

# St. John's College Junior College

## Bulletin 2012 – 2013



*This Academic Bulletin contains information regarding admissions, curricula, related policies and procedures, graduation requirements, and fees. While every effort has been made to make the bulletin accurate as of the date of publication, St. John's College reserves the right to change policies or revise the information contained in this bulletin. All such changes will be effective at the time deemed appropriate by the proper institutional authorities and may apply to enrolled as well as prospective students.*

*The Dean is the official representative of the Junior College in all matters pertaining to the scholastic life of the student body.*

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*It is the student's responsibility to read this bulletin and the College website as well as College bulletin boards; to keep abreast of published changes to academic programs, policies, procedures, and regulations; and to be familiar with all the requirements for his/her degree program and to assume responsibility for meeting those requirements.*

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# **ABOUT ST. JOHN'S COLLEGE JUNIOR COLLEGE**

## **PATRON**

The Patron of St. John's College is St. John Berchmans, who was born in Belgium in 1599. The oldest of five children, he grew up in an atmosphere of political turmoil caused by a religious war between the Catholic and Protestant sections of the Netherlands. At the age of seventeen he entered the Society of Jesus but after only five years of religious life he died after a brief illness. During his life he was known for his diligence and piety and his stress on perfection even in small things. Guided by his motto of "Do what you do wholeheartedly", St. John's College aspires to develop young men and women of character who strive to imitate St. John Berchmans in trying to do ordinary things extraordinarily well. Every year the College holds a school-wide community service day in honor of St. John Berchmans.

## **THE JESUITS**

The Society of Jesus was founded in 1540 by a group of ten alumni from the University of Paris, all Roman Catholic priests with graduate degrees, among them a Basque from Spain named Ignatius of Loyola. These men met as students, became "friends in the Lord," and decided to dedicate themselves to the greater glory of God and the good of their fellow human beings. At first they intended to do this by going to the Holy Land to work there as Jesus had, but since a war made passage to Jerusalem impossible, the group of priest-scholars decided to place themselves at the service of the Pope.

The Jesuits originally started schools to train young men who wanted to become Jesuit priests, but almost from the start these schools started to admit other students whose parents wanted them to be educated by the Jesuits. The first Jesuit College established primarily for lay students was founded in 1547 in Messina, Sicily. By 1640, a hundred years after the Jesuits were founded, there were more than 300 Jesuit schools operating in Europe, in India, in Africa, and in parts of the New World. By 1773, the year the Jesuits were suppressed by Pope Clement XIV, there were 620 schools and Colleges, 15 universities, and 176 seminaries sponsored by the Jesuits. Today there are more than 900 Jesuit educational institutions serving more than a million students in 70 countries throughout the world.

## **SJC MISSION STATEMENT**

The primary purpose of St. John's College is to aid personal growth through education. St. John's College is a community of persons, students, administrators, faculty and staff, all brothers and sisters before God. Each member of this community should show concern for the others' personal development, encouraging, stimulating, guiding and supporting one another so that each utilizes his/her talents and realizes his/her destiny as a free, creative, self-disciplined and responsible human being.

While every member of the community is important, the primary emphasis, as in all schools, is on the development of the students. St. John's College is privileged to share with parents and guardians the task of helping Belizeans attain a healthy maturity as integrated persons, Christian in their values and their vision of reality. Within the scope of its resources, it hopes to provide learning experiences which will encourage each person to develop, in an integrated way, all his/her faculties and talents – for his/her own self-worth and to be of greater service to his/her family, the Diocese of Belize City and Belmopan, the Christian community at large, Belize and the World. The College fulfills its purpose by means appropriate to a school: personal witness, teaching and research, by the discovery, preservation and communication of knowledge and truth.

St. John's College affirms its commitment to the vision and values of the Roman Catholic Church and of the Society of Jesus, by whose members it was founded. It affirms its dedication to the people of Belize, and strives to encourage a deeper understanding of and respect for their history and culture. And finally, it strives to broaden our vision and concern to include all our brothers and sisters around the world, especially those who are poor and struggling to find that freedom in Christ which alone can bring peace to the human heart.

## **SJC ETHOS STATEMENT**

Choosing to come to St. John's College means making a choice to join a distinctive community. As a Jesuit and Catholic institution, St. John's College places special emphasis on the dignity and worth of every person and the love of truth. Membership in this community carries with it high expectations regarding the ways in which each person will act both within and beyond the institution and its facilities. All members of the College community are expected to honor the following commitments in all their actions:

- A commitment to the highest standards of honesty and personal integrity both inside and outside of the classroom.
- A commitment to treat others in a respectful manner, regardless of differences such as race, ethnicity, socio-economic standing, religion, gender, or sexual orientation.
- A commitment to open discourse and the free exchange of ideas.
- A commitment to mutual care and responsibility in all relationships.
- A commitment to an active concern for the safety, security, and well-being of each individual and of communal and College property.
- A commitment to serve society through education, the encouraging of faith, and the promotion of justice in order to achieve the common good.

## **ST. JOHN'S COLLEGE ORGANIZATION AND ADMINISTRATION**

The governing body of St. John's College is its Board of Trustees which is charged with setting policy and direction for the College. The Office of the President is the central administrative arm of the College and provides guidance and services to support the three academic divisions in carrying out the broad mission and objectives of the College. The following is a list of offices, centers and personnel of St. John's College Junior College

### **OFFICE OF THE PRESIDENT**

Telephone: 223-3732

Website: [www.sjc.edu.bz](http://www.sjc.edu.bz)

#### **President**

Responsibility: The Chief Executive Officer of St. John's College; leadership and management of the entire College, including the High School, Junior College, and Extension Divisions

Email: [president@sjc.edu.bz](mailto:president@sjc.edu.bz) Office: Melhado Hall

#### **Accountant:**

Responsibility: financial management of the College and its divisions

Email: [accountant@sjc.edu.bz](mailto:accountant@sjc.edu.bz) Office: Melhado Hall

#### **Director of Advancement and Alumni Relations**

Responsibility: alumni and advancement projects, alumni association, College development planning

Email: [advancement@sjc.edu.bz](mailto:advancement@sjc.edu.bz) Office: Art Centre

**College Librarian**

Responsibility: information services to support divisional curricula and student professional and personal development needs; promotion of climate which embraces learning

E-mail: [librarian@sjc.edu.bz](mailto:librarian@sjc.edu.bz)

Office: Raszkowski Hall

**ADMINISTRATION OF THE JUNIOR COLLEGE**

Telephone: 223-3731

Website: <http://www.jc.sjc.edu.bz>

Email: [info@jc.sjc.edu.bz](mailto:info@jc.sjc.edu.bz)

Offices: Yorke & Zinkle Halls

**Dean**

Responsibility: leadership, management and development of the Division.

Email: [dean@jc.sjc.edu.bz](mailto:dean@jc.sjc.edu.bz)

**Associate Dean for Academic Affairs**

Responsibility: curriculum development, academic planning, faculty appraisal, academic standards, policies and procedures, and examinations.

Email: [academicaffairs@jc.sjc.edu.bz](mailto:academicaffairs@jc.sjc.edu.bz)

**Associate Dean for Student Services**

Responsibility: recruitment, student support and development, discipline, student emergencies, student government, community service programs, student life, athletics, and social outreach.

Email: [studentaffairs@jc.sjc.edu.bz](mailto:studentaffairs@jc.sjc.edu.bz)

**Director of Admissions and Enrollment**

Responsibility: Admissions, Enrollment, Academic Probation.

E-mail: [admissions@jc.sjc.edu.bz](mailto:admissions@jc.sjc.edu.bz)

**Registrar:**

Responsibility: custody of student academic records, student registration for classes, collection and maintenance of grade information, student performance monitoring, issuing of official transcripts, graduation clearance, maintenance and management of academic records, and preparation of diplomas.

E-mail: [registrar@jc.edu.bz](mailto:registrar@jc.edu.bz)

**Director of Evening Studies**

Responsibility: Liaise between students enrolled in evening session and the Associate Dean for Academic Affairs; Associate Dean for Student Services; and or the Registrar. Supervise activities of evening sessions.

E-mail: [eveningstudies@jc.sjc.edu.bz](mailto:eveningstudies@jc.sjc.edu.bz)

**LIMEX Program Coordinator**

Responsibility: program coordination and promotion.

Email: [mcooper@jc.sjc.edu.bz](mailto:mcooper@jc.sjc.edu.bz)

**Director of Information Technology**

Responsibility: maintenance of computer systems, labs, planning and organizing IT training for all three divisions.

Email: [itdirector@sjc.edu.bz](mailto:itdirector@sjc.edu.bz)

Office: Weber Hall

**Director of the Belizean Studies Resource Center**

Responsibility: promoting a culture of scholarly inquiry across the College, providing historically accurate, constantly updated information resources on Belize, and publishing the *Journal of Belizean Studies*.

E-mail: [belizeanstudies@sjc.edu.bz](mailto:belizeanstudies@sjc.edu.bz)



**Director of the Campus Ministry Office**

Responsibility: direct ministry, community service, service learning, social justice education, liturgical celebrations and services, prayer and faith development activities, student leadership training and development.

E-mail: [campusministry@sjc.edu.bz](mailto:campusministry@sjc.edu.bz)

**Director of the Counseling Center**

Responsibility: individual and group counselling services to students, support to student development and academic success, and wellness education.

E-Mail: [counselling@sjc.edu.bz](mailto:counselling@sjc.edu.bz)

**HISTORY OF SAINT JOHN'S COLLEGE JUNIOR COLLEGE**

St. John's College was established by the Society of Jesus in the year 1887 in Belize City. In 1922 the College was moved to an area outside the city known as Loyola Park. The 1931 hurricane destroyed the College and once again it was brought back to the heart of Belize City on the Holy Redeemer compound. There it remained for twenty years. In the late months of 1952, a new site and new buildings formed a new St. John's College about one mile to the north of the city. Today this site is known as Landivar, named after the Guatemalan Jesuit poet and scholar, Rafael Landivar.

Early in 1952, a two-year program of post-secondary education called Sixth Form, in the British tradition, was inaugurated. The Sixth Form program prepared students for the Advanced Level Examinations set by Cambridge University. Three students made up the first class of the Sixth Form, which was under the direction of Fr. Robert Raszkowski, S.J. The program grew slowly during the first ten-year period. The Sixth Form used the same classrooms and library as the secondary school. During this period, St. John's College Sixth Form was granted the status of an advanced-level (A-Level) school by Cambridge University.

The Sixth Form program at St. John's changed dramatically in the 1960s. The secondary schools in the various districts now had graduates ready for advanced level work. The Sixth Form program at St. Catherine Academy was merged with that of St. John's College. Yearly enrollments grew, and the Sixth Form was moved across the campus to a nearby classroom building and a new science laboratory and began to develop its own library.

In the mid-1960s, in an effort to provide wider opportunities for further education for graduates of the Sixth Form, St. John's College broadened the program of studies so that it met the requirements of the Associate Degree awarded by junior and community colleges in the United States and in 1969 became a member of the American Association of Junior Colleges. In effect this enabled graduates of St. John's College Sixth Form to enter both Commonwealth institutions which require Cambridge University Advanced Level certificates and United States universities as transfer students into the third year of the Bachelor's Degree programs.

In 1996 the Board of Trustees of St. John's College voted to change the name of St. John's College Sixth Form to St. John's College Junior College in recognition of the fact that a tertiary institution had developed which exceeded its "Sixth Form" origins. In 2004, St. John's College made the decision to phase out the Cambridge Advanced Level Exams and introduce the Caribbean Advanced Proficiency Exams (CAPE) offered by the Caribbean Examinations Council (CXC). The switch provided students with a smoother transition from high school studies, which is based on CXC syllabi, and also provided them with a more regionally relevant curriculum.

The addition of three new buildings in the 1980s and 1990s significantly expanded campus facilities: the Science building, constructed in 1981, was shared with the High School for 26 years until the High School built its own science labs in 2007; Raszkowski Hall, built in 1991, houses seven classrooms, the College Library, the College Bookstore, the Office of the Registrar, the Belizean Studies Resource Center, and the College Counseling Centre; and Weber Hall, constructed in 1992, is home to eight classrooms, Paige's Cafe, the LIMEX Office and the Junior College computer labs. In 2001, the Belize Center for Art Education and Cultural

Understanding was added and became home to the arts program of the high school and junior college. In addition the Center also offers community outreach programs and also now houses the Office of Advancement and Alumni Relations. Planning for a new science facility and administrative block is underway.

In August of 1990 St. John's College Junior College established an Evening Studies Program somewhat similar to an earlier effort in the 1970s. The Evening Studies program provided working adults with the opportunity to pursue studies leading to an Associate Degree. In 2006 the School of Professional Studies, incorporating the Evening Studies program, was founded. In 2008 the "day program" of the Junior College was formally organized into the School of Liberal Arts of the Junior College. In 2011 the Junior College was once more administratively and academically organized into a single entity serving both traditional students and working adults.

## **GENERAL INFORMATION ABOUT ST. JOHN'S COLLEGE JUNIOR COLLEGE**

### **JUNIOR COLLEGE MISSION STATEMENT**

St. John's College Junior College is a Belizean, Catholic, tertiary institution in the Jesuit Tradition. Through its commitment to God, academic excellence, humanity and service, St. John's College Junior College aims to foster an atmosphere of respect, growth, and spiritual awareness that will promote the development of multifaceted individuals who love and care for themselves and others, their environment and their community. St. John's College Junior College offers to traditional and non-traditional students an education that challenges the intellect and fosters the development of men and women in the service of others.

