by women.

Art Courses

AR 100 Introduction to Visual Arts (3)

An overview of the principal visual arts, past and present, including study of aesthetic qualities, composition, structural forms, and historical roles. Prerequisite: None

AR 104 Basic Drawing I (3)

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)

Continuation of Drawing I exploring creative concepts and expression. Prerequisite: Drawing I (AR 104)

AR 200 Painting I (3)

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)

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 202 African American Art (3)

A survey of the visual arts produced by people of African descent in the United States from Colonial times to the present. The course examines visual arts principles and elements; relationships between African culture and visual traditions of European and Euro-American artists and explores issues of race and gender.

Biology Courses

BI 100 Biological Science (4)

An introductory study **(for science non-majors)** of cell structure and function, reproduction, development, genetics, metabolism, evolution, and ecology of living things.

BI 101 Principles of Biology I (4)

Introductory course for Biology majors. 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)

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: BI 101

BI 103 Introduction to the Biology Major (1)

This course is required for all Biology majors. Introduction to the Biology Major 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)

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 225 General Zoology (4)

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, BI 102.

BI 227 Botany (4)

A survey of the plant kingdom with emphasis on the structure, classification, phylogeny, physiology, reproduction, economic importance, and identification of plants. Prerequisites: BI 101, BI 102.

BI 304 Human Anatomy (4)

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

BI 305 Histology & Biological Micro-techniques (4)

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

BI 316 Evolutionary Biology (3)

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

BI 322 Comparative Anatomy of Vertebrates (4)

A study of major organ systems of the vertebrate body with emphasis on phylogenetic relationships and evolutionary changes. Laboratory work includes study of dogfish shark, mud puppy, and cat. Three hours of lecture and two hours of laboratory per week. Prerequisites: BI 101, BI 102 and BI 225.

BI 321 Developmental Biology (4)

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, BI 102, and BI 225.

BI 326 Ecology (4)

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, BI 102, and BI 225.

BI 328 Cell Biology (4)

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, BI 225, BI 227 and CH 101–102. Recommended: CH 221.

BI 354 Plant Physiology (4)

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, BI 225, and BI 328.BI 403.

Human Physiology (4)

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, BI 102 and BI 225

BI 423 Genetics (4)

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, and 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, BI 102, BI 225; Recommended: BI 328.

BI 424 Microbiology (4)

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 and CH 221.

BI 426 Immunology (3)

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 immunodeficiency. Prerequisites: BI 101, BI 102, BI 225. Recommended: BI 328, and CH 221.

BI 427 Biotechnology (4)

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, BI 102, BI 225, and CH 101–102.

BI 428 Molecular Biology (3)

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, BI 225. Recommended: BI 328, and CH 221.

BI 431 Special Problems in Biology Research (1–3)

Laboratory investigation of special research problems in biology. Prerequisites: BI 101, BI 102, BI 225, MA 130, CH 102, and junior or senior standing.

BI 432 Medical Terminology (3)

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)

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)

Independent reading and research. Prerequisite: Junior or Senior standing.

Business Administration Courses

BA 210 Introduction to Business (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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. Prerequisites: BA 300.

BA 430 Quantitative Methods for Business and Economics (3)

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)

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 BA 320.

BA 460 Internship (3)

Same as AC 460. Prerequisite: junior standing.

BA 480 Independent Study (3)

Same as AC 480. Prerequisite: senior standing.

BA 490 Senior Seminar in Strategic Management (3)

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.

Chemistry Courses

CH 100 Introduction to Chemistry (3)

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 College Chemistry and Qualitative Analysis I (4)

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. Prerequisites: completion of one year of high school chemistry with a grade of **"C"** or better or the passing of a diagnostic examination in chemistry, MA111B.

CH 102 College Chemistry and Qualitative Analysis II (4)

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. Prerequisites: grade of **"C"** or better in CH 101 and MA 111B (MA 110).

CH 104 Orientation to Chemistry (1)

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 CH 101 and CH 104 concurrently. One hour of lecture per week. Prerequisites: none.

CH 221 Organic Chemistry I (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 101 and CH 102. All prerequisites must be completed with a grade of **"C"** or better.

CH 222 Organic Chemistry II (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. All prerequisites must be completed with a grade of **"C"** or better.

CH 223 Quantitative Analysis (4)

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)

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)

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)

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. 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)

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)

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.

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)

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 Physical Chemistry I (4)

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 444 Physical Chemistry II (4)

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, CH 443, MA 221, MA 222, MA 223, and PY 221-222.

CH 445 Inorganic Chemistry (4)

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, CH 102, CH 443, CH 444; MA 222, MA 223; and PY 221–222.

CH 446 Food Chemistry (4)

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)

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.

Computer Science Courses

CS 170 Introduction to Information Technologies and Applications (3)

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. Co-requisite: MA 111B.

CS 171 Introduction to Information Systems (3)

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. Or instructor permission

CS 172 Discrete Structure I (3)

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: MA 111B.

CS 175 Fundamentals of Programming (4)

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, and the concept of an algorithm, and fundamental data structures—strings, arrays, and records. Prerequisites: CS 170 and MA 111B or instructor permission.

CS 176 Computer Program Design (4)

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.

CS 200 Orientation to Computer Science (1)

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)

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 or instructor permission

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 instructor permission.

CS 272 Discrete Structures II (3)

Continues the discussion of discrete mathematics introduced in CS 172. Topics include pre- dictate 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 instructor permission.

CS 274 Web Design (3)

How to organize and publish information on the internet Web sites using HTML and CSS. Prerequisite: CS 170, or instructor permission.

CS 275 Data Structures and Algorithms (3)

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)

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)

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.

CS 373 Algorithm Design and Analysis (3)

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

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)

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 176 or consent of instructor.

CS 378 Internet Computing (3)

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 274, or instructor permission.

CS 470 Computer and Society (3)

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)

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)

A capstone course integrating the knowledge and skills gained from the other computer related and general education uses 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: instructor permission.

CS 474 Organization of Programming Languages (3)

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 or CS 371.

CS 476 Computer Network (3)

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.

Economics Courses

EC 201 Introduction to Microeconomics (3)

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)

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)

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.

EC 300 Intermediate Microeconomics (3)

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)

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 macroeconomic 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)

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)

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)

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), and technology transfer and development issues. Prerequisites: EC 300 and EC 310.

EC 400 Government and Business (3)

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.

Education Courses

ED 200 Introduction to Teaching Profession Education (3)

This professional core course provides an opportunity to evaluate a career in education and to assist students in beginning a journey into “real life experiences” which includes classroom observations. Other class activities consist of lectures, small group discussions, individual conferences, training on the NCDPI edTPA requirements, introduction to public school MOU accountability activities in field experiences, and independent readings. Required: 10-hours Pre-Professional Field Experience and Clear Criminal Background Check (CBC). Education Majors Only (Prior to 2019-2020 see ED 200 and ED 200 Lab).

ED 202 Core Language Arts for Children (3)

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 multimedia instruction required: 10 Hours Fieldwork & CBC Required. Education Majors Only (Prior to 2019-2020 see ED 302).

ED 205 Human Development and Learning (3)

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. Education Majors Only (Prior to 2019-2020 see ED 305).

ED 210 Diversity of Language, Culture, and Equity 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. EPP Candidates only (Prior to 2019-2020 see ED 410).

ED 240 Integrative Technology (3)

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. Students will be required to purchase edTPA and adhere to NCDPI assessment protocol for pre-licensure requirements. Required: 15 Hours Required Pre-Professional Practicum Field Experience and clear CBC. EPP Candidates only (Prior to 2019-2020 see ED 340).

