

APPLICATION FOR AMENDMENT OF CHARTER

The State of South Carolina, }

County of York }

TO THE SECRETARY OF STATE OF SOUTH CAROLINA:

WHEREAS, there was issued by the Secretary of State a charter dated 22nd day of June 1909 constituting and creating The Clinton Normal and Industrial Institute of S.C. into a corporation, under the laws of this State, with its principal place of business at Rock Hill, S.C. and with a capital stock of _____ Dollars, divided into _____ shares, of the par value of _____ Dollars each, empowering it to engage in the business of

conducting an educational institute, and kind financial benefits to the organizers.

The undersigned, a majority of the duly elected and qualified Board of Directors of the said Clinton N & I Institute of S.C. hereby certify that a notice (a copy of which is hereto attached) was published once a week for four successive weeks in the C & Herald a newspaper published in the County of York, of a meeting of stockholders on Aug 10, 1911 which notice stated the time and place of meeting, and the purpose thereof.

And, further, that said meeting was duly held pursuant to notice, and a Resolution (a copy of which is hereto attached) was offered and adopted by a majority vote, to re name the corporate name of said Clinton Normal & Industrial Institute of South Carolina that it will be Clinton Normal & Industrial College of South Carolina.

And, further, your petitioners certify that they have complied in all respects with Section 1880, Chapter XLVII, of the Code of Laws of South Carolina, 1902, and all amendments thereto.

Wherefore they pray that the charter of the said Clinton Normal & Industrial Institute of South Carolina be so amended
Signed this 10th day of August, 1911.
} Wm Robinson
} G Denton
} M. Ingram
} T. J. Wall
} D. C. Brown
} J. H. Black
} R. J. Paulson
Directors.

THE STATE OF SOUTH CAROLINA, }

EXECUTIVE DEPARTMENT.

BY THE SECRETARY OF STATE.

- WHEREAS

Wm Robinson, G Denton, M. Ingram, T. J. Wall, D. C. Brown, J. H. Black
and R. J. Paulson
a majority of the Board of Directors of The Clinton Normal & Industrial Institute of South Carolina a corporation created under and pursuant to the laws of South Carolina, by certificate issued by the Secretary of State on the 22nd day of June A. D. 1909

HAVE CERTIFIED, over their signatures, Resolutions authorizing in behalf of the aforesaid Corporation

to amend said corporation by changing its name to that of
Clinton Normal & Industrial College of South Carolina.

(authorized and set forth in the certificate aforesaid)

which Resolutions were adopted pursuant to law, at a meeting of the stockholders of the aforesaid Corporation, of which thirty days published notice was given, which notice stated the purpose of the aforesaid meeting; and further, that said Resolutions were adopted by a majority vote, and that in all respect there has been complied with the provisions of Section 1880, Code of Laws of South Carolina, 1902, and all amendments thereto.

NOW, THEREFORE, I, R. M. McCall

Secretary of State, by virtue of the authority in me vested by Chapter XLVII, of the Code of Laws of South Carolina, 1902, and amendments thereto, and all Acts or parts of Acts me thereto enabling, do hereby certify that the requirements of law for said amendment have been complied with, and for good and sufficient reasons to me appearing, do hereby certify that the charter of the aforesaid Company has been so amended.

GIVEN under my hand and the seal of the State, at Columbia, this 28th day of August in the year of our Lord one thousand nine hundred and eleven and in the one hundred and twenty 36th year of the Independence of the United States of America.

R. M. McCall (seal)

Secretary of State.

The State of South Carolina

EXECUTIVE DEPARTMENT

BY THE SECRETARY OF STATE

CERTIFICATE OF INCORPORATION

Whereas,

R. J. Boulware, J. L. Black and H. M. Robinson,

two or more of the officers or agents appointed to supervise or manage the affairs of

The Clinton Normal and Industrial Institute of South Carolina,

which has been duly and regularly organized, did on the *22d* day of *June*, A. D. 1907, file with the Secretary of State a written declaration setting forth:

That at a meeting of the aforesaid organization held pursuant to the by-laws or regulations of the said organization, they were authorized and directed to apply for incorporation.

That the said organization holds, or desires to hold, property in common for a Religious, Educational, Social, Fraternal, Charitable or other eleemosynary purpose, or any two or more of said purposes, and is not organized for the purpose of profit or gain to the members, otherwise than is above stated, or for the insurance of life, health, accident or property; and that three days' notice in the *Record*, a newspaper published in the County of *York*, has been given that the aforesaid Declaration would be filed;

AND WHEREAS, That said Declarants and Petitioners further declared and affirmed:

FIRST. Their names and residences are as above given.

SECOND. The name of the proposed Corporation is

The Clinton Normal and Industrial Institute of South Carolina,

THIRD. The place at which it proposes to have its headquarters, or be located, is

Rock Hill, S. C.

FOURTH. The purpose of the said proposed Corporation is

*to conduct an educational
Institute
without financial benefits to
the organizers.*

FIFTH. The names and residences of all Managers, Trustees, Directors or other officers, are as follows:

<i>R. J. Boulware</i>	<i>F. Killingsworth</i>	<i>Chairman,</i>
<i>"</i>	<i>D. B. McLean</i>	<i>Secretary,</i>
<i>"</i>	<i>R. J. Boulware,</i>	<i>President.</i>

SIXTH. That they desire to be incorporated *in perpetuity.*

Now, THEREFORE, I, R. M. McCOWN, Secretary of State, by virtue of the authority in me vested by Chapter XLVIII, Article II, Code of 1902, and Acts amendatory thereto, do hereby declare the said organization to be a body politic and corporate, with all the rights, powers, privileges and immunities, and subject to all the limitations and liabilities, conferred by said Chapter XLVIII, Article II, Code of 1902, and Acts amendatory thereto.

GIVEN under my Hand and Seal of the State, at Columbia, this *22d* day of *June* in the year of our Lord one thousand nine hundred *7* and in the one hundred and *33d* year of the Independence of the United States of America.

R. M. McCown
Secretary of State.

THE STATE OF SOUTH CAROLINA
EXECUTIVE DEPARTMENT

By the Secretary of State

Whereas,

J. D. Caughen, S. V. Moreland, A. B. Blake

a majority of the Board of Directors of
CLINTON NORMAL & INDUSTRIAL COLLEGE OF SOUTH CAROLINA
(Rock Hill, S. C.)

a corporation created under and pursuant to the laws of South Carolina, by certificate issued by the
Secretary of State on the 22nd day of June, A. D. 19 09 .

HAVE CERTIFIED, over their signatures, Resolutions authorizing in behalf of the aforesaid
Corporation to change the name of the corporation to
CLINTON JUNIOR COLLEGE

(authorized and set forth in the certificate aforesaid), which Resolutions were adopted pursuant to
law, at a meeting of the stockholders of the aforesaid Corporation, of which thirty days' notice was
given, which notice stated the purpose of the aforesaid meeting, and further, that said Resolutions were
adopted by a majority vote, and that in all respects there has been complied with the provisions of
Title 12, Chapter 7, Article 1, Code of Laws of South Carolina, 1952, and all amendments thereto.

NOW, THEREFORE, I O. Frank Thornton Secretary of
State, by virtue of the authority in me vested by Chapter aforesaid, of the Code of Laws of South Caro-
lina, 1952, and amendments thereto, do hereby certify that the requirements of law for said amendment
have been complied with, and for good and sufficient reasons to me appearing, do hereby certify that the
charter of the aforesaid Company has been so amended.

GIVEN under my hand and the seal of the State at Columbia,
this 23rd day of June
in the year of our Lord One Thousand nine hundred and 65
and in the one hundred and 89th
year of the Independence of the United States of America.

O. FRANK THORNTON,
Secretary of State.

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 19 1996

Employer Identification Number:
57-0387838

DLN:

17053150061006

Contact Person:

D. A. DOWNING

Contact Telephone Number:
(513) 684-3957

Accounting Period Ending:
June 30

Form 990 Required:
Yes

Addendum Applies:
No

CLINTON JUNIOR COLLEGE
C/O CYNTHIA M. RUSSELL
1029 CRAWFORD RD
ROCK HILL, SC 29730

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment, to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the

CLINTON JUNIOR COLLEGE

Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

If distributions are made to individuals, case histories regarding the

CLINTON JUNIOR COLLEGE

recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter, we have not determined the effect of such financing on your tax exempt status.

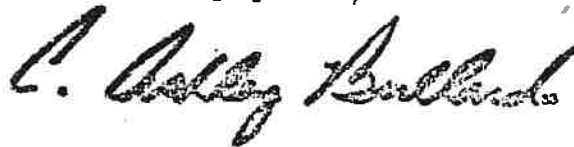
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY

February 26, 2020

Re: FINAL ACCREDITATION AND STATE AUTHORIZATION REGULATIONS

Dear State Leaders:

This letter is to inform you that the U.S. Department of Education (Department) has published final regulations relating to the accreditation of institutions of higher education, as well as State authorization requirements for distance education, which may have an impact on your State.

The final regulations published this year were developed by a diverse negotiated rulemaking panel, which reached consensus in April 2019.¹ The Department published a Notice of Proposed Rule Making based on the consensus language, and received approximately 200 comments from the public regarding the proposed regulations. The Department responded to those comments, as appropriate, in the final regulation. With the exception of a few provisions relating to the recognition of accrediting agencies, which will take effect on January 1, 2021 and July 1, 2021, the accreditation and State authorization regulations will take effect on July 1, 2020.²

Below we highlight several key provisions of the final regulation that could have an impact on States. We are providing this notification to help you plan appropriately.

Regional versus National Accreditation

The Department is aware that some States have enacted laws and policies that treat institutions and the students who attend them differently based solely on whether the institution is accredited by a “national” accrediting agency or a “regional” accrediting agency. For example, some States limit opportunities to sit for occupational licensing exams to students who have completed a program at a regionally accredited institution. In other instances, transfer of credit determinations at public institutions, and other benefits provided by States, are limited to students who attended regionally accredited institutions.

Because the Department holds all accrediting agencies to the same standards, distinctions between regional and national accrediting agencies are unfounded. Moreover, we have determined that most regional accreditors operate well outside of their historic geographic borders, primarily through the accreditation of branch campuses and additional locations. As a result, our new regulations have removed geography from an accrediting agency’s scope.³ Instead of distinguishing between regional and national accrediting agencies, the Department will distinguish only between institutional and programmatic accrediting agencies. The Department will no longer use the terms “regional” or “national” to refer to an accrediting agency.

¹ 84 FR 58834

² The new regulations delay implementation of changes to the Department staff’s review of accrediting agency applications for initial or renewal of recognition under 34 C.F.R. § 602.32(d) until January 1, 2021. See 84 FR 58927. The new regulations also delay implementation of changes to the Department staff’s process for responding to accrediting agency applications and allowing agency responses within 180 days under 34 C.F.R. § 602.32(h) until July 1, 2021. See 84 FR 58928.

³ See 84 FR 58917-58918 (amending 34 C.F.R. §§ 602.3, 602.11).

Because the Department will no longer distinguish between “regional” and “national” accrediting agencies, we wanted to provide States with advanced notice of this change so that State leaders will have sufficient opportunity to adjust State laws, regulations, or policies accordingly.

State Authorization

The Department’s revised Accreditation and State Authorization regulations also make changes to State authorization requirements.⁴ For example, in order for a distance education provider to serve students in a State other than the one in which the institution has a physical presence, either the State in which the institution is located or the State in which the student is located must have a process in place to receive and review student complaints.⁵ We encourage all States to implement the appropriate policies and processes to accept, investigate, and respond to student complaints.

In addition, because it is important for all students – and not just those who enroll in distance education – to understand whether the program in which they are enrolled will qualify them to work in certain occupations in a given State, the revised regulations require both ground-based and online programs to notify students whether the program will or will not meet licensure requirements in a particular State, or in the event that the institution has not made that determination, where a student may obtain that information.⁶

The revised regulations continue to recognize State reciprocity agreements, such that an institution participating in a State reciprocity agreement will have satisfied the Department’s State authorization requirements in any State that also participates in the reciprocity agreement.⁷ In response to public comments, the Department provided further clarity that, while States participating in a State authorization reciprocity agreement may still enforce their own general-purpose State laws and regulations outside of the State authorization of distance education, States participating in a reciprocity agreement may not impose additional distance education regulations or requirements upon institutions that participate in such agreements.⁸

The Department of Education has developed informational webinars to help States, institutions of higher education, and accreditors understand what is required of them under our new regulations. The webinars are located on the Department’s website at <https://www2.ed.gov/policy/highered/reg/hearulemaking/2018/index.html>.

Should you have any questions, please feel free to contact the Accreditation Group at the Department of Education at aslrecordsmanager@ed.gov or 202-453-7615.

Sincerely,



Diane Auer Jones
Principal Deputy Under Secretary
Delegated the Duties of Under Secretary

⁴ See generally 84 FR 58914-58915 (amending 34 C.F.R. § 600.2); 84 FR 58915-58916 (amending 34 C.F.R. § 600.9).

⁵ See 84 FR 58915 (amending 34 C.F.R. § 600.9(c)). See 84 FR 58845-58846 (comments and discussion).

⁶ See 84 FR 58932 (amending 34 C.F.R. § 668.43(a)(5)).

⁷ See 34 C.F.R. § 600.9(c)(1)(ii).

⁸ See 84 FR 58841-58842, 58914-58915 (amending 34 C.F.R. § 600.2).

TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS

Meeting a Higher Standard

November 8, 2013

Dr. Elaine Copeland, President
Clinton College
1029 Crawford Road
Rock Hill, SC 29730

Dear Dr. Copeland:

At the meeting on October 29, 2013, the TRACS Accreditation Commission voted to grant Clinton College (CC) Reaffirmation II status as a Category II Institution approved to offer the following programs:

- Associate of Arts in Liberal Arts
- Associate of Arts in Religious Studies
- Associate of Arts in Early Childhood Education
- Associate of Science in Business Administration
- Associate of Science in Natural Sciences.
- Bachelor of Science in Business Administration
- Bachelor of Arts in Religious Studies

Reaffirmation II is for a period of ten years (2013-2023) with an Interim Five-Year Quality-Compliance Review (QCR) scheduled for 2018. For Reaffirmation II, CC must complete a successful self-study, host an on-site team evaluation, respond to the team Recommendations and appear before the Accrediting Commission by October 2023.

After the staff review of your fall 2013 submission, twenty-two Recommendations and 1 Suggestion remain *In Process* as noted in the enclosed Staff Analysis Matrix. The Commission action requires that you submit a *Progress Report* for the remaining Recommendations and Suggestion by February 15, 2014. When submitting your *Progress Report* to the TRACS office, please send one hard copy and one electronic copy (on a CD or flash drive) of your entire report. Be sure to include the matrix in MS Word format. For your convenience in preparing this report as a Word document, the matrix will be provided to you in an e-mail within the next few weeks.

Your institution must come into compliance with all remaining recommendations and suggestions by August 15, 2015, and provide documentation supporting this for presentation to the fall 2015 Commission meeting.

When your status is printed in institutional catalogs, other official publications or posted on your website, it must be stated accurately and fully in the following manner:



Clinton College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434).525-9539; e-mail: info@tracs.org] having been awarded Reaffirmation II of its Accredited Status as a Category II institution by the TRACS Accreditation Commission on October 29, 2013. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Finally, you will also find enclosed the TRACS fees chart for 2013-2014. You will be required to remit at this time the Change of Status Fee which is based on your fall headcount enrollment.

I congratulate Clinton College, its administration, faculty and staff on its efforts and for its dedication and commitment to quality Christian higher education. Dr. Ron Cannon will continue to work with you as you move forward.

Should you have any questions, please feel free to call the TRACS Office at 434-525-9539.

Always growing in His image,



T. Paul Boatner, Ed.D., D.D.
President

TPB/mls

Encl. Staff Analysis Matrix
TRACS 2013-2014 Fee Schedule
Invoice for Change of Status

Cc: Dr. Ron Cannon, Vice President, Institutional Compliance (TRACS)
Meryl Lee Sawyer, Vice President, Administrative Services (TRACS)
Katie Hunter, Accounts Receivable (TRACS)

Barbara Edwards

From: NC-SARA <info@nc-sara.org>
Sent: Thursday, December 17, 2020 1:48 PM
To: Barbara Edwards
Subject: Welcome to SARA



National Council for State Authorization Reciprocity Agreements

A voluntary, regional approach to state oversight of distance education

Lori Williams

President/ Chief Executive Officer

***Paul Lingenfelter**

Chair, NC-SARA Board

National Council Board

Barbara Ballard

Kansas Legislature

***Chris Bustamante (retired)**

Rio Salado College

Kathryn G. Dodge

Dodge Advisory Group, LLC

Dianne Harrison

California State University, Northridge

***Susan G. Heegaard**

Midwestern Higher Education Compact

12/17/2020

Clinton College
1029 Crawford Rd
Rock Hill, SC 29730

Dear Dr. Barbara Edwards,

On behalf of the National Council for State Authorization Reciprocity Agreements (NC-SARA), I am pleased to welcome Clinton College as an institutional participant in the SARA initiative. Your institution will be listed on our website (www.nc-sara.org) and we encourage you to inform students of your participation by placing the SARA logo on the institution's website. Logos may be found at www.nc-sara.org/logos and you may use whichever logo you prefer.

A great deal of work has gone into the development and implementation of the SARA initiative. SARA increases administrative efficiency and lowers the costs of obtaining authorization to provide postsecondary distance education in states that join. These benefits are resulting in

***Teresa Lubbers** (Treasurer)
Indiana Commission for
Higher Education

Leah Matthews
Distance Education
Accrediting Commission

Demaree Michelau
Western Interstate Commission
for Higher Education

***Patricia O'Brien**
New England Association of
Schools and Colleges

Stephen Pruitt
Southern Regional Education Board

Pam Quinn (retired)
Dallas County Community
College District

Edward "Ed" Ray
Oregon State University

George E. Ross (retired)
Central Michigan University

Kathleen Curry Santora
National Association of College and
University Attorneys

Paul Shiffman
Presidents' Forum

Peter Smith
University of Maryland University College

***Michael Thomas**
New England Board of
Higher Education

increased access as institutions like yours are able to make their academic programs more widely available and accept enrollments from students in many other states.

But increased access and efficiency will mean little if they are not accompanied by high quality. That is why all SARA institutions annually commit to several steps designed to ensure that courses and programs they offer through the SARA initiative provide high-quality learning opportunities that can help students reach their goals. Institution staff working with SARA are encouraged to read the *SARA Manual* (www.nc-sara.org) and ask questions about policies about which they have questions.

Thank you for joining us in this work and best wishes for your continued success.

Sincerely,



Lori Williams

President /Chief Executive Officer

National Council for State Authorization Reciprocity Agreements



***Larry Tremblay**

Louisiana Board of Regents

***Leroy Wade**

Missouri Department of
Higher Education

Belle Wheelan

Commission on Colleges, Southern
Association of Colleges and Schools

**Member of NC-SARA Executive
Committee*

3005 Center Green Drive,

Suite 130

Boulder, Colorado 80301

303.541.0283

nc-sara.org



2019-2021
ACADEMIC CATALOG



1894

CLINTON
COLLEGE

www.clintoncollege.edu



Greetings!

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

We are in one of the fastest growing cities in South Carolina: Rock Hill. Just a few minutes from downtown and the emerging Knowledge Park area, we are developing a world-class campus community. Rock Hill boasts of being recently voted an All-American City (2019) and soon-to-be the headquarters of the National Football League's (NFL) Carolina Panthers. We are less than 30 minutes away from Charlotte, North Carolina, a national banking and finance capital and a fast-growing cultural and residential destination.

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

Sincerely,

Rev. Lester A. McCorn, D.Min.
13th President of Clinton College



**CLINTON COLLEGE
2019– 2021 CATALOG**

Effective August 2019 through July 2021

PURPOSE

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

STUDENT RESPONSIBILITY

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

TABLE OF CONTENTS

Academic Calendars	6
Alma Mater	8
General Information	9
▪ The College	9
▪ History	9
▪ Affiliations	9
▪ Accreditation	9
▪ Mission Statement	10
▪ Philosophy of Education	10
▪ Institutional Policies	14
○ Academic Integrity Policy	14
○ Attendance	15
○ Drugs/Alcohol	15
○ Firearms	16
○ Non-Discrimination	16
○ Privacy of Student Records	17
○ Sexual Harassment	17
○ Student Complaints	18
○ Students' Rights and Due Process	18
○ Tobacco-free Campus	19
▪ Divisions of the College	20
▪ Organizational Chart of the College	22
Admissions	23
▪ Procedures	24
▪ Policies	26
Tuition and Fees	28
▪ Tuition and Fee Schedules	28
▪ Refund Policy	29
Financial Aid Office	31
▪ How to Apply for Financial Aid	32
▪ Grants and Loans	33
▪ Academic Progress Required for Financial Aid (Overview)	34
Academic Affairs	36
▪ Student Responsibilities	37
▪ Registration Information	37
▪ Official Student Records	39
▪ Independent Study	39
▪ Grading System	39

▪ Academic Standing	42
▪ Academic Classification and Credits	43
▪ Academic Honors.....	44
▪ Summer Enrollment at Another Institution.....	44
▪ Academic Progress Required for Financial Aid (Specific details)	44
▪ Requirements for Graduation.....	45
Enrollment Management and Student Success.....	47
▪ Counseling Services.....	48
▪ Campus Ministry.....	48
▪ Office of Student Support Services.....	49
▪ Student Government Association	49
▪ Athletics	50
Academic Programs.....	51
▪ General Information.....	51
▪ Programs of Study.....	51
▪ General Education: All degree programs	52
▪ Associate Degree Programs.....	55
○ Associate of Arts: Early Childhood Development	56
○ Associate of Arts: Liberal Arts	59
○ Associate of Arts: Religious Studies	61
○ Associate of Science: Business Administration	63
○ Associate of Science: Natural Sciences	65
▪ Bachelor’s Degree Programs	68
○ Bachelor of Arts: Religious Studies	69
○ Bachelor of Science: Business Administration	73
○ Bachelor of Science: Biology.....	77
Course Descriptions	79
Board of Trustees	102
Administration and Support Staff.....	104
Faculty.....	107