### **SJCJC FACTS AND STATS**

- Founded in 1952 as St. John's College Sixth Form
- Catholic, Jesuit, Belizean
- Constitutes one of three academic divisions of St. John's College
- Strong tradition of excellence and service
- Formally changed from Sixth Form to Junior College in 1996

### **INSTITUTIONAL STUDENT LEARNING OUTCOMES**

All academic and co-curricular programs of St. John's College Junior College are designed, implemented and assessed to foster the development of the following knowledge, skills and values in students:

- **Speaking and Writing Skills** - Graduates will use appropriate verbal, visual, nonverbal, written, symbolic, graphical and numeric forms to convey critical and creative thinking in academic, work, family and community settings, for expository, narrative and persuasive purposes.
- **Quantitative Skills** - Graduates will use concepts of quantity and space and associated reasoning methods to interpret, analyze and explain issues in quantitative terms.
- **Comprehension Skills** - Graduates will attend to, receive, interpret and respond appropriately to verbal, visual, nonverbal, written, symbolic, graphical and numeric forms in academic, work, family and community settings for literal, inferential, insightful and critical comprehension.
- **Critical Thinking and Problem Solving** - Graduates will use comprehension and quantitative skills in new situations to analyze problems, conceptualize theses, develop arguments, gather and weigh evidence, derive conclusions and solutions and evaluate consequences.
- **Information and Technological Literacy** - Graduates will access and process information from multiple sources using appropriate information technology applications. Graduates will demonstrate the

computer skills necessary to achieve professional, educational, and personal objectives in a dynamic, technologically progressing society.

- **Personal and Interpersonal Skills** - Graduates will exhibit sense of purpose, lifelong learning, integrity, diligence, perseverance, teamwork, and respect for diverse peoples and cultures. Graduates will apply self-assessment, reflection and improvement strategies to their physical, emotional, intellectual, social and physical well-being.
- **Aesthetic Sensitivity** - Graduates will produce, respond to, value and enjoy forms of artistic expression.
- **Spiritual Integrity** - Graduates will search for truth, have a clear sense of their own spiritual values, and evaluate the significance of faith traditions and spiritual formation in decisions. Graduates will possess high ideals and goals that motivate their actions so that they are seen to be persons whose presence in this world reflects the love of God for mankind.
- **Ethics** - Graduates will demonstrate the ability to make ethical and moral decisions and will be able to articulate and practice right conduct and understand the impact of their behavior on others. Graduates will be able to act in accordance with the principles of honesty, fairness, objectivity, responsibility, respect, and compassion and apply these values to decision-making.
- **Citizenship, Leadership and Commitment to Justice** - Graduates will demonstrate responsibilities of living in community with others and the natural environment. Graduates will be informed, ethical participants in the wider community, Belize, the region and the world. Graduates will be positive change agents both alone and in cooperation with others towards creating a more just world.
- **Disciplinary Grounding** - Graduates will demonstrate a solid grounding in discipline-specific knowledge with understanding, skills and habits of mind in their chosen field of study.

## OVERVIEW OF DEGREES AND CERTIFICATES

- **Associate in Arts Degree**
  - Humanities
    - Commercial Graphic Design
    - Fine Arts
    - Literature and History
    - Early Childhood Education
    - Primary Education
  - General Studies with no major and General Studies with major in one of: Accounting, English, Graphic Design, Literature, or Tourism.
  - Social Sciences
    - Criminal Justice
    - History and Economics
    - Psychology and Sociology
    - Sociology and Economics
  - General Studies with major in one of: History, Economics, History, Psychology, or Sociology.
- **Associate in Science Degree**
  - Business
    - Business Administration
    - Business Administration with a major in one of: Accounting, Economics, or Tourism
  - Computer Science
    - Computer Information Systems
    - Computer Networking
    - Computer Science and Mathematics
  - General Studies
    - General Studies with major in one of Computer Networking, Biology, Chemistry, or Mathematics

- Natural Science and Mathematics
  - Biology and Chemistry
  - Biology and Chemistry with Mathematics
  - Environmental Science
  - Physics and Mathematics
  - Physics and Mathematics with Chemistry
- Associate in Individualized Studies Degree
- Certificate in Christian Leadership

## **PARTNERSHIP PROGRAMS**

- Associate to Bachelor's Degree Program through Regis University (online)
  - Accounting, Business Administration, Business Technology Management, Communication, Computer Information Systems, Computer Networking, Computer Science, Criminology, Finance, Human Resource Management, Marketing, Public Administration
- Graduate Degrees – by Loyola University New Orleans through the LIMEX program
  - Pastoral Studies or Religious Education

## **ACCREDITATION AND AFFILIATIONS**

On 9 August 1966 the Government of Belize, through Cabinet action, approved the Associate Degree awarded by St. John's College, and made the approval retroactive to June 1966 to include the first class that was awarded the degree. In 1969 St. John's College was granted membership in the American Association of Junior Colleges. The college is now a member of the Association of Tertiary Level Institutions of Belize (ATLIB), the Association of Caribbean Tertiary Institutions (ACTI), the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE), the American Association of Community Colleges (AACC), and the Consortium for Belize Educational Cooperation (COBEC), an association founded in the 1980s to form linkages between Belizean and US colleges and universities to strengthen and expand capabilities in higher education in Belize. The college is also affiliated with the Association of Jesuit Colleges and Universities (AJCU) in the United States. Both the Primary Education and the Early Childhood Education Programs are recognized by the Joint Board of Teacher Education (JBTE) and endorsed by the Belize Board of Teacher Education (BBTE).

## **ALUMNI RELATIONS**

Upon being admitted to St. John's College Junior College, each student is considered an "alumnus or alumna in training" and is eligible for future membership in the St. John's College Alumni Association and can look forward to formal induction at the time of graduation. Students may view the work of the Alumni Association with the expectation and pride that they too will become members, and in preparation for membership, are invited to visit the Office of Advancement and Alumni Relations to learn more about the work of alumni which enables the College to fulfill its mission while providing opportunities for networking, service, and professional development. They may also volunteer to assist in planning special events and class reunions, publicizing the programs and mission of the College, and supporting fundraising activities and capital drives.

## **ADMISSION**

St. John's College Junior College is interested in candidates who have earned diplomas from recognized four-year secondary schools or have earned equivalent certification and who give evidence of capacity for continued growth, sensitivity to the moral and spiritual dimensions of life, and willingness to undertake rigorous academic

work and personal development activities at the tertiary level. In addition, St. John's College Junior College seeks to enrol students who will uphold the ideals which the College values and become fully involved in the College community, contributing to the intellectual growth of this community while pursuing their own personal growth and development. St. John's College Junior College welcomes applications from men and women of character, ability, and motivation and offers admission to students without prejudice to race, gender, religion, or socioeconomic status. The admissions policy of St. John's College Junior College gives fair educational opportunity in accordance with the Constitution of Belize prohibiting discrimination on grounds of sex, race, place of origin, political opinions, color, or creed.

## **ADMISSION AS A TRANSFER STUDENT**

Students who are in good standing at another post-secondary institution within or outside of Belize may be admitted to SJCJC as transfer students if they submit an application form, and follow the application procedures and are accepted by the admissions office.

Transfer credits will only be considered for courses in which grades of **C** or better were obtained. Not more than **thirty (30) credit hours** toward the SJC degree will be allowed for work done at another junior college, college or university. Courses completed ten (10) or more years before the date of application cannot be transferred. Students transferring into any degree program at St. John's College are warned that a course with the same name from another institution is not automatically transferable. The Office of Academic Affairs in consultation with the Office of the Registrar will review the respective course descriptions, course objectives and course content to determine course equivalency and transferability.

## **ADMISSION AS A TRANSIENT STUDENTS**

Any person who has earned a high school diploma or GED and is not currently enrolled in a degree program at St. John's College may request permission from the Director of Admissions and Enrollment to register as a transient student.

The transient student may be enrolled at another post-secondary institution and may be intending to transfer credits to that institution, may be seeking to meet the admissions requirements for St. John's College as specified by the Director of Admissions and Enrollment or may be seeking to enroll in courses at St. John's College for personal satisfaction.

A transient student is limited to taking 12 credit hours of classes per semester, or 4 non-credit courses, or any combination that does not exceed 12 credit hours or 4 courses per semester.

Transient students who wish to matriculate into a degree program must apply to do so before earning 12 credits. The 12-hour credit limit shall include all credit hours attempted by the student. If a student fails a class, those hours will be included in the 12-credit hour limit. Acceptance to a degree or certificate program is not guaranteed and the applicant must follow the regular procedures for application to degree or certificate programs.

A transient student cannot transfer credits above the 12-credit hour limit to a degree program.

Students who have been denied admission to the College cannot enroll as transient students without the permission of Director of Admissions and Enrollment. A transient student's registration will be withdrawn if it is discovered subsequently that he or she has been denied formal admission and is enrolled without the permission of the Director of Admissions and Enrollment.

## ADMISSION AS A MATURE STUDENT

Any person 21 years of age or older who has not fulfilled the normal criteria for admission to a degree program may be considered for admission to St. John's College Junior College with mature student status. The applicant must have achieved at least one of the following::

- a. a high school diploma
- b. grades 1 - 3 on three (3) CXC examinations at the General Proficiency level (including Math and English) **OR** grades A - C on three (3) GCE O'Level examinations or equivalent, (including Math and English) **OR** three RSA (3) passes at the Intermediate or Advanced Levels (including Math and English);
- c. a GED certificate;
- d. a First Class Teacher certificate;
- e. at least three (3) years of work experience **and** completion of a certificate program at a post-secondary institution and earned a grade of **C** or better on every course completed;
- f. at least three (3) years of work experience **and** completion of an adult and continuing education program, earning a cumulative **C** average or **2.00** GPA or better.

Applicants considered for admission with mature student status will be required to attend an interview with the Director of Admissions and Enrolment

## ADMISSION OF APPLICANTS WITH CRIMINAL HISTORY

All applications for admission include the question about whether or not the applicant has ever been charged with a criminal offense. If the applicant answers "yes" to this question, then he/she will receive via mail a letter from the Office of Admissions and requesting further information.

This information is requested to better inform the College of the nature of the applicant's involvement with infractions of the law and consequently whether an applicant poses any risk to the school community. An applicant may be denied admission to the College if the review indicates a potential threat to persons or property of the school community.

## COMPLETING THE ADMISSIONS PROCESS

Applicants who are accepted to St. John's College Junior College receive **provisional** acceptance only until they meet the obligations outlined below. Failure to fulfil these obligations by the stated deadlines may result in acceptance being revoked or in registration being blocked.

1. Sit placement exams as stipulated.
2. Complete and submit the Confirmation of Acceptance Form together with the Confirmation of Acceptance fee by the stipulated deadline.
3. Submit a certified copy of the high school diploma or equivalent certification
4. Attend Orientation.
5. Register and enrol for the school semester for which acceptance was granted or apply for a deferral from the Office of Admissions and Enrolment
6. Submit a copy of CXC statement of results as soon as it is available.

## RE-ADMISSION

Students who are accepted to a degree program at St. John's College Junior College must enroll during the academic year for which they have been accepted unless they have been granted a deferral. Enrolment is defined as registering for a minimum of one (1) course per semester.

Students who do not wish to enroll for any courses during an entire academic year must file an official Leave of Absence request to maintain enrolment status. Any student who does not maintain enrolment status and wishes to re-enroll must apply for readmission.

Students placed on academic dismissal are not eligible to apply for readmission to the Junior College until a minimum of two academic years have elapsed from the date of dismissal. Readmission after academic dismissal is not automatic and is at the discretion of the Dean.

Students seeking readmission must submit a standard application form to the Office of Admissions and Enrollment.

Readmitted students are governed by the academic requirements stated in the Academic Bulletin in effect at the time of re-entry. When a student is readmitted, credits for courses in which a grade of "C" or better was earned will be counted toward degree requirements but credits earned ten (10) or more academic years before the date of readmission will not be carried forward. Calculation of the readmitted student's grade point average will begin at the time readmission is gained. Readmitted students, who require four or fewer courses to graduate and who wish to complete under their original program must apply to do so in writing to the Associate Dean for Academic Affairs.

# STUDENT POLICIES, PROCEDURES AND CODE OF CONDUCT

## INTRODUCTION:

St. John's College Junior College seeks to safeguard the rights of each student as well as instill in each student an understanding of and appreciation for responsible action. Each student, by virtue of his/her enrollment at St. John's College Junior College, is entitled to certain rights and must accept the responsibilities accompanying these rights. In order for the student body to function in an atmosphere where the rights of its members are respected and the spirit of community is nurtured, each student must also accept responsibility for his or her actions.

## STUDENT RIGHTS:

Each student at St. John's College Junior College shall have the following rights:

- ✓ the right to respect at all times of his/her integrity, personal reputation and property; the right to study, socialize and function in an atmosphere of mutual respect;
- ✓ the right to an education hallmarked by professional instruction for the transmission of knowledge, the discovery of truth, and the development of the intellectual, social and spiritual capabilities;
- ✓ the right to exercise freedom of discussion, inquiry and expression as a means of developing habits of critical thinking and a means for enhancing capacities for critical judgment;
- ✓ the right to appropriate opportunities and conditions of learning in all aspects of student life, including opportunities for leadership among the student body; and
- ✓ the right to be treated with equal favor, to privacy - especially in the conduct of service requiring the use of information by school personnel - and the right to a system of discipline with a focus on the individual needs of students.

## SJCJC - STUDENT CODE OF CONDUCT:

### Introduction to the Code of Conduct

The Student Conduct Code seeks to encourage students to contribute to the creation of a climate that builds a sense of individual responsibility and self-discipline. It aims to provide guidelines for student behavior in order that all members of the student body can exercise self-control and discretion in their daily school lives and yet be afforded freedom of expression and activity. In educating for responsible behavior, disciplinary proceedings play an important role, although the College's primary emphasis in the service to students is on guidance, counseling, advising and example; students are expected to behave in a manner which promotes the educational purposes of the College.

Any act which violates any stated student right or any tenet of this code of conduct will merit a disciplinary response. Any act that results in the violation of national laws for which a student may be detained by the police will prompt appropriate administrative investigations. In the event that there arises ambiguity or need for clarification, such interpretation or clarification will be determined at the discretion of the Dean or the Associate Dean for Student Services.

### Purpose:

In order for the student body to function in an atmosphere where the rights of its members are respected and the spirit of community is nurtured, the Student Conduct Code is established for the preservation of these rights which are central to the College's mission.



**Jurisdiction:**

This code applies to on-campus and off-campus conduct of all students and registered student organizations in direct connection with:

- Academic discourse requirements or any credit-bearing experiences such as field trips, internships, seminars, forums, lectures or student teaching.
- Any activity in support of pursuit of a degree such as research at another institution or a professional practice assignment.
- Any activity sponsored, conducted or authorized by the College or by registered student organizations.