ED 271 Core Math Content Knowledge and Pedagogy for Teachers (3)

This professional core course is designed for pre-service level students as an in-depth study of the math content to provide the most effective teaching and learning strategies. Emphasis is placed on math content, beginning assessment and evidence building strategies for classroom effective data collection and new developments related to the curriculum and multimedia instruction. Students will use the knowledge and tools of this course is to study and prepare for the Praxis Mathematics Core. Required: Pre-service students must sit for the most current Praxis Mathematics Core required by NCDPI**.** Education Majors Only (New Course for 2019-2020).ED 319 Humanities and Fine Arts in the Elementary School (3)

ED 319 Humanities and Fine Arts in the Elementary School (3)

This professional core course is designed for junior and/or senior level prospective elementary school teachers as an in-depth study of planning and integrating humanities, fine arts, and social studies into the elementary school 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: Co-requisites: American History. Prerequisite: admission to the EPP. EPP Candidates only (Prior to 2019-2020 see ED 319 and Ed 319 Lab).

ED 321 Foundations and Fundamentals of Teaching Reading in Elementary School (3)

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. This professional core course in reading instruction includes emphasis for special education. Emphasis is on reading in the content areas and instructional strategies that can be generalized for a variety of instructional settings. Requirement: 30 Hours Field Experience and CBC. Prerequisite: admission to the EPP. EPP Candidates only (Prior to 2019-2020 see ED 210 and Ed 321 Lab).

ED 322 Curriculum and Planning in the Elementary School (3)

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 curriculum in classrooms, schools, and other educational programs. Requirements: Pre-Professional Practicum 30 Hours Field Experience and clear CBC. Prerequisite: admission to the EPP. EPP Candidates only (Prior to 2019-2020 see ED 322).

ED 325 Math Foundations in the Elementary School (3)

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 math curriculum and specific content methodology to provide the most effective teaching and learning strategies. Emphasis is placed on learning and new developments related to the curriculum and multimedia instruction with classroom instruction strategies to increase p-12 content knowledge. Students will have access to methods of data and evidence accountability for student learning in the p-12 classroom as formative and summative evaluation procedures Requirements: edTPA account, 40 Hours Internship and clear CBC. Prerequisites: admission to the EPP. EPP Candidates only (Prior to 2019-2020 see ED 325 and Ed 325 Lab).

ED 332 Educational Measurement Assessment & Evaluation (3)

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: 15 Hours Pre-Professional Practicum Field Experience and clear CBC. Prerequisites: ED 200, SE 207, and admission to the EPP. EPP Candidates only (Prior to 2019-2020 see ED 332).

ED 359 Physical Education for the Elementary School Child (3)

Examines the techniques in planning and organizing the elementary school program. Emphasis is placed on movement exploration, rhythms, self-testing, growth and development. Required five (5) Hours Pre-Professional Practicum Fieldwork and clear CBC. Prerequisite: Admission to EPP. EPP Candidates only (Prior to 2019-2020 see ED 359 and Ed 359 Lab).

ED 370 Historical, Philosophical, and Sociological Foundations of Modern Education (3)

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 EPP. EPP Candidates only (Prior to 2019-2020 see ED 370).

ED 425 Science in the Elem School (3)

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 427 Teaching Clinical Practice – Elementary Education (9)

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. Mandatory participation is required in the accompanying assessment activities as; Teacher work sample; Case Study; North Carolina Clinical Evaluation Rubric;

and the NCDPI State edTPA process. The student will 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, and special education teacher. Student teachers clinical is required. Prerequisites: completion of all professional core and specialty area courses; admission to the EPP; completion of 120 hours of Pre-Professional Fieldwork; clear Guilford County CBC, admission to student teaching one full semester before the experience, and participate in edTPA for graduation. State Licensure approval requires current passing scores. EPP Candidates only. Must register for the ED 450 Senior Seminar in the same semester. (Prior to 2019-2020 see ED 427).

ED 460 Internship Perspective Candidate (3)

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 450 Senior Seminar – Elementary Education (3)

This course provides students with a forum for discussing problems encountered during the clinical student teaching while recommending workable solutions to the problems. Student teachers clinical is required. Prerequisites: completion of all professional core and specialty area courses; admission to the EPP; completion of 120 hours of Pre-Professional Fieldwork; clear Guilford County CBC, and admission to student teaching one full semester before the experience. EPP Candidates only. The senior leadership seminar enhances the student teaching (Prior to 2019-2020 see ED 427).

English Courses

EN 200 Introduction to Literary Studies (3)

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

EN 201 Research Writing (3)

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 and LW 103.

EN 202 Technical Writing (3)

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 207 Survey of English Literature I (3)

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 208 Survey of English Literature II (3)

A study of the literature of Great Britain and its protectorates with emphasis on masterpieces of each period. Chronological. Prerequisites: LW 102 and LW 103. Required for all English Majors. Electives for majors in other departments.

EN 209 Readers Theatre (3)

A performance course that gives experience in public reading and formal presentation of original dramatic scripts designed to enhance the curricular and co-curricular 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 210 Basic Grammar (3)

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, etc. Prerequisites: LW 102 and LW 103.

EN 211 Advanced Grammar (3)

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: LW102 and LW 103.

EN 300 Survey of Literary Criticism (3)

A survey of literary criticism and application of theory. Prerequisites: LW 102 and LW 103.

EN 317 Advanced Composition (3)

Intensive use of various rhetorical techniques. Extended writing tasks through the application of rhetorical strategies. Prerequisites: LW 102 and LW 103.

EN 319 Old and Middle English Literature (3)

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 and LW 103. Counts as period course for majors; may be taken as elective by majors in other departments.

EN 320 Renaissance Literature (3)

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)

A study of early nineteenth-century English Romanticism and Romantic writers and Victorianism and Victorian Writers. Prerequisites: LW 102 and 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)

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 and LW 103. Counts as a period course for majors; may be taken as an elective by majors in other departments.

EN 323 American Literature I (3)

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 and LW 103.

EN 324 American Literature II (3)

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 and LW 103.

EN 325 Shakespeare (3)

Study of selected plays of Shakespeare with reference to their connection to sixteenth-century culture, politics, religion, and values. Prerequisites: LW 102 and 103.

EN 327 Creative Writing I (3)

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)

Advanced course that coaches students in writing creative fiction, poetry, and drama. Prerequisites: LW 102 and 103. Elective for all students.

EN 329 Special Topics in Literature (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, LW 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.

EN 330 Special Topics in Literature – Survey of Drama (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, LW 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.

EN 333 African American Literature I (3)

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 and LW 103.

EN 334 African American Literature II (3)

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 and LW 103.

EN 335 The Harlem Renaissance 1919-1940s (3)

The 1920s saw an unprecedented outburst of creative activity among African Americans in all artistic fields. Known as The New Negro Movement and later as the Harlem Renaissance, this period (roughly 1920-1940) of incredible literary production marks the first collective artistic expression of African Americans. Issues that will be considered will include: the contemporary politics, aesthetics, and material conditions of production that surrounded the creation of Harlem Renaissance texts; the triple demand of the Harlem Renaissance Author—to create “more sophisticated” African American literary works, to create “authentic Black texts,” and to answer to communal demands for literature in the service of racial uplift. The course will also include a survey of African American achievements in music and the visual arts. The influence of the Harlem Renaissance in the evolution of African American literature will also be examined, as well as its impact on other movements in the Black world, notably the Négritude movement associated with the French-speaking African and Caribbean writers. The course will thus serve as an introduction to modern expression in the Black world.

EN 336 The Chicago Black Renaissance 1930-1950s (3)

The Chicago Black Renaissance is the name given to the upsurge in cultural production, community organizing and social self- activity on Chicago’s South Side from 1930 until 1950. This course will examine the material, practical, ideological and aesthetic dimensions of the Renaissance. It will argue that Chicago became a center of American and international cultural and political experiment in this period, and provides a shining example of class, race and gender-based social organizing. The course will include virtual site visits to Chicago and Chicago research centers. This field and archival work is meant to provide students a new perspective on one of the most understudied but important periods in U.S. history.