Academic Calendar - Fall 2019

Tue- Thur	July 9-11	New Student Registration	9:00 AM
Tue - Thur	July 23-25	Returning Students Registration	9:00 AM
Thur	Aug 8	Faculty Return for the Fall 2019 Semester	
		Regular Hours for Staff	
		All Faculty Development Training	9:00 AM - 12:00 PM
		All Faculty and Staff Development Training	1:00 PM - 3:00 PM
<u>August</u>			
Fri	Aug 9	Faculty Staff Administrative Workday	9:00 - 3:00 PM
Mon - Wed	Aug 12-14	Freshman Student Orientation/Welcome Week	9:00 AM
Thur - Fri	Aug 15-16	Returning Students Orientation/Welcome Week	9:00 AM
Fri	Aug 16	Staff & Faculty Administrative Workday	
Mon	Aug 19	Classes Begin	
Mon - Fri	Aug 19-23	Drop/Add Period	
Fri	Aug 23	Last Day for Drop/Add/Last Day for Late Registration	
<u>September</u>			
Mon	Sep 2	Labor Day -- Offices Closed/No Classes/Residence Halls and Cafeteria Open	
Tue	Sep 3	Classes Resume	
Wed	Sep 4	Fall Convocation	11:00 AM
Mon - Fri	Oct 7-11	Mid-Term Week (Exams will only be conducted during this week)	
<u>October</u>			
Mon - Fri	Oct 14-18	Fall Break - No Classes/Residence Hall Dining Hall Open	
Mon - Tue	Oct 14-15	Fall Break -- Administrative Offices Closed	
Wed - Fri	Oct 16-18	Administrative Offices Open/ Initial Audit for Spring Graduation	
Fri	Oct 18	Mid-Term Grades Due	12:00 PM
Mon	Oct 21	Classes Resume	
<u>November</u>			
Mon - Fri	Nov 4-8	Homecoming Week and Activities	
Sat	Nov 9	Homecoming Game	
Mon - Fri	Nov 11-15	Pre-Registration for Spring Semester	
		Thanksgiving Holiday/College Closed/Residence Hall & Dining Hall Closed	
Wed - Fri	Nov 27-29		
<u>December</u>			
Mon	Dec 2	Classes Resume	
Wed	Dec 11	Awards Ceremony/Recognition of Fall Graduates	
		Final Exams (FINALS MUST ONLY BE CONDUCTED THIS WEEK--NO EARLY EXAMS)	
Mon - Fri	Dec 9-13	Last Day for All Classes Residence Hall Closed at 8:00 P.M. Dining Hall Closed after Dinner meal	
Fri	Dec 13	Administrative Staff/Faculty maintain regular office hours	
		Administrative Staff/Faculty Workshops/Assessments	
Mon - Fri	Dec 16-20		
Wed	Dec 18	Final Grades Due/Faculty Last Day	12:00 PM
Fri	Dec 20	Administrative Staff Last Day	12:00 PM
Friday	Dec 20	Christmas Break	

(CALENDAR SUBJECT TO CHANGE)

Academic Calendar - Spring 2020

January

Mon	Jan 6	Administrative Staff/Faculty Return for Spring Semester	
Tue	Jan 7	Registration All Students	9:00 AM
Wed	Jan 8	Classes Begin	8:00 AM
Wed – Tue	Jan 8 – 14	Drop/Add Period Last Day to Add/Drop/Last Day for late Registration	
Tue	Jan 14		
Mon	Jan 20	Dr. Martin Luther King Jr. Holiday/Offices Closed/No Classes/Cafeteria Open	

February

Mon – Fri	Feb 24 - 28	Mid-Term Exams/Final Audit for Graduation Status	
March			
Mon – Fri	Mar 2 - 6	Spring Break/Offices Closed/No Classes/Cafeteria Open/Residential Halls Open	
Mon	Mar 9	Classes Resume	
Mon – Fri	Mar 9 - 13	Early Scheduling for Fall Registration	
Wed	Mar 11	Mid-Term Grades Due	12:00 PM
Fri	Mar 13	Founders' Day Program	10:00 AM

April

Fri – Mon	Apr 10 - 13	Easter Break Offices Closed/No Classes/Cafeteria Open/Residential Halls Open	
Tue	Apr 14	Classes Resume Final Exams (FINALS WILL ONLY BE CONDUCTED THIS WEEK)	
Wed – Tue	April 22 - 28		

May

Fri	May 1	Final Grades Due	12:00 PM
Fri	May 1	Baccalaureate Service	6:00 PM
Fri	May 1	Residential Halls Closed/Cafeteria Closed	6:00 PM
Sat	May 2	Commencement (Graduation Ceremony)	3:00 PM

July

Tue – Thur	July 14 - 16	New Student Registration	9:00 AM
Tue – Thur	July 21 - 23	Returning Students Registration	9:00 AM

July

Tue- Thur	July 14 - 16	New Student Registration	9:00 AM
Tue - Thur	July 21 - 23	Returning Students Registration	9:00 AM

August

Mon	Aug 3	Regular hours for Staff	8:30 AM
Mon - Tue	Aug 3 - 4	Freshman Orientation	9:00 AM
Wed	Aug 5	Returning Student Orientation	9:00 AM
Thur	Aug 6	Faculty Return for Fall 2020 Semester	9:00 AM
		Faculty Development Training	9:00 AM - 4:00 PM
Thur	Aug 6	Faculty & Staff Development	9:00 AM
Mon	Aug 10	Classes Begin	
Mon – Fri	Aug 10 – 14	Drop/Add Period	
Fri	Aug 14	Last Day to Drop/Add Courses	
		Last Day for Late Registration	

September

Wed	Sep 2	Fall Convocation	11:00 AM
Mon	Sep 7	Labor Day - Offices Closed/No Classes	
Tue	Sep 8	Classes Resume	

October

Mon - Fri	Sep 28 - Oct 2	Mid-Term Week	
		Exams will only be conducted during this week	
Fri	Oct 9	Mid-Term Grades Due	12:00 PM
Wed - Fri	Oct 7 – Oct 9	Initial Audit for Spring Graduation	

November

Mon - Fri	Nov 9 -13	Pre-Registration for Spring Semester	
Mon - Fri	Nov 16 - 20	Final Exam Week	
		(Finals will only be conducted during this Week)	
Fri	Nov 20	Awards Ceremony/Recognition of Fall Graduates	
	Nov 20	Last Day for Classes/	6:00 PM
Mon - Tue	Nov 23 - 24	Administrative Staff/Faculty regular workday	
Wed - Fri	Nov 25 - 27	Thanksgiving Holiday/College Closed	
		Administrative Faculty/Staff maintain regular	
Mon - Fri	Nov 30 - Dec 4	Office hours/ Faculty and Staff Workshops and Assessments	

December

Fri	Dec 4	Final Grades Due/Faculty Last workday	
		Staff Retreat/Administrative Evaluations/Final	
Mon - Fri	Dec 7 - 11	closeouts for Holiday	
Fri	Dec 11	Administrative Staff Last Day	
		College Closed for Christmas Holiday	

(CALENDAR SUBJECT TO CHANGE)



Academic Calendar Spring 2021

January

Wed	Jan 6	Administrative Staff/Faculty Return for Spring Semester	
Wed	Jan 6	Registration All Students	9:00 AM
Mon	Jan 11	Classes Begin	8:00 AM
Wed - Tue	Jan 8 – 14	Drop/Add Period	
Tue	Jan 14	Last Day to Add/Drop/Last Day for late Registration	
Mon	Jan 20	Dr. Martin Luther King Jr. Holiday/Offices Closed/No Classes/Cafeteria Open	

February

Mon - Fri	Feb 24 - 28	Mid-Term Exams/Final Audit for Graduation Status	
March		Spring Break/Offices Closed/No Classes/Cafeteria Open/Residential Halls Open	
Mon - Fri	Mar 2 - 6	Classes Resume	
Mon	Mar 9	Early Scheduling for Fall Registration	
Mon - Fri	Mar 9 - 13	Mid-Term Grades Due	12:00 PM
Wed	Mar 11	Founders' Day Program	10:00 AM
Fri	Mar 13		

April

Fri - Mon	Apr 10 - 13	Easter Break Offices Closed/No Classes/Cafeteria Open/Residential Halls Open	
Tue	Apr 14	Classes Resume	
Wed - Tue	April 22 - 28	Final Exams (FINALIS WILL ONLY BE CONDUCTED THIS WEEK)	

May

Fri	May 1	Final Grades Due	12:00 PM
Fri	May 1	Baccalaureate Service	6:00 PM
Fri	May 1	Residential Halls Closed/Cafeteria Closed	6:00 PM
Sat	May 2	Commencement (Graduation Ceremony)	3:00 PM

(CALENDAR SUBJECT TO CHANGE)

ALMA MATER

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

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

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

GENERAL INFORMATION

THE COLLEGE

Clinton College is a private historically black college largely supported by the African Methodist Episcopal Zion Church. Clinton College has a beautiful historic campus situated within the city limits of Rock Hill, South Carolina, 72 miles north of Columbia, South Carolina and 25 miles south of Charlotte, North Carolina. Clinton College is the oldest institution of higher education in Rock Hill, South Carolina. For more than 125 years, Clinton College has sought to design and implement an educational program that will help all students lead moral, spiritual, and productive lives. Currently, Clinton College provides an education to approximately 190 students. Clinton College offers baccalaureate degrees in Business Administration, Biology and Religious Studies, and offers associate degrees in Business Administration, Early Childhood, Liberal Arts, Natural Sciences, and Religious Studies.

HISTORY

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

AFFILIATIONS

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

ACCREDITATION

Clinton College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) to award associate and baccalaureate degrees. Contact TRACS at Post Office Box 328, Forest, Virginia 24551 or call (434) 525-9539 or fax (434) 525-9538 for questions about the accreditation of Clinton College. Their Website is www.tracs.org.

The Transnational Association of Christian Colleges and Schools (TRACS) is recognized by the United States Department of Education (USDE) http://www.ed.gov/NLE/USNEL/us/accred-recog_associations.html and the Council for Higher Education Accreditation (CHEA) <http://www.chea.org/Directories/national.cfm>, as a national accrediting body for Christian institutions, colleges, universities, and seminaries. TRACS is a voluntary, non-profit, self-governing organization that provides accreditation to Christian postsecondary institutions offering certificates, diplomas, and/or degrees through the doctorate. The geographic territory of TRACS currently consists of the United States and International territories.

MISSION STATEMENT

Clinton College was founded in 1894 by the African Methodist Episcopal Zion Church as a private Liberal Arts institution. The College is committed to facilitating students' academic achievement, moral and spiritual growth, leadership development, and citizenship in a global society, (Revised March 7, 2013).

PHILOSOPHY OF EDUCATION

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

Purpose Statements

Intellectual:

- To provide an appropriate general education core for all students
- To provide an environment where students learn how to think critically and understand the importance of intellectual discourse
- To provide experiences that encourage research

- To offer experiences that encourage students to develop effective methods of oral, written and technological communication

Spiritual:

- To foster learning in an environment that foster religious values, through academic courses, Beacon Forum, and relevant programs
- To encourage students to learn to respect all of humankind
- To encourage participation in religious activities
- To assist students in fostering unconditional positive regard for others

Social

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

Moral/Ethical

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

Physical

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

Statement of Beliefs

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

The Bible: We believe that the Bible is the Word of God and contains "all things necessary to salvation." We believe that it is authoritative in all matters of faith and morality. (Article V) (2 Tim. 3: 15-17). We believe that it is authoritative in all matters of faith and morality.

Original Sin: We believe that sin is the "corruption of the nature of every [person] that naturally is engendered of the offspring of Adam, whereby [humanity] is very far gone from original righteousness, and of [their] own nature(s) inclined to evil, and that continually." (Article VII) (Ps. 51:5)

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

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

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

Academic Regulations

INSTITUTIONAL POLICIES

All schools, colleges, and universities have policies that establish community standards to guide the behavior and protect the rights of students, faculty, and students. The full Policy Manual may be found online by clicking [here](#). The following policies are representative of the community standards at Clinton College.

[Academic Integrity Policy](#)

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

- **Plagiarism:** Plagiarism is stealing another person's words or ideas and passing them off as your own. When a student puts his or her name on a paper or report or any work assignment at Clinton College, he or she is declaring ownership of the work. The student is saying that he or she has written the work and that the words and ideas contained therein are his or her own, except for the citations from outside sources, which must be documented.
- **Cheating.** Cheating includes using materials, resources, or other methods during the course that are not authorized or are not the student's own work. Copying another student's work, whether it is a homework assignment or an examination, is considered cheating. Working together to complete an assignment to be submitted is also cheating, although this does not necessarily apply to group projects assigned by the professor of a course. Sending or arranging for another student to take any graded exercise, quiz, or exam, as a substitute for himself or herself or the student providing information to another student during a graded exercise will be considered a violation of the Academic Dishonesty/Integrity Policy.
- **Fabrication/Falsification.** The deliberate creation of non-existent data or results is considered fabrication. Falsification involves changing of data. This also includes students signing attendance rolls for one or more students who are not present.

Students found guilty of violating Academic Dishonesty/Integrity Policy may be subject to a number of penalties. See Policy AA-13: Academic Integrity Policy.

Attendance Policy

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

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

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

It is the responsibility of the student to contact the professor and make arrangements to make up the work missed for **excused** absences. The professor is NOT obligated to allow a student to make up work that was missed due to an **unexcused** absence.

The following number of **unexcused** absences will be allowed without automatic penalty to the final course grade, but such absences may still affect grades due to missed work:

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

Excessive absences may result in failure in courses. See Policy AA-11: Class Attendance Policy.

Drugs/Alcohol Policy

It is the policy of Clinton College to provide a drug free environment which is conducive to learning. Pursuant to the provision of the Drug Free School and Communities Act of 1989, (Public Law 102-226), students and faculty should choose a life style which ennobles their minds and bodies, elevates their character and improves their standing in society rather than one in which alcohol, tobacco, drugs and other dangerous and debilitation controlled substances are used and/or abused.

The manufacture, distribution, sale, use or possession of any of these controlled substances on or off campus, at college functions or going to or from the campus or campus activities are specifically excluded by Clinton College's standards for citizenship. Your conduct on or off this campus is a reflection on the character of this school. See Policies SS -5: Student Drug Policy and HS-7: Faculty/Staff Drug Abuse Policy.

Firearms

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

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

Non-Discrimination Policy

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

Privacy of Student Records

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

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

See Policy GA-5: FERPA Policy or consult the full federal definition and description by clicking [here](#).

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

Sexual Harassment

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

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

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

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

Student Complaints/Grievances

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

Students should follow the informal and/or formal procedures listed in the full policy to resolve their concerns or complaints at the local, state, or national level. See Policy SS-2: Student Complaints.

Students' Rights and Due Process

Any student that is involved with the College Judicial Board has the right to the following:

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

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

- The presumption of innocence
- Be informed of his or her rights

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

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

Tobacco-free Campus

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

This policy applies to all faculty, staff, students, and visitors at Clinton College. Violation of this policy may result in disciplinary action. See Policy HS-3: Smoking/Tobacco Use.



***DIVISIONS
OF THE COLLEGE***

Business Affairs

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

Academic Affairs

The Division of Academic Affairs is designed to support the academic programs of the college through selection, supervision, and evaluation of faculty and professional staff, provide professional development for faculty and staff, budget for and provide instructional resources, including library holdings; and improve and maintain academic programs and assessment systems.

Institutional Advancement

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

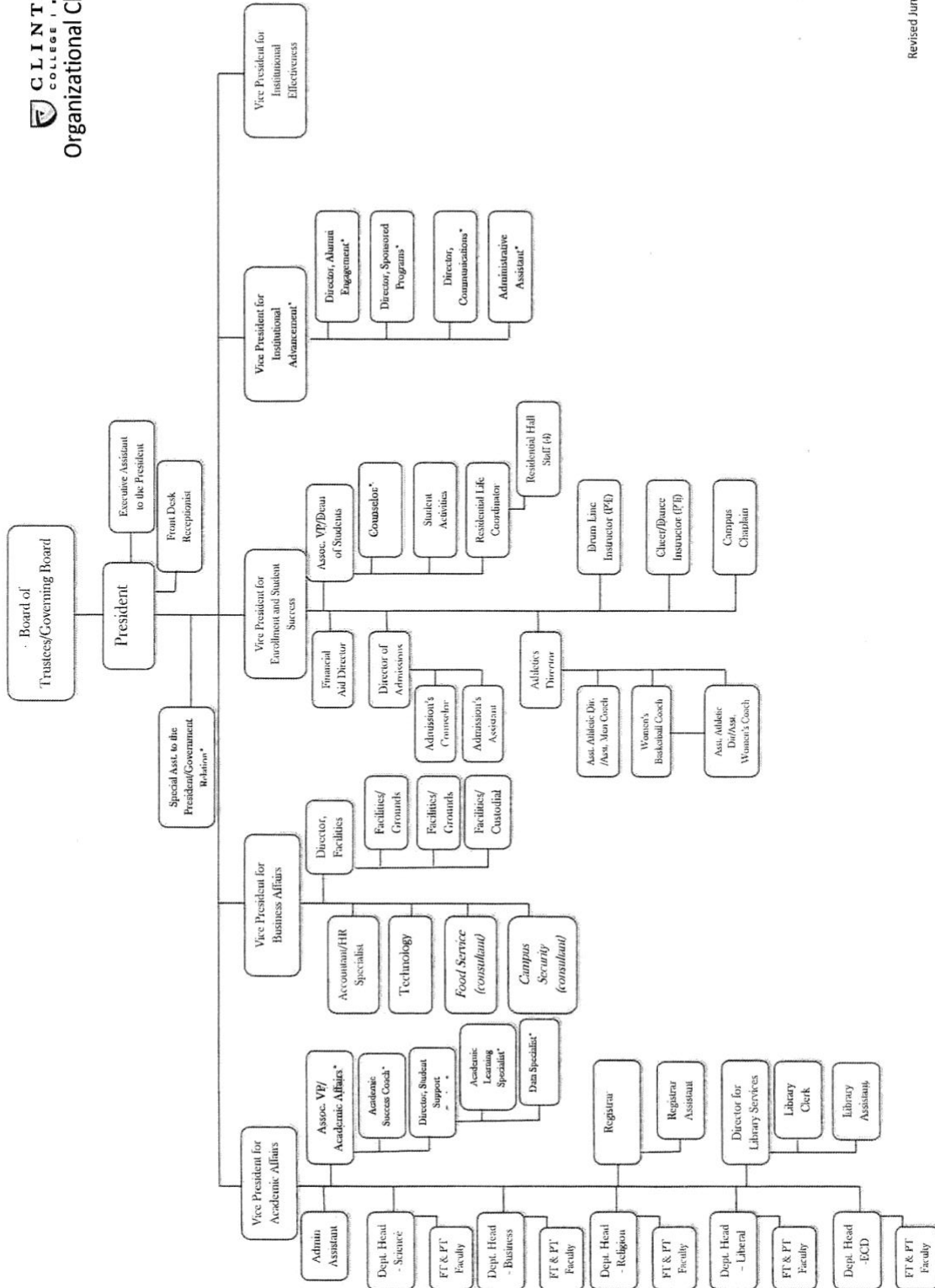
Institutional Effectiveness

Clinton College's Office of Institutional Effectiveness strives to ensure student success through the gathering of data relevant to students, faculty, staff, program and services, as well as institutional operations. Data gathered from various reports generated are used to support strategic planning initiatives, decision-making, and coordinating institutional research, assessment and performance improvement. The Office of Institutional Effectiveness is responsible for designing and executing plans for achieving and maintaining accredited status for both the college and for those instructional programs where professional accreditation is desired.

Student Affairs

The Division of Enrollment Management and Student Success provides programs, activities, and community outreach to help students achieve a holistic development, particularly in relation to the institutional mission elements of moral and spiritual development that assist students to become good citizens and leaders in a global society. Student Affairs focuses on improving the quality of campus life for students and promoting ethical and personal growth along with the respect for diversity. Major responsibilities of Student Affairs include recruitment and admissions, financial aid, and student support services, as well as the residence halls, counseling, campus ministry, social activities, and athletics.

Clinton College Organizational Chart



Revised June 2019
 *Positions in bold indicate funding by Federal Program

ADMISSIONS

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

ADMISSIONS PROCEDURES

Placement Testing

Placement Testing in English and Mathematics is required for all students. These tests are designed as aids for course placement, academic advising and scheduling.

Submission of Application

Inquiries and applications for admission should be made to the Office of Enrollment Management, Clinton College, 1029 Crawford Road, Rock Hill, South Carolina 29730. You may also make inquiries online by clicking [here](#).

Application Procedure for Freshman Admission

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

- A completed application (To download online application, click [here](#))
- A non-refundable \$25.00 application fee
- An official high school transcript or GED score
- (Recommended: An official SAT or ACT score)

Application Procedure for Transfer Students

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

- A completed application (To download online application, click [here](#))
- A non-refundable \$25.00 application fee, unless you are applying for readmission
- Official transcripts from all colleges previously attended

International Students

Clinton College welcomes inquiries from international students. International students seeking admission to Clinton College must satisfy all admission requirements.

To apply for admission, please submit all of the following:

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

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

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

Non-Traditional Applicants

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

Students with Special Educational Needs

Clinton College is open and accessible to students with disabilities and committed to providing assistance to them so they may accomplish their educational goals and receive benefits of campus life. Students with special educational needs should provide documentation of their learning disability from their educational environment or certified professional. This information should be forwarded to the Office of Student Support Services.

ADMISSIONS POLICIES

Readmission Policy

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

Transfer Policy

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

- Students must submit an official transcript from each postsecondary institution attended
- Students must be in good standing with the previous postsecondary institutions and must be eligible to return to that school.
- Students must complete and submit an application package to the Office of Admissions. Please click [here](#) to get started!

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

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



2019-2020 Fee Schedule

	Per Semester	Per Year
Boarding (On-Campus) Full-Time Students:		
Tuition	4,960.00	9,920.00
<i>*Enrollment Deposit (non-refundable)</i>	100.00	100.00
<i>**Room (double occupancy)</i>	1,997.00	3,994.00
<i>Housing Deposit (non-refundable)</i>	150.00	150.00
Board	2,778.50	5,557.00
	<u>9,985.50</u>	<u>19,721.00</u>
Non-Boarding (Off-Campus) Full-Time Students:		
Tuition	4,960.00	9,920.00
Enrollment Deposit	100.00	100.00
	<u>5,060.00</u>	<u>10,020.00</u>

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

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

Additional Fees:

Part Time Student Enrollment Fee (once per academic year)	100.00
Charge per credit hour (for part-time students)	400.00
Late Registration Fee	200.00
Books (estimate cost per semester)	600.00
Science Lab Fee (per semester enrolled in science lab)	150.00
ID Card Replacement	25.00
Parking Permit	25.00
Replacement Room Key	25.00
Transcript Fee	10.00
Payment Deferral Fee	100.00
Return Check Fee	35.00
Admission Application Fee	25.00
Late Payment on Agreed Payment Plan	50.00

Clinton College does not accept cash or personal checks.

Tuition and fees are subject to change without notice.

CLINTON COLLEGE REFUND POLICY

Tuition Refund Policy

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

Voluntary and/or Administrative Withdrawal

All students must officially withdraw from classes in order to receive a full or partial refund. To officially withdraw, a student must complete a Withdrawal Form and turn it in to the Registrar's Office located in the Main Office of the Administration Building.

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

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

Students who are administratively withdrawn will receive any due refund based on the official date of the administrative withdrawal (see schedule below).

Refunds will take approximately 3-4 weeks to process. The amount of the refund will be based on the official withdrawal date, according to the following schedule:

Withdrawal Date	Percent of Refund
Prior to first day of class	100%
Between 1st day and 5th day of class	75%
Between 6th day and 10th day of class	50%
Between 11th day and 15th day of class	25%
After the 15th day of class	0%

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

Dropping below Full Time Enrollment Status

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

Refunds for cancelled classes

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

Other Refunds

- Paid **registration fees, late fees and tuition payment plan fees** are non-refundable. If a student withdraws from the College after payment of the fees, the paid fees are forfeited.

***FINANCIAL AID
OFFICE***

The purpose of the Office of Financial Aid at Clinton College is to provide financial assistance to students who would not be able to attend college without such aid. The mission of the Office of Financial Aid is to assist students in finding ways to pay for their college education such as scholarships, grants, student loans, and on-campus employment. The Office of Financial Aid at Clinton College makes every effort to provide for the timely delivery of financial assistance to eligible students.