Students are subject to Belize law and violations of those laws may also constitute violations of the code of conduct. In such cases the College may proceed with College disciplinary action under the code independently of any criminal proceeding involving the same conduct and may impose sanctions for violations of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

**PROHIBITED ACTS**

The following actions demonstrate a lack of respect and will not be condoned by the Junior College.

**Lack of Respect for the Safety of Others:**

1. Actions that could result in harm to the physical or emotional well-being of others;
2. Acts of physical assault, intimidation, or bullying;
3. Any form of harassment or pranks, including actions that could result in physical or emotional harm, ridicule, embarrassment for others, hysteria, common panic, or alarm;
4. Discriminatory statements, implied, expressed or circulated through verbal, written or electronic means which injure the reputation of others and cause persons to be regarded with feelings of hatred and/or contempt;
5. Reckless driving, speeding, or car surfing on or off campus, including, but not limited to: campus grounds, campus roads, campus parking lots, public parks, public feeder roads, major highways and public streets;
6. Offensive statements, expressed or circulated through verbal, written or electronic means which injure the reputation of others and cause persons to be regarded with feelings of hatred and/or contempt
7. Riding bicycles on verandahs and on walkways;
8. Sexual harassment, defined as unwelcome verbal or physical conduct of a sexual nature including, but not limited to, the deliberate making of unsolicited gestures or comments, unwelcome sexual advances or requests for sexual favors or the deliberate display of offensively sexually graphic material which is not necessary for institutional purposes;
9. Abusive behavior, which may include but is not limited to: swearing, verbal or physical threats to any member of faculty, administration, student body, or staff of the College; and
10. Maliciously sharing or publishing on the World Wide Web or any other network any degrading material which may result in physical, mental or emotional harm of others or to the college's reputation.

**Lack of Respect for the College Community:**

11. Smoking on campus or within college jurisdiction, for example while on a field trip;
12. Consuming, possessing, selling or being under the influence of alcohol, illegal or controlled drugs, medication in non-therapeutic doses, pornography or any other harmful substances or images on campus or within college jurisdiction;
13. Possessing, bringing, or attempting to bring onto campus any weapon, including knives, and or any legally prohibited item;
14. Performing acts of vandalism, such as the destruction of the property of the school; this may include but not is limited to defacing of furniture, marking of walls, and littering;
15. Gambling on campus or within college jurisdiction;
16. Violating of the student dress code;

17. Unauthorized use of the school logo or name or campus facilities;
18. Intentionally using authorized student identification for fraudulent purposes, including but not limited to furnishing ID card to a third party;
19. Playing sound by the means of radios/IPODS/Cell Phones/MP3/MP4 players/laptops/portable DVD or CD players on campus, without the use of earphones, except when authorized to do so;
20. Loitering outside of lecture halls and in hallways, making loud noises while classes are in session;
21. Inappropriate display of affection on campus such as kissing, heavy petting, sexual intercourse, sexual contact;
22. Displaying or distributing on campus sexually explicit material which may include but is not limited to photos, videos, words, signs, digital images, animated depictions;
23. Unauthorized entry to College premises, facilities or properties;
24. Loitering in the parking lots, in and around parked vehicles;
25. Abusive language offensive to the dignity of persons, including vulgar or obscene language; and
26. Participation or involvement in criminal acts of violence, theft, or destruction of property.

Lack of Respect for Community Authority:

27. Failing to comply with reasonable directions of college officials, including security officers, faculty and staff acting in performance of their duties; and
28. Failing to produce college identification on request.

### **SJCJC STUDENT DRESS CODE:**

St. John's College Junior College strives to be a community of courtesy, considerateness and respect. Students are required to adhere to the prevailing standards of good judgment in their choice of attire and are expected to conduct themselves in a way that best represents themselves and the college. While the following explicit guidelines are provided the Associate Dean for Student Services reserves the right to forbid any other attire the school deems inappropriate.

- o Dresses, skirts, and trousers must fall below the knee;
- o Shirts, blouses, and dresses must have sleeves. Strapped, strapless, halter top, low-cut, tank tops, and undershirts used as outer-wear are not allowed;
- o Tops should be long enough to cover belly and lower back even when seated;
- o Sagging and excessively baggy trousers are not allowed;
- o Underwear should not be visible;
- o Obscenities or depictions of drugs, hate, or violence on clothing or jewelry are not allowed; and
- o Appropriate outdoor footwear should be worn at all times.

### **CAMPUS FACILITIES AND USAGE POLICIES**

St. John's College considers the physical environment an important dimension of its work of providing quality educational services to students and an important consideration in the plan for the community life of the College. Students wishing to use College facilities must seek approval from the Associate Dean for Student Services. Students will be held financially responsible for any damage to property or equipment which results from its usage.

**Eating and Drinking** in the following facilities has been prohibited in order to maintain sanitary upkeep of these areas:

- o The College Library
- o Classroom Lecture areas (Raszkowski Hall, Weber Hall)
- o The Center for Student Involvement (Student Center – Zinkle Hall)
- o Computer and Science Labs
- o The Art Center

## **CAMPUS SECURITY POLICY**

All members of the College community are required to wear SJC identification cards in plain view at all times while on campus. Security booths are located at the two main entrances to the campus, one at the High School entrance and one near the Marion Jones Stadium.

The security and safety of students on campus is the responsibility of all members of the College community. The College administration encourages all students to assume responsibility for looking after each other. Students are expected to comply with the following:

- immediately report any observation of strangers on campus to the nearest source of help, including the security guard, faculty members, other students, or the Student Services Office;
- bicycles are to be kept securely locked in the bike racks at all times; any bicycle found parked on a walkway, verandah, classroom, or corridor will be impounded; students are to provide secure locks to ensure safety and security of their bikes;
- for the safety of pedestrians, bicycle riding is prohibited on walkways or verandahs;
- vehicles must be locked at all times; items will not be replaced by the College if stolen or damaged; and
- any incident of mugging, robbery or violence should be reported to the security guard and the Student Services Office immediately so that the law enforcement authorities can be appropriately notified.

Vehicles brought onto campus are subject to search and inspection if there is reasonable cause to suspect that evidence of a violation of the school rules or the law will be revealed by the search.

## **CAMPUS ACCESS POLICY**

All students and faculty need to get a vehicle pass at the beginning of the academic year at the Student Affairs Office. Students who wish to drive their vehicles with unrestricted access to campus during the normal course of the school day must make their payment to the Office of the President. The pass must be visibly displayed on the rear-view window in the car.

Any student who gives his or her campus access ID pass to another person to be used in another vehicle will be subject to disciplinary action of fraudulently deceiving the security. The vehicle in which the campus access ID pass was fraudulently displayed will be placed on a list of vehicles banned from accessing the campus for the remainder of the semester.

## **IDENTIFICATION CARDS**

All students are required to hold an official SJC photo identification card during the time of their enrollment. The student ID card is non-transferable and should be visibly worn by the student at all times while on campus. This card is required for social events and for use of library and computer lab facilities. All photo IDs are taken at the time of registration and are validated for two years, color coded by program of study or school and distributed through the Student Services Office. ID cards are the property of the College and may be taken away at any time. Students are required to show their ID cards to security personnel, faculty, staff, administrators and student council members upon request.

## **ILLNESS POLICY**

Students who become ill on campus are expected to notify anyone - a faculty or staff member, a student, or a security guard - immediately in the area so that help can be provided. Such incident of illness should be reported to the Student Services Office.

Any student suffering from any contagious disease or complaint deemed by medical authorities likely to be injurious to the health of other students in the school must stay away from school until a certificate from a doctor is presented verifying that the student is fit to return to school.

## **POSTING AND DISTRIBUTION OF LITERATURE**

Information posted on bulletin boards is provided exclusively for students. Such information includes notices addressed to students through College offices, student organizations, the Student Government, and, periodically, by members of the general student body. Notices require approval by the Student Services Office for their posting. Any student who defaces a sign or tampers with notices will be subject to disciplinary action. Approval must be obtained from the Student Services Office for any flyer to be distributed to the student body. Magazines, newspapers or notices to be posted on College bulletin boards are subject to inspection by the Associate Dean for Student Services.

## **MATERNITY POLICY**

Pregnant students are responsible for reporting their pregnancy to the Dean, the Associate Deans for Academic Affairs and Student Services, and their teachers, so that discussions about any changes that may be necessary to their academic programs may take place in a timely way.

## **SALES AND PRIVATE BUSINESS POLICY**

No sales or private business on campus by students may be conducted without the approval of the Associate Dean for Student Services. No student may carry on any form of business undertaking on campus without such approval.

## **SCHOOL TRIP POLICY**

Student trips that have specific educational advantage for the students are encouraged by the College. The proper management of trips safeguards the safety and well-being of each student going on a trip while meeting guidelines prescribed by the Ministry of Education. All school trips coordinated by student organizations must be approved by the Associate Dean for Student Services in consultation with the Dean. A trip planned by an individual student or a group of students on their own, without specific communication channeled through the Student Services Office, will not be considered a school trip. In those instances the name of the College must not be used as the College does not assume responsibility in matters connected to such a trip.

Procedures to be followed for school trips include the following:

- Written communication by the trip organizers must be made to the Student Services Office; a determination of the purpose of the trip must be made;
- Written approval must be given by the Associate Dean for Student Services to the trip organizers to proceed with the necessary plans and preparations;
- The trip organizers must demonstrate a willingness to assume various responsibilities, including the following:
  - organizers must be willing to carry out specific roles of coordinating all aspects of the trip, including supervising students and ensuring adherence to expectations of student conduct;

- organizers must obtain from each minor student a permission note legitimately signed by parents or guardians; and
- organizers must review and submit a checklist outlining major considerations for proper organization of trips.

Forms for school trips may be obtained at the Student Services Office.

## **SOLICITATION/FUNDRAISING**

No solicitation or fundraising may be conducted by students without the approval of the Associate Dean for Student Services (who will seek such approval on the students' behalf through the Office of the President). No student may use the name of St. John's College to solicit financial or other contributions. (Refer to policy on forming student organization/clubs.)

## **USE OF SCHOOL NAME AND LOGO**

No individual student or student organization may use the name or logo of St. John's College, in any print or electronic or other communication medium, to express any views or promote any activity or function on- or off-campus without the written authorization of the Associate Dean for Student Services.

## **VISITOR POLICY**

As a way of safeguarding the general interests of students, with attention to both the safety of students and the integrity of the College community, the College administration has developed the following policy on visitors.

Any visitor wishing to see a student must report to the appropriate security booth and leave a picture ID such as a social security card or driver's license. They will then be given a guest pass. Thereafter the visitor must report to the Office of the Dean, the Associate Dean for Student Services or the Director of Evening Studies in order to be put in contact with the student they are intending to visit. The visitor must never go straight to the class or location where the student may be. This policy applies only to the friends or family members of students and not to those persons invited to the College by students and faculty as guest presenters, project facilitators, etc.

Visitors must be escorted by the person they are visiting at all times. It is the responsibility of the students to inform their guests of this policy and to ensure that they comply with it. All visitors on campus are expected to comply with all school policies.

## **DISCIPLINARY PROCEDURES AND APPEAL:**

St. John's College is committed to maintaining an atmosphere of mutual respect and safety. All violations of the Student Conduct Code and College policy must be reported to the Associate Dean for Student Services who keeps such reports of incidents on file for the duration of the student's enrollment at the College.

The college seeks to preserve flexibility in the imposition of sanctions so that each student or group offender is afforded the greatest possibility for appropriate and just treatment. Significant mitigating

or aggravating factors shall be considered, which may include the current demeanor and the presence or lack of a disciplinary or criminal record of the offender, as well as the nature of the offense and the extent of any damage, injury, or harm resulting from it. All serious/major violations are reviewed by a disciplinary committee.

In situations that may involve violation of Belize law, the Associate Dean for Student Services or the Dean will notify the police.

## **PENALTIES FOR VIOLATING THE STUDENT CODE OF CONDUCT**

Whenever it has been determined that a student has violated the Student Conduct Code or College policy, any one or a combination of the following penalties may be imposed by the Associate Dean for Student Services or the Dean. The penalty to be imposed is determined by the severity of the violation and previous history of student misconduct. Sanctions may include

**Verbal Warning:** Reported verbal reprimand.

**Censure:** An official written reprimand for violation of specified regulations, including a warning that continuation or repetition of prohibited conduct will be cause for additional disciplinary action.

**Disciplinary Probation:** The College may limit and /or monitor student participation in academic, privileged, or extracurricular activities for a specified period of time. Violation of the terms of disciplinary probation may result in suspension or expulsion from the college.

**Suspension:** Exclusion from classes and other privileges or activities, including access to college premises or college-sponsored activities off campus, as set forth in the notice of suspension, for a specified period of time.

**Expulsion:** Termination of student status and exclusion from college privileges and activities, including access to college premises or college-sponsored activities off campus, in perpetuity.

**Restitution:** Repayment to the college or to an affected party for damages, loss, or injury resulting from a violation of the Code.

**Other Sanctions:** Other sanctions may be imposed instead of or in addition to those specified above. For example students may:

- be subject to restrictions upon or denials for college parking privileges for violations involving the use or registration of motor vehicles on campus;
- be assigned service projects;
- be directed to have no contact with other students and/or may be forbidden to access specified areas of campus.

Where behavior raises concern counseling sessions are mandatory.

### **Procedures for Addressing Violations:**

1. When any violation of the Student Conduct Code has been reported to the Student Services Office, the Associate Dean for Student Services first documents the violation, writing down the time, date, place, and description of the act, and then collects evidence and pertinent details for the files.
2. The Associate Dean for Student Services then meets with the student as soon after the incident as possible. In the meeting, the Associate Dean a.) informs the student of the accusation, b.) reviews the evidence with the student, and c.) allows the student to present evidence or comment on the evidence that has been presented. In cases where substantial grounds exist to accuse a student of use of illicit drugs or alcohol, the Associate Dean may require the student to undergo an alcohol breath analyzing test or a laboratory substance

screening, at the student's expense. Refusal to submit to such test or screening may be grounds for immediate suspension or dismissal.