EN 337 The Black Arts Movement 1960-1970s (3)

The Black Arts Movement, as it is commonly known, was an aesthetic, cultural and ultimately deeply political artistic movement loosely linked to and in philosophical agreement with many aspects of the Black Power movement of the late 1960s and early 1970s. Despite its brief historical span, we will explore why the Black Arts Movement remains significant for the course of contemporary African American, African Diasporic and American literature today, by looking first at its antecedents in the Harlem Renaissance, the first major African-American literary movement of the 20th century and a central moment in American modernism, and then contrast the rhetoric and discourse of key Harlem Renaissance figures with those of the Black Arts writers and artists, noting the centrality and model of the former, while also discussing the ways in which Black Arts writers diverge and participate actively in the construction of a (Pan-African(-American)/Black nationalism. Indeed, the question of "nationalism" will be key, as well as key concepts such as racism, gender, sexuality, class, and intersectionality. The course will conclude by considering the afterlife of Black Arts Movement ideas in several late 20th and early 21st century works.

EN 340 Twentieth-Century Literature (3)

Study of selected American and British authors of the twentieth century. Prerequisites: LW 102 and LW 103. Counts as a period course for majors; may be taken as an elective by majors in other disciplines.

EN 350 Writing Fellows I (3)

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, LW 103, and EN 104/201 with at least a “B” average. Elective for students in all disciplines.

EN 351 Writing Fellows II (3)

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, LW 103, and EN 104/201 with at least a “B” average. Elective for students in all disciplines.

EN 434 Black Women Writers (3)

This course seeks to examine the extraordinary and diverse landscape of African American women's writing. Beginning in the early twentieth century and ending in the contemporary moment, the class will consider how African American women authors have wrestled with the themes of race, class, and sexuality in their texts. Moreover, the course does not assume a static definition of African American women's writing, but examines how writers have challenged themselves and each other to think about what it means to be "American," "Black," and "woman" at different historical moments and within varied artistic genres. Some of the writers studied will include: Nella Larsen, Zora Neale Hurston, Ann Petry, Dorothy West, Lorraine Hansberry, Gwendolyn Brooks, Paule Marshall, Toni Morrison, Alice Walker, Audre Lorde, Toni Cade Bambara, Sister Souljah, Edwidge Danticat, Chimamanda Ngozi Adichie, Buchi Emecheta and others.

ENG 435 Restoration and Eighteenth-Century Literature (3)

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 and LW 103. Counts as a period course for majors; may be taken as an elective by majors in other departments.

EN 436 History of the English Language (3)

Study of historical development of the English language, including influences from 800 C.E. to contemporary times. Prerequisites: LW 102 and LW 103.

EN 441 World Masterpieces in Translation (3)

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

EN 459 Independent Study (3)

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.

EN 460 Independent Study (3)

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.

LW 102 Literature and Writing I (3)

Students will read and write about novels, poetry, plans, news stories, business reports, editorials. Students will receive P/F grades at midterm each semester and a letter grade at the end of each academic semester. Prerequisite: None.

LW 103 Literature and Writing II (3)

Students will read and write about novels, poetry, plans, news stories, business reports, editorials. Students will receive P/F grades at midterm each semester and a letter grade at the end of each academic semester. Prerequisite: None.

RS 200 Introduction to Research Methods (3)

This course will introduce students to basic and essential methods and techniques for finding and utilizing scholarly resources. It will provide a framework that the student may use to prepare argument-based research papers and presentations throughout her college career. Prerequisite: LW 102 and LW 103.

Entrepreneurship Courses

EI 100 Foundations for Entrepreneurship (3)

Introductory course intended to provide students with a foundation of the vital role of entrepreneurs and entrepreneurship in the 21st century global economy.

EI 201 Accounting and Finance for Entrepreneurs (3)

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 EI 100.

EI 301 Students in Free Enterprise I (3)

This course is a two-part course. It will provide management experience in various aspects in Free Enterprise. Prerequisite: Sophomore Standing.

EI 302 Students in Free Enterprise II (3)

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)

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 EI 100.

EI 320 Marketing (3)

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, EI 100.

EI 340 Entrepreneurship and New Ventures (3)

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 EI 100.

EI 360 Social Entrepreneurship, Innovation and Civic Participation (3)

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 EI 100.

EI 380 Local, State and Federal Contracting Opportunities (Seminar) (1)

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 EI 100.

EI 400 Special Topics: (3)

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 EI 100.

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)

The theories and practices of theatre management and administration as they pertain to publicity, box office printing, scheduling, grantsmanship, and fundraising 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.

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.

Foreign Language Courses

FR 101 Elementary French I (3) Fundamentals of grammar, listening, oral practice, reading and writing in French. FR 101 is the first course in a two-semester sequence of beginning French. It is designed for the student with little or no prior knowledge of the language. The course emphasizes all four skills: speaking, listening, reading, and writing. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in French in a realistic and culturally appropriate manner.

FR 102 Elementary French II (3) Fundamentals of grammar, listening, oral practice, reading and writing in French. FR 102 is the second course in a two-semester sequence of beginning French. It is designed for the student with little or no prior knowledge of the language. The course emphasizes all four skills: speaking, listening, reading, and writing. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in French in a realistic and culturally appropriate manner.

FR 203 Intermediate French I (3) Emphasizes listening comprehension, oral proficiency, grammar review, selected readings, and French culture. FR 203 is the first course in a two-semester sequence of intermediate French, and it is designed for the student who has some prior knowledge of the language. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in French in a realistic and culturally appropriate manner.

FR 204 Intermediate French II (3) Emphasizes listening comprehension, oral proficiency, grammar review, selected readings, and French culture. FR 204 is the second course in a two-semester sequence of intermediate French, and it is designed for the student who has some prior knowledge of the language. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in French in a realistic and culturally appropriate manner.

FR 448 Topics in Language and Literature (3)

Focus on one area of French or Francophone literature or culture.

SP 101 Elementary Spanish I. (3) Fundamentals of grammar, listening, oral practice, reading and writing. SP 101 is the first course in a two-semester sequence of beginning Spanish. It is designed for the student with little or no prior knowledge of the language. The course emphasizes all four skills: speaking, listening, reading, and writing. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in Spanish in a realistic and culturally appropriate manner.

SP 102 Elementary Spanish II. (3) Fundamentals of grammar, listening, oral practice, reading and writing. SP 102 is the second course in a two-semester sequence of beginning Spanish. It is designed for the student with little or no prior knowledge of the language. The course emphasizes all four skills: speaking, listening, reading, and writing. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in Spanish in a realistic and culturally appropriate manner.

SP 203 Intermediate Spanish I (3) Emphasizes listening comprehension, oral proficiency, grammar review, selected readings, and Spanish and Latin American culture. SP 203 is the first course in a two-semester sequence of intermediate Spanish, and it is designed for the student who has some prior knowledge of the language. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in Spanish in a realistic and culturally appropriate manner.

SP 204 Intermediate Spanish II (3) Emphasizes listening comprehension, oral proficiency, grammar review, selected readings, and Spanish and Latin American culture. SP 204 is the second course in a two-semester sequence of intermediate Spanish, and it is designed for the student who has some prior knowledge of the language. Upon completion of this course, students will be able to use their newly acquired skills in order to communicate in Spanish in a realistic and culturally appropriate manner.

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.

Global Studies 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 Capstone Project Completion and Public Presentation of Research Paper (Certificate) (1)

GS 499 Capstone Project Completion and Public Presentation of Research Paper (Certificate) (1)

Health Education Courses

HE 101 Wellness for Life (2)

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)

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.

History Courses

HI 101 Origins of Civilization (3)

The course examines the origins of human civilization in Africa, Asia, Europe and the Americas from prehistoric 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, and Free Blacks in Antebellum 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 study of African history from prehistoric times to the beginnings of European invasions.

HI 311 African History since 1800 (3)

A study of African history from the beginning of the 19th century to the present.

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.

Interdisciplinary Studies Courses

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 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

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.

Journalism and Media Studies Courses

JM 101–104 Newspaper Production (1-4)

Students learn the fundamentals of producing print and online media for campus publications. May be repeated four times for a total of four hours.

JM 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.

JM 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.

JM 170 Language Skills for Journalists (3)

Course provides JM 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.

JM 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.