HOW TO APPLY FOR FINANCIAL AID

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

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

The FAFSA website is a free U.S. Department of Education website where students may complete and submit a FAFSA application online. A PIN number is necessary for all online applications. Students and parents may apply for a PIN number at www.pin.ed.gov. If the PIN number is misplaced, a duplicate can be requested through the PIN website. All male students are required to register with Selective Service. Registration can be completed and submitted online via www.sss.gov. Continuing students completing the renewal FAFSA can submit an online application via www.fafsa.ed.gov. Renewal of financial aid is not automatic. All applicants must re-apply each year. For additional information on financial aid, you may contact the Office of Financial Aid at (803) 327-7402 ext. 8163. You may also access Clinton College's Financial Aid Manual online by clicking [here](#).

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

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

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

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

GRANTS AND LOANS

Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study

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

agreement. In order to continue to be eligible for work-study, student's work performance must be satisfactory at all times.

The Federal Direct Loan Program

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

Federal regulations require that educational institutions measure a student's progress toward a declared educational objective. Clinton College has established standards to measure a student's academic progress for the fall and spring semesters. The standards will be applied uniformly to all students with determining their eligibility for federal, state, and Clinton College funds regardless of whether the student previously received these funds. Clinton College's standards for measuring Satisfactory Academic Progress are measured by two standards:

- A qualitative standard—the student’s cumulative grade point average (GPA).
- A quantitative standard consisting of two (2) components:
 - a. The maximum time frame a student is allowed to complete degree requirements. Clinton College students may remain eligible for financial aid for a maximum of 150% of the total semester credit hours required to receive a degree (e.g., 121 semester credit hours x 150% = 181 maximum allowable attempted semester credit hours for the Bachelor’s degree. and 64 semester credit hours x 150%= 96 maximum attempted semester credit hours for the Associate’s degree).
 - b. The credit completion ratio of attempted semester credit hours. Clinton College requires all students to complete at least 67% of the total attempted semester credit hours each academic year.

Students must register for a minimum of twelve (12) semester credit hours each semester to be enrolled at full-time status at Clinton College. In accordance with the requirements of a quantitative standard, a full-time student is expected to complete all degree requirements within six (6) years for the Bachelor Degree and three (3) years for the Associate Degree.

Any course in which a student receives a grade of “D” or “F” may be repeated for appropriate course credit. In such cases, the higher grade will be used in computing the grade point average of the student.

More importantly, in order to continue to receive financial assistance, students must strictly comply with the above stated requirements. Student transcripts will be monitored at the end of each semester to determine eligibility for continued financial aid. If a student does not meet one of the Satisfactory Academic Progress standards at the end of each spring semester, the student will be placed on financial academic probation; however, a student may still remain eligible for financial aid on a probation status until the end of the next semester of attendance at Clinton College. If at the end of the probationary period, a student fails to meet the probationary conditions mentioned above, the student’s financial aid will be suspended. Students whose financial aid has been suspended may enroll in courses at their own expense.

For more information about the critically important relationship of financial aid and satisfactory academic progress, please see details in the Academic Affairs section of this catalog, p. 38.

ACADEMIC AFFAIRS

DIVISION OF ACADEMIC AFFAIRS

The Office of Academic Affairs is designed to support the academic programs of Clinton College through selection, supervision, and evaluation of faculty and professional staff; providing professional development for faculty and staff; budgeting for and providing instructional resources, including library holdings; and improving and maintaining academic programs and assessment systems.

THE ACADEMIC SUCCESS CENTER

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

STUDENT RESPONSIBILITIES

All students are responsible for meeting with their academic advisor on a regular basis, completing their academic programs, satisfying the general regulations stated in this catalog, maintaining the required GPA, and meeting all other degree requirements. Students are required to know and observe all regulations concerning campus life and conduct as indicated in this catalog as well as others in the [Clinton College Policy Manual](#) and the [Student Handbook](#). Students are also responsible for maintaining communications with Clinton College Registrar's Office when changes occur to their current address, including zip code and telephone number.

REGISTRATION INFORMATION

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

Course Offerings

Clinton College reserves the right to add or delete courses, as it deems necessary in order to respond to enrollment and budgetary demands.

Academic Load

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

Schedule Change

Students may add courses or drop courses from their schedules or change sections of a course. However, all such changes require the approval of the appropriate advisers and must be documented on an Add/Drop form provided by the Registrar. Failure to do so may result in involuntary withdrawal for now show in course or the student receiving a grade of “F” for the course.

Official Student Withdrawal Policy

When a student finds it necessary to withdraw from Clinton College before the end of a semester, he or she must consult with the Vice President for Academic Affairs and Residence Life Coordinator and arrange for an official withdrawal. Students must sign an Official Withdrawal form and obtain the signature of the Registrar or the Vice President for Academic Affairs as well as other departmental areas in order for the withdrawal to be official.

Students who withdraw from Clinton College during the first three weeks of the semester will not earn credit or have grades recorded. Students who withdraw after three weeks into the semester or prior to mid-term to the week of mid-term will receive W (Withdraw), WP (Withdraw/Passing), or WF (Withdraw/Failing). These grades do not affect the student’s overall GPA. Semester credit hours will not count as work attempted. Students who withdraw during the period, one week after mid-term until the end of term will receive a grade of “F” in each course, and the semester credit hours will count as work attempted. Failure to withdraw properly may significantly impair a student’s eligibility for readmission or for transfer to another institution. Any student leaving without completing the official withdrawal process receives a Final grade of “F” in each course in which he or she is enrolled.

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

- Illness of the student or illness in the immediate family, which requires the attention of the student
- Death of a member of student’s immediate family
- Other extenuating circumstances approved by the President or Vice President of Academic Affairs

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

OFFICIAL STUDENT RECORDS

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

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

INDEPENDENT STUDY

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

GRADING SYSTEM

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

Grade	Range	Quality Points
A = Excellent	90-100	4
B = (Above Average)Good	80-89	3
C = Satisfactory	70-79	2
D = (Below Average)Poor	60-69	1
F = Failure	0-59	0
I = Incomplete		
T = Transfer		

P = Passing (Exempted course)
W = Withdraw (Without Penalty)
WP = Withdraw/Passing (grade
value same as a grade of W) Delete?
WF = Withdraw/Failing (grade value
same as a grade of W) Delete?

Special grades are issued as follows:

Incomplete (I) Grade

A grade of “I” incomplete may be given in exceptional cases where a student is unable to complete a course by the end of the semester, but has maintained suitable progress and gives evidence of the ability to pass the course if granted the opportunity to complete all assigned work. Students must complete all incomplete assignments and receive a final grade within 15 calendar days from the beginning of the ensuing semester. A Grade of Incomplete will automatically become a Grade of “F” after 15 calendar days from the beginning of the next semester. It is expected that all course work will be completed prior to the end of the semester. If a student must complete assignments after the semester has ended, the highest grade allowed is a C. Exceptions can be granted for medical or hardship circumstances that must be approved by the Vice President of Academic Affairs.

Withdrawal (W) Grade

Students may voluntarily withdraw from a course, adhering to the date indicated on the current academic calendar. Students are also assigned this grade when they have pre-registered or registered, but never reported to class. No credit hours are assigned and counted into the grade point calculation.

Repeating a Course

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

Faculty Grade Changes

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

Student Grade Appeal

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

ACADEMIC STANDING

In order to remain in good standing at Clinton College, all students must maintain satisfactory academic progress each semester in accordance with the standards listed below.

<u>Cumulative Hours Attempted</u>	<u>Required GPA</u>
0-17	1.50
18-30	1.75
31-90	2.0
Greater than 90	2.0

Student transcripts will be monitored at the end of each semester to determine compliance with the stated requirements. If a student does not meet the standards at the end of each semester, they will be placed on academic probation.

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

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

Academic Suspension

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

Academic Dismissal

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

Requirements for Student Athletes

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

ACADEMIC CLASSIFICATION OF STUDENTS AND CREDITS

Academic credit is recorded in semester credit hours. One fifty (50)-minutes lecture period per week for one semester constitutes a semester credit hour. A one hundred and fifty (150) minutes lecture period per week for one semester constitutes three semester credit hours. Laboratory periods are scheduled 3 hours per week for the equivalent of one credit hour in the four-hour science courses. A student's classification is determined at the beginning of the academic year

by the number of semester hours earned. Based upon classification, all students are expected to participate in and represent only the class in which they are officially placed by the hours earned. Unclassified and special students are not allowed to participate in any of the official activities of any of the four regular classes: freshman, sophomore, junior and senior.

Classification

Freshman
Sophomore
Junior
Senior

Credit Hours

0 to 29 semester credit hours
30 to 59 semester credit hours
60 to 89 semester credit hours
90 and above semester credit hours

ACADEMIC HONORS

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

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

Honors and Awards Day

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

SUMMER ENROLLMENT AT ANOTHER INSTITUTION

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

ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID

The continuation of students’ federal financial aid is linked to their academic progress, as outlined in the sections below and in the Financial Aid Manual, pp. 12-13.

Repeated Courses

Students may repeat previously passed courses once and remain eligible as a full-time student and entitled to receive Title IV funding. If a student successfully passed a course and subsequently failed it, the attempted hours for the repeated course will be subtracted from the total hours enrolled in to determine Title IV eligibility. Students may repeat failed courses until passed.

Withdrawals

Students withdrawing from Clinton College after receiving financial aid will be placed on probation immediately. Withdrawing from Clinton College twice within the same academic year will result in immediate suspension of eligibility for financial aid including all state and federal student loan programs. A suspended student maybe reinstated in the financial aid program after the completion of at least one semester of part-time study at the student's own expense or two semesters if the suspension is the result of two withdrawals during the same academic year.

Appeals

A student who is determined ineligible to receive financial aid and subsequently loses financial aid may file a written appeal to the Financial Aid Satisfactory Academic Progress Committee through the Office of Financial Aid. The appeal must include a formal letter stating the nature of the appeal, a completed appeal form, and all relevant documentation to be considered by the committee. All appeals must be submitted no later than June 30th fall semester enrollment and December 30th for spring enrollment. If extenuating circumstances are proven, the student's aid will be reinstated on a probationary status and evaluated each semester based on the academic merit of the student. If extenuating circumstances are not demonstrated, then the student's aid will be suspended for the next two semesters. Reinstatement for subsequent semesters will be allowed if the student meets the College's standards for Satisfactory Academic Progress.

Amendments to Financial Aid Policy

Clinton College's financial aid policy will be modified as applicable federal and/or state law and regulations are changed. Any other amendments to this policy, not required by changes in laws or regulations will be considered through the institutional process for revisions of policy.

REQUIREMENTS FOR GRADUATION

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

- For Bachelor's Degree: Completion of the minimum of 121 semester hours required in the major program with a cumulative grade point average of at least 2.00, or as required by a specific major.

- For Associate’s Degree: Completion of a minimum of 64 semester hours required in the major program with a cumulative grade point average of at least 2.00, or as required by a specific major.
- A satisfactory score on any required competency and subject area tests.
- A distribution of forty-six (46) semester hours in general education hours based on specific major requirements.
- Completion of all courses for the major, with a GPA of 2.0 or higher in the major.

Participation in Commencement

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

Honors at Graduation

Candidates for graduation are eligible for the following honors based upon their cumulative GPAs:

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



***DIVISION OF
ENROLLMENT
MANAGEMENT
AND STUDENT
SUCCESS***

DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT SUCCESS

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

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

COUNSELING SERVICES

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

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

CAMPUS MINISTRY

The office of Campus Ministry has entrusted to it as its primary responsibility the spiritual growth of all members of the Clinton College community- students, faculty and staff. Clinton College's Campus Ministry attempts to create a community of faith in the academic environment. Making every effort to assist students in the formation of a spiritual conscience, the Clinton College Campus Ministry helps to enable students in making good moral judgments. The

Clinton College Campus Ministry takes an essential part in the mission of Clinton College and shares in the goal of forming students who profess and live an integrated, authentic spiritual life

OFFICE OF STUDENT SUPPORT SERVICES

The Student Support Services program at Clinton College seeks to empower first generation, low income, and or students with certified disabilities academically, socially and culturally by providing a positive atmosphere for learning through tutoring and mentoring. The Office of Student Support Services at Clinton College Office is committed to:

- Increasing college retention and graduation rates for eligible students
- Increasing the transfer rates of eligible students
- Fostering an institutional climate that is supportive of the success of low income and first generation college students and individuals with certified disabilities

STUDENT GOVERNMENT ASSOCIATION (SGA)

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

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

The Student Government Association consists of two divisions:

- ***Executive Council*** is composed of President, Vice President, Secretary, Treasurer, Parliamentarian, and Chaplain.
- ***Student Senate*** is composed of five to ten full-time students that are nonvoting members who attend SGA meetings and SGA sponsored programs.

ATHLETICS (<https://clintoncollege.edu/athletics.aspx>)

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

For more details consult your copy of the Student Handbook.



ACADEMIC PROGRAMS

GENERAL INFORMATION

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

Program missions, intended student learning outcomes, and basic course requirements are shown in the following sections. Planning sheets are available online if you click [here](#).

PROGRAMS OF STUDY

Clinton College provides opportunities for students to pursue two-year and four-year programs that lead to an associate's degree or a bachelor's degree. Each program has its foundation in the General Education Program, as described on the next page.

Associate Degree Programs

- The **Associate of Arts** may be earned with majors in the following subject areas:
 - Early Childhood Development
 - Liberal Arts
 - Religious Studies
- The **Associate of Science** may be earned with majors in the following subject areas:
 - Business Administration
 - Natural Sciences

Bachelor's Degree Programs

- The **Bachelor of Arts** may be earned with a major in the following subject area:
 - Religious Studies
- The **Bachelor of Science** may be earned with a major in the following subject area:
 - Business Administration
- The **Bachelor of Science** may be earned with a major in the following subject area:
 - Biology

GENERAL EDUCATION PROGRAM

46 Credit Hours

Mission of the General Education Program for All Degrees

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

Linkage of General Education Program to the College Mission

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

General Education Student Learning Outcomes (SLO's)

The intended student learning outcomes for General Education are aligned with Clinton College's mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society. They are also aligned with national perspectives about purposes of General Education as articulated by the Association of American Colleges and Universities' advocacy group: Liberal Education and America's Promise (LEAP).

Gen. Ed. SLO #1: Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)

Gen. Ed. SLO #2: Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement – applied skills, inquiry tools and practices*)

Gen. Ed. SLO #3: Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral and spiritual development, leadership, citizenship*)

Gen. Ed. SLO #4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge and applied skills*)

General Education Course Requirements (46 hours)

English Composition (6)

ENG 111: English Composition I (3)

ENG 112: English Composition II (3)

Mathematical Studies (6)

Non-STEM Majors

MAT 121: College Mathematics I (3)

MAT 122: College Mathematics II (3)

MAT 131: College Algebra (3)

MAT 132: College Algebra II (3)

MAT 133: Introductory Statistics (3)

STEM Majors

MAT 220: Pre-Calculus (3)

MAT 133: Introduction to Statistics (3)

MAT 221: Calculus I (3)

MAT 222: Calculus II (3)

Quantitative Studies (3)

COM 101: Intro. to Computers (3)

Social/Behavioral Sciences (9)

Any two of PSY 101, 102, CJA 101, or SOC 101 (3, 3)

One of HIS 102, 103, 201 or PLS 201, 203 (3)

Natural Science and Health (10)

Two introductory courses selected from BIO, CHE, or PHY (4, 4)

PED 201: Personal Health (2)

Humanities/Fine Arts (12)

Choice of REL 100, 101, or 102 (3)

Choice of ART 101 or MUS 201 (3)

Choice of ENG 202, 203, or 206 (3)

CSE 101: Freshman Seminar (3)*

* Freshman Seminar is not required of transfer students. They may substitute an alternative, advisor-approved General Education course.

ASSOCIATE DEGREE PROGRAMS



ASSOCIATE OF ARTS: EARLY CHILDHOOD DEVELOPMENT

64 Credit Hours



Program Mission:

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

Student Learning Outcomes (SLO's):

The A.A. in Early Childhood Development program aligns with the mission elements of promoting academic achievement through its conceptual knowledge and skills-based student learning outcomes. Student learning outcomes focused on supporting children and families align with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society. These linkages are shown in *italics* following each General Education and Program Learning Outcome.

General Education Outcomes

- Gen. Ed. SLO #1:** Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)
- Gen. Ed. SLO #2:** Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement–applied skills, inquiry tools/practices*)
- Gen. Ed. SLO #3:** Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)
- Gen. Ed. SLO #4:** Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge and applied skills*)

Program Learning Outcomes

- Program SLO #1:** Students will demonstrate knowledge of theories of child development, including cognitive, emotional, physical, and linguistic development (*Academic achievement – conceptual knowledge*)
- Program SLO #2:** Students will demonstrate skills in inquiry, analysis, and decision-making in identifying effective resources for building family and community relationships in support of exceptional children. (*Academic achievement–conceptual knowledge & applied skills, inquiry tools/practices, leadership*)
- Program SLO #3:** Students will demonstrate the skills and dispositions necessary to investigate and design learning environments appropriate for young children. (*Academic achievement–conceptual knowledge and applied skills, inquiry tools/practices*)
- Program SLO #4:** Students will demonstrate the ability to integrate and synthesize knowledge, skills, inquiry tools and practices in order to benefit themselves, children, and families. (*Academic achievement–applied skills, inquiry tools/practices, moral/spiritual development, leadership, citizenship*)

Degree Requirements (Total of 64 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Major Requirements (18 hours)

Foundational Studies:

- EDU 101: Introduction to Early Childhood (3)
- EDU 102: Human Growth and Development (3)
- EDU 104: Exceptional Children (3)

Critical Issues in Early Childhood:

- EDU 106: Family and Community Relations (3)
- EDU 205: Health, Safety and Nutrition (3)

Early Childhood Elective:

- EDU 208: Creative Arts (3) OR
- EDU 103: Early Childhood Literature (3)

ASSOCIATE OF ARTS IN LIBERAL ARTS

64 Credit Hours



Mission of the Associate of Arts in Liberal Arts Program

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

Linkage of Associate of Arts in Liberal Arts Program to the College Mission

Both the General Education program and the Associate of Arts program align with the mission elements of promoting academic achievement through student learning outcomes that promote acquisition of knowledge, emphasize intellectual and practical skills, and involve integrative and applied learning. The Liberal Arts program aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society through the student learning outcomes pertaining to personal and social responsibility. These linkages are shown in *italics* following each General Education and Program Learning Outcome

Student Learning Outcomes (SLO's)

The intended student learning outcomes for General Education and for the Associate of Arts in Liberal Arts are aligned with each other and with Clinton College's mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society.

SLO #1: Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)

SLO #2: Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement – applied skills, inquiry tools and practices*)

SLO #3: Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral and spiritual development, leadership, citizenship*)

SLO #4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge and applied skills*) (Dated 5/31/13)

Program Requirements (Total of 64 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Major requirements (18 hours)

Remaining requirements are electives which should be used to explore areas of interest for possible future majors and should be planned with the program advisor. Courses that were already taken for General Education may not be counted again as a major requirement.

Suggested electives are listed below:

ART 101: Art Appreciation

CED 102, 103, 104: Lyceum

CJA 101: Criminal Justice

CSE 201: Sophomore Seminar

HIS 206: African American History

INS 201: Honors Leadership

MUS 201: Music Appreciation

MUS 202: Ensemble Choir

SPA 101: Elementary Spanish I

SPA 102: Elementary Spanish II

ASSOCIATE OF ARTS IN RELIGIOUS STUDIES

64 Credit Hours



Program Mission

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

Student Learning Outcomes (SLO's)

The intended student learning outcomes for the major in Religious Studies are aligned with Clinton College's mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society. These linkages are shown in *italics* following each General Education and Program Learning Outcome.

General Education Outcomes

- Gen. Ed. SLO #1:** Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)
- Gen. Ed. SLO #2:** Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement–applied skills, inquiry tools/ practices*)
- Gen. Ed. SLO #3:** Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)

Gen. Ed. SLO #4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge, applied skills*)

Program Learning Outcomes

Program SLO #1: Demonstrate knowledge of the Bible in terms of literature and history, and as a spiritual guide to theology and ethics. (*Academic achievement - conceptual knowledge; Moral and spiritual development*)

Program SLO #2: Students will demonstrate knowledge of critical historical events, evolution of ethics, and changes in basic principles during the development of Christianity, the Christian church, and African American Religion. (*Academic achievement - conceptual knowledge*)

Program SLO #3: Students will demonstrate knowledge of the task of theology and doctrines of the Christian faith, as well as the development of moral reasoning. (*Academic achievement–applied skills, inquiry tools/ practices; Moral and spiritual development, Leadership*)

Program SLO #4: Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. (*Academic achievement – knowledge, applied skills, inquiry tools and practices, Moral and spiritual development, Leadership, Citizenship*)

Degree Requirements (Total of 64 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Major Requirements (18 hours)

Foundational Studies (12 hours)

Two courses not already taken for General Education: REL 100: Intro. To Religion,

REL 101: Intro. Old Testament, **OR** REL 102: Intro. New Testament (6)

Choice of REL 201: Christian Theology **OR** REL 202: Christian Ethics (3)

Choice of REL 217: Christian Growth/Maturity **OR** REL 218: Christian Leadership (3)

Church History (6 hours)

REL 208: General Church History (3)

REL 219: African American Religious History (3)

ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

64 Credit hours



Program Mission

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

Student Learning Outcomes (SLO's)

The A.S. in Business Administration program aligns with the Clinton College mission elements of promoting academic achievement through its Conceptual Knowledge and Skills-based student learning outcomes. It aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society. These linkages are shown in *italics* following each General Education and Program Learning Outcome.

General Education Outcomes

Gen. Ed. SLO #1: Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)

Gen. Ed. SLO #2: Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement–applied skills, inquiry tools/ practices*)

Gen. Ed. SLO #3: Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)

Gen. Ed. SLO #4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge, applied skills*)

Program Learning Outcomes

Program SLO #1: Identify and explain the four functions of management: Planning, Leading, Organizing, and Controlling, including how these concepts affect the business environment. (*Academic achievement – conceptual knowledge*)

Program SLO #2: Demonstrate application of quantitative understanding to effective business planning and operations. (*Academic achievement – conceptual knowledge and applied skills*)

Program SLO #3: Apply fundamental understanding of the field of business by analyzing various securities transactions, analyzing and evaluating industry trends, and preparing and communicating results of company analysis to different audiences. (*Academic achievement–applied skills, inquiry tools/ practices; Leadership*)

Program SLO #4: Demonstrate knowledge and behaviors necessary for functioning effectively in a business organization. (*Leadership, citizenship*)

Program SLO #5: Demonstrate the ability to integrate and synthesize knowledge, skills, inquiry tools and practices related to business administration in order to benefit oneself and others. (*Academic achievement–conceptual knowledge, applied skills, inquiry tools/practices, moral/spiritual development, leadership, citizenship*) (Dated 5-31-13)

Degree Requirements (Total of 64 hours)

This listing of requirements is for information purposes. The current planning sheet for the A.S. in Business Administration is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Major Requirements (18 hours)

BUS 101: Introduction to Business (3)

BUS 202: Business Law I (3)

BUS 203: Principles of Management (3)

BUS 204: Principles of Accounting I (3)

BUS 206: Statistics and Quantitative Methods (3)

BUS 209: Introduction to Finance (3) **OR** BUS 213: Principles of Accounting II (3)

ASSOCIATE OF SCIENCE in NATURAL SCIENCES

64 Credit Hours



Program Mission

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

Student Learning Outcomes (SLO's)

The Associate of Science in Natural Sciences program aligns with the Clinton College mission elements of promoting academic achievement through its coursework leading to student learning outcomes in conceptual knowledge and applied skills to be developed in all science courses and labs. The mission elements of promoting moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens are emphasized in the capstone course. These linkages are shown in *italics* following each General Education and Program Learning Outcome.