3. After the meeting with the Associate Dean, the student is given up to two instructional days in which to respond to the evidence presented or to present evidence in his or her favor.
4. The Associate Dean then determines, based upon a preponderance of evidence (which may include the student admitting to committing a violation of the Student Conduct Code), whether or not a violation of the Student Conduct Code has taken place.
5. The Associate Dean then informs the student in writing of the determination and the penalty. The student, in writing, acknowledges receipt of the communication.

### **APPEAL PROCEDURES:**

A student may choose to appeal decision of the Associate Dean for Student Services. The steps in the appeal process are:

1. The student files a written appeal to the Dean within two (2) working days of the date of receipt of the written notice of the determination and penalty. The appeal should clearly state the grounds upon which the appeal is based.
2. Within two (2) working days of receiving the written appeal, the Dean reviews the evidence and reaches a determination. Three determinations are possible: 1) uphold initial determination and penalty; 2) dismiss initial determination and penalty, or 3) uphold initial determination and impose new penalty.
3. The Dean informs the student in writing of the determination. The student, in writing, acknowledges receipt of the communication.
4. The student may appeal the Dean's determination to the President. The student must file a petition for review with the President within five (5) working days of the date of receipt of written notification of the decision of the Dean. The President reviews the written records and issues a written decision. The President's decision is final.

### **Petition for Review:**

A petition for review is a formal written request from a student to the President of St. John's College that the response to an appeal be reviewed. A petition for review will be considered only when one or more of the following three conditions exist:

- There is new and significant evidence which was not available for the appeal and which may further clarify and support the defense of the student.
- There is clear reason to believe that the penalty imposed is inconsistent with the seriousness of the violation.
- There is substantial credible evidence that the consideration of the appeal was not fair or impartial, or that the established process was not followed.

The petition for review must be submitted in writing within the timeframe specified in the Student Handbook and must state the grounds or reasons for review. A copy of the written decision of which review is requested must accompany the petition.

## **STUDENT GOVERNMENT**

Student governance invites students to self-directed activities that develop leadership through

practice and promote empowerment through service. The Student Government is recognized by St. John's College as the official organization representing the collective views of the entire student body on all matters of interest. Accordingly, the Student Government, mandated by provisions of a constitution and by-laws, provides the means for a clear and continuous exchange of ideas between the students and the faculty and the College administration. In this way, all students can contribute to the College decision-making and policy-formulating processes on matters of student concern.

The Student Government is constitutionally organized around two major branches, namely the officers elected at large by the student body and student officers elected by department memberships. The Student Government serves the mission of St. John's College by:

- (a) listening to student concerns;
- (b) representing student concerns to other students, faculty, staff, and administrators; and
- (c) coordinating and promoting a diverse program of entertainment and educational activities for the Junior College's diverse student body.

It is worthy to note that although members of the Student Government are both directly and indirectly involved in service to the school community on behalf of all students, their involvement can only be as good as the commitment demonstrated by each student to the well-being of the entire student body. Thus, the College encourages students to commit themselves to service in action that affirms a vision of life essential to creative student development.

Students wishing to run for Student Government should visit the Student Services Office

## **STUDENT INFORMATION AND SERVICES**

St. John's College Junior College aims to provide quality service that considers the good of its students its chief administrative responsibility. Providing students with instant information about all aspects of administrative support enables all students to have equal access to the work of Junior College personnel.

### **Changes in address or telephone number**

Each student is responsible for notifying the Office of the Registrar of changes in address or telephone numbers.

### **Community Service**

Community Service is organized by the Student Services Office where information regarding community service projects is available. Each student must register for community service, obtain a community service card, get information regarding current community service projects, and visit the Student Services Office.

### **Health Emergencies**

If you feel sick or notice someone who is ill or injured contact the Student Services Office; however, while the Student Services Office has primary responsibility for emergencies, any member of faculty, staff or administration can provide assistance.

### **Lost and Found**

Every month a lost and found item list is posted on the SSO bulletin board located in Zinkle Hall. To claim an item, visit the Student Services Office and present a valid ID.

Please note: *St. John's College is not responsible for any items stolen or lost on campus. Full responsibility for unattended items left in classrooms and College facilities lies solely with the owner.*



## **Mail and Deliveries**

Visitors are not allowed to disturb classes. If you need something to be delivered to you, contact the Student Services Office to make arrangements.

## **Scholarships for Further Study**

Information about scholarships and financial aid for further study is made available by the Dean's Office and the Student Services Office.

## **Student Clubs and Organizations**

There are a large number of student clubs and organizations on campus. Students who wish to start a new club or organization must submit an "Intent to Organize" form to the Student Services Office.

- **B.I.O.N.I.C.:** An organization of students who are trained by the Counseling Center to assist their peers with various social and personal issues that may arise and to assist the counselors in providing psycho-educational information and workshops about social issues affecting the student body.
- **Dance Clubs:** Two dance clubs are active on campus. The Tap-a-di-line Dancers perform a wide range of modern and cultural pieces.
- **Drama Club:** The Drama Club performs skits for variety shows and also puts on its own productions, exposing the talents of the Club's members while conveying positive messages. In addition, the Drama Club is concerned about creating a friendly environment where members will feel free to socialize with everyone else while acting as well as on campus.
- **Ecology Club (GECO):** Increasing environmental awareness is the main objective of the Ecology Club. This is done by means of guest speakers, educational trips, clean-up campaigns, and work with primary and secondary schools on environmental projects.
- **Literary Club (20 Famous Last Words):** The Literary Club allows members an avenue for artistic literary expression as well as a forum for criticism and sharing of the full spectrum of literature. Members meet to share pieces of their own writing or to share the writing of some other writer that they find impressive, stimulating, controversial, and worthy of group discussion. The Literary Club publishes a collection of select work of its members, known as Metamorphosis.
- **Newspaper Club (Verbatim):** The Newspaper Club provides the school with an informative, educational, interesting, and exciting newspaper known as "Verbatim". This newspaper highlights issues of concern to students as well as entertains and informs.
- **Peer Ministers:** This is a training program that focuses on social and spiritual growth, as well as leadership and personal responsibility. Peer Ministers perform numerous hours of community service and add to the spiritual dimension of the College through their assistance with the planning of liturgies, retreats and other activities.
- **HOPE- Helping Ordinary People Every Day:** This is a student tutorial service in which student volunteers assist the SSO in helping those students who might be facing challenges in the classroom in areas of Writing, Mathematics, Literature and History.
- **Yearbook Club (Pandanus):** The yearbook serves as an exciting account of the year's activities on/off campus. The Yearbook Club works to produce the SJCJC "Pandanus" which displays campus and academic life. The Yearbook Club seeks the active participation of students, faculty, and staff.

## **Athletics and Sports**

Student athletes are encouraged to contact the Athletics Coordinator in the Student Services Office or the Sports Director of the student government to participate in sports competitions. Various opportunities for participation include:

1. ATLIB Sports: Competitions in volleyball, basketball, football and softball among the junior colleges and universities in Belize yearly.
2. Intramural Sports: Intramural competitions in volleyball, basketball, football, marathons, other games, and events among the Junior College departments, particularly Sports Day.

## **STUDENT SUPPORT AND RESOURCES**

St. John's College provides an array of services and resources to support the full and constructive engagement of students, faculty, and staff in the college community. Designed to support the academic mission of the school, all the student resources focus on enhancing scholarship, promoting wellbeing, encouraging personal as well as professional development, and stimulating intellectual vitality. The programs and services offered by the Belizean Studies Resource Center, the Campus Ministry Office, the College Library, the Counseling Centre, and the Art Centre are integral to and invite involvement in fulfilling the college mission of enhancing personal growth through education.

### **Belize National Center for Art Education and Cultural Understanding**

The Center teaches a cross-section of subjects in the Fine Arts.

The ground floor of the Center has a ceramic and sculpture studio, gallery and a kiln room. The first floor includes the drawing, painting, printmaking, and graphic design studios.

The courses offered at the Art Center are accessible to students from other educational institutions at both the secondary and post-secondary levels. Specific courses are also offered to members of the public.

### **Belizean Studies Resource Centre**

The Belizean Studies Resource Center was established at St. John's College in 2001 to offer three main services to the Belizean community. These are:

- the publication of the *Journal of Belizean Studies* and other occasional publications which promote a deeper understanding of Belize's historical, socio-cultural, socio-political, and socio-economic issues;
- a resource center for research on Belizean history and culture; and
- outreach programs to help the public better understand and appreciate Belizean history.

### **Campus Ministry**

Guided by the Catholic and Ignatian tradition, Campus Ministry serves people of all faith by:

- discovering the spiritual needs of students and faculty both in and outside the classroom;
- providing the College community with opportunities for worship, study, pastoral counseling and other faith formation activities both Catholic and ecumenical;
- offering direct ministry, community service, service learning, social justice education, liturgical celebrations and services, prayer and faith development activities, and student leadership training and development;
- working collaboratively with all College divisions to foster the College's Catholic identity, mission and heritage;
- fostering a College atmosphere of inclusion of all faiths through liaison with various religious groups; and
- encouraging a College atmosphere of nonviolence and global concern by offering retreats, liturgies and other activities in integration with divisional academic programs.

### **College Library**

St. John's College Library promotes learning, teaching and scholarship by providing materials and resources that promote the curriculum of all academic divisions and also by providing reading materials for professional development and personal interests.

The library contains over 11,000 books, reference and circulating collections, local newspapers and periodicals. There is also a continually updated vertical file as well as access to numerous websites and databases. Photocopying and computer printing are also available.

### **Counseling**

St. John's College has a Counseling Centre which provides services to St. John's College students in all three academic divisions. The mission of the Counseling Centre is to ensure the development of the whole person emotionally, socially and psycho-educationally. It also provides students with wellness and counseling services aimed at maximizing personal growth and development. These services include a wide variety of preventive, curative, psycho-educational, and crisis management activities. The Counseling Centre provides a safe and comfortable environment for all students.

Any student of St. John's College may access the counseling services provided by the Centre, either by making an appointment or dropping in. Students may also be referred by teachers, administrators and/or parents. Referral forms are available from the Dean's Office, the Student Services Office, the Counseling Centre, and online on the Counseling Centre webpage on the College website at [www.sjc.edu.bz](http://www.sjc.edu.bz) or may be requested by email at [counselling@sjc.edu.bz](mailto:counselling@sjc.edu.bz).

Since a good therapeutic relationship in counseling depends upon a trusting relationship between student and counselor, the Counseling Centre is committed to insuring that information resulting from counseling contacts is held in strict confidence. No information is released without the student's permission, except in situations which legally or ethically require that confidentiality be breached. These include situations such as knowledge of ongoing abuse or neglect of a minor or elderly person; serious risk of suicide or harm to other individuals; and subpoena of information.

Counseling is done in a safe, comfortable and private environment. Students and parents are invited to contact the Counseling Centre for further information.

# **ACADEMIC POLICIES AND PROCEDURES**

## **REGISTRATION**

Registration for students who are accepted to St. John's College Junior College takes place each semester a few weeks before the start of classes on dates scheduled in the Academic Calendar. Each full-time student is assigned a faculty academic advisor who will assist him/her in selecting courses. Academic advisors make every attempt to give effective guidance on course selection and academic program requirements to students and to refer them to other College resources for help in other matters. **However, the final responsibility for meeting all academic requirements and registering for the appropriate courses for a selected program rests with the student.**

## **THE REGISTRATION PROCESS**

The registration process entails selecting courses, enrolling in those courses, and paying the relevant tuition and fees. Once courses are selected and students have signed up for a set of courses for the semester, a preliminary invoice will be issued and payment must be made at the designated bank within the time frame specified in the academic calendar. The registration process is complete only when all tuition and fees are paid.

Registration will be cancelled for those students who do not complete payment by the specified deadlines. When a student's registration is cancelled, the space provisionally reserved for him/her in the particular courses for which he/she had signed up will be made available to other students.

Once a student has completed the registration process, his or her name will be placed on the official class lists for the classes for which he or she registered. If a student's name does not appear on the official class list for a class he or she will not be allowed to enter that class.

## **TRANSIENT STUDENT REGISTRATION**

Transient students register on a space-available basis after degree-seeking students have registered. Registration for transient students is continuous beginning the day after registration is closed for degree-seeking students and continuing up to seven working days before the start of the class for which the transient student wishes to register. Transient students must pay in full for classes at least five working days before the start of these classes.

## **ADJUSTMENTS AFTER REGISTRATION**

Students may adjust their initial registration by adding or dropping courses or by withdrawing from courses. In addition to the procedures outlined below, students on academic probation may only withdraw from courses with the permission of the Director of Admissions and Enrolment.

### **Adding Courses**

Any change in a student's course schedule after registration requires the recommendation of his/her academic advisor. The academic advisor must serve as signatory for any course(s) added to a student's schedule. Changing from one section of a course to another section of the same course involves dropping one course and adding another and requires permission from the academic

advisor. Courses may only be added using the official Add/Drop Form and during the time period indicated in the Academic Calendar. Adding a course may not be possible if there is insufficient space, if the student does not have the necessary pre-requisites or if the student will exceed the recommended credit load.

When a course is added during the official period allowed, the student's financial statement will be adjusted in the Finance Office to reflect the new credit load. The student is responsible for checking with the Finance Office for the adjusted financial statement.

### **Dropping Courses**

Students may drop courses from their schedules only during the time period indicated in the Academic Calendar. Dropping a course requires the approval of the student's academic advisor on the official Add/Drop Form.

When a course is dropped during the official period allowed, the student's financial statement will be adjusted in the Finance Office to reflect the new credit load. The student is responsible for checking with the Finance Office for the adjusted financial statement.

### **Withdrawing from Courses**

A student may choose to withdraw from any course(s) in any given semester. Withdrawing from a course requires the recommendation of the student's academic advisor and the signature of the course instructor. When a student withdraws from a course the instructor records a grade of either **WP** (Withdrawing while Passing) for withdrawal while doing passing work or **WF** (Withdrawing while Failing) for withdrawal while doing failing work. All withdrawals must be done on or before the official withdrawal deadline as indicated in the Academic Calendar.