NOTE: Students who take JM courses at or above the 200 level must have instructor and/or departmental approval, or have completed at least two (2) of the following pre-requisites (or equivalent transfer courses): JM 162 Media Study; JM 180 Multimedia Storytelling; JM 165 Writing Across the Media; JM 170 Language Skills

JM 210 Math Tools for Journalists (1)

Course covers basic math skills for journalists through problem-based exercises and real time hands-on activities.

JM 220 Special Topics (3)

The course investigates mass communications theories, issues, or other subjects of topical importance and interest.

JM 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 LW 103 (majors and non-majors).

JM 272 Digital Media Writing (3)

The course provides students with experience preparing material for all forms of digital media production. Emphasis on research, writing for social media, search engine optimization, project development, scheduling, and production.

JM 280 Graphic Design in Journalism (3)

Lecture/laboratory course covers creative and practical aspects of editing, typography, layout, and color theory. Students will use relevant software to design journalistic and marketing projects for print, online and digital environments.

JM 281 Copy Editing (3)

Laboratory course focusing on developing copy editing skills and strategies. Prerequisites: JM 170 or instructor permission.

JM 282 Broadcast Announcing (3)

Introduction to on-air announcing and news reporting for radio, television, and new media broadcasts.

JM 290 Radio Production I (3)

The course covers fundamentals of sound production and audio editing. Students will learn how to gather sound from interviews, events and studio settings to create radio projects, programs, and packaged radio shows.

JM 294 TV Production I (3)

The course covers fundamental digital production editing. Students learn how to create professional quality HD video from interview, narrative scenes, local news, area events and virtual studios. They will edit the footage with relevant editing software and learn how to distribute the videos across multiple platforms and file formats.

JM 300 Social Media Writing (3)

Course provides students with the skills to write impactful and persuasive messages via various social media platforms. Ethical use of delivering messages and maintaining a professional online presence will be stressed.

JM 325 Social Media Entrepreneurship (3)

The course covers the basics tools of utilizing social media platforms to create and promote entrepreneurial ventures and established entities. This course encourages students to use social media platforms to conceptualize original projects and to brand and market the product or venture.

JM 326 Advertising, Media Sales & Marketing (3)

The course covers the basic tools and core concepts of strategic marketing communication and the elements necessary to build long-term relationships with clients. Students gain a perspective on the impact and influence of advertising and learn techniques for promoting and selling products and services.

JM 330 Photojournalism & Digital Design (3)

Lecture/laboratory course introduces students to the digital photography tools used by journalists and media practitioners. Students learn how to create photos that are both aesthetic and newsworthy through practical hands-on experience with HD DSLR cameras and photo-editing software.

JM 352 News Reporting and Writing II (3)

Lecture/laboratory course in which students practice advanced techniques in news gathering and writing for media publications. Emphasis on beat and feature assignments and interviewing techniques. Prerequisite: JM 251

JM 359 Topical Seminar (3)

The course offers practical, hands-on experience in conceiving and creating media projects related to topics of interest.

JM 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. Non-majors should have a foundation in writing nonfiction and/or news writing and reporting. Prerequisite: “C” or better in JM 251 (JM majors) or instructor permission.

JM 361 Public Relations I (3)

Students are introduced to theories and principles of 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.

JM 362 Scriptwriting and Production (3)

Advanced instruction on structuring a short narrative script about a historical or fictional subject. Students explore story structure and create an audio/video projects based on their original scripts.

JM 363 Opinion Writing (3)

Students learn writing techniques used to write persuasive and opinion pieces—including reviews, editorials, columns, blog posts and journalistic essays for all media formats. Emphasis on news analysis and critical thinking as related to current events and social policy.

JM 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.

JM 366 or 467 Journalism/Media Internship (variable credit 1-3 hours)

Supervised journalism/media practices during fall and spring semesters and summer break. JM majors are provided an opportunity to hone skills and acquire practical media experience off campus and at professional organizations including radio and television stations, newspapers, magazines and online publications and in media positions in government, nonprofit and other organizations. JM majors required to intern at the site for a minimum of 100 hours for 1-credit, 150 hours for 2-credits and 200 hours for 3-credits. Prerequisites: JM internship coordinator approval. Each JM internship may be repeated once for additional credit to satisfy JM elective requirements.

JM 380 Media Diversity (3)

The course examines the participation and portrayals of diverse populations in broadcast, print, new media, advertising, film, and media research. Coursework includes readings, discussion, and critical writing exercises.

JM 381 Media Project Design & Publishing (3)

The digital publishing course is designed to help you to understand the history and evolution of publishing, to be up to date on industry trends and to consider and anticipate what trends may emerge. Ideally, YOU will be at the edge of setting those trends by evaluating reader needs and experiences and thinking creatively about how to best deliver material to inform and entertain consumers in the most effective ways.

JM 391 Radio Production II (3)

Advanced lecture/laboratory course on sound production techniques, editing, and programming, and distribution in digital and traditional media formats. Students will work on individual and group productions.

JM 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.

JM 402 Media Law and Ethics (3)

The course offers a media overview of the legal concepts and issues important to the media professional with a special focus on roles, rights, and responsibilities in an evolving media environment. The 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.

JM 407 Senior Capstone (3)

The course focuses on assisting students in organizing their portfolios to fulfill the JM Portfolio Graduation Requirement, graduation and career search and a senior “thesis” project.

JM 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 (JM majors) or instructor permission.

JM 440 Media Business (3)

Seminar provides information about media organizations with emphasis on management, new media technology, career opportunities, sales and marketing, and audience development and measurement. Requirements include a major project.

JM 450 Social Justice Reporting (3)

Advanced instruction in media reporting local, state, and federal government; politics, finance, labor; social policy, and environmental issues. Emphasis on investigating current or real-time news as they impact social issues.

JM 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.

JM 493 Advanced Production (3)

An advanced course to increase student proficiency in production and editing. Coursework requires students to make ethical, legal, and aesthetic decisions regarding content and programming. Students are taught advanced editing techniques. Course requirement includes an audio or video portfolio.

JM 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

JM 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.

JM 498 Mass Communication Theory (3)

Introductory course provides an overview of various mass communications theories. Prerequisite: senior standing or instructor permission.

JM 499 Mass Communication Research (3)

Introductory course provides an 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.

JM Portfolio: Graduation Requirement for all JM majors

A well-designed portfolio featuring a compilation of major's best work produced throughout her matriculation. Contents include: Current résumé; Best Practicum JM 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 JM faculty members will evaluate every portfolio during the final exam period and issue a Pass or Fail grade.

Mathematics Courses

MA 111A 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 MA 111A.

MA 120 Finite Mathematics (3)

A course covering linear equations, matrices, linear programming, sets, probability, and statistics. Prerequisites: completion of MA 111B or SAT or ACT.

MA 130 Precalculus (3)

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 111B or SAT or ACT.

MA 200 Orientation to Mathematics (1)

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)

A course designed primarily for computer science students. Topics include production to matrix theory, combinatorial, probability, game theory, Boolean algebra, and graph theory/networks. (Same as CS 102) Prerequisite: consent of the instructor.

MA 221 Calculus I (4)

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.

MA 222 Calculus II (4)

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)

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 324 Probability and Statistics (3)

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)

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 Geometry (3)

A study of Euclidean and non-Euclidean geometries. Prerequisite: MA 221 or consent of instructor.

MA 332 Differential Equations (3)

A study of methods of solution and application of ordinary differential equations. Prerequisite: MA 222.

MA 333 Abstract Algebra (3)

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)

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 430 Special Topics in Mathematics (3)

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)

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)

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.

Music Courses

MU 000 Performance Seminar (0)

Performance Seminar is a zero-credit, pass/fail, monthly meeting of all music majors and minors for the purpose of student performances, seminars, workshops, special lectures, guest recitals, and listening labs. Music majors must be enrolled in Performance Seminar each semester for a total of eight (8) semesters. Music minors must be enrolled in Performance Seminar for six (6) successive semesters. Performance Seminar meets Wednesdays at 5:00 pm.

MU 001 Piano Proficiency Exam (0)

All music majors are expected to demonstrate functional piano proficiency. The Piano Proficiency Exam is designed to assess that proficiency and must be passed before graduation. The exam may be taken at the end of the semester and should be arranged with the piano faculty.