General Education Outcomes

- Gen. Ed. SLO #1:** Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)
- Gen. Ed. SLO #2:** Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement – applied skills, inquiry tools and practices*)
- Gen. Ed. SLO #3:** Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)
- Gen. Ed. SLO #4:** Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge, applied skills*)

Program Learning Outcomes

- Program SLO #1:** Demonstrate knowledge of major concepts, theoretical principles, and research/experimental findings in science. (*Academic achievement - conceptual knowledge*)
- Program SLO #2:** Students will demonstrate the skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments. (*Academic achievement – applied skills*)
- Program SLO #3:** Students will demonstrate the skills and dispositions necessary to investigate a problem through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills. (*Academic achievement – applied skills, inquiry tools and practices, Moral and spiritual development, Leadership, Citizenship*)
- Program SLO #4:** Students will apply scientific knowledge from two disciplines to propose a solution for a problem they have investigated, using ethical reasoning, analytical reasoning, and quantitative skills. (*Academic achievement – knowledge, applied skills, inquiry tools and practices, Moral and spiritual development, Leadership, Citizenship*)

Degree Requirements (62 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Two areas of General Education requirements are tailored specifically for Natural Sciences; all other requirements remain the same:

- Students should begin the math sequence at a higher level than College Algebra and College Mathematics, based on placement scores. At minimum: Pre-calculus and Trigonometry. Preferred: Calculus I and Calculus II.
- Students should select an introductory sequence in BIO, CHE, or PHY.

Major Requirements (16 hours)

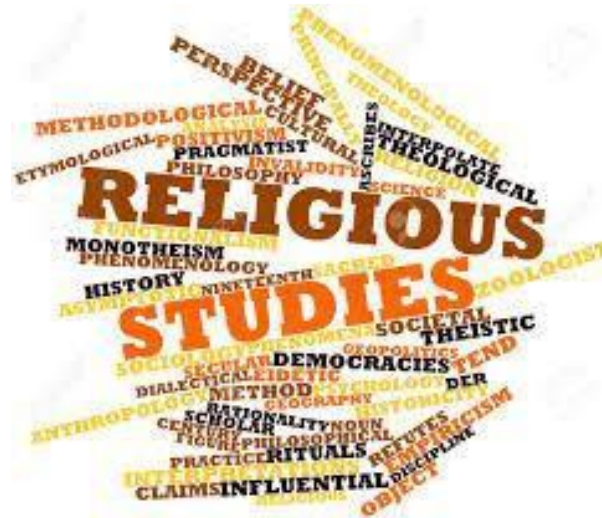
- Introductory sequence in a second science discipline: BIO, CHE, or PHY
- Choice of any two additional science courses at the 200 level, such as the following:
 - BIO 201: Botany, BIO 202: Zoology, BIO 203: Genetics
 - BIO 204: Environmental Biology I, BIO 205: Environmental Biology II
 - BIO 210: Anatomy and Physiology I, BIO 211: Anatomy and Physiology II
 - CHE 201: Environmental Chemistry I, CHE 202: Environmental Chemistry II
 - PHY 201: General Physics I, PHY 202: General Physics II

BACHELOR'S DEGREE PROGRAMS



BACHELOR OF ARTS IN RELIGIOUS STUDIES

120 Credit Hours



Program Mission

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

Student Learning Outcomes (SLO's)

The intended student learning outcomes for the major in Religious Studies are aligned with Clinton College's mission to promote academic achievement, positive moral and spiritual development, leadership qualities, and citizens who can contribute to a global society. These linkages are shown in *italics* following each General Education and Program Learning Outcome.

General Education Outcomes

Gen. Ed. SLO #1: Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)

Gen. Ed. SLO #2: Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement—applied skills, inquiry tools/practices*)

Gen. Ed. SLO #3: Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)

Gen. Ed. SLO #4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge and applied skills*)

Program Learning Outcomes: Part One

Program SLO #1: Demonstrate knowledge of the Bible in terms of literature and history, and as a spiritual guide to theology and ethics. (*Academic achievement - conceptual knowledge; Moral and spiritual development*)

Program SLO #2: Students will demonstrate knowledge of critical historical events, evolution of ethics, and changes in basic principles during the development of Christianity, the Christian church, and African American Religion. (*Academic achievement - conceptual knowledge*)

Program SLO #3: Students will demonstrate knowledge of the task of theology and doctrines of the Christian faith, as well as the development of moral reasoning. (*Academic achievement–applied skills, inquiry tools/ practices; Moral and spiritual development, Leadership*)

Program SLO #4: Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others. (*Academic achievement – knowledge, applied skills, inquiry tools and practices, Moral and spiritual development, Leadership, Citizenship*)

Program Learning Outcomes: Part Two

Program SLO #1: Students will demonstrate knowledge of the nature of philosophy and philosophical inquiry. (*Academic achievement – conceptual knowledge, inquiry tools and practices; Moral and spiritual development*)

Program SLO #2: Students will apply knowledge of principles and practices in religious studies to provide guidance and support for themselves and others. (*Academic achievement – knowledge, applied skills, inquiry tools and practices; Moral and spiritual development, Leadership, Citizenship*)

Program SLO #3: Students will demonstrate critical analysis of their own religious tradition and compare their own tradition with other religious traditions. (*Academic achievement – conceptual knowledge, inquiry tools and practices; Moral and spiritual development*)

Program SLO #4: Students will demonstrate the ability to engage in critical evaluation and integration of religious knowledge across academic disciplines. (*Academic achievement – conceptual knowledge, inquiry tools and practices*)

Degree Requirements (120 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Major Requirements (Total of 75 hours)

Part One (18 hours)

Foundational Studies (12 hours)

Two courses not already taken for General Education: REL 100: Intro. to Religion,
REL 101: Intro. Old Testament, REL 102: Intro. New Testament (3,3)

Choice of REL 201: Christian Theology **OR** REL 202: Christian Ethics (3)

Choice of REL 217: Christian Growth & Maturity **OR** REL 218: Christian Ldrship. (3)

Church History (6 hours)

REL 208: General Church History (3)

REL 219: African American Religious History (3)

Part Two (57 hours)

Related Area Courses (6)

SPA 101: Spanish I (3)

SPA 102: Spanish II (3)

Advanced Foundational Studies (12)

Choice of one leadership course not previously taken: REL 210: Intro. To Christian Educ., REL 217: Christian Growth & Maturity, REL 218: Christian Leadership, **OR** REL 305: Church Administration (3)

Choice of one course not previously taken: REL 201: Christian Theology **OR** REL 202: Christian Ethics (3)

REL 300: Introduction to Philosophy (3)

REL 301: Survey of World Religions (3)

Interdisciplinary Studies (12)

REL 306: Philosophy of Religion (3)

REL 307: The Civil Rights Movement (3)

Choice of two courses: REL 302: Psychology of Religion, REL 303: Religion and Literature, REL 402: Religion and Science (3, 3)

Critical Study (18)

REL 403: Senior Thesis I (3) and REL 404: Senior Thesis II (3)

REL 406: Religion and African American Literature (3)

Choice of three courses: REL 407: Pauline Letters (3), REL 408: African American Critical Thought, REL 409: Introduction to Hermeneutics, REL 420: Special Topics in Religious Studies (3, 3, 3)

Electives (9):

Any three advisor-approved courses not previously taken: Any REL courses, any ENG literature courses, any AAS courses, or any other courses as approved by the advisor

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

120 credit hours



Program Mission:

The purpose of the B.S. in Business Administration is to provide experiences that will assist students in developing an understanding of the free enterprise system; an understanding of ethical and effective Business functions, operations, technology, and interrelationships; and an awareness of careers in Business, industry, government, and related areas.

Student Learning Outcomes (SLO's)

The B.S. in Business Administration program aligns with the Clinton College mission elements of promoting academic achievement through its Conceptual Knowledge and Skills-based student learning outcomes. It aligns with the mission elements of promoting positive moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens who can contribute to a global society. These linkages are shown in *italics* following each General Education and Program Learning Outcome

General Education Outcomes

Gen. Ed. SLO #1: Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)

Gen. Ed. SLO #2: Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement–applied skills, inquiry tools/practices*)

Gen. Ed. SLO #3: Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)

Gen. Ed. SLO #4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge, applied skills*)

Program Learning Outcomes*

Program SLO #1: Identify and explain the four functions of management: Planning, Leading, Organizing, and Controlling, including how these concepts affect the Business environment. (*Academic achievement – conceptual knowledge*)

Program SLO #2: Demonstrate application of quantitative understanding to effective Business planning and operations... (*Academic achievement – conceptual knowledge and applied skills*)

Program SLO #3: Apply fundamental understanding of the field of Business by analyzing various securities transactions, analyzing and evaluating industry trends, and preparing and communicating results of company analysis to different audiences. (*Academic achievement–applied skills, inquiry tools/ practices; Leadership*)

Program SLO#4: Demonstrate knowledge and behaviors necessary for functioning effectively in a Business organization. (*Leadership, citizenship*)

Program SLO #5: Demonstrate the ability to integrate and synthesize knowledge, skills, inquiry tools and practices related to Business administration in order to benefit oneself and others. (*Academic achievement–conceptual knowledge, applied skills, inquiry tools/practices, moral/spiritual development, leadership, citizenship*) (Dated 5-31-13)

* Program Learning Outcomes are expressed in the same language for Parts One and Two; however, their fulfillment is measured by more rigorous assessments in Part Two.

Degree Requirements (120 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click [here](#).

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

Major Requirements (75 total hours)

Part One (18 hours)

BUS 101: Introduction to Business (3)

BUS 202: Business Law I (3)

BUS 203: Principles of Management (3)

BUS 204: Principles of Accounting I (3)

BUS 206: Statistics and Quantitative Methods (3)

BUS 209 Introduction to Finance (3) **OR** BUS 213: Principles of Accounting II (3)

Part Two (Total of 57 hours)

Related Area Courses: (15 hours)

SPA 101 Spanish I (3) **AND** SPA 102 Spanish II (3)

ECO 301 Economics I (3) **AND** ECO 302 Economics II (3)

BUS 307 Information Systems (3)

Business Core Courses: (33 hours)

BUS 209 Intro. to Finance (3) **OR** BUS 213 Principles of Accounting II (3)

BUS 205 Principles of Marketing (3)

BUS 212 Intro to Entrepreneurship (3)

BUS 301 Business Communications (3)

BUS 302 Business Law II (3)

BUS 309 Financial Management (3)

BUS 401 Business Policy (3)

BUS 402 Organizational Behavior (3)

BUS 404 International Business (3)

BUS 405 Ethical and Legal Issues in Business (3)

BUS 407 Internship in Business (3)

Concentration (9 hours)

Option I: Management. Choose any three courses:

- BUS 303: Managerial Economics (3)
- BUS 304: Income Tax Laws (3)
- BUS 308: Human Resource Management (3)
- BUS 310: Strategic Management (3)
- BUS 315: Contemporary Issues in Business (3)
- BUS 410: Leadership Theory and Development (3)
- BUS 411: Leadership Strategies (3)
- BUS 413: International Management (3)
- BUS 420: Special Topics in Business (3)

Option II: Finance. Choose any three courses:

- BUS 303: Managerial Economics (3)
- BUS 304: Income Tax Laws (3)
- BUS 306: Personal Finance Planning (3)
- BUS 311: Money, Credit, and Banking (3)
- BUS 315: Contemporary Issues in Business (3)
- BUS 408: Advanced Corporate Finance (3)
- BUS 409: Investments (3)
- BUS 412: Finance Internship (3)
- BUS 420: Special Topics in Business (3)

Bachelor of Science in Biology

123 Credit Hours



Program Mission:

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

Student Learning Outcomes (SLO's)

The Bachelor of Science program in Biology aligns with the Clinton College mission elements of promoting academic achievement through its coursework leading to student learning outcomes in conceptual knowledge and applied skills to be developed in all science courses and labs. The mission elements of promoting moral and spiritual development, fostering leadership qualities, and encouraging students to be good citizens are emphasized throughout the program. These alignments are shown in *italics* following each General Education and Program Learning Outcome.

General Education Outcomes

- Gen. Ed. SLO #1:** Students will demonstrate knowledge of human cultures and the physical and natural world. (*Academic achievement – conceptual knowledge*)
- Gen. Ed. SLO #2:** Students will demonstrate intellectual and practical skills in inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. (*Academic achievement–applied skills, inquiry tools/ practices*)
- Gen. Ed. SLO #3:** Students will demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. (*Moral/spiritual development, leadership, citizenship*)
- Gen. Ed. SLO #4:** Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. (*Academic achievement – conceptual knowledge and applied skills*)

Program Learning Outcomes

- Program SLO #1: Students will demonstrate knowledge of major concepts, theoretical principles, and research/experimental findings in science. (*Academic achievement – conceptual knowledge*)
- Program SLO #2: Students will demonstrate the skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments. (*Academic achievement – applied skills*)
- Program SLO #3: Students will demonstrate the skills and dispositions necessary to investigate problems through the lenses of two scientific disciplines, using ethical reasoning, analytical reasoning, and quantitative skills. (*Academic achievement, moral and spiritual development, leadership, citizenship*)

Program SLO #4: Students will apply scientific knowledge from two or more disciplines to propose solutions for problems they have investigated, using ethical reasoning, analytical reasoning, and quantitative skills. (*Academic achievement, moral and spiritual development, leadership, citizenship*)

Degree Requirements (123 hours)

This listing of requirements is for information purposes as of the dating of this catalog. The current planning sheet is available online if you click here.

General Education Requirements (46 hours) (As shown on page 45 of this catalog)

- (*Includes 8 hours of Biology with lab*)

Major Requirements (77 total hours)

Part One (16 hours beyond General Education requirements)

Second Science Discipline: (Total of 8 hours)

CHE 101: General Chemistry I and CHE 102: General Chemistry II

OR

PSC 111: Physical Science I and PSC 112: Physical Science II

Choice of two additional science courses (Total of 8 hours)

BIO 201: Botany

BIO 202: Zoology

BIO 203: Genetics

BIO 204: Environmental Biology I

BIO 205: Environmental Biology II

BIO 210: Human Anatomy and Physiology I

BIO 211: Human Anatomy and Physiology II

Part Two (61 hours)

Related area courses (9 hours)

SPA 101: Spanish I or first course in any second language

SPA 102: Spanish II or second course in any second language sequence

MAT 221: Calculus I

Related Science Courses (Total of 16 hours)

CHE 101: General Chemistry I and CHE 102: General Chemistry II

OR

PSC 111: Physical Science I and PSC 112: Physical Science II

CHE 203: Special Topics in Chemistry/Lab

CHE 204: Research in Chemistry/Lab

Biology Core Courses (Total of 36 hours)

- BIO 202: Zoology OR BIO 203: Genetics
- BIO 210: Seminar in Biology I
- BIO 308: Laboratory Techniques
- BIO 310: Seminar in Biology II
- BIO 410: Seminar in Biology III
- BIO 415: Undergraduate Research
- BIO 440: Microbiology
- BIO 442: Introduction to Molecular and Cell Biology
- BIO 445: Biochemistry

COURSE DESCRIPTIONS

AAS 201: AFRICAN AMERICAN STUDIES I

3 hours

Interdisciplinary survey of key issues in the life and history of peoples of African descent and their interaction with other peoples and world cultures; introduction to theoretical foundations in study of race and ethnicity from psychological, sociological, and historical perspectives.

AAS 202: AFRICAN AMERICAN STUDIES II

3 hours

Interdisciplinary study of the African American experience, including the history, politics, socioeconomic backgrounds and related issues across time and geography - from the original African setting, through the American Civil War and Reconstruction, Post-Reconstruction, the Great Migration, the Black Arts Movement, and the Civil Rights Movement, to the present day in the major cities and regions of the United States.

ART 101: ART APPRECIATION

3 hours

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

BIO101: HUMAN BIOLOGY I

4 hours

This course is an introductory study of the human body. It explores basic structure and functions of the nervous, endocrine, circulatory and reproductive systems. Students will see the effects of diet, exercise, stress, and environmental change on human health. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: None

BIO102: HUMAN BIOLOGY II

4 hours

This course provides detailed instruction on the reproductive system and how sexually transmitted diseases affect the human population. Chromosomal inheritance, medical genetics, DNA, and biotechnology will be addressed. Lab required. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: Prerequisite: BIO101

BIO103: GENERAL BIOLOGY I

4 hours

This course introduces students to the study of life. General Biology I is the first part of a two-semester course that provides the foundation in our study of all living things. Topics include atoms, elements, molecules, cells, cell structure and function, as well as, how basic characteristics of life can account for the similarities and differences among the world's species and how this biodiversity is organized. It includes both lecture and laboratory activities. Students will be introduced to basic laboratory procedures that utilize a scientific approach to problem solving. They will utilize the compound light microscope in studying microorganisms and review the history of biology. The student will be encouraged to apply the principals learned in this class to pursue continuing education

in biology, science, work related medical fields of interest, as well as personal connection to the world around us. This course is required for all majors. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: None.

BIO104: GENERAL BIOLOGY II

4 hours

General Biology II is the second part of a two-semester course. It is designed for the intermediate – level student who would like to continue developing a working knowledge of biology. Concepts and principles related to integration and control of the human body, continuance of the species, human development and aging are discussed. It emphasizes the application of this knowledge to human concerns. It includes both lecture and laboratory activities. The student will be encouraged to apply the principals learned in this class to pursue continuing education in biology, science, work related medical fields of interest, as well as, personal connection to the world around us. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO103.

BIO 201: INTRODUCTION TO BOTANY

4 hours

This is an introductory course to the classification, relationships, structure, function, and evolution of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion of this course, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. The laboratory exercises are coordinated with lecture topics. Plants are studied in relation to the environment and human activities. Prerequisites: BIO103-BIO104.

BIO 202: INTRODUCTION TO ZOOLOGY

4 hours

This is the “gatekeeper course” for the Biology Major. This course introduces students to the classification, relationships, structure, and function of major animal phyla. Emphasis is on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Students will also be introduced to Human Evolution. This course is designed to provide the student with basic information and vocabulary in preparation for advanced courses in zoology and biology. Upon completion of the course, students should be able to demonstrate comprehension of animal form and function, including comparative systems of selected groups. Laboratory exercises include microscope observations and dissections to reinforce topics discussed in lecture. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO103-104.

BIO 203: INTRODUCTION TO GENETICS

4 hours

This course emphasizes the conceptual framework of genetics. It also introduces students to cutting-edge fundamental principles of inheritance, gene expression, mutation and variation, development of simple and complex biological traits, human ancestry and evolution, and the acquisition of personal genetic information. The student will be encouraged to explore and understand genetic

information available from various genetics services. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO103-BIO104.

BIO 204: INTRODUCTION TO ENVIRONMENTAL BIOLOGY I **4 hours**

This is an interdisciplinary course the goal of which is to provide students with scientific principles, concepts, and methodologies required to comprehend the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made. Students will evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Prerequisites: BIO 103–BIO 104.

BIO 205: INTRODUCTION TO ENVIRONMENTAL BIOLOGY II **4 hours**

This is the second component of a two-semester sequence that examines the quantitative aspects of evolutionary relationships, behavioral ecology, nature of ecosystems, and conservation biology. Students will learn to interpret graphical information related to these topics. Prerequisites: BIO 204.

BIO 210: ANATOMY & PHYSIOLOGY I **4 hours**

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

BIO 211: ANATOMY & PHYSIOLOGY II **4 hours**

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

BIO 212: SEMINAR IN BIOLOGY I **1 hour**

This course is designed to enable students to do basic literature research, to prepare written reports of their findings, and to prepare and deliver oral presentations. This is a 1-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO 103-104.

BIO 220: SPECIAL TOPICS IN BIOLOGY **4 hours**

Special Topics are courses that are designed to meet the needs of the student body with content unlike regularly scheduled courses. Offered with a co-requisite lab, and with or without prerequisites, as specified in the registration schedule.

BIO 220L: SPECIAL TOPICS IN BIOLOGY LAB**0 hours**

This lab is a co-requisite with BIO 220: Special Topics in Biology. The special topics laboratory course reinforces and extends lecture content with exercises and hands-on activities

BIO 303: LABORATORY TECHNIQUES**4 hours**

This is a project-based introductory course that covers biosynthesis, physical and chemical properties, and the metabolism of amino acids, carbohydrates, lipids, proteins, nucleic acids, enzymes, vitamins and hormones. This course is required for biology and chemistry minors. This is a 4-credit course that includes three hours lecture, two or more hours of laboratory activity. Prerequisites: CHE 103-104

BIO 304: DEVELOPMENTAL BIOLOGY**4 hours**

This course is a study of the ordered processes by which living systems, from cells to multicellular organisms, become structurally and functionally organized. This is a 4-credit course that includes three hours lecture and two or more hours of laboratory activity. Prerequisites: BIO103-104, BIO201, 210-211, BIO205

BIO 401: INTRODUCTION TO MOLECULAR AND CELL BIOLOGY**4 hours**

An introduction to molecular and cell biology and biotechnology techniques and concepts. The course will include relationships among DNA, RNA, and protein synthesis in prokaryotic and eukaryotic systems/organisms. Some enzyme kinetics and a review of DNA replication will also be discussed. Major emphasis will be placed on developing laboratory skills, hands-on applications and DNA manipulations. Some knowledge of organic chemistry is recommended. This is a 4-credit course that includes three hours lecture, two or more hours of laboratory activity. Prerequisites:

BIO 402: MICROBIOLOGY**4 hours**

An introductory lecture and laboratory course dealing with some of the important groups of microorganisms: bacteria, molds, and viruses; with major emphasis placed on bacteria and viruses. Microorganisms will be considered from the following aspects: special structural features, metabolic activities, role in nature, and influences on health and welfare of humans. This is a 4-credit course that includes three hours lecture, two or more hours of laboratory activity.

BIO 403: BIOCHEMISTRY**4 hours**

This is an introductory course that covers the biosynthesis, physical and chemical properties, and the metabolism of amino acids, carbohydrates, lipids, proteins, nucleic acids, enzymes, vitamins and hormones. This is a 4-credit course that includes three hours lecture, two or more hours of laboratory activity.

BIO 410: UNDERGRADUATE RESEARCH**4 hours**

This course is designed for students with advanced standing, to participate in independent or faculty-supervised laboratory research investigations on topics of special interest. Students will perform a critical review of the literature and write a research report/paper. This is a 4-credit course that

includes three hours lecture, two or more hours of laboratory activity. Prerequisite: Consent of Department Chairperson and faculty advisor.