Students are directed to the Refund Policy to determine any tuition refund applicable at the time of withdrawal.

**Students who stop going to classes without officially withdrawing will be marked as absent and will receive grades of "F" for all assessments not turned in. This may result in a failing grade for the course. They may also receive an F grade if they are in violation of the attendance policy.**

Under no circumstances will a student be allowed to withdraw from a course once the examination period has started.

## **CREDIT LOAD GUIDELINES**

In addition to attending class, students are obliged to complete assignments and study for their courses. Each credit hour of class is expected to generate not less than one and a half hours of additional work. Students, who fail to complete assigned tasks, including reading, cannot have a reasonable expectation of passing a course.

The minimum number of credit hours required for full-time students is twelve (12) credit hours per semester. As a general rule the credit load maximum for full time students is eighteen (18) credit hours per semester or the number indicated for that semester in their recommended degree guide. Zero-credit courses are counted as part of the course load for the semester

Any student who wishes to register for more than the maximum credit load as recommended by the degree guide must have the recommendation of his/her Academic Advisor, the approval of the Academic Chairperson or Program Coordinator, and the authorization of the Associate Dean for Academic Affairs. Generally students must have a minimum cumulative GPA of 3.00 to register for a credit load above the normal maximum unless they expect to meet graduation requirements in the semester for which they are registering.

### **Credit Hour Load for Full-Time Teachers Enrolled in The Junior College**

Primary and Early Childhood teachers enrolled in the Primary Education and Early Childhood Education programs who have a full time teaching load will not be allowed to register for more than three courses at the Junior College during the months that primary schools are open. An exception to this policy may only be considered by the Academic Chair or Program Coordinator if at least one of the following conditions exists:

- a. The student has a cumulative GPA of 3.00 or above
- b. The student has a cumulative GPA of 2.50 or above and requires the additional course for program completion within six months of the start of the semester in which the exception is requested.
- c. One of the courses is Teaching Practicum I (EDU 290 or ECE 282).

Under no circumstances will a student who is a full-time teacher be allowed to register for more than four courses in a semester in which primary schools are open.

This regulation does not apply when the courses occur during the months of July and August.

## **CLASSIFICATION OF STUDENTS**

A Full-time Student is one who has enrolled in 12 or more credits of program requirements during the current semester. All other students are part time. A student may change from being a full time to a part time student, or vice versa at any time.

Admitted students are classified as First Year or Second Year according to the number of credits earned. This classification is:

- 0 – 30 credits                      First Year
- 31 or more credits      Second Year

## **CREDIT BY EXAMINATION**

Enrolled students may obtain credit by examination in a course in which they have had no class attendance or term standing and which they have not previously audited; applications for credit by examination must be made at the time of registration and require the permission of the Associate Dean for Academic Affairs. Approval for credit by examination will be based on evidence of prior achievement, the nature of the course and the number of transfer credits already earned.

A student may be allowed to undertake credit by examination only in preparatory or introductory and in Spanish courses. The maximum number of courses that a student may undertake credit by examination in is four.

Students take examinations constructed and approved by a department or by its approved designee in specified subject areas in which they believe they have the necessary preparation. These exams are administered before or during the first week of the semester.

The results of the examination are reported to the Office of the Registrar and become the student's final grade for that course barring grade appeal. Failed examinations cannot be retaken and the student may not take the same course in that semester.

## **CHANGE OF PROGRAM OR MAJOR**

In the event that a student wishes to change his/her program or major, he/she must do the following:

1. Obtain and complete the appropriate "Change of Program/Major" application form.
2. Request approval signatures on the application form from the Academic Chair or Program Coordinator for the current Program/Major and the Program/Major in which enrollment is sought.
3. Request approval signature on the form from the Associate Dean for Academic Affairs.
4. Submit the completed form to the Office of the Registrar no later than two (2) working days before the beginning of the next registration period.
5. Students may not change their major before the end of their first semester unless they have the permission of both the Dean and the Director of Admissions and Enrollment.

Approved changes of Program/Major are implemented at the start of the semester following the application.

## **AUDITING COURSES**

Students who wish to audit a course must get permission from the course instructor and from the Associate Dean for Academic Affairs. Not all courses are open to auditors. Students auditing a course are not held responsible for the work expected of students who are taking the course for credit. Regular attendance at class is required and auditors are subject to being dropped from the course for excessive absences. Students will pay for the course at the regular tuition rates.

A student auditing a course who wishes to take the course for credit, or a student taking a course for credit who wishes to audit the course, must get permission from the course instructor and from the Associate Dean for Academic Affairs and request an Audit Switch at the Office of the Registrar before the end of the Drop/Add Period.

## **DIRECTED STUDY**

Directed Study courses are custom-designed academic experiences which provide curricular enrichment and flexibility. Unless a program is being phased out, a maximum of six (6) credits for Directed Study may be earned toward a degree and no more than three (3) credits from a Directed Study may be earned in one semester.

Applications for Directed Study are approved by the Associate Dean for Academic Affairs. Once a Directed Study is approved, the student and supervising instructor must meet and arrange a specific program of study and regular one-on-one conference times.

Instructors, in collaboration with the Associate Dean for Academic Affairs are responsible for the academic soundness of Directed Study courses and so are limited in the number of Directed Study

courses they may supervise in a given semester ; In addition, not all courses (due to their nature and structure) can be offered using the Directed Study method.

A Directed Study will not be approved if the number of credits that the student has enrolled in will exceed the recommended credit load for that particular semester.

Unless a course required for graduation is no-longer offered as a scheduled course, to be eligible for Directed Study, a student must be in good standing at St. John's College Junior College and must have:

- a. Earned a minimum cumulative grade point average of 2.5;
- b. Accumulated adequate background to support the area of desired independent study;
- c. Consulted with the potential supervising instructor and the Associate Dean for Academic Affairs for guidance;
- d. Submitted the required Directed Study application to the Associate Dean for Academic Affairs for approval.

Directed Study will be considered for eligible students for the following reason(s) only:

- a. Unavoidable clashes with major courses in a given semester;
- b. Related course **not** offered at the associate degree level;
- c. Research project for a student's own enrichment which is not otherwise offered;
- d. Course is being phased out and is required for graduation;
- e. Course is not offered in the subsequent semester and thus may delay graduation.

**Note:** *Meeting any one or more of the aforementioned criteria **does not** guarantee that a Directed Study will be approved. St. John's College reserves the right to refuse any request for a Directed Study.*

Approved applications must be submitted to the Office of the Registrar no later than the end of the Drop/Add period.

## REPEATING COURSES

A student who fails to earn the minimum grade required for a course must repeat and pass the course, or in the case of an elective course an equivalent one of the same or greater credit value as required by their program of study.

No single course may be attempted more than **three (3)** times. Course withdrawals will be counted toward the number of attempts allowed, while course drops and courses where there is no record of attendance will not.

Although **all** grades for courses, whether repeated or not, are included in the calculation of grade point averages, the credits earned in a repeated course will not be included in the total number of credits needed to meet graduation requirements. Courses for which students have earned **C** or above, **if repeated**, will **not** be counted towards the Associate Degree.

## WITHDRAWAL FROM SCHOOL

A withdrawal is a formal notification by a student of the decision not to continue at the Junior College. A student is considered in attendance until he/she has formally notified the Dean in writing of his/her



decision to withdraw from the college. A student withdrawing from the Junior College during any semester or summer session before the final examinations forfeits credit for work done in that semester.

A student who does not register for any courses for two consecutive semesters and who has not applied for leave of absence will be considered to have withdrawn from the school. Such a student would have to re-apply for admittance in order to continue his or her studies.

## **LEAVE OF ABSENCE**

Under certain conditions, students may request a leave of absence from the Dean.

1. Matriculated students who have completed a full semester at St. John's College, who have not been dismissed for academic or other reasons and must interrupt their education under specific circumstances, may apply for a leave of absence. This leave of absence will be in effect for no more than two (2) consecutive semesters.
2. The leave of absence must be approved by the Dean in consultation with the Office of the Registrar. A leave of absence is **not** granted when a student does not inform the Dean.
3. A completed "Leave of Absence" form requires a signature from the Dean. The Dean forwards the signed form to the Office of the Registrar. The student and the respective instructors will be notified of the action taken.
4. Students who have been granted an official leave of absence are not eligible to attend classes or participate in regular campus activities during the leave. In addition, all current financial and academic obligations and policies remain in effect for students who are granted a leave of absence.
5. Upon receipt of the completed "Leave of Absence" form from the Dean, the Registrar will administratively withdraw the student from all classes, note the leave of absence and the expected date of return on the academic record of the student, and record a leave of absence code in the computer system.
6. This reporting of the leave of absence, in and of itself, does not mean the student will be given any special consideration by any entities. The specific requirements by which the student agreed to abide at the time any financial aid was accepted will remain in effect.
7. The official date of the leave of absence will be recorded as the day the completed form, with the required documentation attached, is received by the Office of the Registrar.

## **ADMINISTRATIVE WITHDRAWAL**

Administrative withdrawal refers to withdrawing of students from enrollment in classes due to reasons deemed good and sufficient by the College administration. An administrative withdrawal from courses or from the College may occur at any time during the semester. Although students are responsible for officially withdrawing from courses they plan to or have stopped attending, circumstances may arise where the school must exercise its right to administratively withdraw a student from courses or from the College. Reasons for such a decision include, but are not limited to, the following:

- Instances when the school deems it necessary to protect the health or safety of the student and/or others or the integrity of the learning environment. This may include, but not be limited to, situations such as suicidal threats, self-injurious behavior, threats of bodily harm to or damage to the property of another person, and disruption to the normal operations and activities of the school, its students, faculty, or staff;
- Inability to attend due to such occurrences as catastrophes, illness, accident or incarceration;

- Registering for courses for which the prerequisites have not been completed;
- Failure to adhere to conditions or restrictions on registration due to unacceptable academic performance;
- Registering for a credit overload without the documented authorization of the Associate Dean for Academic Affairs;
- To correct administrative/clerical student record errors;
- To close a deceased student's file;
- Excessive absences.

In all instances administrative withdrawals are initiated by the Associate Dean for Academic Affairs after consultation with instructors and the Associate Dean for Student Services. The student will be notified in writing of the administrative withdrawal and the reasons, and within five calendar days of this notification, the student may petition in writing to the Dean for reinstatement. Within five working days of receiving the written petition, the Dean will respond to the petition in writing, either confirming the withdrawal or reinstating the student. The student may appeal the decision of the Dean by filing a written petition for review to the President within three working days of the notification of the Dean's decision. The President issues a final determination in writing.

A grade of "AWF" or "AWP" will be recorded for students who are withdrawn administratively, indicating passing or failing status at the time of withdrawal.

The student who is administratively withdrawn from a course or from the College remains responsible for any financial obligations to the College and for any academic consequences of administrative withdrawal.

## **TRANSFER CREDIT POLICY**

Transfer credits will only be considered for courses in which grades of **C** or better were obtained. Not more than **thirty (30) credit hours** toward the SJCJC degree will be allowed for work done at another post-secondary institution. Courses completed ten (10) or more years before the date of admission cannot be transferred. Students transferring into any degree or certificate program at St. John's College Junior College are cautioned that a course with the same name from another institution is not automatically transferable. The Office of Academic Affairs in consultation with the Office of the Registrar will review the respective course descriptions, course objectives and course content to determine course equivalency and transferability.

## **TRANSFER FROM ANOTHER POST-SECONDARY INSTITUTION**

A student in good academic standing with a minimum GPA of 2.00 at another post-secondary institution may seek transfer into St. John's College Junior College. The student must first apply and gain acceptance into a program of studies in the division into which he/she wishes to transfer. All transcripts from previous post-secondary institutions, along with official course outlines for all courses taken, must be presented at the time of application. A maximum of thirty (30) credits may be transferred towards the SJCJC degree.

## **FORGIVENESS POLICY**

A forgiveness policy for students returning to complete an associate degree program makes it possible for a former student whose previous academic performance at the Junior College was below standard to complete his/her studies without the encumbrance of those poor grades.

To qualify for forgiveness of previous grades, associate degree candidates who have been readmitted must meet the following conditions:

- a. Former students must have been absent from the Junior College for at least two (2) academic years from the date the last grades were assigned.
- b. Students must submit the completed Academic Forgiveness Application to the Dean at least one (1) week **before** the registration period for the first semester of re-enrollment.

Conditions for academic forgiveness include the following:

- a. All approved applicants will be provisionally readmitted on academic probation.
- b. Final approval for academic forgiveness is granted after the first semester of re-admission.
- c. After the review of performance during the probationary semester,
- d. the Dean will notify the Registrar whether or not the student's academic record should be modified.
- e. The student's academic record will reflect all courses attempted at St. John's College Junior College.
- f. Qualifying credits, i.e., those that are consistent with program requirements, are brought forward and are included in the calculation of the cumulative grade point average.
- g. The student is eligible for Dean's List or Honor Roll each semester and at the completion of the program.
- h. Academic forgiveness will be granted only once in a student's Junior College career.

## **OFFICIAL TRANSCRIPTS**

A transcript is the official documentation of a student's academic record. Every attempt is therefore made to ensure the security and validity of the document. Official transcripts are printed on official paper with security features and issued in a sealed envelope that bears the official seal of St. John's College along with the date of issue and the signature of the Registrar. Transcripts are issued by the Office of the Registrar. Students requesting official transcripts from the Junior College should complete the transcript request form and submit it with the required fee to the Finance Office.

St. John's College Junior College will release its own transcripts only and not the transcripts supplied by other colleges in the case of transfer students.

All financial obligations to the College must be cleared before a transcript will be released. There are no exceptions to this policy.

## **FINANCIAL INFORMATION**

Tuition and fees alone do not cover the entire cost of educating a student at St. John's College. The difference is made up through support of donors, fundraising, and investments. To ensure that

students are aware of both the obligation which they have to the school and the obligation which the school has to them, the following information is provided.

## **TUITION AND FEES**

The schedule of tuition and fees is subject to change annually and is published during the time of registration. The schedule may also be obtained from the College's Finance Office.

Tuition and fees are due at the time of registration. Payment must be made at any branch of Atlantic Bank or Belize Bank countrywide. Registration is not complete until full tuition and fees have been paid.