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)

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

MU 112 Sight-Singing and Dictation II (1)

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

MU 213 Theory I (2)

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

MU 214 Theory II (2)

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

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 305 Conducting (1)

An introductory course covering basic techniques, terminology, and transpositions. Prerequisite: MU 225.

MU 311–312 Diction for Singers (2)

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)

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)

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)

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)

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 411 Applied Music Literature (3)

An intensive one semester survey of music literature in the area of applied study that covers the sixteenth century to the present. Literature is divided chronologically with time spent weighted according to the prolific nature of each representative composer. Prerequisites: MU 225 and two semesters of Principle Applied Lessons.

MU 414 Applied Music Pedagogy (3)

This course will acquaint music majors with the elements of playing/singing as a means of providing students with a detailed working knowledge teaching and practical applications in their applied area of study of the vocal mechanism. Emphasis is placed upon application of these principles to voice instruction and providing students with applicable tools and resources to aid them in their teaching and performing endeavors. The study of methods and principles of teaching the area of applied study. 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)

Open on demand for juniors and seniors with permission of the instructor. (3 hours each semester).

Principle Applied Music Courses

Private instruction in organ, piano, voice, strings, woodwinds, brass and/or percussion for music majors. One clock hour of instruction per week. Requires registration for Performance Seminar. Required of all music majors and minor. Non-music majors may be permitted to study if space/staffing permits. The Music Program Coordinator makes all decisions regarding non-music majors registering for Applied Lessons. The faculty determines the beginning course number of Applied study based on audition (Lab Fee).

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

Secondary Applied Music Courses

Private instruction in organ, piano, voice, strings, woodwinds, brass and/or percussion as secondary applied music study for music majors or for non-majors as electives. One-half clock hour of instruction per week. Requires registration for Performance Seminar. Required of all music majors and minor. Non-music majors may be permitted to study if space/staffing permits. The Music Program Coordinator makes all decisions regarding non-music majors registering for Applied Lessons. The faculty determines the beginning course number of Applied study based on audition (Lab Fee).

Course #	Title	Credit Hours

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

Applied Group Instruction Courses (Lab Fee)

MU 143–144 Piano Class (1)

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)

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

Ensemble

MU 161–162. Choir (1) F

The Bennett Choir is a course designed to establish a group of students who, through their disciplined and musical rendering of song, represent the College as ambassadors. Required of music majors and minors. Required of music majors. Elective for non- majors. Prerequisite: Audition.

MU 163–164 Instrumental Ensemble/Hand Bell Choir (1)

Designed for students to apply musical skills as they continue to create and experience music as a musical ensemble. Alternative requirement for music majors and minors. Elective for non-majors.

Philosophy and Religion Courses

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 worldviews. 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 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.

Physical Education Courses

PE 102 Basketball (1)

Introduction to basic knowledge and skills. Emphasis is on team strategy, body mechanics, relaxation, and social interaction.

PE 106 Volleyball (1)

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)

Basic principles for developing fitness are presented. Individual fitness levels are evaluated, and individual programs are developed.

PE 118 Tennis (1)

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 121 Yoga (1)

Students in this class will learn the fundamentals of Hatha Yoga. They will be introduced to various yoga postures (asanas in Sanskrit), conscious breathing (pranayama), and the concept of mindfulness. Throughout the semester, they will improve their flexibility, physical strength, balance, and concentration skills. Additionally, they will be introduced to a brief history of yoga from its beginnings in Ancient India to its arrival in the West, which ultimately led to its current global popularity. Sanskrit names will be taught for most asanas explored.

PE 123 Pilates (1)

This course is a study and application of the Authentic Pilates Mat Program. It is designed to improve muscular strength, endurance, coordination, flexibility, posture and balance. Students will be provided with a working knowledge of Basic/Intermediate Pilates Mat exercises, the benefits associated with Pilates, and an expanded body awareness that they can use as the foundation of a lifetime of physical fitness and wellness.

PE 130 Beginning Golf (1)

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)

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)

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)

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.

PE 470 Physical Education for Exceptional Children (3)

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.

Physics Courses

PY 201-202 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 or an introductory college algebra course for PY 201 and MA 130 or an intermediate college algebra course for PY 202.

PY 221–222 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.

Political Science Courses

PO 100 Introduction to Political Science (3)

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. Recommended Sequence: PO 102 United States Government**.**

PO 102 Introduction to United States Government (3)

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. Recommended sequence: PO 213 State and Local Politics.

PO 203 Introduction to 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, and the role of interest groups in the political process, government budgeting, public personnel management, and administrative responsibility. Recommended Sequence PO 401 Public Policy Analysis.

PO 204 Introduction to Comparative Politics (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.

PO 213 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 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 102 Introduction to United States Government or consent of the instructor.

PO 280 Introduction to 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 100 Introduction to Political Science or consent of instructor.

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 305 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. Prerequisite: Recommend Sequence PO 406 Modern Political Theory.

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 or consent of the instructor.

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**.** Recommended Sequence: PO 410 Constitutional Law.

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. Prerequisite: PO 201 Introduction to Comparative Political Systems or consent of the instructor.

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. Prerequisite: PO 201 Introduction to Comparative Political Systems or consent of the instructor.

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. Prerequisite: PO 201 Introduction to Comparative Political Systems or consent of the instructor.

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 100 Introduction to Political Science or PO 102 United States Government or consent of instructor.

PO 380 International Relations (3)

Analysis of world politics with emphasis on justice, war, and peace.

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 Introduction to Public Administration 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 100 Introduction to Political Science or PO 280 Introduction to International Relations or consent of instructor.

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. Prerequisite: PO 204 Introduction to Political Theory.

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. Prerequisites: PO 100 Introduction to Political Science or consent of the instructor.

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 102 United States Government 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 100 Introduction to Political Science 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)

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. This course requires the completion of a senior thesis. Prerequisite: PO 300 Research Methods in Political Science.

Psychology Courses

PS 100 Psychological Science (3) F, S, as needed

This course is designed for non-major 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. This course does not count for the Psychology major or minor. 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 (4) Fall only

This course introduces students to techniques for summarizing, displaying and conducting hypothesis tests with behavioral data. Emphasis is on selection and application of the appropriate technique given the nature of the problem and the characteristics of the data. Specific topics include descriptive statistics (frequency distributions, measures of central tendency and variability), correlation and an introduction to probability distributions and statistical inference. Prerequisites: PS 101, MA 120 or higher, both with a “C” or better. Co-requisite: PS 274.

PS 255 Inferential Statistics with Laboratory (4) Spring only

This course introduces students to statistical techniques for conducting hypothesis tests with behavioral data. 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 PS 274 with a “C” or better. Co-requisite: PS 275.

PS 274 Descriptive Research Methods and Laboratory (4) Fall only

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 lab reports, 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 (4) Spring only

This lecture-laboratory course covers various techniques for applying the scientific method to behavioral research. Students will learn about simple and multivariate 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 lab reports and a research proposal following the American Psychological Association model with an accompanying completed IRB application and budget 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 the Psychology Major (1) F, S

All psychology majors and minors are required to successfully complete this course. ***As of fall 2012, students MUST successfully complete this course to earn admission to the psychology major.*** The course focuses on skills and knowledge that will enable students to negotiate the transition to college, to plan their academic & professional careers, and to succeed in upper-level psychology courses.

PS 301 Child Development (3) S, as needed

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 Adolescence (3) S, as needed

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) Fall only

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. This course is a core requirement for Psychology majors but can count as a psychology elective in the physiological/cognitive area for minors. 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) 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. Note: either PS 315 or PS 438 is a core requirement for Psychology majors but this course may count as a Psychology elective in the physiological/cognitive area for minors, or for majors who have taken PS 438 as a core course. Prerequisites: PS 101 and PS 274 with a "C" or better or permission of the instructor.

PS 320 Memory & Cognition with Laboratory (4) S, as needed

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) Fall only

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. Prerequisites: PS 101 with a “C” or better or permission from the instructor.