BIO412: SEMINAR IN BIOLOGY II **2 hours**

This capstone course will allow students an opportunity to master writing skills. More importantly, students who are part of the honors program are required to complete a senior thesis. In this capstone course, the research project that students have completed will be written in the form of a faculty committee peer-reviewed document. In order to accomplish the task the student and the advisor will assemble an interdisciplinary (if necessary) faculty committee based on expertise relevant to the research topic. Moreover, this committee will help the students remain accountable by ensuring they adhere to the designated timelines and follow a rubric. This is a 2-credit course, the goal of which is to have student's final product published in a scholarly journal.

BUS 101: INTRODUCTION TO BUSINESS **3 hours**

An overview of business that examines the purposes, organization, and major activities of business operations. Emphasis is placed on understanding relationships of business, government, and the consumer in a global economy.

BUS 202: BUSINESS LAW I **3 hours**

Investigation of legal issues that arise in the business world, such as contracts, fiduciary duties of each party, transfer of titles, etc.

BUS 203: PRINCIPLES OF MANAGEMENT **3 hours**

A comprehensive survey of the basic principles of management, applicable to all forms of business with emphasis on customer services.

BUS 204: PRINCIPLES OF ACCOUNTING I **3 hours**

A study of theory and practice of financial accounting; including income measurement and determination of financial position.

BUS 205: PRINCIPLES OF MARKETING **3 hours**

Analysis of different methods and techniques for advertising, seeking business partners, increasing revenue and profit goals.

BUS 206: STATISTICS/QUANTITATIVE METHODS **3 hours**

A study of applied statistics, including concepts of probability theory, sampling, descriptive statistics, and statistical estimation. Prerequisite: College Algebra. Prerequisite or Co-requisite: College Mathematics.

BUS 209: INTRODUCTION TO FINANCE **3 hours**

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

BUS 212: INTRODUCTION TO ENTREPRENEURSHIP **3 hours**

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

BUS 213: PRINCIPLES OF ACCOUNTING II **3 hours**

Study of advanced theory and practice of financial accounting, including income measurements and determination of financial position. Pre-requisite: BUS 204: Principles of Accounting I.

BUS 216: BUSINESS COMMUNICATION I **3 hours**

Application of business communication principles through creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process.

BUS 220: SPECIAL TOPICS IN BUSINESS **3 hours**

Special Topics are courses that are designed to meet the needs of the student body with content unlike regularly scheduled courses.

BUS 301: BUSINESS COMMUNICATION II **3 hours**

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

BUS 302: BUSINESS LAW II **3 hours**

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

BUS 303: MANAGERIAL ECONOMICS **3 hours**

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

BUS 304: INCOME TAX LAWS **3 hours**

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

BUS 306: PERSONAL FINANCE PLANNING **3 hours**

This course will assist students in developing and implementing a personal financial plan. Topics will include: setting objectives and goals, developing short and long term plans, financial concepts in implementing the plan, financial instruments used in implementing the plan, and monitoring the plan.

BUS 307: INFORMATIONAL SYSTEMS**3 hours**

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

BUS 308: HUMAN RESOURCE MANAGEMENT**3 hours**

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

BUS 309: FINANCIAL MANAGEMENT**3 hours**

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

BUS 310: STRATEGIC MANAGEMENT**3 hours**

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

BUS 311: MONEY, CREDIT, AND BANKING**3 hours**

Introduction to the derivatives tools used in risk management. Topics will include the mechanics of futures, options and other derivatives markets; pricing; and strategies for using these instruments for risk management.

BUS 401: BUSINESS POLICY**3 hours**

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

BUS 402: ORGANIZATIONAL BEHAVIOR**3 hours**

A study of the theory of organizational behavior and performance. Topics include leadership, goal setting, the decision process, and formal and informal organizations.

BUS 404: INTERNATIONAL BUSINESS **3 hours**

Examination of operating policies, procedures, and managerial problems of multinational firms within a framework of selected contemporary theories and practices in international business.

Prerequisite: BUS101, BUS 202, and 205.

BUS 405: ETHICAL AND LEGAL ISSUES IN BUSINESS **3 hours**

A study of major issues and the accompanying social responsibilities that faces today's businesses. Emphasis will be placed on ethical and legal aspects, privacy, security, employment, technology, and the resultant quality of life. Prerequisite: senior status.

BUS 407: INTERNSHIP IN BUSINESS **3 hours**

Supervised on-site business position in management or marketing at a corporate or not-for-profit organization. By arrangement with the college business administration department.

BUS 408: ADVANCED CORPORATE FINANCE **3 hours**

This course examines how capital markets function and the pivotal role played by financial institutions. Particular emphasis is placed on coverage of the United States markets and institutions, coverage of risk management, and risk-return tradeoffs available to investors.

BUS 409: INVESTMENTS **3 hours**

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

BUS 410: LEADERSHIP THEORY AND DEVELOPMENT **3 hours**

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

BUS 411: LEADERSHIP STRATEGIES **3 hours**

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

BUS 412: FINANCE INTERNSHIP **3 hours**

Supervised on-site finance position in a corporate or not-for-profit organization. By arrangement with the college business administration department.

BUS 413: INTERNATIONAL MANAGEMENT**3 hours**

The rapid growth of international managing of business and competition requires business executives to view business management from a global perspective. This course focuses upon the nature of international management and the distinctive opportunities and problems that arise in a global business environment. Topics include international trade, the international monetary system, multinational business operations, economic integration, and business relations with host countries.

BUS 414: HUMAN RESOURCES AND DIVERSITY**3 hours**

The course is devoted to leadership in an era of change, human resource strategy, managing diversity, and managing behavior. It examines the increasing diverse demography of today's workforce and the economic, social, legislative, and attitudinal changes affecting human resources.

BUS 420 SPECIAL TOPICS IN BUSINESS**3 hours**

Selected topics which are not offered in other business courses are studied. The content of the course is tailored to the interest of the instructor and student's needs. Prerequisite: Senior status

CHE 101: GENERAL CHEMISTRY I**4 hours**

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

CHE 101L: GENERAL CHEMISTRY I LAB**0 hours**

The lab is a co-requisite with CHE 101: General Chemistry I. Laboratory exercises reinforce and extend lecture content, including solutions and chemical reactions.

CHE 102: GENERAL CHEMISTRY II**4 hours**

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

CHE 102L: GENERAL CHEMISTRY II LAB**0 hours**

The lab is a co-requisite with CHE 102: General Chemistry II. Laboratory exercises reinforce and extend lecture content, including solution, nuclear, and organic chemistry.

CHE 201: ENVIRONMENTAL CHEMISTRY I **4 hours**

Fundamentals of chemical principles as they relate to contaminants and pollutants in the environment, their sources, transportations and fate. This course also covers each phase of the biosphere: atmosphere, hydrosphere, lithosphere and the techno-sphere. The lab is a co-requisite with CHE 201. Laboratory exercises will reinforce and extend lecture concepts. Lab is required.

Prerequisite: CHE101 or CHE 102.

CHE 201L: ENVIRONMENTAL CHEMISTRY I LAB **0 hours**

The lab is a co-requisite with CHE 201: Environmental Chemistry I. Laboratory exercises will reinforce and extend lecture concepts.

CHE 220: SPECIAL TOPICS IN CHEMISTRY **4 hours**

Special Topics are courses that are designed to meet the needs of the student body with content unlike regularly scheduled courses. Offered with a co-requisite lab. The special topics laboratory course reinforces and extends lecture content through exercises and hands-on activities.

Prerequisites: With or without, as specified in the registration schedule.

CHE 220L: SPECIAL TOPICS IN CHEMISTRY LAB **0 hours**

This laboratory course is a co-requisite with CHE 220: Special Topics in Chemistry. The special topics laboratory course reinforces and extends lecture content through exercises and hands-on activities.

CJA 104: CRIMINAL JUSTICE **3 hours**

A study of how the Criminal Justice System works in the prevention, detection, prosecution, and punishment of crime, fair administration of justice, and restoration of offenders to the community.

COM 099: SENIOR INTERNET **0 hours**

This course is designed to help senior citizens to become familiar with the Internet and current technology.

COM 101: INTRODUCTION TO COMPUTERS **3 hours**

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

COM 201: SOFTWARE APPLICATIONS **3 hours**

Advanced use of software for a variety of purposes. Software applications will include advanced use of word processing, spreadsheets, databases, and introduction to web design, robotics, photo/video/audio management, and the integration of software applications. Prerequisite:

COM 101: Introduction to Computers.

CSE 101: FRESHMAN SEMINAR

2 hours

Orientation to and skill development for the rigors of college life, academic expectations, and career development. Introduction to collegiate policies, procedures, extra-curricular activities, traditions, and customs. Emphasis upon the relationship of self-awareness, self-reflection, self-discipline based on various models of intelligence and approaches to learning.

CSE 201: SOPHOMORE SEMINAR

3 hours

Study of advantages and disadvantages of attending an HBCU vs. attending a PWI. Using various theoretical models, there will be guided examination of personal and academic strengths, interests, and challenges in relation to selecting a four-year school and career path. Investigation of current social issues and their impact on educational and career choices.

ECO 301: MACROECONOMICS

3 hours

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

ECO 302: MICROECONOMICS

3 hours

Introduction of economic analysis of individual, business, and industry in a market economy. Topics include pricing mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, market failure, government intervention, problems of economic concentration, the theory of income distribution, and comparative economic systems.

EDU 101: INTRODUCTION TO EARLY CHILDHOOD

3 hours

A complete and current overview of the historical and philosophical foundations, current issues, methods, and approaches to early childhood education. It includes an examination of the role of families and communities in support of children's learning

EDU 102: GROWTH AND DEVELOPMENT

3 hours

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

EDU 103: EARLY CHILDHOOD LITERATURE

3 hours

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

EDU 104: EXCEPTIONAL CHILDREN**3 hours**

An overview of special needs children and their families. It addresses disorders, treatment modalities, community resources, teacher's role in mainstreaming and early identification, and the current research and federal laws.

EDU 106: FAMILY AND COMMUNITY RELATIONS**3 hours**

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

EDU 205: HEALTH, SAFETY AND NUTRITION**3 hours**

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

EDU 208: CREATIVE ARTS**3 hours**

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

EDU 220: SPECIAL TOPICS IN EARLY CHILDHOOD**3 hours**

This course is selected topics which are not offered in other Early Childhood courses. The content of the course is tailored to the interest of the instructor and students' needs.

ENG 099: INTRO TO COMMUNICATION**0 hours**

This course is designed to prepare students for college level writing courses, with emphasis on basic grammar, composition, and sentence structure.

ENG 103: Introduction to English Composition**3 hours**

Composition 103 is an introductory course to English Composition 111-112. This course serves as an elective for students who need refresher and or remediation in writing, grammar concepts and reading skills, in order to function effectively in the required college English classes. Students will engage in writing the major types of essays, in the formal writing of paragraphs, summaries, written or oral. Revision of grammar concepts and skills are reinforced and utilized, also the building and development of critical reading and thinking skills. A grade of C or higher is required.

ENG 111: ENGLISH COMPOSITION**3 hours**

Study and practice of expository writing, emphasizing the writing process for clarity, purpose,

effective organization of ideas, and editing. Review of grammar, punctuation, and spelling expected at the college level of academic writing.

ENG 112: ENGLISH COMPOSITION II

3 hours

Study and practice of using persuasive/critical writing skills and creative thinking to compose essays, research papers, business correspondence, and to complete written assignments in other courses.

ENG 202: INTRODUCTION TO LITERATURE

3 hours

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

ENG 203: AFRICAN AMERICAN LITERATURE

3 hours

Study of African-American writers from the Colonial period to present, with emphasis on the Harlem Renaissance. Pre-requisite ENG 111

ENG 206: WORLD LITERATURE

3 hours

Study of selected literary masterpieces in multiple genres from the Pacific, Asia, Africa, Europe, and the Americas from ancient to modern times.

HIS 102: UNITED STATES HISTORY TO 1865

3 hours

Survey of U.S. history from the time of ancient Native Americans, through European discovery and settlement, the Revolutionary War and development of a new government, westward expansion, and the Civil War. This course includes political, social, cultural, economic, and intellectual developments during this period.

HIS 103: UNITED STATES HISTORY SINCE 1865

3 hours

Survey of U.S. history from the end of the Civil War to the present, including benefits and challenges of political, social, economic, cultural, and intellectual developments during this period.

HIS 201: WORLD HISTORY

3 hours

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

HIS 206: AFRICAN AMERICAN HISTORY

3 hours

Survey of African-American history from the Colonial period to the present. Examples of topics include African origins, the slave trade and nature of slavery, abolition and the Civil War, the Jim Crow era, the Great Migration, the civil rights movement, the justice system, and contributions of African Americans to political, scientific, socioeconomic, and cultural developments in the U.S.

INS 201: HONORS/LEADERSHIP PROGRAM**3 hours**

Investigation of leadership theories and practices pertinent to various kinds of organizations and settings, such as business, healthcare, education, justice, political, arts management, churches, non-profit organizations, and the family. Applied study of observations and interviews in various organizational settings compared to selected theories and practices of leadership.

MAT 098: ALGEBRA**0 hours**

Based on assessment of student needs, instruction includes performing operations on whole numbers, fractions, decimal and percent. Includes a review of arithmetic skills, and focuses on the study of measurement and geometry, basic algebra concepts, and operations on numeric and variable expressions, including factoring. Introduction to the Cartesian Plane, plotting points, finding slopes, distances and graphing linear relations. Graphing basic relations (quadratic, cubic, rational, square root, absolute value and circles centered at the origin) and linear and quadratic functions, labeling x and y intercept, and their applications.

MAT 121: COLLEGE MATHEMATICS I**3 hours**

College Mathematics I is a review of whole numbers, fractions, decimals, ratios and proportions, percent, and basic operations with integers. All students must receive a grade of “C” or better in order to successfully pass the course. Prerequisites: None.

MAT 122: COLLEGE MATHEMATICS II**3 hours**

College Mathematics II is a continuation of General Mathematics I. Topics include operations with integers, exponents, polynomials, linear equations and inequalities with applications, factoring trinomials, tables, charts, graphs, measurement and basic geometry, and basic statistics. All students must receive a grade of “C” or better in order to successfully pass the course.

Prerequisite: MAT 121.

MAT 131: COLLEGE ALGEBRA I**3 hours**

College Algebra is the study of linear and polynomial functions, rational functions, prime factorization of polynomials, solving word problems, and proportions, exponential functions and systems of equations, quadratic equations, and the theory of equations. Students explore rational and real number concepts, understanding number systems. Students are introduced to the language and symbols of mathematics and problem-solving techniques. All students must receive a grade of “C” or better in order to successfully pass the course. Prerequisite: MAT 122.

MAT 132: COLLEGE ALGEBRA II**3 hours**

This course is concerned with solving linear and nonlinear inequalities, solving linear systems graphically and using elimination and matrices. Graphing basic relations and linear and quadratic and simple polynomial and rational functions, labeling x and y intercept, and their applications.

Prerequisite: MAT 131.

MAT 133: INTRODUCTION TO PROBABILITY AND STATISTICS**3 hours**

Introduction to Probability and Statistics includes descriptive statistics, graphical and numerical measures of central tendency, measures of variability, introductory probability univariate and bivariate random variables, Subjective vs. relative frequency and hypothesis testing. Students learn key concepts of sample versus population, which leads from descriptive to inferential statistics. Probability models are developed and applied to biology, physics, education, and economics. Relevant mathematics diverse cultures. Prerequisite: MAT 220.

MAT 220: PRE-CALCULUS**3 hours**

This course offers a thorough introduction to the topics required for calculus. Topics include real and complex numbers, algebra of functions, the fundamental theorem of algebra, trigonometry, logarithms and exponential functions, conic sections, and the use of graphic calculators. Prerequisite: MAT 132.

MAT 221: CALCULUS I**3 hours**

Calculus I is an introduction to analytic geometry, limits, continuity, derivatives mathematics symbols are introduced. In addition, the history of mathematics studied in this course permeates the contribution of mathematicians from other cultures. Prerequisite: MAT 220.

MAT 222: CALCULUS II**3 hours**

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

MUS 201: MUSIC APPRECIATION**3 hours**

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

MUS 202: ENSEMBLE CHOIR**2 hours**

Students in the Clinton College Ensemble Choir have been selected for their commitment to singing and praising God through music. Class time will be considered rehearsal, that is, learning music for performances both on and off campus. Skills to be developed include, but are not limited to, notation, various rhythmic patterns, aural perception, note names, keyboard, staff placement and basic interval recognition through the application of solfege.

PED 201: PERSONAL HEALTH**2 hours**

A comprehensive introduction to wellness practices and skills, health concerns and inventories, healthcare services, and the evaluation of health resource materials.

PHY 201: GENERAL PHYSICS I**4 hours**

An introductory study of topics on scalar and vector quantities, a review of Geometry and Right Triangular Trigonometry, significant figures and approximations, base units and their conversions in the physical sciences. Mechanics, motion along a line, in a plane, and along an incline. Time, temperature, displacement, distance, velocity, speed, acceleration, force, Newton's Laws of Motion and, linear momentum, kinetic and potential energy, elastic and inelastic collisions, power, work, heat and the Laws of Thermodynamics. Prerequisite: College Algebra or equivalent – minimum grade of C. Co-requisite PHY 201L.

PHY 201L: GENERAL PHYSICS I LAB**0 hours**

This lab is a co-requisite with General Physics I and includes discussions and the use and applications of tools for measurements of quantities concerning mass, motion, acceleration due to gravity, projectile motion, resolution of forces, normal and frictional forces, motion along an incline, work, potential and kinetic energy, conservation of momentum and energy, elastic and inelastic collisions and uniform circular motion.

PHY 202: GENERAL PHYSICS II**4 hours**

Introduction to fundamental concepts describing the physical world, including electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Pre-requisite: PHY 201: General Physics I. Co-requisite: PHY 202L.

PHY 202L: GENERAL PHYSICS II LAB**0 hours**

This lab is a co-requisite with General Physics I and includes applications and activities related to lecture content, including electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light.

PHY 220: SPECIAL TOPICS IN PHYSICS**4 hours**

Special Topics are courses that are designed to meet the needs of the student body with content unlike regularly scheduled courses. Offered with a co-requisite lab, and with or without prerequisites, as specified in the registration schedule.

PHY 220L: SPECIAL TOPICS IN PHYSICS LAB**0 hours**

This laboratory course is a co-requisite with PHY 220: Special Topics in Physics. The special topics laboratory course reinforces and extends lecture content through exercises and hands-on activities.

PLS 201: AMERICAN GOVERNMENT**3 hours**

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

PLS 203: STATE AND LOCAL GOVERNMENT**3 hours**

Study of state, county, and municipal government systems, including interrelationships between these systems and the federal government. Examination of benefits and problems of different forms and functions of state and local government.

PSY 101: INTRODUCTION TO PSYCHOLOGY**3 hours**

Examination of the theoretical and research basis of human behavior and mental processes. It serves as the introduction for all other psychology courses.

PSY 102: DEVELOPMENTAL PSYCHOLOGY**3 hours**

Study of the development of children from conception through adolescence. Comparison of cognitive, physical, psychological, and social developments. Pre-requisite: PSY 101 or permission of instructor.

PSY 202: PERSONALITY THEORIES**3 hours**

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

PSY 203: ABNORMAL PSYCHOLOGY**3 hours**

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

REL 100: INTRODUCTION TO RELIGION**3 hours**

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

REL 101: INTRODUCTION TO THE OLD TESTAMENT**3 hours**

General knowledge of the history and geography of Israel. Special emphasis is placed on early religious life, including social conditions, diverse personalities, and political problems.

REL 102: INTRODUCTION TO THE NEW TESTAMENT

3 hours

This course presents a historical examination of the origins of Christianity. It also covers the gospels with special attention to the life of Jesus, the major letters of Paul, and the book of Revelation.

REL 103: DENOMINATIONAL HISTORY

3 hours

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

REL 201: CHRISTIAN THEOLOGY I

3 hours

This course is a survey of the doctrines of Christianity through theological systems formulated from the early church until present day. Special attention is given to the academic “systematic theologians” and their ideologies.

REL 202: CHRISTIAN ETHICS

3 hours

This course is designed to acquaint the student with historic and current ethical problems and to inspire ethical reflection from a variety of perspectives currently under consideration by the Christian community.

REL 203: FORMATION IN MINISTRY

3 hours

This is an interactive course designed to challenge the student to explore the notions of calling, ministry vocation, and personal professional identity.

REL 204: SERMON PREPARATION

3 hours

This course teaches the basics of sermon construction, surveying various sermon styles, intentions and focuses. It also includes a module on sermons for special occasions.

REL 206: PASTORAL CARE AND VISITATION

3 hours

This is a primer course in pastoral care. This course covers the basics of visitation of the sick, new and perspective members and visitation for relationship strengthening and renewal. It also includes class interaction practice and reflection.

REL 207: BASICS OF PASTORAL COUNSELING

3 hours

This course is a primer in pastoral counseling. It focuses on the identity of the counselor, teaches crisis intervention, listening, and reflecting and the proper use of referral.

REL 208: GENERAL CHURCH HISTORY

3 hours

This course surveys the history of the Christian Church from the first century until the present. It considers the development of the major denominations and doctrines of the church from both their historical and present day positions.

REL 209: HISTORY OF THE AME ZION CHURCH

3 hours

This is a systematic course in the history of the African Methodist Episcopal Zion Church from 1796 until the present.

REL 210: INTRODUCTION TO CHRISTIAN EDUCATION

3 hours

This is a survey course covering the various emphasis and approaches of present day thought in Christian Education.

REL 211: HYMNOLOGY

3 hours

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

REL 212: BLACK PERSONALITIES IN THE BIBLE

3 hours

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

REL 213: LIFE AND TEACHINGS OF JESUS

3 hours

The life and teachings of Jesus of Nazareth studied through critical examination of the sources. Emphasis is on social context and implications of Jesus' mission and his significance for Christian faith today. Prerequisite: REL 102

REL 217: CHRISTIAN GROWTH AND MATURITY

3 hours

This course examines the practices and disciplines of Christian growth and teaches the student how to apply those practices in their maturity as Christians.

REL 218: CHRISTIAN LEADERSHIP

3 hours

This course is an overview of the basic practices of leadership and helps the student to identify their leadership style and to understand the responsibility of leadership.

REL 219: AFRICAN AMERICAN RELIGIOUS HISTORY

3 hours

This course is designed to introduce students to the origins and development of religion among African Americans. Beginning with traditional forms of West African religion, the course will survey the development of African American religion from the beginnings of the American experience through the 20th century.

REL 220: SPECIAL TOPICS IN RELIGIOUS STUDIES**3 hours**

Designed specifically for the AA program; this course is designated for the professor to explore special topics related to the Bible and Christian leadership. Attention will be given in either discipline to the values of citizenship in a global society. Permission of the Advisor required.

REL 300: INTRODUCTION TO PHILOSOPHY**3 hours**

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

REL 301: SURVEY OF WORLD RELIGIONS**3 hours**

Survey of the various religions in the world. Introduction to diverse religions in the context of their culture such as Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism and Christianity, along with comparison of African religions and those of Native Americans.

REL 302: PSYCHOLOGY OF RELIGION**3 hours**

Study of how such theorists and Augustine, James, Freud, Jung and Rogers examined religion and its relationship to the human mind. These theories will be discussed in the context of both classical and contemporary religious thought.