Full tuition and fees, or the first installment on the deferred payment plan or tuition and fees management system, must be made no later than the posted dates.

Students who do not pay full tuition and fees or do not make appropriate arrangements by the dates indicated will have their registration cancelled and will be blocked from receiving transcripts of grades, copies of diplomas, letters of recommendations or credit at the SJC bookstore.

## **REFUND POLICY**

Students who drop or officially withdraw from classes are eligible for full or partial tuition refund once the drop or official withdrawal occurs by the deadlines published in the Academic Calendar.

During the semester, students who drop classes no later than the last day of the official Drop period set by the Office of the Registrar and published in the Academic Calendar will receive a full refund of tuition. Students who officially withdraw from classes before 25% of the scheduled class length has passed are refunded 1/3 tuition. No refunds are made after this time.

During the summer session, students who withdraw during the first week of classes are refunded 1/3 tuition. No refunds are made after the first week of classes.

**Fees are not refundable.**

## **DEFERRED PAYMENT PLAN**

For students who are unable to pay the full amount due at the time of registration, St. John's College offers a deferred payment plan which requires payment of 50% of the total charges at the time of registration. The remaining balance must be paid in no more than two installments due September 15 and October 15 for the first semester, and February 15 and March 15 for the second semester.

## **TUITION AND FEES MANAGEMENT SYSTEM**

For full-time students who meet the criteria of need and who wish to pay full semester costs on a monthly basis, the College also offers the Tuition and Fees Management System (TFMS). With this plan, tuition and fees can be paid in equal monthly payments running from August to December in the first semester, and January to April in the second semester. There is no TFMS for summer sessions.

Students who wish to access the TFMS must have a current approved SJC Financial Aid Form on file at the Student Services Office at the time of registration.

## **TUITION ASSISTANCE AND REIMBURSEMENT**

Students whose employers or the Government of Belize or other sponsoring organizations have made arrangements with St. John's College Finance Office to pay tuition and fees or costs of books should bring a signed letter of commitment from the sponsor to the Finance Office no later than one business day before registration. If the sponsor's commitment does not provide for full payment, the student is required to appropriately settle the balance (either by paying the balance or using the Deferred Payment Plan). All students who receive a scholarship after having paid the College at the time of registration will be reimbursed in full upon the College being in receipt of the funds from the scholarship sponsor.

## **FINANCIAL AID AND SCHOLARSHIPS**

Students receiving financial assistance from St. John's College must consult with the Associate Dean for Student Services to verify their financial assistance package. Students must have a current approved SJC Financial Aid commitment on file at the time of registration before any financial assistance can be applied to the payment of tuition and fees.

The Government of Belize pays the tuition for all full-time Second Year students at the Junior College as long as they maintain a GPA of 2.50 or higher per semester. Students are responsible for payment of all user fees and costs of books.

Full-time First Year students who passed six or more CSEC examinations, including English A, receive a tuition scholarship from the Government of Belize as long as they maintain a GPA of 2.50 or higher per semester. Students are responsible for all user fees and costs of books.

## **ST. JOHN'S COLLEGE FINANCIAL AID PROGRAM**

In the provision of financial aid to students, St. John's College is guided by the belief that the responsibility of financing an education rests primarily with the student and his or her family. Appreciating, however, that the cost of education is beyond the reach of some students and their families, St. John's College is committed to assisting students and families who demonstrate a measurable level of financial need, but who are also willing to assume as much responsibility for tuition and fees as they are able.

The purpose of the College financial aid program, therefore, is to supplement the student or family contributions, not to replace them. Because financial aid funds, which come entirely from the generosity of individuals who support the mission of the College, are limited, the College seeks to distribute these funds in the fairest way possible.

Financial aid to students will include any combination of tuition, fees, and books. Generally, no student will receive 100% financial aid coverage in any of these areas.

Applications for financial aid are available at the Student Services Office, while arrangements for tuition deferment plans may be made with the College Accountant in the College Finance Office.

## **Landivar Scholarships**

Saint John's College Junior College offers two types of financial aid through the Landivar Scholarship Program: merit scholarships and work scholarships. For work scholarships, students will be expected to maintain a minimum GPA of 2.50 every semester. All benefiting students will also be expected to meet a requirement for service to the College or community.

Application forms for Landivar Scholarships are available from the Student Services Office and must be submitted for each semester in which assistance is sought.

## **FUNDRAISING**

Government grants, tuition and fees are the main sources of income for the school, but these do not enable the school to meet all its expenses. Without further income St. John's College cannot provide all the programs essential for its mission such as the campus ministry and community service programs, nor can it maintain the sporting fields and other facilities available to the students and community; nor can it provide for the further training and development of its faculty, nor can it offer financial assistance to its students. Additional income is necessary for all these activities. Thus, fundraising is a necessary part of its operations.

The annual College fundraising efforts include a raffle. Each student is asked to make a contribution to the school's funds either by making a direct donation or by selling raffle books. These fundraising activities directly involve students, and all are expected to cooperate with these activities.

From time to time a class or group may undertake other fundraising activities for specific purposes or causes. These activities must have the prior approval of the Associate Dean for Student Services. Participation in these activities is voluntary.

# **ACADEMIC INFORMATION AND REGULATIONS**

## **ACADEMIC ADVISING**

Academic advising at the Junior College is intended to provide ongoing help in the transition from secondary to tertiary level and to help students stay on track in the program to which they have been admitted. Students are encouraged to study the academic programs to which they have been admitted and to thoroughly familiarize themselves with academic requirements and procedures.

Official academic advising begins during the registration and student orientation periods. Students are assigned advisors who explain the details of the programs of study, course sequences, and registration procedures. First Year students are assigned an advisor who is normally a faculty member from within the program to which he/she has been admitted. Each semester advisors help students to select courses that will lead to the fulfilment of requirements for the associate degree in each academic program.

Students are expected to confer with their advisors regularly during the semester. Mid-semester and end of semester reports are distributed via the academic advisors, which gives advisors an opportunity to discuss academic performance and any problems students may be having. Advisors have access to the student's academic records in the Office of the Registrar and via the school's local area network and keep close watch over advisees' progress in order to assist them in making prudent judgements and to recommend measures (e.g. adjustment in their course load and course selection) which will help them to successfully complete their academic programs. In some cases if a student is not performing satisfactorily in his/her program of studies, an advisor may recommend a change in major to the Associate Dean for Academic Affairs.

At the time of registration, the advisors must approve each student's course selections for the semester by signing the registration form. Although advisors assist in drawing up class schedules and checking for completion of applicable General, Professional and Support Core requirements, it is **the student**, however, who has the final responsibility of fulfilling the academic requirements set forth in this bulletin and elsewhere in the College's publications and notices.

### **AVAILABILITY FOR ADVISING**

Within the first week of each semester, the Academic Chair or Program Coordinator of each department posts outside the department office a schedule of office hours of the full-time department members. A copy of this schedule is provided to the Dean, the Associate Dean for Academic Affairs and the Registrar. Students are encouraged to confer regularly with their instructors and/or academic advisors during their office hours.

### **CLASS ATTENDANCE**

The content of a course encompasses the development of knowledge, skills and attitudes through both assignments and face-to-face, in-class contact between teachers and students. A student who is excessively absent or late cannot, therefore, be considered to have adequately covered a course's content, even though he or she might have satisfactorily completed all assignments, unless compensatory work has been verifiably completed. The attendance policy at St. John's College is based on regular, punctual, and continual attendance at all lecture, laboratory, seminar and other class periods. Students are expected to attend all class sessions and complete all work assigned by the instructor.

Instructors will clearly articulate all regulations governing class attendance, punctuality, missed tests and assignments in writing in the course outline and verbally during the first class meeting of the semester. These regulations will be consistent with this attendance policy and will include an indication of the number of class sessions which corresponds to the percentages of contact hour absences delimited in this attendance policy. Instructors will maintain class attendance records for all classes.

### **DEFINITION OF LATENESS**

A student is late once the class has officially started. If a student is not present at the beginning of the class period, he/she is late. A student who enters the class fifteen minutes or more after the class session has begun is considered absent. Four lates constitute the equivalent of one absence.

## **WORK MISSED BECAUSE OF ABSENCE**

It is the student's responsibility to notify the instructor when an absence is necessary and to make arrangements for missed notes, assignments, and/or tests. These arrangements should be made prior to the absence when possible. If arrangements are not made prior to the absence, the student is responsible for meeting with the instructor upon returning to class to determine when missed assignments and/or tests can be completed.

When a student misses a test or an assignment, alternative work may be given but the decision to do so is at the discretion of the course lecturer in consultation of the Assistant Dean of Academic Affairs. A student who wishes to make up work due to absence must provide documentation to the Assistant Dean of Academic Affairs supporting their reason for absence.

All coursework must be submitted before the start of the official examination period at the end of every semester.

### **Penalties**

Once a student has been absent for 7% of the scheduled contact hours for the course he/she will be issued a written warning by the course instructor. A copy of this warning is submitted to the Associate Dean for Academic Affairs.

A student whose absences exceed 12% of all scheduled contact hours will not be permitted to return to class and will be referred immediately by the course instructor, using an "Excessive Absence" form, to the Associate Dean for Academic Affairs, who may take **one of** the following actions:

- a) Instruct the student to withdraw from the course. The grade of WP or WF, as recommended by the instructor to indicate passing or failing status, will be recorded. If the student does not withdraw from the course the Associate Dean of Academic Affairs will effect an administrative withdrawal.
- b) Reinstate the student to the class on conditions set by the Associate Dean of Academic Affairs. Any breach of the conditions may result in administrative withdrawal or the awarding of an F grade.

A student who fails to report to the Associate Dean for Academic Affairs within three days after being referred by the instructor will receive an F grade.

Students on academic probation who violate the attendance policy may not withdraw from the course; instead they will automatically be awarded an F grade.



## Interpretation of the Attendance Policy

Interpretation of the Attendance Policy.				
No of Sessions the course meets in the semester	Typical Schedule	Verbal Warning	Written Warning using Absence Warning Form	Referral to ADAA using Excessive Absence Form
10-16	Once per week	NA	1	2
17-25	“ ”	1	2	3
26-33	Twice per week	2	3	4
34-45	Three times per week	3	4	5
42-50	“ ”	4	5	6
51-60	Four times per week	5	6	7
59-66	“ ”	6	7	8
67-75	Five times per week	7	8	9

### Reinstatement

If reinstatement is effected, the Associate Dean for Academic Affairs will provide the student with a signed re-admittance slip to be handed to the course instructor.

### Appeal Process

Students who are not reinstated to class by the Associate Dean for Academic Affairs may appeal the decision to the Dean. Appeals will generally only be considered in situations of extended illness or emergency. The appeal must be made in writing within two school days of the notification that reinstatement was denied.

Upon submission of an appeal to the Dean, the student will be allowed back in class until the final decision on the appeal is made.

If the Dean upholds a denial of reinstatement, the final appeal is to the President. The student must file a written petition for review within two working days of notification of the Dean's decision. The President will respond in writing to the appeal within two working days of receipt of the appeal. The decision of the President is final.

## ELECTRONIC COMMUNICATION DEVICES POLICY

- 1. Definition of an Electronic Communication Device**
  - 1.1 For the purpose of this policy, the term Electronic Communication Device refers to any piece of electronic equipment that could be used for communication with a remote person or computer or for storing large quantities of data or that can record sound or visual images. This includes all types of cell phones, I-PADS, E-Readers, mp3 players and similar devices.
- 2. Definition of Use of an Electronic Communication Device**
  - 2.2 Use of an Electronic Communication Device implies any activity that requires the student to touch or look at the device, including making and receiving calls, sending text messages, playing games and consulting information stored in the memory.
- 3. Electronic Communication Device Use during Class**
  - 3.1 Students may not view or use an Electronic Communication Device during a class session unless such use has been authorized by the lecturer for a specific educational activity.
  - 3.2 On the first occasion that a student uses or views an Electronic Communication Device during a semester, he or she may receive a verbal warning. For any subsequent use of an Electronic

Communication Device, whether in the same class session or later in the semester, the student will be asked to leave the class and will not be readmitted in that session. The student will be marked absent from the class session.

- 3.3 Students may not request and lecturers may not grant permission for a student to leave a classroom for the purposes of using an Electronic Communication Device. A student who leaves a classroom to answer a cell phone will not be readmitted and will be marked absent from that class session.
- 3.4 A student who is marked absent from a class session because of cell phone use may appeal to the Associate Dean for Academic Affairs if they wish to be registered as having been present. Such an appeal must be submitted in writing before the end of the next scheduled school day.
- 4. Electronic Communication Device Use during Tests and Examinations**
- 4.1 Students are advised not to bring cell phones or other Electronic Communication Devices to tests or examinations. SJCJC accepts no liability for an Electronic Communication Device brought into a test or examination room contrary to this advice.
- 4.2 Students may not have access to an Electronic Communication Device during a test or examination. All devices must be turned off and left in a place designated by the test or examination supervisor before the start of the test or examination.
- 4.3 An examination supervisor who witnesses that a student has access to an Electronic Communication Device during an examination must (a) immediately inform the student that he or she is in contravention of examination rules (b) remove the device from the student (c) allow the student to complete the examination (d) inform the student as he or she leaves the examination that he or she will be reported to the Associate Dean for Academic Affairs (e) return the device to the student as he or she leaves the examination, and (f) submit a report, in writing, to the Associate Dean for Academic Affairs within one working day of the end of the examination.
- 4.4 The penalty for accessing an Electronic Communication Device during the examination will be disqualification from that examination.

## **EXAMINATIONS**

Formal written, and in some cases, oral examinations are given in all courses at the end of each semester of the academic year. A mid-semester or mid-term examination may be given at the discretion of the instructor as part of a determination of a student's mid-semester or mid-term grade. All final examinations are given at times specified in the semester examination schedule. In exceptional circumstances, the Office of Academic Affairs may, with reasonable notice, change the scheduled and published date of an exam.