PS 326 Abnormal Psychology (3) Fall only

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. This course is a core requirement for Psychology majors but can count as a psychology elective in the clinical/applied area for minors. Prerequisite: PS 101 with a “C” or better.

PS 329 Theories of Personality (3) Fall only

Surveys concepts and issues in the field of personality research in psychology. Covers the major theoretical approaches to the study of human personality and encourages an evaluation of these approaches in light of relevant empirical research.

PS 330 Introduction to Counseling (3) S, as needed

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, as needed

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 Afrocentric Psychology (3) 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 Afrocentric 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) 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) 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) 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) 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) 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 and junior standing or permission of the instructor.

PS 424 Sensory Processes with Laboratory (3) 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) 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) Spring only

Detailed examination of behavioral modification techniques, behavioral principles, and their application in educational and human service settings. In the major course project, each student selects a behavior (instructor-approved) they wish to change and collects data to design an appropriate behavior modification program, which they implement, monitor, and revise, using their data. The project is written up and presented. This course is a core requirement for Psychology majors but can count as a psychology elective in the clinical/applied area for minors, or for majors who have taken PS 315 as a core course. Prerequisites: PS 101 and PS 274, all with a “C” or better, or permission of the instructor.

PS 440 History & Systems of Psychology (3) Fall only

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) Fall only

This course requires students to apply theoretical knowledge and training acquired in psychology courses in a field placement or laboratory setting by completing 100 supervised hours of field or research experience (~ 10 hours/week during the semester the course is offered, or in some cases over the summer). Students at some internship sites may need to purchase a student liability insurance policy at nominal cost (<$50) &/or pay for a background check. Prerequisites: Junior standing; at least 18 credits in Psychology with a “C” or better including PS 101, PS 300, PS 254, PS 274, PS 329, and either PS 326 or PS 330 (or other PS 3xx or 4xx course relevant to placement); and prior permission of the instructor. Students must arrange their internship placement with the instructor during the semester prior to taking PS 455.

PS 456 Senior Thesis (3) F, S, as needed

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 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 Independent Study in Psychology (variable) F, as needed

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.

PS 460 Independent Study in Psychology (variable) S, as needed

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.

Science Courses

SC 103 Physical Science (3)

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. Co-requisite: MA 111A.

Department of Social Work Courses

SW 201 Introduction to Human Services (3)
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)

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)
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 be discussed and how it applies to working with oppressed and diverse populations.
Prerequisites: SO 201, SW 203. Prerequisite or Co-requisite: PS 101.

SW 254 Social Statistics (3)

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 teach 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 299 Special Topic (3)

Sophomore or Junior Level. A Seminar designed to address research issues, problems, and other matters of concern related to race, gender, sexual orientation, age, class and disability.

SW 301 Social Welfare I – Social Programs, Legislation, and Policy (3)
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)
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)
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 to Older Adults (3) (formerly SW 333 Older Adults)
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)
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)

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)
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)
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)
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: (social work majors only); SW 203, BI 100 or BI 101 or BI 185 and/or permission of the instructor.

SW 397 Human Behavior and the Social Environment I—Conception through Adolescence (3)
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 lifespan development.
Prerequisite: successful completion of all required coursework through the junior year.

SW 398 Human Behavior and the Social Environment II—Young Adulthood through Later Adulthood (3)
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 lifespan development.
Prerequisite: completion of all required coursework through the junior year and admission into program.

SW 401 Social Work Practice – Practice III – Individuals & Families (3) (formerly SW 306 Social Work Practice I – Group Process & Practice)
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)

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 403 Child Welfare (3)
This course is designed to provide students with a historical overview of child welfare services from a theoretical and practice perspective. It is also designed to provide practice knowledge and skills for students preparing for positions in public child welfare and other child serving organizations. Policies, programs, and issues relating to the child welfare system are examined, including protective services, out-of-home placements, adoption, etc. Services are also discussed in light of their provision to a variety of diverse populations. The competencies taught in the course will give students a better understand of the child welfare system and its services in North Carolina. The course will acquaint students with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences.
Pre-requisites: Social Work majors only. Students must have passed all core social work courses with a "C" or better. Core courses are SW 203, SW 247, SW 254, SW 301, SW 306, SW 346, SW 361, SW 397, SW 398, and SW 401. Co-requisites: SW 402.

SW 405 Research Methods and Design (3)

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. Co-requisite: SW 254.

SW 406 Research Seminar (3)

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)
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)
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. All major requirements and admission into program.

SW 499 Special Topics (3)

Junior or Senior Level. A Seminar designed to address research issues, problems, and other matters of concern related to race, gender, sexual orientation, age, class and disability.

Sociology Courses

SO 201 Introduction to Sociology (3)

An examination of society, social institutions, and social processes, as related to understanding social interactions.

SO 204 Social Problems (3)

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 Descriptive and Inferential Statistics and Probability (3)

Basics of descriptive, inferential, and correlational statistics for undergraduates in any discipline. This course introduces students to techniques for understanding, summarizing, graphically displaying, and interpreting measurements, relationships between variables, analyzing information for datasets and conducting hypothesis testing. Topics include both descriptive and inferential statistics (frequency distributions, measures of central tendency and variability, and probability distributions, t-tests, analysis of variance-ANOVA, and an introduction to regression). Students also learn how to use

variables from datasets to conduct statistical analyses using computer software. Prerequisites: Three hours from the following course: MA 120 or higher with a grade of “C” or above in the course, or the equivalent courses/course work approved by the instructor.

SO 304 Social Theory (3)

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 Introduction to Sociology.

SO 323 Social Psychology (3)

The study of socialization and its products (i.e. the processes whereby individuals learn the values and behaviors of a social group). Prerequisite: PS 101 General Psychology or SO 201 Introduction to Sociology or permission of the instructor.

SO 327 Marriage and Family (3)

An examination of the multiplicity of changes that are affecting the structure and functioning of relationships and families in the 21st century. Prerequisite: SO 201 Introduction to Sociology or permission of the instructor.

SO 354 Advanced Statistics (3),

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 Social Statistics or PS 254 Psychology Statistics or equivalent with a grade of C or better.

SO 358 Special Topics (3-6 credit hours to be determined by the instructor)

Current issues of interest to sociologists and/or interdisciplinary study are researched for presentation and/or publication. Prerequisite: SO 201 Introduction to Sociology or permission of the instructor. Credit hours are determined by the instructor.

SO 359 Special Topics (3-6 credit hours to be determined by the instructor)

Topics of interest to sociologists and/or interdisciplinary study are intensively researched, analyzed, and produced in a research paper. Prerequisite: SO 201 Introduction to Sociology or permission of the instructor. Credit hours are determined by the instructor.

SO 405 Research Methods and Design (3)

Methods of data collection, analysis, interpretation, and reporting. NOTE: This course requires completion of a research proposal for use in SO 406. Prerequisite: SO/SW 254 Social Statistics or permission of the instructor.

SO 406 Research Seminar (3)

Provides an in-depth examination of selected social issues through research to enable students to carry out the research proposal designed in SO 405 Research Methods and Design. Prerequisite: SO/SW 405 Research Methods and Design.

SO 459 Independent Study (3-6 credit hours to be determined by the professor)

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 Introduction to Sociology, senior standing, a GPA of 3.2 or above and permission of the instructor. Credit hours determined by the instructor.

Special Education Courses

SE 207 Introduction to Exceptional Individuals (3)

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 with an understanding of the confidentiality practices of the public-school classroom. Required: 15-Hour Pre-Professional Practicum Field Experience. EPP declared majors only Prerequisite: Sophomore standing, and a clear CBC is required. (Prior to 2019-2020 see SE 207 and SE 207 Lab).

SE 240 Assistive Integrated Technology Literacy for Students with Disabilities

This professional core course provides prospective teachers with an experience-based approach to learning. This course highlights how technology can differentiate instruction and assistive technology may support the needs of all students, including students with disabilities. 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 mini-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. Students will be required to participate in edTPA training and adhere to NCDPI assessment protocol for pre-licensure requirements. Required: 15 Hours Required Pre-Professional Practicum Field Experience and clear CBC. EPP Candidates only (Prior to 2019-2020 see ED 340).