Prerequisite: PSY 101 or 102

REL 303: RELIGION AND LITERATURE**3 hours**

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

REL 304: PROTESTANT REFORMATION**3 Hours**

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

REL 305: CHURCH ADMINISTRATION**3 hours**

Principles of leadership and procedures that promote overall effectiveness in the local church. Training in social service skills, organizational skills, managing church finances, and church programming will be included

REL 306: THE PHILOSOPHY OF RELIGION**3 hours**

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

REL 307: THE CIVIL RIGHTS MOVEMENT**3 hours**

This course surveys the history of the Civil Rights Movement; beginning in Montgomery through the late 1960's. While the course will discuss specific historical events (like the March on Washington), the primary focus is on the movement itself; and, the impact that movement had on American society.

REL 402: RELIGION AND SCIENCE**3 hours**

Introduction to the multifaceted historical interaction of science and religion in the context of modern culture. The relationship will be explored in terms of cooperation and conflict. The Creationism versus Evolution debate will be explored in the context of the broader historical and philosophical factors that shape both science and religion.

REL 403: SENIOR THESIS I**3 hours**

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

REL 404: SENIOR THESIS II**3 hours**

This course is the continuation of REL 403 where the student concentrates upon writing the thesis that was researched in REL 403. Permission of the Advisor required.

REL 406: RELIGION AND AFRICAN AMERICAN LITERATURE**3 hours**

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

REL 407: PAULINE LETTERS**3 hours**

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

REL 408: AFRICAN AMERICAN CRITICAL THOUGHT **3 hours**

This course will focus on the writings of the African American intellectual community and their reflection upon the lived experiences of African Americans. The course will examine certain periods in American history and reflect upon the critical thought of African Americans during that time.

REL 409: INTRODUCTION TO HERMENEUTICS **3 hours**

This course will introduce students to the science of interpretation. All human thought involves interpretation; this will introduce students to understanding of meaning and truth in the process of interpretation. Some attention will be given to the analytic tradition.

REL 420: SPECIAL TOPICS IN RELIGIOUS STUDIES **3 hours**

Designed specifically for the BA program; this course is designated for the professor and students to explore special topics in either religion or philosophy (this includes ethics and moral philosophy). Attention will be given to critical thinking skills, and comparisons with other religions. Permission of the Advisor required.

SPA 101: ELEMENTARY SPANISH I **3 hours**

For students with limited or no previous experience in Spanish. First course in a two-course sequence to develop competence in culture, speaking and writing, listening and reading comprehension in Spanish.

SPA 102: ELEMENTARY SPANISH II **3 hours**

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

SSS 101: TRIO/SSS **0 hours**

Workshop-style class meetings are designed to help students develop successful academic competencies, such as study skills, goal-setting, and time management in order to improve academic performance in regular classes. Other workshop classes prepare the students for life beyond Clinton College, through topics such as career development, economic literacy, business etiquette, and communication skills.

**CLINTON COLLEGE
BOARD OF TRUSTEES**

Bishop Mildred B. Hines, Chair

Presiding Bishop, the South Atlantic Episcopal District of the African Methodist Episcopal Zion Church

Bishop George E. Battle,

Senior Bishop, the African Methodist Episcopal Zion Church; Presiding Prelate of the Piedmont Episcopal District of the African Methodist Episcopal Zion Church (west and west-central NC, Jamaica, and Angola)

Reverend Sandra K. Benton,

Presiding Elder of the Cheraw-Bennettsville District, Pee Dee Conference of the African Methodist Episcopal Zion Church

Reverend Sharon Browning,

Presiding Elder of the Rock Hill District, South Carolina Conference, of the African Methodist Episcopal Zion Church

Reverend Robert Christian,

Presiding Elder of the Lancaster District, Pee Dee Conference of the African Methodist Episcopal Zion Church

Rev. William Cox,

Owner, Genesis II Janitorial Supply Service, Lancaster, SC

Dr. Benjamin Dixon,

Vice President Emeritus, Multicultural Affairs, Virginia Polytechnic Institute and State University

Mrs. Rosetta Dunham,

Executive Secretary, Women's Home and Overseas Missionary Society of the African Methodist Episcopal Zion Church

Reverend Dr. Kenneth James,

Pastor, Walls Memorial A.M.E. Zion Church, African Methodist Episcopal Zion Church

Reverend Lelar Brooks-Johnson,

Presiding Elder, Augusta District, Georgia Conference, of the African Methodist Episcopal Zion Church

Mr. Terrance Murchinson, Jr.,

Business Consultant, Columbia SC; Board of Trustees Member, Fayetteville State University

Reverend John Paul Ruth,

Presiding Elder, Augusta-Winder District, Georgia Conference of the African Methodist Episcopal Zion Church

Dr. Robert Scott,

Director of Business Development Center, retired. Benedict College, Columbia, SC

Reverend Otha Smith,

Presiding Elder, York-Chester District, South Carolina Conference of the African Methodist Episcopal Zion Church

Reverend Eldren Morrison

Pastor, Shaw Temple A.M.E. Zion Church of the African Methodist Episcopal Zion Church

Reverend Reginald Morton

Presiding Elder, Atlanta District, Georgia Conference of the African Methodist Episcopal Zion Church

Dr. Brenda Smith

Secretary of the Department of Christian Education, African Methodist Episcopal Zion Church

Reverend Dr. Victor C. Wilson

Presiding Elder, Spartanburg District of the African Methodist Episcopal Zion Church

ADMINISTRATION and SUPPORT STAFF

OFFICE OF THE PRESIDENT

McCorn, Lester A

B.A. – Morehouse College
B.A. – Charter Oak State College
M.A. – Chicago Theological Seminary
D. Min. – United Theological Seminary
Ph.D. studies – Union Institute and University

President

McCullough, Cheryl

M.S. Pfeiffer University
B.A. Livingstone College

**Executive Assistant to
the President**

ACADEMIC SERVICES

McLamb, Alvin W.

D.Min., Hood Theological Seminary
M.Div., Kings Seminary
B.S., Fayetteville State University
A.A.S., Sampson Technical College

**Vice President for Academic
Affairs**

Cowan, Judith

M. Ed., Trenton State College
B.A., Shaw University

**Associate Vice President
Academic Affairs**

Blair, Jessica

A.A. Clinton College
B.A. Morris College

**Student Success Coach
Women's Basketball Coach**

Duckett, Angela

M.S. Perdue University Global
B.A. Westminster

**Director for TRiO Student
Support Services**

Wynn, Laveria

M.S., Capella University
B.S., Limestone College
A.S., York Technical College

Registrar

Ishokir, Nina Ivey
M.S. Florida State University
B.A. Augusta State University

Director of Library Services

BUSINESS AFFAIRS

Ingram, Archinya
M.B.A., Strayer University
B.S., Clemson University

**Vice President of Business
Affairs**

Craig, Kendra
M.B.A., Strayer University
B.A., Strayer University
A.A., Strayer University

**Student Accounts Manager
Accounting Assistant**

INSTITUTIONAL ADVANCEMENT

Scott, Adrian
M.B.A. Webster University
B.A. Clemson University

**Vice President of Institutional
Advancement**

Giddens, Erin
B.A. California State University, Northridge

Director of Communications

Shepard, Kim
B.A. Strayer University
A.A. Strayer University

**Director of Special Programs/
Alumni Relations**

SPECIAL PROJECTS

Corley, Ray
B.A., Benedict College

Vice President of Special Projects

INSTITUTIONAL EFFECTIVENESS

Edwards, Barbara
Ph.D., University of South Florida
M.A., University of South Florida
B.S., Kent State University

**Interim Vice President for
Institutional Effectiveness**

ENROLLMENT/STUDENT SERVICES

Dr. Brown, Angelyne E.

Ed.D Argosy University
M.Ed., Argosy University
B.A. Clark College

**Vice President for Enrollment
and Student Success**

Zacharias, Holly

M.Ed. University of Akron
B.S. Livingstone College

**Associate Vice President
Enrollment and Student Success/
Dean of Students**

Singleton, Sedrick

M.Ed. Winthrop University
B.S. South Carolina State University

Director of Admissions

White-Douglas, Pamela

Diploma, Rhema Bible Training Center

Director of Financial Aid

Hicks, Beverlyn

M.Ed. Winthrop University
B.S. Benedict College

Counseling Services

ATHLETICS

Duncan, Alfonzo

M.S. Virginia Polytechnic Institute
And State University
M.A. North Carolina A&T State University
B.A. Winston Salem State University

**Athletic Director
Men's Basketball Coach**

FACILITIES

Ingram, Donnie

A.S. York Technical College

Director of Facilities

FACULTY

FULL-TIME FACULTY

Bradley, Brenda

M.Ed. Winthrop University
M.S. Winthrop University
B.S. Winthrop University
A.S. Winthrop University

Professor of Business Administration

Broadnax, Reginald

Ph.D., Garrett-Evangelical Theology Seminary
Northwestern University
S.T.M., Chicago Theological University
M.Div., Hood Theo. Seminary
B. A., Livingstone College

Department Chair, Religious Studies

Brown, Pauline

M.A. Emmanuel Christian Seminary
At Milligan College
B.A Carolina Christian College
A.A. Mico College University

**Department Chair, General
Education**

Fair, Corey

D.B.A. University
M.A. Webster University
B.S. Coker College

**Department Chair, Associate Degree
Program, Business Administration**

Faircloth, James

Ph.D., Portland State University
M.P.A., Evergreen State University
B.A., Columbia University

**Professor of Business Administration
and Political Science**

Graham, Willie

M.B.A., Pfeiffer University
B.S., University of South Carolina

**Department Chair, Bachelor in
Business Administration**

Hall, Amanda M.

M.B.A Winthrop University
B.A. Winthrop University
A.B. York Technical College

Professor of Business

Jorgu, Phillip

M.A., Winthrop University

B.A., University of Liberia

Professor of English

McAllister, Deborah

M.B.A. Webster University

M.A. Webster University

B.S. Fayetteville State University

Professor of Psychology

McCoy, John

Ph.D., Jacksonville Theology Seminary

M.A., Jacksonville Theology Seminary

B.A., Winston-Salem State University

Professor of Religious Studies

Moore, Thomas

Ph.D., Indiana State University

M.Ed., Indiana State University

B.M., Manhattan School of Music

Department Chair, Early Childhood

Sherer, Ronald

M.D., Howard University

B.A., Northwestern University

Professor of Biology

Smith, Edward

Post Doctoral, University of Pennsylvania

Ph.D., Eastern Virginia Medical School

M.Ed. Hampton University

B.S., Cheyney State University

Department Chair, Natural Sciences

Professor of Biology

PART-TIME FACULTY

Begum, Hosne

M.A. Western Governor's University
M.S. University of Dhaka
B.S. University of Dhaka

**Professor of Mathematics
and Chemistry**

Brown, Ernest

M.Ed., UNC Charlotte
M.P.H., UNC Chapel
Hill B.S., NC Central
University

Adjunct Professor of Health

Collins, Patricia

M.A. Winthrop University
B.A. Allen University

Adjunct Professor of Arts

Crisco, Kyvia

M.B.A., Charleston Southern University
B.S., Winthrop University

Adjunct Professor of Health

Ezell-Schmitz, Doris

M.Ed. University of South Carolina
M.A. Winthrop University
B.A. Winthrop University

Adjunct Professor of English

Fite, Jerrett

D.Min. Hood Theological Seminary
M.Div. Gardner-Webb University
B.A. North Carolina Central University

**Adjunct Professor of History
and Religion, Campus Minister**

Hossain, Mohammad

Ph.D. Clemson University
M.S. Pennsylvania State University
M.S. Bucknell University

**Adjunct Professor of Business
and Mathematics**

Johnson, Kimberly

D.Ed. Northwestern University
M.A. Clemson University
B.A. University of North Carolina
A.A. Fayetteville Technical Community College

Adjunct Professor of Education

Killian, Angela M.

LL.M, American University
J.D., University of District of Columbia
B.A., Winthrop University

**Adjunct Professor of Business
Administration and
Freshman Seminar**

King, John R.

M.Ed., Strayer
University B.A.,
Morehouse College

Adjunct Professor of History

Lewis, Carol

M.A. North Carolina Central University
B.A. North Carolina Central University

Adjunct Professor of History

Mickel, Patricia

M.S., Cambridge College
B.S., Mathematics, Benedict College

Adjunct Professor of Mathematics

McNeill, Tony

D.M.A. Robert E. Webber Institute
M.M. Florida State University
B.M.E. Appalachian State University

Adjunct Professor of Music

Ratliff, Marielon

Ph.D., Indiana
University M.A.,
Indiana University
B.A., Southern College of Birmingham

Adjunct Professor of Music

Schmitz, Jim

M.A. Middlebury
B.A. Michigan State University

**Adjunct Professor of
English/History**

Stewart, Alan

M.Div. ,Hood Theological Seminary
B.S. University of South Carolina

**Adjunct Associate Professor of
Religious Studies**

Tabor, Willie

M.A.
B.A. Livingstone College

Adjunct Professor of Business

White, Reid

D,Min., United Theological
Seminary M.Div., Hood
Theological Seminary B.A.,
Livingstone College

Adjunct Professor of Religious Studies

Wilson, Marion

M.Div., Hood Theological
Seminary B.S., Claflin
University

Adjunct Professor of Religious Studies



Clinton College
1029 Crawford Road
Rock Hill, SC 29730

Telephone: 803-327-7402
Fax: 803-327-3261

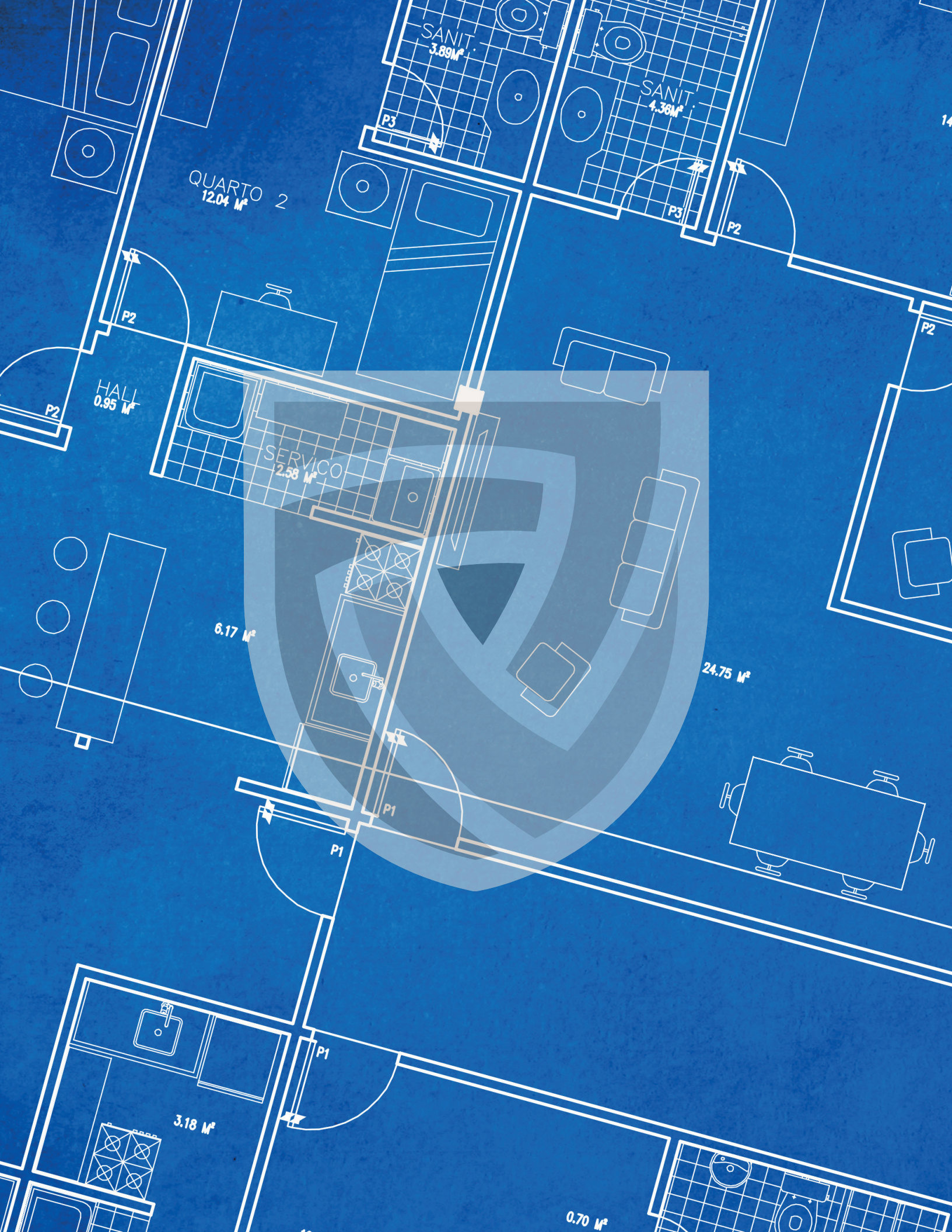
www.clintoncollege.edu



CLINTON
COLLEGE | EST. 1894

FACILITIES MASTER PLAN

2019 – 2028



QUARTO 2
12.04 M²

SANIT.
3.89 M²

SANIT.
4.36 M²

HALL
0.95 M²

SERVICO
2.58 M²

6.17 M²

24.75 M²

3.18 M²

0.70 M²

P2

P2

P3

P3

P2

P2

P1

P1

P1

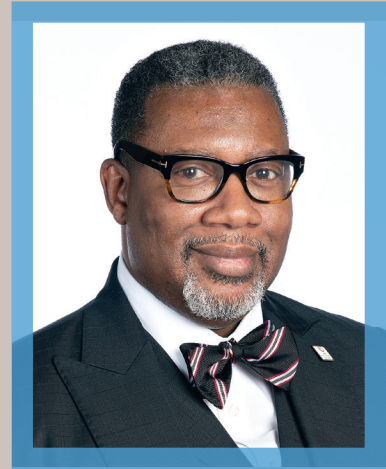
CONTENTS

Letter from the President	2
Acknowledgements.....	3
Introduction – Clinton College.....	4
Executive Summary	5
Clinton College Strategic Plan Objectives & Goals.....	5
Mission Statement.....	5
Vision Statement.....	5
Core Values.....	6
Strategic Goals.....	6
Academic Program Planning.....	7
Enrollment Projections	8
Facilities Planning Assumptions.....	8
Objective and Methodology.....	8
Space Request and Prioritization Process.....	10
Current Facilities Analysis.....	11
Building Conditions.....	11
Recommendations	12
Project Priorities.....	12
Facilities Plan Phase I – 2019-2022	12
Modular Units.....	12
Beacon Center	12
Additional Parking	13
Multi-Purpose Living and Learning Center	13
Clinton House: Foundation Offices and President’s Residence	14
Phase I Costs 2019-2022 ⁱⁱⁱ	14
Facilities Plan Phase II – 2022-2024	15
Renovate – repurpose Slade-Moreland Building into Administration, Student Support Services	15
Renovate – repurpose Marshall Hall (Men’s Residence Hall).....	15
Renovate – repurpose Cauthen Hall (Women’s Residence Hall).....	15
Refurbish Library.....	16
Demolition	16
Phase II Costs	16
Facilities Plan Phase III – 2025.....	17
Chapel	17
Fisher Building Student Affairs.....	17
Facilities Services Center	17
Phase III Costs ⁱⁱⁱ	18
Summary of Results – Clinton College 2028.....	18
Clinton College Future Campus Map.....	19
Projected Assignable Square Feet.....	20

LETTER FROM THE PRESIDENT

Greetings!

Welcome to the “New Clinton College.” We are excited about the new strategic direction of this historic institution of higher education. As you review this forward-thinking Master Plan, you will be able to grasp a view of the future campus. The vision is to build a state-of-the-art campus to facilitate the new programs of the College and the community. We see ourselves as an anchor institution for the community, leading the way of a renaissance for the residents of Rock Hill, especially those surrounding the campus. This is a comprehensive plan – including academics, arts and athletics – which represents our commitment to a strong, liberal arts education.



For 125 years Clinton College has fulfilled a necessary mission of educating deserving, yet *underserved* students. Through a holistic, culturally competent curriculum and caring committed instructors our students have been able to achieve and excel in scholarship, leadership and citizenship. Founded by my ministers and named in honor of Bishop Caleb Isom Clinton as a school for the descendants of formerly enslaved African Americans, the mission of the College has always been to provide a quality, affordable education for the neediest of students. The College has grown and expanded its focus, from a Junior College to a four-year liberal arts college. As we stand today, we are poised to become one of the most innovative small, private historically Black colleges in the nation. Building on the four pillars of **Scholarship, Social Change, Spirituality and Service**, Clinton College is prepared to educate, equip and empower the next generation of Golden Bears.

We remain committed to defining and strengthening the “Clinton Brand” as (1) A strong four-year Christian, historically Black liberal arts college; (2) a premier center for digital learning and technology; (3) a center for ethical and innovative leadership; and (4) a comprehensive Work College which provides career skills and workforce development to ensure the successful participation of students and graduates in the global economy.

We are excited about developing “The New Clinton,” building on our past, understanding our present, and preparing for the future. The need is apparent as we prepare our students to be good stewards and citizens in a global community.

Sincerely,

A handwritten signature in black ink that reads "Lester A. McCorn". The signature is written in a cursive, flowing style.

Lester A. McCorn, D.Min.
President



ACKNOWLEDGEMENTS

The following is a partial list of persons who participated in the development of the Clinton College Facility Plan. Unfortunately, it is not possible to include all of the many participants and contributors. Please accept the gratitude and appreciation of Clinton College for your efforts.

Clinton College – Plan Developers

Dr. Lester McCorn – President

Mrs. Archinya Ingram, Chair – Senior VP for Business Affairs

Ms. Cheryl McCullough – Committee Co-Chair, Executive Assistant to the President

Dr. Angelyne Brown – VP Enrollment Management and Student Success

Mr. Donnie Ingram – Superintendent, Facility Services

Dr. Alvin McLamb – VP for Academic Services/Dean

Mr. Adrian Scott – VP Institutional Advancement

Dr. Kathy Drumm – Zeiss and Associates, LLC

Mrs. Kimberly M. Mobley, NCARB, AIA – Zeiss and Associates, LLC

Dr. Tony Zeiss – Zeiss and Associates, LLC

Clinton College – Plan Participants

Dr. Ben Dixon – Vice Chair for the Board of Trustees

Rev. Reginal Morton – Member Board of Trustees

Dr. Robert Scott – Member Board of Trustees

Dr. Victor Wilson – Member Board of Trustees

Dr. Dianne Boardley Suber – Consultant for the Clinton College Strategic Plan

Dr. Reginald Broadnax, Co-Chair – Faculty, Religious Studies

Mr. Alfonzo Duncan- Athletic Director and Head Men's Coach

Ms. Kim Shepard – Director of Sponsored Programs

Mr. Sedrick Singletary – Director of Admissions

Mrs. Pamela White – Director of Financial Aid

Dr. Corey Fair, Co-Chair – Faculty, Business Administration

Clinton College – Plan Services

Rodgers Builders – Construction Costing and Estimation

J.M. Cope Construction

Sherry Simmons – Two Monkeys Graphic Design



INTRODUCTION – CLINTON COLLEGE

A Tradition of Providing Opportunity

Standing on “Holy Ground” in Rock Hill, SC is Clinton College, a “Beacon of Light” institution of higher learning. Clinton College has the distinction of being the oldest institution of higher education in Rock Hill, SC. Established under the auspices of the African Methodist Episcopal Zion Church during the Reconstruction years, Clinton became a connectional institution with a directive to train future preachers and teachers. In 1894, Presiding Elder Nero A. Crockett and Rev W.M. Robinson founded Clinton Institute and named it for Bishop Caleb Isom Clinton, the Palmetto Conference presiding bishop at the time.