Students who miss an exam must apply to the Associate Dean for Academic Affairs for permission to take it another time. This permission will only be granted if the absence was due to an illness, accident, the death of a close family member, involvement with the judicial system or another circumstance beyond the control of the student. Such circumstances must be verified by an appropriate third party, for example by means of a police report, funeral notice or medical certificate. If the student is unable to take the exam within the official examination period, then an I (Incomplete) grade may be awarded.

The nature and scope of examinations must be defined by a table of specifications that appears in the course outline. Alternative assessments may only be used in place of a final examination if the nature of this assessment has been agreed before the beginning of the course with the Associate Dean for Academic Affairs and if a description of it appears in the course outline.

Classes are expected to use the scheduled time for the administration of the exam. Permission to change a final examination time or location from the officially scheduled one must in every case be obtained from the Associate Dean for Academic Affairs.

Due to the need for uninterrupted concentration time by instructors and students, and the varied times classrooms are occupied during finals, no college facilities will be reserved during final exams for non-academic activities which have the potential for disruption.

Students and instructors are expected to strictly adhere to the rules for examinations published by the Office of Academic Affairs.

## **EXAMINATION REGULATIONS**

These examination rules apply as soon as the student enters the exam room and continue in force until he or she has left it.

1. Students should arrive at the examination room at least ten minutes before the scheduled start time.
2. The exam supervisor has the right to determine where students will sit.
3. All book bags, purses, backpacks, caps, electronic communication devices, including cell phones (turned off, and other non-permitted items, must be placed in a designated area (e.g. in front of the room) before the exam starts. It is preferable that these are not brought to the exam room at all.
4. Any use of an electronic communication or recording device, including looking at a cell phone is absolutely forbidden. A ringing/vibrating phone, receiving/sending text and or answering calls, or handling such devices anytime during an exam will disqualify a student from continuing with the examination.
5. Students should sign the attendance sheet upon entry to the examination room. They should present their official identification card when doing this.
6. Students are not allowed to leave the exam room before the first fifty (50) minutes of the scheduled exam time has expired.
7. Students are not allowed to leave the exam room and return for any reason, including using the bathroom. If a student leaves the room, they must submit their exam script. Once these scripts are submitted, they may not be returned to the student.
8. Students are not allowed to enter the exam room after the first thirty (30) minutes of the scheduled exam time has expired. No extra time can be given to late students.
9. Unless otherwise instructed by the supervisor, students may only use writing paper issued by the school.
10. Once the exam starts, students are not allowed to converse or communicate with others in any way, even to borrow things.
11. If an exam requires the use of a calculator, this shall be a device that can only perform mathematical and scientific calculations. The examination supervisor shall have the discretion to decide what constitutes an acceptable device.
12. Any student who is caught cheating is liable to receive an F grade for the course and is subject to further disciplinary action.

## **GRADE REPORTING**

After instructors submit grades, grade reports are assembled and issued by the Office of the Registrar. Grade reports are made available to students at a mid-point and at the end of every regular semester and at the end of every summer session. Grade reports are given to students via their academic advisors. A copy of a grade report card can be made available to the parents or guardians indicated on the application form of students who are minors. Individual sponsors or agencies that provide financial assistance also receive a copy of the end of semester report for respective students. Students who fail to collect their report card on the date specified in the academic calendar may not be able to register for the following semester.

Once prior permission from the Associate Dean for Academic Affairs has been obtained, students may appoint a proxy to collect their report card. The proxy must present a letter of authorization and the original student's college identification card.

## **GRADING SYSTEM**

The final grade given to the student in any course is a symbol of the degree of the student's mastery of the course. Tests, quizzes, written and oral assignments, projects, term papers, participation in class discussions and activities, attendance, and a semester examination, among other assessments, are all utilized in determining a final grade for the student. The instructors, in accordance with the following grading system, report the combined results:

The minimum passing grade for all courses shall be a C.

Note: grades calculated to a decimal place will be rounded up or down to the nearest whole number.

The following descriptions should be used by instructors in the awarding of grades.

**A (4.00) 100% - 90% EXCELLENT.** This signifies the highest level in the attainment of course objectives that can be reasonably expected of a student at this level. It indicates consistently high level of performance throughout the course

**B+ (3.50) 89% - 85% VERY GOOD.** This signifies a consistently high level of attainment of the course objectives. A student who has minor weaknesses in some areas may still be awarded a B+.

**B (3.00) 84% - 80% GOOD.** This signifies that although some course objectives may have been attained at a high level, this level of achievement was not consistently maintained throughout the course.

**C+ (2.50) 79% - 75% SATISFACTORY.** This signifies the demonstration of satisfactory competence in the attainment of the course objectives.

**C (2.00) 74% - 70% MINIMAL PASS.** This signifies performance that demonstrates the minimal acceptable level in the attainment of the course objectives.

**D (1.00) 69% - 60% INADEQUATE.** This signifies performance consistently below the minimum acceptable level even though there may have been some development from the base level of the course. A "D" will not count towards graduation requirements for any courses.

**F (0.00) 59% - 0% FAILURE** This signifies one or more of the following: (i) a level failure to demonstrate a grasp of the concepts, skills and attitudes implied by the course objectives above the base level of the course; (ii) a failure to complete a sufficient number of the required tasks; and (iii) a failure to adhere adequately to course and/or college policies.

**I INCOMPLETE.** This signifies that all course requirements have not been met. An “I” is not calculated in the Grade Point Average.

**S SATISFACTORY.** This signifies the demonstration of satisfactory competence in the attainment of the course objectives in a non-credit course. This grade indicates that the student may progress to a subsequent course in the same area of study.

**U UNSATISFACTORY.** This signifies performance consistently below the minimum acceptable level in a non-credit course. This grade indicates that the student may not progress to a subsequent course in the same area of study without the written permission of the Associate Dean for Academic Affairs.

**NR (No Record)** signifies that a student registered for a course but did not attend any classes after the end of the drop/add period and did not drop or withdraw from the course. NR is not calculated in the Grade Point Average. An NR is not counted as an attempt at the course.

**WP (Withdrawing while Passing)** signifies student-initiated withdrawal while achieving or exceeding the minimum course requirements. WP is not calculated in the Grade Point Average but it is counted as an attempt at the course.

**WF (Withdrawing while Failing)** signifies student-initiated withdrawal while failing to meet the minimum course requirements. WF is not calculated in the Grade Point Average but it is counted as an attempt at the course.

**AWP (Administratively Withdrawn while Passing)** signifies administrator-initiated withdrawal while achieving or exceeding the minimum course requirements. AWP is not calculated in the Grade Point Average but it is counted as an attempt at the course with the exception of leave of absence.

**AWF (Administratively Withdrawn while Failing)** signifies administrator-initiated withdrawal while failing to meet the minimum course requirements. AWP is not calculated in the Grade Point Average but it is counted as an attempt at the course with the exception of leave of absence.

**AU (Audit)** indicates that a course was not taken for credit.

**TC (Transfer Credit)** signifies that a course was successfully completed at another institution and that the credits were approved as meeting degree requirements at SJJC.

## **GRADE POINT AVERAGE (GPA)**

The term “grade point average” is synonymous with “quality point”, “grade point” and “quality-point average”. The “grade point average” is abbreviated as “GPA”. The grade point average is cumulative and is computed by dividing the total credit points earned by the total number of credit hours attempted, including hours for courses failed and excluding credit hours for courses graded S, U, AU, NR, WP, WF, AWP, AWF or I. For example, 18 hours of all B grades would give 54 credit points. Therefore, the Grade Point Average (GPA) would be 3.00 (54 credit points earned divided by 18 credit hours attempted).

**Note: Students must earn a cumulative GPA of 2.00 or higher for both General Core and Professional Core courses** to meet graduation requirements. Individual programs may also have additional minimum grade requirements for academic progression.

## **INCOMPLETE GRADES**

An “I” grade is only given by the instructor with approval of the Associate Dean for Academic Affairs when, upon a written request from the student, the instructor is satisfied that an emergency clearly beyond the student’s control prevented the student from completing the final examination or other essential portion of assigned work. When the instructor assigns an “I” grade at the end of a semester, a provisional grade is also submitted which will be automatically assigned by the Office of the Registrar should the deadline (as stipulated in the Academic Calendar) expire without student action. This provisional grade is to be calculated to include all work completed up to the date of final attendance plus a failing grade (F) for all work/exams the student did not complete.

Students who are given an “I” grade are generally allowed six (6) weeks after the beginning of the following semester to complete missed assignments, tests or exams. When the specified work has been completed and submitted, the instructor should file with the registrar a "Change of Grade" form in order to have the final grade posted to the transcript on or before the date stipulated in the Academic Calendar. An “I” will automatically be converted to the provisional grade if the final grade is not submitted to the Office of the Registrar by the stipulated deadline as stated in the Academic Calendar. Under unusual circumstances, however, an instructor or the student may request of the Associate Dean for Academic Affairs an extension of the time the "I" will remain on the record. Such a request for extension must be made by the deadlines stipulated in the Academic Calendar.

While on the record, “I” grades will carry no penalty; i.e., they will not be counted in the grade point average computation, nor will the credit be awarded to the student. **Students should be aware, however, that receiving an “I” may affect their status for financial aid, scholarships and honors.**

## **GRADE APPEAL**

The ultimate responsibility for the integrity of the academic grading process belongs to the college as an institution. Individual instructors act as agents for the institution in evaluating the student’s academic performance and in assigning final course grades. In the event of a student’s challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The instructor has an obligation to award course grades on the basis of standards set at the beginning of the course. The following process will guide the college’s response to allegations that an instructor acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the college, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards. To the greatest extent possible, grievances should be resolved at the level of authority closest to the classroom.

Students who want to challenge their course grade must do so by the close of the business day on the **third Friday** of the following semester. Students should begin the process by scheduling a meeting with the instructor teaching the course to discuss the course requirements and the student’s performance in the course. If the challenge cannot be resolved at this level, then the student who wishes to proceed further should initiate the formal process outlined below. The student may, at any

time during the formal process or the appeal, withdraw his or her grievance. If the student withdraws his or her grievance, the process will immediately stop.

## 1. Formal Process

### Step 1: Filing a Request for Mediation

The student should file his or her written request for mediation with the Associate Dean for Academic Affairs in writing. The request should include the date, the student's name, the name of the course, the instructor's name, and a brief explanation of the challenge. This request must be signed by the student.

### Step 2: Selection of a Method for Resolving the Dispute

Once the request has been made, the Associate Dean for Academic Affairs will then select a method for resolving the dispute. If there is a face to face meeting between the student and the instructor, the Associate Dean of Academic Affairs or his representative should be present and should determine the role or roles that each person will play.

### Step 3: Associate Dean for Academic Affairs's Decision

Within three instructional days after the end of the mediation process, the mediator will send the instructor and the student a written recommendation. If both the instructor and the student agree with the mediator's recommendation, the mediator's recommendation will become binding. If, however, either the instructor or student disagrees with the recommendation, the recommendation will not have any effect, and the student's grade will not be changed. In such instances, the student may choose to appeal to the Dean.

## 2. Appeal to the Dean

### Step 4: Written Appeal

A student who is dissatisfied with the recommendation resulting from the mediation may file a written appeal to the Dean.

- a. The written appeal must be submitted to the Dean within five class days after the date of the mediator's recommendation.
- b. The appeal must include the date of the appeal, the student's name, the name of the course, the instructor's name, and the student's signature. The appeal must describe the grievance in detail, the evidence that supports that grievance, and the remedy that the student proposes.
- c. After receiving the appeal, the Dean will send each party a copy of the appeal.
- d. After reviewing the documentation submitted by both the student and the instructor and after consulting with the Associate Dean for Academic Affairs, the Dean will prepare and deliver to the student and the instructor a written document setting out a decision. **The Dean's decision is final and cannot be appealed.**

## **ACADEMIC INTEGRITY POLICY**

Academic integrity is of vital concern to all members of the St. John's College community. Dishonesty undermines the very mission of the school which attempts to prepare students to seek the truth and to live virtuous and honorable lives. Acts of academic dishonesty are contrary to the mission of the

College and constitute a serious breach of trust among community members. St. John's College Junior College therefore requires and expects academic honesty from all members of the college community.

Students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them and in any event students are deemed to know and be familiar with this policy on academic integrity.

Any student who attempts to compromise or devalue the academic process will face penalties. Potential grade penalties for academic dishonesty are stated in each course outline.

## **DEFINITION**

Academic dishonesty includes any form of unethical behavior that includes, but is not limited to, the following:

- A. **Cheating** - the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:
  - Copying from another student during an examination or allowing another to copy one's work.
  - Unauthorized collaborating on a take-home assignment or examination.
  - Using unauthorized notes during a closed book examination.
  - Taking an examination for another student.
  - Asking or allowing another student or person to take an examination in one's place.
  - Consulting notes and other aids without authorization during an examination.
  - Allowing others to research and write assigned papers.
  - Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve, receive, or send information.
- B. **Plagiarism** - the act of presenting another person's ideas, research or writing as one's own. Examples include but are not limited to:
  - Copying another person's actual words without the use of quotation marks and footnotes.
  - Presenting another person's ideas or theories in one's own words without acknowledging them.
  - Using information that is not considered common knowledge without acknowledging the source.
  - Failing to acknowledge collaborators on homework and laboratory assignments.
  - Submitting papers or part of papers downloaded from the Internet, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various Internet sources without proper attribution.
- C. **Obtaining an Unfair Advantage** - any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. Examples of obtaining an unfair advantage include but are not limited to:
  - Stealing, reproducing, circulating, or otherwise gaining prior access to examination materials.



- Depriving other students by stealing, destroying, defacing or concealing library materials.
- Intentionally obstructing or interfering with another student's work.
- D. **Falsification of Records and Official Documents** – the act of intentionally putting something on record that is not true. Examples include but are not limited to:
  - Forging signatures of authorization.
  - Falsifying information on an official academic record
  - Falsifying information on an official document such as a grade report, drop/add form, or other College document.
- E. **Collusion** – the conscious collaboration of two or more individuals to carry out unethical activities or to protect those engaged in unethical practices. Examples include but are not limited to:
  - Lending assistance to another student to engage in or conceal academic misconduct.
  - Failing to report witnessed acts of academic misconduct.
- F. **Inappropriate Use of Computer Technology** – use of technology for any activity that is not consistent with the College mission and which undermines the educational process. Examples include but are not limited to:
  - Unauthorized entry into another person's computer file, for the purpose of using, reading or changing its contents.
  - Use of computing facilities to interfere with or alter the work of another student, faculty member, or staff member.