SE 328 Educational Assessment and Planning for Exceptional Individuals (3)

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. Special Education EPP Majors only (Prior to 2019-2020 see SE 328).

SE 329 Instructional planning and assessment for Exceptional Individuals (3)

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 curriculum in classrooms, schools, and other educational programs with guiding Principles of Universal design. Requirements: Pre-Professional Practicum 30 Hours Field Experience and clear CBC. Prerequisite: admission to the EPP. EPP Candidates only (Prior to 2019-2020 see ED 322).

SE 330 Behavior & Classroom Management (3)

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 EPP. Special Education Majors only. EPP Candidates only (Prior to 2019-2020 see SE 330).

SE 347 Collaboration and Consultation for Exceptional Individuals (3)

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. Special Education Majors only. EPP Candidates only (Prior to 2019-2020 see SE 347).

SE 364 Methods and Strategies for Teaching Students with High Incidence Disabilities in General Education (3)

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. EPP Candidates only (Prior to 2019-2020 see SE 264).

SE 370 Physical Education for Exceptional Children (3)

This course is designed to enable students with an introductory knowledge in the disciplines pertinent and content appropriate to teaching quality physical education to elementary children grades K-6. Required five (5) Hours Pre-Professional Practicum Fieldwork and clear CBC. Prerequisite: Admission to EPP. EPP Candidates only.

SE 412 Language & Literacy for Students with Mild to Moderate Disabilities (3)

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. Special Education Majors only. EPP Candidates only (Prior to 2019-2020 see SE 412).

SE 423 Internship for SE Teacher Candidates (3)

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. (40 hours Fieldwork and CBC required). Special Education Majors only. EPP Candidates only. Revised 11/02/2018 (Prior to 2019-2020 see SE 440).

SE 431 Teaching Practicum (12)

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 EPP; completion of 120 hours of Pre-Professional Practicum Field Experience; and admission to student teaching one full semester before the experience. EPP Candidates only (Prior to 2019-2020 see SE 431).

SE 435 Math and Science methods for Students with Disabilities (3)

This professional core course is designed for junior and/or senior level prospective special education teachers as an in-depth study of the elementary school math curriculum and specific content methodology to provide the most effective teaching and learning strategies for children with disabilities. Emphasis is placed on Universal design and learning, and new developments related to the curriculum and multimedia instruction with classroom instruction strategies to increase p-12 content knowledge. Students will have access to methods of data and evidence accountability for student learning in the p-12 classroom as formative and summative evaluation procedures Requirements: edTPA account, 40 Hours Internship and clear CBC. Prerequisites: admission to the EPP. EPP Candidates only (Prior to 2019-2020 see SE 459)

SE 440 Senior Seminar Capstone Leadership (3)

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. Co-req SE 431 Teaching Practicum 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. Students must be available for the assigned school full-time instructional day. EPP Candidates only.

Theatre Courses

TH 102 Theatre and Culture (3)

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)

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)

An introduction to stage movement and kinetic practice and intentions. Prerequisite: none.

TH 123 Movement II (2)

Continuation of Movement I. The basic principles for developing fitness will be presented. Prerequisite: TH 122.

TH 201 Business in Theatre (2)

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)

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)

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)

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)

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)

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)

This course is designed to teach performers the 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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

Development of skills in energizing, concentration, and structuring, including concepts of physical, vocal, mental, and emotional energy. Concentrating concepts include conceptualization and imagination. Prerequisite: none.

TH 453 Modern Drama (3)

A study of significant developments in Theatre since 1900 as reflected through major playwrights and theatre.

TH 476 Theatre Seminar (3)

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)

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.

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.

Cooperative Programs, Memorandums of Understandings

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 coursework 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 3.0 or higher and the cumulative grade point average of all college courses must average 3.0 or higher. If the cumulative GPA averages below 2.50-3.0, the average of the best ninety (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 at 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. Aminimum 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.

Winston-Salem State University- Memorandum of Understanding (MOU)

Winston-Salem State University (WSSU) and Bennett College (BC) have established a Memorandum of Understanding (MOU) for the enhancement of minority student participation in:

- Healthcare Administration.
- Accelerated Bachelor of Science in Nursing.
- Occupational Therapy.
- Graduate Education in Physical Therapy; and
- Rehabilitation Counseling.

The goals of the Programs are to increase African American and other underrepresented minority enrollment and completion of undergraduate degrees in Nursing and graduate and/or professional degrees in Healthcare Administration, Occupational Therapy, Physical Therapy and Rehabilitation Counseling at WSSU. Both Parties are committed to transformative academic experiences for graduate and professional programs and promoting health professions diversity in North Carolina and nationally.

Bennett College intends to:

1. Provide a representative who shall serve as a liaison to ensure that BC is addressing concerns that are relevant to the efficient operation of the Programs.
2. Respond to all reasonable requests for information on the students and advise in a timely manner.
3. Actively participate in the recruitment efforts of the programs by annually recommending academically qualified junior and senior students who wish to go to graduate school and senior science major students who wish to continue in the accelerated nursing program.

WSSU intends to:

1. Guarantee 1-3 admissions spots to highly qualified Bennett College graduates who meet agreed upon competitive standards for admission to the individual programs, to include passing a criminal background check and drug screening test.
2. Offer the admission spot to another competitive candidate if the BC graduate does not comply with the rules of admission or submit required paperwork in a timely manner.

3. Arrange to connect BC student(s) with department representatives for advising. Where feasible, arrangements will be made for current WSSU students to mentor potential enrollees.

Alabama A&M University

The purpose of this MOU is to facilitate the admission of qualified Bennett College graduates into Alabama Agricultural and Mechanical University graduate programs.

Requirements:

- Students must have a cumulative GPA of at least 2.8 at the time of application to the graduate program.
- Students must complete the admissions application for Alabama A&M.
- Students must meet the academic requirements for admission as outlined in the Alabama A&M catalog.
- Students will provide Alabama A&M with a final transcript listing degree posted and cumulative GPA for the bachelor's degree.

North Carolina A&T State University

Due to the COVID-19 pandemic, and the decision of the college to operate virtually for fall 2020, the collaboration with NC A&T SU has been suspended for the academic year 2020-2021.

A Collaboration for Dining, Transportation, Use of Athletic Facilities for Intramurals, and other Co-Curricular Activities for Students with North Carolina A&T State University.

Bennett students may request an obtain a specially-issued Bennett/NC A&T Student ID Card: (1) by indicating their desire to participate in the Bennett/NC A&T Declining Balance Meal Plan option; and/or (2) by paying a Student Activities Fee (SAF) in the amount of $62.50 per semester. Bennett students will be allowed to use the declining balance meal plan by way of their Bennett/NC A&T ID Cards at any NC A&T dining and food retail operation that allows such use. Bennett students that choose to eat in NC A&T Dining Hall will be charged the normal guest rate.

Bennett students who have paid the Student Activities Fee also will be allowed to use their specially issued ID Cards for the following activities/services at NC A&T:

- Fitness Center (free with ID for students who have paid the SAF)
- Intramural Programs (free with ID for students who have paid the SAF)
- Lyceum Series Events (free with ID for students who have paid the SAF)

- Paul Robeson Theatre Events (free with ID for students who have paid the SAF)
- University Observances (free with ID for students who have paid the SAF)
- Student Social Events (most are free with ID for students who have paid the SAF; some may require an additional charge for both NC A&T and Bennett students)
- Welcome Week Events (most are free with ID for students who have paid the SAF; some may require an additional charge for both NC A&T and Bennett students)
- Spring/Aggie Fest (most are free with ID for students who have paid the SAF; some may require an additional charge for both NC A&T and Bennett students)
- Homecoming (free events)
- Homecoming (pay events at student discount rate)
- Health Center Awareness Programs Only (no medical treatment services) (free with ID for students who have paid the SAF)Are
- Career Fair (for juniors and seniors) (free with ID for students who have paid the SAF)
- Cheerleading (allowed to try-out with a maximum of two (2) positions allotted and registered for a NC A&T consortium class)
- Marching Band allowed to try-out and must register for a NC A&T consortium class
- Athletic Events are not included as free or NC A&T student rate events. To receive discounted athletic event prices, Bennett must purchase 15 or more tickets to one event, and they will then receive the group rate price.