On June 22, 1909, Clinton College was incorporated as Clinton Normal and Industrial Institute and was authorized to grant state teacher certificates. In 1909, the school’s charter was amended to create Clinton Junior College. On April 9, 2003, the Transnational Association for Christian Colleges and Schools (TRACS) approved Clinton for full accreditation. In May 2013 TRACS approved the College to also offer two four-year programs; a Bachelor of Arts in Religious Studies, and a Bachelor of Science in Business Administration and later a Bachelor of Science in Natural Science was also realized with STEM emphasis.

The College’s mission remains the capstone of its rich tradition to create a holistic environment that cultivates an inclusive community of students, faculty, staff and administrators who are prepared to excel in academic achievement; experience moral and spiritual growth, demonstrate positive and effective leadership skills as lifetime citizens in a global society.

High praise and indebtedness are deserved by all who paved the way for this historic institution of higher education. Because of the college leadership, acquisition of over 19 acres, several equipped buildings, collective time, finances and a growing endowment for the college’s stability and future stance as an institution of educational disciplines and integrity.

Clinton College is under the tutelage of its 13th president, Dr. Lester A. McCorn. Armed with the new mantra, “Excellence Without Excuse”, this visionary leader, moving with magnifying force, has positioned this college for the historic pinnacle of success for the 21st century and beyond. Evidence of Dr. McCorn’s current and coming success is the 2019 initiation of Clinton College’s first annual fund drive which exceeded the goal by 100%. His tireless commitment to Clinton’s success is also reflected in the formation of a Clinton College Foundation Board and a strategic fund-raising plan.

EXECUTIVE SUMMARY

This facilities plan is the largest and most comprehensive in Clinton College history. The crux of this plan is to support the *Clinton College Strategic Plan 2020-2025* by providing the facilities and environment to encourage growth and program expansion. This exciting and industrious undertaking is supported by the President, Board of Trustees, as approved at their meeting of December 13, 2019 and the community. The culmination of the plan will result in the “New Clinton College”.

The recommendations of the plan consist of three phases. Upon completion of the plan, the college will have renovated and repurposed 53,234 square feet of instructional space, constructed 148,866 square feet of new facilities, provided up to 300 additional parking spaces and demolished 7,277 square feet of obsolete facilities for a total estimated cost of approximately \$71,544,000.

CLINTON COLLEGE STRATEGIC PLAN OBJECTIVES & GOALS

Beginning in Spring 2019 Clinton College undertook the task of developing a new Strategic Plan. The planning process was led by Dr. Dianne Boardley Suber and included the following Clinton College Team Members:

- Mrs. Archinya Ingram, Chair – Senior VP for Business Affairs
- Dr. Reginald Broadnax, Co – Chair – Faculty, Religious Studies
- Dr. Corey Fair, Co-Chair – Faculty, Business Administration
- Dr. Ben Dixon, Co-Chair – Vice Chairman of the Board of Trustees
- Dr. Alvin McLamb – VP for Academic Services/Dean
- Dr. John McCoy – Faculty, Religious Studies
- Dr. Reggie Morton – Board of Trustees
- Mrs. Beverlyn Hicks – College Counselor
- Ms. Judith Cowan – Associate Vice President for Academic Services
- Ms. Jessica Blair – Academic Coach/Head Women’s Basketball Coach
- Rev. Otha Smith – Board of Trustees
- Ms. Kim Shephard – Director , Sponsored Program
- Ms. Angela Sharper – Director, Student Support Services

MISSION STATEMENT

The Mission of Clinton College is to create a holistic environment that promotes lifetime participatory citizenship in a global society. We achieve this by cultivating an inclusive community of students, faculty, staff, and administrators who are prepared to excel in academic achievement, experience moral and spiritual growth and demonstrate positive effective leadership skills.

VISION STATEMENT

Clinton College will be nationally recognized as an affordable institution of higher education that develops career-ready professionals and informed citizens of a global community who continuously influence and impact the international society as transformative leaders in the arena of on-going innovations in research, creativity, education and public policy.



CORE VALUES

Scholarship – Clinton College promotes intellectual freedom and curiosity, critical and creative thinking, forward and visionary inquiry; and integrity in all endeavors.

Servant Leadership – Clinton College respects the well-being of people and the communities to which they belong. We pursue practices, policies, and innovations that respect the environment, and that foster sustainability in the effective management of our human and financial resources.

Spirituality – Clinton College is grounded in our individual traditions and those of the African Methodist Episcopal Zion Church, and is committed to the development of the human spirit in its many forms and person ethics through dialogue, inquiry, service, introspection and self-awareness experiences.

Social Change – Clinton College respects the dignity of every individual and promotes responsible citizenship and civic engagement. We advocate for social justice on the local, state, national and international levels and empower others to do the same.

STRATEGIC GOALS

Goal 1: Educate the whole student for life in a global society:

The Clinton Commitment: Clinton College is devoted to graduating students who are dedicated to and prepared to continue their self-development as intellectual and moral beings after graduating by preparing students to be well-rounded and ethical professionals.

Goal 2: Strengthen financial model and demonstrate outstanding stewardship of resources:

The Clinton Commitment: Clinton College is committed to the thoughtful stewardship of its financial resources to support its students, faculty and staff as they work to create and deliver the Clinton college experience. The college is faithful in demonstrating this pledge at all times, to all constituencies.

Goal 3: Build and support a diverse faculty and staff committed to the mission of the college:

The Clinton Commitment: Clinton College is committed to the building, developing and sustaining of faculty and staff by building a diverse community of educators that will position the College to meet the educational needs of its students and enable them to meet their future goals. The college will provide resources, time and development opportunities to enable its faculty and staff to develop in order to fulfill the college's mission and achieve its vision.

Goal 4: Develop innovative relationships to advance learning, scholarship and service:

The Clinton Commitment: Clinton College is thriving as part of a complex network of relationships which serves a variety of communities. Clinton College is committed to employing a variety of approaches to foster the thriving relationships that will be needed to support the work of the college.

Goal 5: Construct a physical environment that will support and promote a quality educational experience:

The Clinton Commitment: Clinton College is committed to providing an exceptional physical environment that is conducive to the holistic development of students while promoting faculty, staff, student interaction, integration of teaching and research, interdisciplinary collaboration and a supportive living, learning environment.

Goal 6: Expand and strengthen technology resources to achieve excellence in academics and operations:

The Clinton Commitment: Clinton College is committed to supporting learning in this era of high technology growth by maintaining an IT infrastructure that supports an environment that utilizes technology as a reliable tool for teaching, learning and service to its students.

ACADEMIC PROGRAM PLANNING

The strategic plan proposes the following curriculum and major concentrations changes:

Division of Business and Leadership		
Business Management	Business Leadership	Healthcare
Business Administration	Nursing	Human Resources Admin
Management and Real Estate Development	Hotel and Entertainment Management	Communications: Journalism, Media, Social Media, Digital
Sports Management	Property Management	Construction Management
Entrepreneurial Studies	Healthcare Administration	Culinary Arts
Continuing Education Studies	Criminal Justice	Work College
	Online Education	

Division of Sciences, Technology, Engineering and Mathematics (STEM)		
Biology	Chemistry	Engineering
Mathematics	Information Technology	Graphic Design
Robotics	Cybersecurity	

Division of Religion and Ministry Studies		
World Religions	Black Sacred Music	Choral Studies
Church worship	Christian Leadership	Philosophy
Ethics	Ethical Leadership	Christian Ministry
	Biblical Studies	

Division of Education and Liberal Arts		
Music	Choral Studies	Band
Art	African American Studies	Sociology
Psychology	Spanish	French
Swahili	Mandarin	English Composition
Journalism	Drama/Performing Arts	Visual Arts
Public Speaking/Debate	Logic	Physical Education
Teacher Education (primary and secondary)	Early Childhood Education	



ENROLLMENT PROJECTIONS

As a result of the programmatic and degree expansions included in the Strategic Plan, enrollment growth is expected to reach 725 students by 2025.

FACILITIES PLANNING ASSUMPTIONS

Clinton College is actively engaged in a Strategic Planning process. The Board of Trustees and the entire Clinton College community are actively engaged in the plan. The addition of new academic programs and the expansion of high-demand programs and general education classes have important implications for the Facilities Plan in terms of how much physical space and what types of additional instruction spaces will be needed to support the academic, workforce development and work college needs of the future.

In addition to supporting the strategic goals, other assumptions incorporated into this Facilities plan include:

- **Supporting the projected enrollment plan.** Enrollment growth forecasts and strategies are included in the Strategic Plan chapter of this report. The program and facilities recommendations in this report are founded in providing a learning environment that will support enrollment growth, new academic program expansion plans and a supportive living and learning environment for the students.
- **Preservation of assets.** This planning process includes the analysis of existing buildings and parking space across the campus resulting in the recommendation for renovation, repair and repurposing of at least three facilities and the demolition of five minor facilities. Also, the upgrade of existing and new building's mechanical systems to a central energy plan is included in the proposed expansion renovations. These changes will increase energy efficiency and decrease energy costs well into the future. Maintaining existing facilities to a high standard, extending their usefulness and life and improving energy efficiency, is a primary objective in this plan.
- **Optimization of land and building sites.** This plan is designed to make the best use of land by seeking additional properties contiguous to the campus and designing buildings to a height allowed by area zoning and maximization of the footprint. The college is also working with the City of Rock Hill, the Knowledge Park/Opportunity Zone and other developers to optimize and enhance the Clinton College neighborhood and adjacent community.
- **Return on Investment of Capital.** Clinton College is committed to being a good steward of all resources including capital funds. Projects included in this Facilities Plan are analyzed, comparing the estimated cost of additional space to the estimated enrollment growth generated by the space. To generate an adequate return on the capital investment, the new or expanded academic program space and residential space must generate adequate enrollment growth or revenue enhancement to justify the expenditure and support the capital investment.

OBJECTIVE AND METHODOLOGY

The objective of this Facilities Plan report is to provide a series of recommendations for specific capital projects for the period of 2019-2029.

The recommendations are designed to bring and maintain Clinton College facilities at the national average of 120 assignable square feet (ASF) per full time equivalent student (FTE), support the expansion of existing academic programs and the introduction of new programs as outlined in the Clinton College Strategic Plan.

Additionally, Clinton is to provide adequate, modern student housing to support vital living and learning experiences and to ensure that current facilities meet the programmatic and technical needs of their users.

The projects fall into three general categories:

1. New Construction Projects - Construct new facilities that will provide classrooms and program-specific labs, administration, student services, support facilities and student residence space to accommodate the growth of the college's programs. This will include the acquisition of modular classrooms to meet the immediate need for instructional space.

2. Programmatic Renovations – Modify three existing facilities to accommodate planned changes in use and increase efficiency.

3. Capital Repairs or Upgrades – Upgrade and improve existing systems that are at or near the end of their usefulness, or are no longer functionally useful. Systems include mechanical, electrical, and plumbing (MEP) systems, IT systems and civil and site-related projects. Demolish facilities that cannot effectively be repurposed or renovated.

To identify capital repairs or upgrades, all existing facilities were evaluated by Clinton College Facilities Services with the help of outside consultants for technical assistance.



SPACE REQUEST AND PRIORITIZATION PROCESS

In May of 2019 Zeiss and Associates and Clinton College conducted a planning- organizational meeting to discuss the future of the College and determine priorities going forward. The meeting was attended by twenty members of the Clinton College staff and associates, including three members of the Board of Trustees. During the meeting each person was encouraged to list their critical factors for facilities growth and renovation at Clinton College.

This data from the organizational meeting was reviewed by the Plan Developers who each ranked the project's importance from 1 (least critical) to 5 (most critical). The cumulative results of that ranking process are shown in the table below.

	Project	Total
1	Maintenance and Renovation	34
2	Student Housing	34
3	Security – Consideration of open campus	32
4	New buildings at Clinton College	32
5	Campus beautification	30
6	Economic Opportunity Zone	29
7	Student Union	29
8	Dining	29
9	Clinton College economic impact on Rock Hill	28
10	Courtyard area	27
11	Analysis of property and buildings	26
12	Avoid being landlocked	26
13	Parking	26
14	Health/Wellness center	26
15	Green areas	23
16	Purchase additional property	22
17	AMEZ relationship – Transformation Center	22
18	Campus zoning	22
19	Pedestrian	21
20	Bookstore	21
21	Transportation plan (mass and personal)	19

This process was coupled with the Clinton College administrations' work with the City of Rock Hill's community development plan, *"knowledge park, Rock Hill, SC – OPPORTUNITY ZONES INVESTMENT PROSPECTUS"*. This document outlines "The Clinton Connection" stating "Clinton College President Lester McCorn is heading a group of business owners, residents and neighborhoods. In addition, Clinton and other members of this group intend to act as developers, investors and catalysts for new projects and initiatives designed to create opportunities." Among the Clinton Connection planned projects is "The Beacon Center, a planned auditorium, classroom and athletic facility on the campus." Additionally, the Clinton College Plan Developers incorporated the goals and objectives of both the Strategic Plan, and the Fund-Raising plan. The Strategic plan calls for expansion of the curriculum to include additional academic/degree concentrations and the Fund-Raising plan outlines the need for Clinton College to develop a Foundation, with a Board of Directors and resources to enhance the philanthropic mission and entrepreneurship of the College. To accomplish these expansions of programs and departments the college will need repurposed/renovated space and additional facilities.

The sum of these factors support the proposed facilities expansions.

CURRENT FACILITIES ANALYSIS

Clinton College - Facilities Masterplan Assignable Square Feet per Full Time Student Fall 2019

Building	Use	Size (SF)	ASF 60%
Student Affairs	Academic/Admin	2,424	1,454
Library	Academic/Admin	14,510	8,706
Slade Hall	Academic/Admin/ Student Support	17,370	10,422
Student Center	Student Support	1,862	1,117
Bookstore/Art Classroom	Academic	394	236
Early Childhood Ed	Academic	768	461
Weight Room	Student Support	576	346
Total Academic/Admin/Student Support		37,904	22,742
FTE Students			200
ASF/FTE			113.712
Cafeteria	Student Support	3,293	1,976
Men's Residence Hall	Residential	14,287	8,572
Women's Residence Hall	Residential	14,315	8,589
Storage	Maintenance	384	230
Total Residential /Maintenance		32,279	19,367
Total All Space		70,183	42,110

BUILDING CONDITIONS

Clinton College - Facilities Masterplan Building Inventory

Building	Use	Size (SF)	Year	
			Constructed	Renovated
Student Affairs	Academic/Admin	2,424	1978	2006
Library	Academic/Admin	14,510	2005	
Men's Residence Hall	Residential	14,287	1978	
Women's Residence Hall	Residential	14,315	1973	
Cafeteria	Student Support	3,293	1973	2019
Slade Hall	Academic/Admin/Student Support	17,370	1948	2010
Student Center	Student Support	1,862	1950	2000
Bookstore/Art Classroom	Academic	394	1988	
Early Childhood Ed	Academic	768	1979	
Weight Room	Student Support	576	1998	
Storage	Maintenance	384	1998	

RECOMMENDATIONS

Project Priorities

The projects within each phase are sequenced based on college needs, construction feasibility and construction efficiency/effectiveness.

Facilities Plan Phase I – 2019-2022

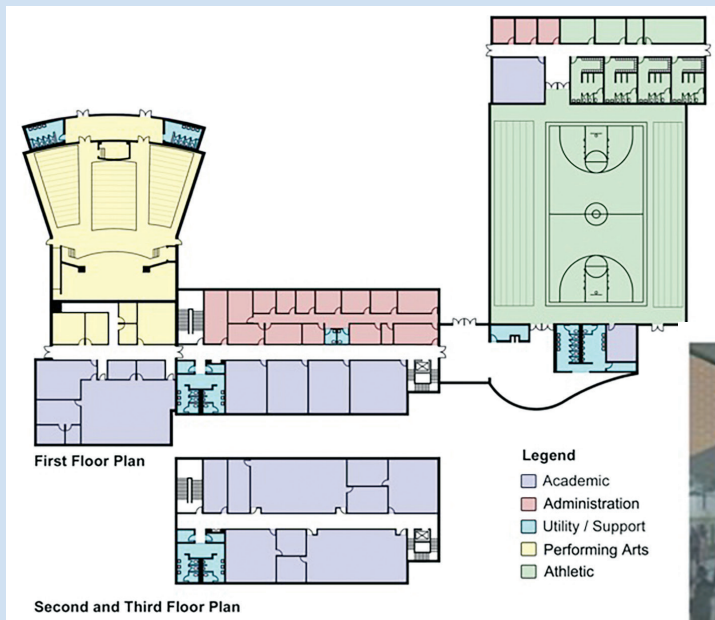
Modular Units

Clinton College is acquiring four modular classrooms totaling approximately 3,072 square feet. These units will be placed on the campus site along Brice Street. The units will provide much needed interim classroom and office space. The estimated completion date for the modular units is spring 2020.

Beacon Center

The Beacon Center is a proposed edifice approximately 64,000 square foot academic, athletic and administrative complex. The center will include a state-of-the-art gymnasium and wellness center, with seating capacity of bleachers at 564 seats and the floor area to include 878 seats. In the opposite wing will be a performing arts auditorium with seats for 500 persons. Connecting these two components of the building will be instructional space including classrooms, science labs and faculty offices. Executive and administrative offices will be located in this building.

The original plan for the Beacon center was designed by Gantt Huberman Architects in 2009.ⁱⁱ The plans will be updated for inclusion in this Facilities Plan.





Additional Parking

Approximately 300 surface parking spaces will be constructed on a 2.5-acre site adjacent to Marshall Hall. This will support the growth of the College and the additional square footage of buildings.

MULTI-PURPOSE LIVING AND LEARNING CENTER

The Multi-Purpose Living and Learning Center is essential to accomplishing enrollment growth and providing additional student residences and support space. This facility will include a complete student support-learning environment. The four-story approximately 60,000 square foot facility will contain about 40,000 square feet of student residence space for up to 250 students. It will provide a student life area including dining facilities and a bookstore. Classrooms, labs and conference space to support student learning and success will be a central feature of the Living and Learning Center. Upon completion of this facility the college can repurpose it's two existing Residence Halls.ⁱⁱ



Clinton House: Foundation Offices and President's Residence

Under the leadership of Dr. Lester A. McCorn Clinton College is establishing a Clinton College Foundation. The successful launch of an annual campaign in the fall of 2019 is the activation of a vibrant organization which will expand the support and donor base of the college into the future. The Clinton House: Foundation Offices and President's Residence facility will be an approximately 4,000 square feet building near the corner of Crawford Road. and Brice Street. It will be home to the Clinton College Foundation with an estimated 1,500 sq. feet of office, meeting space and conference rooms. Attached to the Foundation will be a two story, 2,500 square foot residence for the President. This facility is critical to the growth and emergence of the college's institutional advancement efforts. If constructed in tandem with the Multi-Purpose Living and Learning Center construction savings on site preparation and materials will be realized.

Phase I Costs 2019-2022 ⁱⁱⁱ

Project	Phase 1 2019 - 2022 Detail	Cost per Square Foot	Total Square Feet	Total Cost
Modular Units	Purchase 4 mobile units		3,072	\$ 12,066
	Design Fees			\$ 48,924
	Installation - Construction			\$ 20,000
	Total Modular Units	\$ 26.36	3,072	\$ 80,990
Beacon Center Academic & Athletic Complex	Contractor Subtotal		63,794	\$ 15,376,417
	General Conditions, Contingency, Escalation			\$ 3,229,048
	Permits, Fees, Contingency and Bond			\$ 1,689,546
	Total Beacon Center	\$ 319.40	63,794	\$ 20,376,001
Additional Parking	300 surface parking spaces			\$ 2,400,000
Multi-Purpose Living and Learning Center	Contractor Subtotal		60,000	\$ 17,179,369
	Permits, Fees, Contingency, Bond and Escalation			\$ 4,415,646
	Total Living and Learning Center	\$ 359.92	60,000	\$ 21,595,015
	Clinton House Foundation Offices and President's Residence	Contractor Subtotal		4,000
Permits, Fees, Contingency,				
Bond and Escalation			\$288,000	
	Total Foundation Office and President's Residence	\$ 360.00	4,000	\$ 1,440,000
	Total Phase I			\$ 45,892,005



Facilities Plan Phase II – 2022-2024

Phase II of the plan is geared to being good stewards of the college's assets and resources. Once the additional instructional and living space is constructed in Phase I, then work can begin to transform existing structures into effective, efficient facilities. There will be construction cost benefits to undertaking as many projects simultaneously as possible and as the renovations are complete, the college will reap the benefit of more instructional space to support enrollment growth.

Renovate – repurpose Slade-Moreland Building into Administration, Student Support Services

Slade Hall – This 1948, 17,370 SF building is the largest on campus. It currently houses all the primary academic, administrative, and athletic functions of the College and is Clinton's most prominent structure. Renovations include a new roof in 2000, elevator and HVAC system replacements in 2010, and Science Lab renovations for 2 classrooms in 2011. However previous building surveys noted interior and exterior cracks and water penetration in the foundation and an aggressive program of maintenance was recommended in 2017. Given the prominence of Slade and its central location on campus it should be extensively renovated to continue as the primary administrative and student registration/support services hub. Replacing existing mechanical systems with energy efficient equipment, project is first within Phase II because of the critical need for additional administrative and support space and the necessity to maintain a practice/intramural gymnasium in the facility.

RECOMMENDATION: In Phase II of the Facilities Plan, re-design and repurpose Slade Hall to administrative and student records, registration and support services facility.

Renovate – repurpose Marshall Hall (Men's Residence Hall)

Marshall Hall - Men' Dormitory - This 14,287 sq. ft. building was constructed in 1978, the roof was replaced in 1993, new windows installed in 2002 and the restroom facilities updated in 2017. The building is located across Crawford Road from the main campus and is in fair condition. Based on the condition of the building and its location off of the main campus quad it would provide an excellent site to house a curriculum program, such as Business Admin. Marshall Hall would provide space for classrooms, labs, faculty offices and student and administrative services to support a cohort of students in business, continuing education and professional development. Replace existing mechanical systems with energy efficient equipment.

RECOMMENDATION: In Phase II of the Facilities Plan, re-design and repurpose Marshall Hall to an instructional classroom, laboratory facility with student community study space, with administrative support space and faculty offices for the expanded business and continuing education offerings.

Renovate – repurpose Cauthen Hall (Women's Residence Hall)

Cauthen Hall - Women's Dormitory – This 14,315 sq. ft. building was constructed in 1973, the roof was replaced in 1993, new windows installed in 2002 and the restroom facilities updated in 2017. The building is centrally located on the Clinton campus and in fair condition. Based on the condition of the building and its location repurposing/renovating to a classroom, laboratory facility in Phase II of the facilities plan will provide Clinton with the additional instructional space needed. Replace existing mechanical systems with energy efficient equipment.

RECOMMENDATION: In Phase II of the Facilities Plan, re-design and repurpose Cauthen Hall to an instructional classroom, laboratory facility with student community study space and faculty offices/ touchdown space.

Refurbish Library

Library – This building of 14,500 SF was constructed in 2005, and is the newest building on campus. Its facilities house the College’s library collection, conference room, computer facilities IT Dept. and executive offices. Additionally, with the construction of Phase I of the Facilities Plan, the executive offices and other administrative functions will be moved to the proposed Beacon Center.

RECOMMENDATION: In Phase II of the Facilities Plan, re-design and renovate a portion of stack area and existing administrative offices for group study, classrooms and instructional conference room areas.

Demolition

Cafeteria – This 3293 SF building was built in 1973 and last renovated in 2019. The facility would require significant upgrades to accommodate more students and its location in the central area of the campus could provide footprint for future instructional/administrative facilities.

Snipes Student Center – This 1862 SF building was constructed in the 1920s and last renovated in 2000. The building will be insufficient to serve the needs of the Clinton students into the future.

Book Store/Art Classroom, Early Childhood Education, Weight Room and Storage Buildings - These buildings, all less than 800 SF, have outlived their usefulness, and occupy sites that are better served by larger, more efficient buildings.

RECOMMENDATION: In Phase II of the Facilities Plan, these buildings be demolished to provide future building sites for the campus. ⁱⁱⁱ

Phase II Costs ^{iv}

Project	Phase II 2022 - 2024 Detail	Cost per Square Foot	Total Square Feet	Total Cost
Renovate Slade-Moreland Building	Gut and repurpose to Administrative Services	\$ 316.29	17,370	\$ 5,493,957
Renovate Marshall Hall	Gut and repurpose for Business Building	\$ 316.29	14,287	\$ 4,518,835
Renovate Cauthen Hall	Gut and repurpose to Classrooms, labs	\$ 316.29	14,315	\$ 4,527,691
Refurbish Library	Refurbish and repurpose one-third of library	\$ 200.00	4,788	\$ 957,660
Demolition	Cafeteria, Bookstore, Early Childhood Ed, Weight Room, Storage	\$ 243.30	7,277	\$ 1,770,494
	Total Phase I			\$ 17,268,638

Facilities Plan Phase III – 2025

This final phase of the plan will require significant donor participation and time to accomplish.

Chapel

New Chapel will enhance the Religious Studies Dept. of the college as the campus continues to be a well-preserved extension of the AMEZ African Methodist Episcopal Zion Church, it will be the crown jewel of the Clinton College Facilities plan. This facility will provide a dedicated space for worship and meditation. The proposed edifice will anchor the campus at the corner of Heckle Blvd and Crawford Road to ensure visibility and define the edge of the new entry. The structure will be approximately 13,000 sf and will house classrooms and administration offices in addition to the chapel space to support religious studies.



Provided by Gantt Huberman Architects.



Fisher Building Student Affairs

This 2,000 SF building was built in 1978 as the campus library and was renovated in 2006. It currently serves as administrative offices for student affairs and student support services. Fisher Building will be renovated to provide office, conference rooms, classrooms and support space for the Chapel and related religious instructional programs.

Facilities Services Center

Although the Facilities Services building is the last project in the plan it is a sorely needed space for the college. Since this project is the least expensive of the plan and is sited on currently vacant land it could be constructed at any time during the span of the projects. Clinton College currently has no central facility or storage for maintenance supplies, equipment or work space. Having such a resource would enable the college to be more efficient and cost effective, buying and storing housekeeping and maintenance supplies in bulk and having a space to conduct minor construction and repairs. The proposed facility would be a 50 x 100-foot metal building on slab approximately 16' in height that would be sited directly behind Marshall Hall. It would include an office area, break room, restrooms and storage racks while providing space to accommodate up to four maintenance vehicles.

Phase III Costs ⁱⁱⁱ

Project	Phase III 2024 - 2028 Detail	Cost per Square Foot	Total Square Feet	Total Cost
Chapel		\$ 543.00	13,000	\$ 7,059,000
Renovate Fisher Hall	Repurpose to office/classrooms	\$ 236.00	2,474	\$ 583,864
Facilities Services	Build Facilities Services operations and warehouse	\$ 95.00	5,000	\$ 475,000
	Site Work per acre			\$ 265,000
				\$ 8,382,864

Summary of Results – Clinton College 2028

Upon completion of the Clinton College Facilities Plan 2019-2028, the college will have renovated and repurposed 53,234 square feet of instructional space, constructed 148,866 square feet of new facilities, provided a minimum of 300 additional parking spaces and demolished 7,277 square feet of obsolete facilities. This plan will support the addition of over 550 new students and the expansion or addition of twenty-one instructional programs.

Clinton College Facilities Plan

Project	Detail	Net Additional Gross Square Feet	Total Cost
Phase I	Construct: Mobile Units, Beacon Center, Living and Learning Center, Parking, Foundation Offices and President's Residence	130,866	\$ 45,892,005
Phase II	Refurbish/renovate: Library, Cauthen Hall, Slade Hall, Marshall Hall Demolish: Cafeteria, Bookstore, Early Childhood Ed, Weight Room, Storage	(7,277)	\$ 17,268,638
Phase III	Construct: Chapel, Facilities Services Building Refurbish/renovate: Fisher Hall	18,000	\$ 8,382,864
	Total	141,589	\$ 71,543,507

Clinton College Future Campus Map



Projected Assignable Square Feet

Clinton College - Facilities Masterplan

Projected Assignable Square Feet per Full Time Student

Building	Use	Size (SF)	ASF 60%
Fisher Hall	Academic/Admin	2,424	1,454
Library	Academic/Admin	14,510	8,706
Slade Hall - Moreland	Academic/Admin/ Student Support	17,370	10,422
Marshall Hall	Academic/Admin	14,287	8,572
Cauthen Hall	Academic/Admin	14,315	8,589
Beacon Center	Academic/Admin	63,794	38,276
Living Learning Center	Academic/ Student Support	10,000	6,000
Modular Units	Academic/Admin	3,072	1,843
Total Aca/Admin/Student Support FTE Students		139,772	82,020 725
ASF/FTE Projected 2028			113.13
Living Learning Center	Residential/Student Services	50,000	
Foundation Offices		4,000	
Facilities Services	Plant	5,000	
Chapel		13,000	
Total Residential /Maintenance/Non-College		72,000	
2028 Total All Space		211,772	

The implementation of the Clinton College 2020-2025 Strategic Plan, the Facilities Master Plan 2019-2028 and the Fund-Raising plan will morph Clinton from 22,742 Assignable Square Feet (ASF) in 2019 to 82,020 ASF in 2028, an increase of 360%. Total gross square footage of the college will increase from 70,183 to 211,772 square feet, an increase of 300%. However, the student population is projected to grow from approximately 200 students in 2019 to 725 by 2025, an increase of 363%. This provides 113.13 ASF per FTE for Clinton as compared to the national university measure of 120 ASF per FTE.

Accomplishing this growth of students and space in tandem will enable the college to provide a comprehensive education experience. The New Clinton College graduates will be ensured to have the skills that will prepare them to build successful careers and successful communities.

- i Clinton College Strategic Plan 2020-2025
- ii Jefferson Suites Residence Hall, UNC Greensboro, NC.
- iii Building Conditions excerpted from :Clinton College 2032 Master Plan, Bergmann and Associates, 2009, p. 8
- iv Cost Estimates provided by: Rodgers Builders Inc., JM Cope Construction and Clinton College files.
- v Gantt Huberman Architects, O.R. Rueben Chapel and Religious Center, Morris College





CLINTON
COLLEGE | EST. 1894

Zeiss
ASSOCIATES

The material contained in this report, unless otherwise sited in the endnotes, is the sole property of Clinton College and Zeiss and Associates, LLC. The reproduction or dissemination of the information contained in this report and the use of Clinton College or Zeiss and Associates logo without the expressed consent of parties is prohibited.

Elaine Copeland

From: Renea Eshleman [reshleman@che.sc.gov]
Sent: Monday, June 03, 2013 6:39 PM
To: Camille Brown; Mary Armour; Karen Woodfaulk
Cc: Johnson, Ben; Gary Glenn
Subject: FW: Name change - Clinton College, Rock Hill, SC
Attachments: [http___www.sos.sc.gov_index.pdf](http://www.sos.sc.gov_index.pdf)

Camille, Mim, and Karen,

Attached and below is documentation to update the Commission's records to reflect the name change of Clinton Junior College to Clinton College. Thanks.

From: Johnson, Ben [mailto:BJohnson@rbh.com]
Sent: Monday, June 03, 2013 5:22 PM
To: 'Elaine Copeland'
Cc: Watson, Donald; Haynes, Leonard; Renea Eshleman
Subject: RE: Name change - Clinton College, Rock Hill, SC

Thank you, Dr. Copeland. On April 12, 2013, I spoke with Renea Eshleman, Acting Director for the SC Commission on Higher Education ("CHE"), who confirmed that Clinton College is grandfathered under SC state law and is exempt from CHE supervision, and thus no CHE review or approval is required for the college's change in programs.

By copy hereof, I am notifying Ms. Eshleman and CHE that Clinton Junior College has changed its name to Clinton College (information from the SC Secretary of State's website is attached). We ask that CHE update its records and its public listings of SC colleges and universities to reflect the name change.

Please call me if you should have any questions or if you need anything further from us.

Thank you very much. Ben Johnson

Benjamin A. Johnson
Robinson Bradshaw & Hinson
140 East Main Street, Suite 420
Rock Hill, SC 29730
P: 803.325.2903
F: 803.985.3783
M: 704.726.8203
bjohnson@rbh.com
www.rbh.com

From: Elaine Copeland [mailto:ECopeland@clintonjuniorcollege.edu]
Sent: Monday, June 03, 2013 9:05 AM
To: Johnson, Ben
Cc: Watson, Donald; Haynes, Leonard
Subject: FW: Name change

Mr. Johnson:

This letter has come for the office of Don Watson. You handled the State and commission on Higher Education I have the stamped copy from the state. We are changing the PP Agreement with Student Financial aid . I will send a copy. When will the commission on Higher Education change the name? TRACS, our accrediting body has already changed the name as indicated on the website. accrediting boy

Elaine J. Copeland, Ph.D
President
Clinton Junior College
1029 Crawford Road Rock Hill, SC 29730
803. 327.7402 ext.223
fax 803.327.3261
ecopeland@clintonjuniorcollege.edu



From: Watson, Donald [<mailto:Donald.Watson@ed.gov>]
Sent: Friday, May 31, 2013 1:59 PM
To: Haynes, Leonard; Elaine Copeland
Subject: Re: Name change

Dr. Copeland,

Have you contacted Federal Student Aid (FSA) to ensure that your name change has been made with that office?

As you know, your Pell grants come from FSA and the Pell grant recipient data that we will receive for next year's Title III grant will be based on the number of Pell grants you receive from FSA.

If you have received confirmation from FSA, provide that confirmation to me as well as all State's documentation of Clinton's name change including the State Higher Education Authority's confirmation of the change so that we can update our grant records. I do not want to take a chance of our systems crossing and next year's grant award is affected.
Don

Donald E. Watson, Executive Director
Historically Black College & University

Capital Financing Program
Office of Postsecondary Education
1990 K Street, NW Room 6040
Washington, DC 20006
Office: (202) 219-7037
Fax: (202) 502-7852

Visit us on the web at www.ed.gov/programs/hbcucapfinance/index.html

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any unauthorized review, use, disclosure or

distribution is prohibited by anyone other than the intended recipient(s). If you are not the intended recipient, please contact the sender by reply e-mail and destroy the original e-mail message and all copies of the original message

From: Haynes, Leonard
Sent: Thursday, May 30, 2013 11:57 AM Eastern Standard Time
To: 'Elaine Copeland' <ECopeland@clintonjuniorcollege.edu>
Cc: Watson, Donald
Subject: RE: Name change

Will check the status and Don will respond.

From: Elaine Copeland [<mailto:ECopeland@clintonjuniorcollege.edu>]
Sent: Thursday, May 30, 2013 10:10 AM
To: Haynes, Leonard
Subject: Name change

Dr. Hayes;

We have not heard for Department of Education regarding the name change. It has been approved at the state and county levels

Elaine J. Copeland, Ph.D
President
Clinton Junior College
1029 Crawford Road Rock Hill, SC 29730
803. 327.7402 ext.223
fax 803.327.3261
ecopeland@clintonjuniorcollege.edu





South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair
Dr. Bettie Rose Horne, Vice Chair
Ms. Natasha M. Hanna
Ms. Elizabeth Jackson
Dr. Raghu Korrapati
Ms. Leah B. Moody
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Mr. Y. W. Scarborough, III
Dr. Jennifer B. Settlemyer
Mr. Hood Temple
The Honorable Lewis R. Vaughn

Dr. Richard C. Sutton
Executive Director

December 11, 2013

Ms. Pamela White
Financial Aid Director
Clinton College
1029 Crawford Road
Rock Hill, SC 29730

FAC: 3.4.9104.40

Dear Ms. White:

In accordance with Section 21.4258 of Title 38, US Code of Federal Regulations, this is to advise you that we have transmitted the following action(s) to the Department of Veterans Affairs (VA). **This approval is pending concurrence from the VA.** If additional information is required, you will be notified by the State Approving Agency (SAA).

Revision of Prior Approval under paragraph 3675 or 3676 (conditions for approval)

Complete, Supersedes Prior Approval

NAME OF PROGRAM	EFF. DATE	CAT. DATE	CAT. PAGE	TOTAL IHL	TOTAL NCD	TOTAL ACTIONS
Catalog Policies	1-1-2013	2013-2015	Exhibit A	1		1
New programs: Business Administration, BS and Religion, BA	7-24-2013	Exhibit B	Exhibit B	2		2
New programs: Science, AA and Early Childhood Development, AA	8-12-2008	Exhibit B	Exhibit B	2		2
Currently Approved	1-1-2013	Exhibit C	Exhibit C	3		3
Total Actions Processed for this Transmittal						8

Total Time to Process: 85 minutes

Enrollment Limitations: None Noted. Additional Criteria: None Noted.

All documentation necessary to complete this action was provided to the SAA on **December 2, 2013.**

Sincerely,

Karen Woodfaulk
Director, Veterans Education and Training

KW/PDS

Enclosure(s): Applications 3675; Exhibits A-C

C: VA: Transmittal Letter w/Enclosures; 2013- 2015 Catalog w/ Addendums; 2013-2015 Student Handbook



South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair
Ms. Dianne C. Kuhl, Vice Chair
Mr. Paul O. Batson, III
Mr. Devron H. Edwards
Dr. Bettie Rose Horne
Mr. Kenneth W. Kirkland
Ms. Allison Dean Love
Dr. Louis B. Lynn
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settemyer
Mr. Hood Temple
Dr. Evans Whitaker

October 21, 2016

Ms. Pamela White
Financial Aid Director
Clinton College
1029 Crawford Road
Rock Hill, SC 29730

Mr. Gary S. Glenn
Interim Executive Director

FAC: 3.4.9104.40

Dear Ms. White:

In accordance with Section 21.4258 of Title 38, US Code of Federal Regulations, this is to advise you that we have transmitted the following action(s) to the Department of Veterans Affairs (VA). **This approval is pending concurrence from the VA.** If additional information is required, you will be notified by the State Approving Agency (SAA).

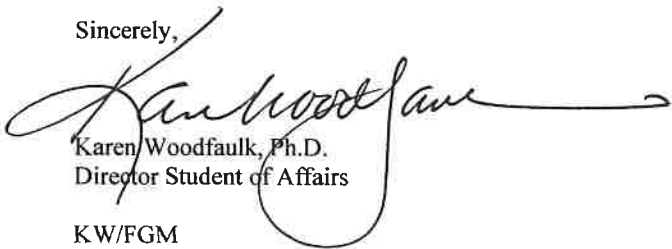
Revision of Prior Approval under paragraph 3675 Complete, Supersedes Prior Approval

NAME OF PROGRAM	EFF. DATE	CAT. DATE	CAT. PAGE	TOTAL IHL	TOTAL NCD	TOTAL ACTIONS
Catalog Policies	8-12-2015	2013-2015	Exhibit A	1		1
AA- Early Childhood Development	8-12-2015	2015-2017	p. 48	1		1
AA-Liberal Arts	8-12-2015	2015-2017	p. 51	1		1
AA- Religious Studies	8-12-2015	2015-2017	p. 53	1		1
AS-Business Administration	8-12-2015	2015-2017	p. 55	1		1
AS-Natural Sciences	8-12-2015	2015-2017	p. 57	1		1
BA- Religious Studies	8-12-2015	2015-2017	p. 61	1		1
BS- Business Administration	8-12-2015	2015-2017	p. 65	1		1
Total Actions Processed for this Transmittal						8

Enrollment Limitations: None Noted. Additional Criteria: None Noted.

All documentation necessary to complete this action was provided to the SAA on **October 11, 2016**.

Sincerely,



Karen Woodfaulk, Ph.D.
Director Student of Affairs

KW/FGM

Enclosure(s): Applications 3675; Exhibit A

C: VA: Transmittal Letter w/Enclosure; 2015- 2017Academic Catalog w/2016-2018 Student Handbook

Independent Study/Distance Learning :	N	Cooperative:	N	Practical Training :	N
Remedial Training :	N	Accreditation:	Y	TV:	N
Air Agency Cert. Date:		Title VI:	Compliance Established	VA-ONCE:	Y
Reporting Fee Bar:	Eligible	Pay List:	Y	April Active:	Y
				Executive Order 13607:	N

ELR: **First Name** **Last Name** **Phone Number**
 GWENDOLYN YOUNGBLOOD (803)6472911 ext.

Remarks: SCHOOL NAME CHANGED TO CLINTON COLLEGE EFFECTIVE 05/07/2013. FORMERLY CLINTON JUNIOR COLLEGE. VERIFIED VIA TRACS ACCREDITATION WEBSITE 10/4/2013. VAONCE ADDED EFF 10/07/2013 CHANGED FROM QUARTER HOURS TO SEMETER HOURS, EFFECTIVE DATE ASSIGNED 1/1/13, PURSUANT TO 2013-2015 CATALOG APPROVAL.

AMENDED FOR APPROVAL OF 2015-2017 CATALOG POLICIES, HANDBOOK & CURRENTLY APPROVED PROGRAMS, EFF 11/1/2015, 1YR FROM DATE RECEIVED AT VA.

Facility Codes

Campus Name	Facility Code	Main Branch Indicator
CLINTON COLLEGE	34910440	Y

Certifying Officials

Name	Title	Status	Priority
PAMELA WHITE	FINANCIAL AID DIRECTOR	APRVD	Primary
SADIE PYE-JUMPER	FINANCIAL AID COORD	APRVD	Primary

IHL Programs

Code	Description	Effective Date	Withdrawal
000	***ALL DEGREE PROGRAMS DEEMED APPROVED**	08/01/2011	10/01/2016
Remarks:			
011	ASSOCIATE IN LIBERAL ARTS	08/18/2003	
Remarks:			
098	ASSOCIATE IN RELIGIOUS STUDIES	08/16/2004	
Remarks:			
022	BUSINESS ADMINISTRATION - BS	11/01/2015	
Remarks: EFFECTIVE 1 YR FROM DATE RECEIVED AT VA			
060	BUSINESS ADMINISTRATION- AS	08/18/2003	
Remarks:			
080	EARLY CHILDHOOD DEVELOPMENT- AA	11/01/2015	
Remarks: EFFECTIVE 1 YR FROM DATE RECEIVED AT VA			
012	NATURAL SCIENCES - AS	11/01/2015	
Remarks: EFFECTIVE 1 YR FROM DATE RECEIVED AT VA			
021	RELIGIOUS STUDIES - BA	11/01/2015	
Remarks: EFFECTIVE 1 YR FROM DATE RECEIVED AT VA			

Terms

Name	Start	Drop	End	Length(weeks)	Type
Spring 2008	01/10/2008	02/08/2008	04/29/2008	16	Standard Semester
Fall 2007	08/28/2007	09/26/2007	12/14/2007	15	Standard Semester
Spring 2007	01/17/2007	02/15/2007	05/15/2007	17	Standard Semester
Fall 2006	08/22/2006	09/20/2006	12/13/2006	16	Standard Semester
SPRING 2006	01/18/2006	02/16/2006	05/09/2006	16	Standard Semester
FALL 2005	08/23/2005	09/21/2005	12/07/2005	15	Standard Semester
SPRING 2005	01/13/2005	02/11/2005	05/11/2005	17	Standard Semester
FALL 2004	08/24/2004	09/22/2004	12/08/2004	15	Standard Semester
SPRING 2004	01/14/2004	02/12/2004	05/11/2004	17	Standard Semester

FALL 03 08/26/2003 09/24/2003 12/10/2003 15

Standard Semester



12/6/2016

ELR or Designee

Date

TRANSNATIONAL ASSOCIATION OF
CHRISTIAN COLLEGES AND SCHOOLS
Meeting a Higher Standard

May 1, 2017

Dr. Elaine Copeland, President
Clinton College
1029 Crawford Road
Rock Hill, SC 29730

Dear Dr. Copeland,

I have completed the review of the following Proposed Institutional Change received from your institution:

- To add a Bachelor of Science in Biology degree program

I appreciate the completeness of your proposal and the orderly manner in which the supporting documents were presented. The materials were thorough, included Board approval, and supplied the answers to the required Prospectus Checklist items as well as supporting documents. Since this proposal does not require Accreditation Commission approval, the TRACS President is able to process this request

This letter serves as the official notification of TRACS approval to add the Bachelor of Science in Biology program. According to TRACS procedures, this matter will be presented to the Accreditation Commission for information at the October 2017 meeting.

If you have any questions, please do not hesitate to contact If you have any questions, please do not hesitate to contact the TRACS office.

Sincerely,



Dr. Timothy W. Eaton
President

TWE/mls

Cc: Dr. Ron Cannon, Vice President, Institutional Compliance (TRACS)
Meryl Lee Sawyer, Vice President of Administrative Services (TRACS)
Katie Hunter, Accounts Receivables Clerk (TRACS)



TRANSNATIONAL ASSOCIATION OF
CHRISTIAN COLLEGES AND SCHOOLS
Meeting a Higher Standard

April 21, 2021

Dr. Lester A. McCorn, President
Clinton College
1029 Crawford Road
Rock Hill, SC 29730

Dear Dr. McCorn:

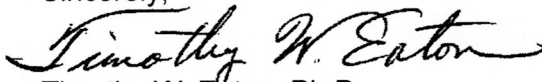
The purpose of this letter is to inform you that the TRACS Accreditation Commission at its meeting on April 12, 2021, approved the following Substantive Change Proposal for Clinton College (CC).

- The addition of a Certificate in Ministry Studies (19-21 credit hours) to its list of TRACS approved educational programs.

This approval was given after the review of the documentation submitted by CC in support of the proposal as well as the TRACS Staff Recommendation.

If you have any questions, please feel free to call the TRACS Office.

Sincerely,



Timothy W. Eaton, Ph.D.
President

TWE/mls

cc: Dr. Ron Cannon, Vice President, Institutional Compliance (TRACS)
Meryl Lee Sawyer, Vice President of Administrative Services (TRACS)
Katie Hunter, Accounting Associate