NC A&T students, including those who participate in Intramural Sports Programs, will be allowed to use Bennett's Athletic

Fields and Athletic Equipment Storage Areas (for Intramurals).

Commencement

NC A&T shall work with Bennett to provide sample regalia gowns for the measuring and ordering process for Bennett's graduating class. Bennett shall provide a list of names to NC A&T of the upcoming graduating class including all pertinent information needed to order regalia for commencement. Both parties shall agree to establish a date and time for distribution to the Senior class. Bennett will provide the date, time and location for ring and announcement promotions on NC A&T campus.

California Community Colleges

Bennett College enters into this agreement with the system wide Chancellor's Office for 112 California Community Colleges and 72 Community College districts. The purpose of this agreement is to ensure acceptance of prior coursework and to facilitate the transfer of California Community College (CCC) students who have completed either of the following:

1. An Associate Degree Awarded by a California Community College with a minimum cumulative grade point average (GPA) of 2.5 or higher, that meets any one of the following requirements:

    a. The degree is an Associate in Arts for Transfer (AA-T) degree or an Associate in Science for Transfer (AS-T) degree. These degrees were designed to provide a clear pathway to a California State University major and baccalaureate degree, and they represent strong preparation for upper division coursework in a range of majors.

    b. The degree includes the completion and certification of the lower division Intersegmental General Education Transfer Curriculum (IGETC) used by California Community College students to prepare to transfer to the University of California and California State University systems; or,

    c. The degree includes the completion and certification of the lower division California State University General Education Breadth pattern; or,

(OR)

a. A minimum of 30 transferable semester units with a minimum cumulative grade point average (GPA) of 2.5 or higher.

In exchange for meeting one of the above conditions, CCC transfer students will be afforded the following opportunities:

I. GUARANTEED ADMISSION

CCC transfer students awarded an Associate Degree as defined above will be guaranteed admission to Bennett College at junior standing. Students will be made aware that additional prerequisites and graduation requirements may be required by Bennett College for certain majors. Only students who are in good standing at their last transfer institution will be considered.

CCC transfer students without an Associate Degree but obtaining a minimum 30 transferable units as defined above will be guaranteed admission to Bennett College.

In either instance, students will be made aware that additional prerequisites and graduation requirements may be required by Bennett College for certain majors. Only students who are in good standing at their last transfer institution will be considered.

II. TRANSFERABILITY OF CREDIT

For CCC transfer students awarded an Associate Degree, Bennett College will accept a minimum of 60 semester units. For CCC transfer students without an Associate Degree but with a minimum of 30 transferable units, Bennett College will accept a minimum of 30 semester units.

Bennett College will accept CCC courses deemed transferable to the University of California and the California State University towards general education, major and/or elective credit. Units accepted for the CCC Associate Degree through CLEP, DANTES, IB, AP, Credit by Exam, and ACE will be applicable toward the bachelor's degree. Bennett College reserves the right to award credit for major preparation based on college policy.

III. GENERAL EDUCATION REQUIREMENTS

Bennett College agrees to accept the completion of the lower division CSU General Education- Breadth pattern (CSU GE), the Intersegmental General Education Transfer Curriculum (IGETC) pattern, or a CCC AA-T or AS-T that includes either CSU GE or IGETC in lieu of its own lower division general education requirements. For CCC transfer students awarded an Associate Degree, no more than nine additional units will be required to fulfill Bennett College general

education requirements.

IV. CATALOG RIGHTS

If Bennett College modifies the degree requirements or prerequisites, the student will be accommodated with equivalent coursework and not penalized in total units required for their bachelor's degree.

V. STUDENT ADVISING

Bennett College will provide pre-transfer advising to community college students through online, onsite, and/or telephone advising. Bennett College's Office of the Registrar will maintain MOU agreements with community colleges on its web site and will interact with community college Transfer Center Directors. In addition, faculty advising by discipline will be available to future transfer students prior to and once enrolled at Bennett College. Informational materials for potential transfer students will be available at the community colleges to facilitate the transfer process.

Bennett College will participate in a minimum of one annual outreach activity to educate and inform California Community College students and faculty about Bennett College.

Activities may include the following:

a. Participation in California transfer conferences, transfer fairs, professional conferences (e.g., Umoja Community, Western Association for College Admission Counseling, etc.) and visits to community colleges to educate administrators, counselors, faculty, staff, and students about University admissions requirements, costs, etc.;
b. Provision of onsite admissions to eligible California Community College students at transfer conferences, transfer fairs, Umoja Community conferences and during college visits; and,
c. Work with the California Community College transfer centers and the Umoja Community to outreach to all students. Additional efforts will be made to reach out to Science, Technology, Engineering and Mathematics (STEM) majors.

VI. HOUSING

Bennett College will provide priority consideration for campus housing during the first year if the housing fees are paid by the housing application deadline.

VII. SCHOLARSHIP OPPORTUNITIES

Bennett College will seek to develop transfer scholarships for incoming students who have a 3.2 or higher grade point average and meet all other criteria of the college, based on available funding.

VIII. DATA

Under this agreement, Bennett College will conduct an analysis of the California Community College transfer students to determine their progress and success. The analysis should include descriptive that profile the population and process measures, such as course completion and term persistence, as well as course of study. The success of transfer students is measured by achieved outcomes and includes degrees conferred, time to completion, and continuation towards an advanced education. No later than 90 days after the conclusion of an academic year, Bennett College shall provide the CCCCO with a written summary of the results of the analysis.

IX. MARKETING & COMMUNICATION

The CCCCO will work with Bennett College to develop an internal and external marketing plan to communicate and publicize the Chancellor's support of this agreement to all CCC campuses. Dissemination may include print media, news releases, email, webinars, and social media distribution channels. The Transfer and Articulation Unit will assist in promoting this opportunity to each CCC and ensure that Transfer Center Directors understand the benefits of the program for students. Professional organizations and initiatives such as the Umoja Community, the Western Association for College Admission Counseling (WACAC), and the CCC Transfer Counselor Website grantee, will be encouraged to disseminate information about the HBCU MOU agreements.

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Bookman, Gwendolyn	Associate Professor, Political Science/Student Conduct Officer
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Bowman, Luisa	Adjunct Assistant Professor, Spanish
Campbell, Santiba	Assistant Professor, Psychology/ Director of Academic Special Initiatives
Clark, Jr. Rudolph	Adjunct Instructor, Business
Cleary, Robin	Adjunct Instructor, Social Work
Coleman, Andrena	Associate Vice President, Operations & Logistics
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Crawford, James	Director, Admissions
Dais, Christopher	Campus Safety Officer
Davis, Darrin	Executive Director, Campus Safety
DeCosta, Nequai	Professional Tutor
Doane, Tonya	Coordinator, Curriculum Learning Center/Emerging Scholars
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Drye-Dancy, Kimberly	Dean, Student Experience & Title IX Coordinator
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Edmondson, Rasheena	Assistant Professor, Biology

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Francois, Marsha	Project Manager
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Golden, Bobby	Campus Safety Third Shift Supervisor
Graves, Lucheia	Director, Wellness & Accessibility Services
Griffin, Aishia	Director, Counseling
Haigler, Martha	Assistant Professor, Computer Science
Hairston Jr., Antonio	Campus Safety Officer
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Kendrick, Ebony	Director, Human Resources
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Langa, Bhekokwakhe	Professor, English/Willa B. Player Endowed Professor

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McLean, Natalie	Chaplain
McLucas, Karla	Director, Honors Program/Associate Professor, Political Science
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O'Neal, Gwendolyn	Chief Operating Officer
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Peregrino-Brimah, Aziz	Webmaster
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Proctor, Amat'us	Professional Tutor

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Wilson, Delma	Manager, Student Accounts/Purchasing Coordinator

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