## PENALTIES

St. John's College is committed to maintaining an atmosphere of academic integrity. Students found guilty of violating academic integrity are subject to any one or a combination of the following penalties, depending on the severity of the offence:

- **Warning** – A written notice to the offender that he or she has violated academic integrity and that continuation or repetition of the misconduct, within a period of time stated in the warning, may be cause for more serious disciplinary action.
- **Grade Loss** – A grade of "F" or "O (ZERO)" for the particular assignment or assessment that was dishonestly done.
- **Disciplinary Probation** – Exclusion from participation in privileges for a specified period of time as set forth in the notice of probation and conditions for more serious disciplinary action in the event of further violations of the College Code of Conduct.
- **Suspension** – Exclusion from classes and other privileges or activities for a specified period of time as set forth in the notice of suspension.
- **Expulsion** – Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the notice of expulsion.

All instances of academic dishonesty must be reported to the Associate Dean for Academic Affairs, who keeps such reports of incidents on file until the student leaves the college.

## PROCEDURES FOR IMPOSING PENALTIES

1. When an instructor believes that an act of academic dishonesty has taken place, the instructor documents the commission of the act, writing down the time, date, place, and a description of the act. The instructor also collects evidence, such as photocopying the plagiarized assignment and assembling various samples of the student's work showing a

radical disparity in style or ability. The instructor has the right, without incurring any liability to temporarily detain any property of the student or other persons for the purposes of documenting or recording evidence of suspected academic dishonesty.

2. The instructor then reports the incident in writing to the Academic Chair or Program Coordinator and the Associate Dean for Academic Affairs.
3. The instructor, along with the Academic Chair or Program Coordinator and the Associate Dean for Academic Affairs, then meets with the student as soon after the incident as possible. In the meeting, the Academic Chair or Program Coordinator explains to the student the purpose of the meeting, the penalties for academic dishonesty, and the procedures to be followed. The instructor informs the student of the accusation, reviews the evidence with the student, then allows the student reasonable time to present evidence or comment on the evidence that has been presented.
4. The Academic Chair or Program Coordinator, the instructor, and the Associate Dean for Academic Affairs then review the evidence again and determine whether or not an act of academic dishonesty has taken place and, if so, document the events, determination and recommendation for penalty.
5. The Associate Dean for Academic Affairs decides on the penalty to be imposed, taking into account the instructor's recommendation and other pertinent circumstances that may exist.
6. The Associate Dean for Academic Affairs then informs the student in writing, copied to the instructor and the Academic Chair or Program Coordinator, of the determination and the penalty.
7. The Associate Dean for Academic Affairs imposes the penalty as soon as the student is informed in writing of the determination and penalty.

## **APPEAL PROCESS**

A student may choose to appeal the determination and/or penalty. The steps in the appeal process are:

1. The student files a written appeal to the Dean within five (5) working days of the date of notification of the determination.
2. Within five (5) working days of receiving the written appeal, the Dean reviews the evidence from the instructor, the Associate Dean for Academic Affairs, and the student and makes one of three decisions:
  - a. uphold the determination and the penalty
  - b. dismiss the determination and the penalty
  - c. uphold the determination and modify the penalty
3. The Dean informs the student of the decision in writing.
4. If the student wishes to appeal the decision of the Dean, he/she must file a petition for review with the President within five (5) working days of the date of the notification of the decision of the Dean. The President reviews the written records and issues a written decision. The President's decision is final.

## **ACADEMIC PROGRESS**

All students of St. John's College Junior College are required to meet specified academic standards. Failure to meet these standards will lead to academic probation or dismissal. The following are policies and procedures relating to academic deficiencies.

## ACADEMIC PROBATION

At the end of each semester the Dean reviews the status of students' records to make decisions about probation. A student may be placed on academic probation due to the following circumstances:

- a. the student's cumulative grade point average falls below 2.00;
- b. the student's grade point average in his/her major or program falls below 2.00;
- c. the student failed more than half of attempted credits in the semester or term;
- d. the student's record shows course repetitions, incompletes, and/or withdrawals exceeding those allowed by the policy of the school; or
- e. the student has failed a repeated course.

A student who is placed on academic probation will be required to do the following:

1. meet with the Director of Admissions and Enrollment to discuss conditions for continued enrollment;
2. obtain permission from the Director of Admissions and Enrollment before adding, dropping or withdrawing from courses or before applying for incomplete grades or leaves of absence. taking incompletes or withdrawals;
3. limit the number of credits taken while on probation to twelve (12) for full-time students and six (6) for part-time students;
4. participate in the required number of workshops, courses, tutorials, or other academic initiatives aimed at improving study approaches;
5. meet other stipulated requirements at the discretion of the Director of Admissions and Enrollment.

Generally a student is placed on academic probation for one semester. If the Dean determines that the student has not satisfied the conditions of the probation, the Dean will determine the student's status, including, but not limited to, whether the student will either (i) be allowed to continue on probation and under what circumstances, or (ii) be dismissed, provided that the student qualifies for dismissal under the criteria set forth for dismissal. The student will be notified in writing of the Dean's decision.

### Appeal Procedures

1. A student placed on academic probation **may not** appeal the decision unless he/she is able to produce specific documentation demonstrating an error in the data underlying the probation decision.
2. If a student placed on academic probation has specific documentation demonstrating an error in the data underlying the probation decision, the student must submit that documentation to the Dean **or** (in the event a grade appeal is pending) inform the Dean of notice of intention to appeal probation within five (5) working days of receipt of the notice of probation.

## ACADEMIC DISMISSAL

At the discretion of the Dean, a student may be dismissed for academic deficiencies:

- a. if he/she meets the criteria for probation in any two semesters of enrollment (including summer, if enrolled); the semesters need not be consecutive;
- b. if he/she is not able to meet the Junior College's standards for progression;
- c. if he/she fails to achieve a required minimum grade in a required course within the permitted number of attempts;
- d. if he/she has not fulfilled probation requirements from the previous semester;
- e. if he/she demonstrates continued disregard for academic integrity.

When the decision for academic dismissal has been made, the Dean informs the student in writing of the academic dismissal and the reasons.

Students who are dismissed for academic deficiencies are eligible to apply for readmission after a minimum of two academic years have elapsed from the date of dismissal. Re-admission after academic dismissal is not automatic and is at the discretion of the Dean.

### **Appeal Procedures**

A student may appeal an academic dismissal decision by presenting a written appeal to the President of the College no later than the 10<sup>th</sup> business day following the date of the dismissal decision. In the written appeal, the student should discuss the following concerns:

- the student's perception of what led to the unsatisfactory academic performance;
- the steps the student would take to address the factors outlined above; and
- any extenuating or mitigating circumstances which the student believes warrant consideration.

A copy of the notice of academic dismissal must accompany the appeal.

Upon receipt of the written appeal, the President reviews the student's academic records and college policies before making the final decision regarding the appeal. **There is no appeal of the decision of the President.**

During the appeal process, the Dean determines whether the student will be allowed to register for or attend classes or continue any activities reserved for students in good academic standing.

### **ACADEMIC HONORS**

To encourage academic excellence, the Junior College publishes an Honor Roll and Dean's List at the end of each semester. Students who have obtained a grade point average of B (3.00-3.49) on at least twelve (12) semester hours of work will be placed on the Honor Roll. Students who have obtained a grade point average of B+ (3.50) or better on at least 12 semester hours of work will be placed on the Dean's List. In addition, an Honors Assembly is held at the beginning of each semester to recognize students on both the Honor Roll and the Dean's List. Graduates who obtain an overall grade point average of 3.00 or better will graduate with honors and will be recognised at the Commencement Exercises.

### **GRADUATION**

A student must file an application for graduation with the Office of the Registrar before the deadline set in the academic calendar in the semester before he or she expects to complete graduation requirements. Students must apply for graduation even if they do not plan to participate in Commencement Exercises.

The degree awarded represents the successful completion of the prescribed curriculum, including general education requirements, basic skills courses and electives as well as specific requirements for a major.

## COMMENCEMENT EXERCISES

Commencement Exercises for the Junior College are held once each academic year, usually in June. **All degree requirements must be 100% completed** at the end of the semester preceding the Commencement Exercises in order for a student to be eligible to participate in the Commencement Exercises and for conferral of the degree.

## APPEAL

An appeal is a formal request from a student, in writing, that a decision made by a person authorized to do so be reconsidered. Appeal processes are clearly laid out in this Academic Bulletin and the Student Handbook. An appeal may be made in any case in which the student can present compelling new information that was not considered when the original decision was made. The Academic Bulletin and Student Handbook detail the instances in which appeals may be made to the Dean and to the President.

## PETITION FOR REVIEW

A petition for review is a formal written request from a student to the President that the response to an appeal be reviewed. A petition for review will be considered only when one or more of the following three conditions exist:

- There is new and significant evidence which was not available for the appeal and which may further clarify and support the defense of the student.
- There is clear reason to believe that the penalty imposed is inconsistent with the seriousness of the violation.
- There is substantial credible evidence that the consideration of the appeal was not fair or impartial, or that the established process was not followed.

The petition for review must be submitted in writing within the timeframe specified in the Academic Bulletin and must state the grounds or reasons for review. A copy of the written decision of which review is requested must accompany the petition.

## PETITION FOR EXCEPTION

A petition for exception is a formal written request from a student that a published policy or procedure or requirement not be applied in a particular case. A petition for exception must be accompanied by clear and compelling evidence of extenuating circumstances which justify the exception.

Petitions for exception in the following areas may be made to the Dean:

- Admission
- Placement
- Readmission
- Directed Study

Petitions for exception in the following areas may be made to the Associate Dean for Academic Affairs:

- Registration
- Adjustments after Registration
  - Adding courses

- Dropping courses
- Withdrawing from courses

The Dean or Associate Dean for Academic Affairs, as appropriate, will communicate the decision in writing to the petitioner.

No exception may be made in any area not specified above.

## **ACADEMIC PROGRAM INFORMATION**

Students at St. John's College Junior College may choose from a range of associate degrees and certificate programs. Each program of study leading to the Associate Degree assures breadth of knowledge in the skills of an educated person (through the General Core), competence in an area in depth (through the Professional Core of the major or majors), and freedom of choice (through the Support Core or elective courses).

### **GENERAL REQUIREMENTS FOR THE ASSOCIATE DEGREE**

All entering students, freshman and transfer, are held to the requirements stated in the bulletin of the year in which they enter. All prospective applicants for the Associate Degree from St. John's College Junior College must:

- 1) Pass all courses in their program of study with a grade of C or above.
- 2) Complete the General Core requirements of the College for the program of study to which they have been admitted with a minimum cumulative grade point average of 2.00;
- 3) Complete the Professional Core, Support Core (if applicable), and Electives (if applicable) requirements of the major or majors selected with a minimum cumulative grade point average of 2.00;
- 4) Achieve a cumulative grade point average of 2.00 for all courses taken at the Junior College;
- 5) Complete at the Junior College a minimum of sixty per cent (60%) of the credit hours required for the degree, transferring no more than a maximum of 30 credit hours of study from other institutions;
- 6) Complete and submit an application for degree completion according to the instructions and date set on the application for degree completion form; and
- 7) Fulfil all financial and other obligations to the College before graduation.

### **PROGRAM GENERAL, PROFESSIONAL AND SUPPORT CORES**

#### **GENERAL CORE**

The general core serves all students pursuing the Associate Degree by providing a basic foundation that facilitates learning in a variety of curricular areas and a comprehensive education aimed at exposing students to various fields of thought, life skills and character development. Through the general core, students develop into well-rounded individuals who are literate, intellectually sound, open and adaptable, innovative, critical thinkers, life-long learners, efficient workers, good citizens, and persons of integrity and good character. The general core consists of a minimum of 27 and a

maximum of 33 credit hours grouped into four basic areas and aligned with the Institutional Learning Outcomes.

The general core for the Junior College is:

- **English** (12 credits) - A sequence of four courses: ENG 110, ENG 120, ENG 210 and one of the following: ENG 220 (for CAPE students), ENG 227 or any 200-level Literature course (non-CAPE). Each course is a prerequisite for the other. Primary Education students are required to take ENG 227
- **Theology** (6 credits) - Two courses in Theology, one at the 100-level and one at the 200-level.
- **Mathematics** (3 - 9 credits): One to three courses in Mathematics - MTH 103 or higher depending on the student's program of study.
- **Humanities and Social Science** (6 credits): Two courses from the semester offerings in Anthropology, Art, Caribbean Studies, Communication Studies, Criminal Justice, Economics, Education, Ethics, History, Law, Leadership, Literature, Philosophy, Politics, Psychology, Social Work, Sociology, Spanish, or Theology. Some programs may specify a course or the courses to fulfill this requirement.

## PROFESSIONAL CORE

Students are required to successfully complete a series of courses intended to develop knowledge, interaction with information, problem-solving, and theoretical foundations of the particular program of study in which they seek a degree. Students need to pay close attention to course sequencing and prerequisites when registering for professional core courses.

## SUPPORT CORE

Some programs of study allow students to take additional elective courses to enable exploration of areas of interest and which broaden their knowledge base. Not all degree programs allow for support core courses.

## COURSE OPTIONS FOR GENERAL AND SUPPORT CORE REQUIREMENTS

Where the program listing indicates a choice, the following Humanities and Social Science courses fulfill requirements in the General Core and Support Core, while the Natural Science courses fulfill requirements for the Support Core. Note that students must have the necessary pre-requisites to take a course.

### HUMANITIES

#### Art

ART 105 Foundations in Drawing  
ART 110 Foundations in Painting  
ART 118 Art Appreciation  
ART 121 Pottery

ART 216 Printmaking  
ART 221 Sculpture  
ART 235 Graphic Design

#### Language, Linguistics and Literature

*All students must take ENG 110, ENG 120, ENG 210. The following courses may be used as the fourth ENG course for General Core or as a humanities elective.*

\*ENG 220 Language and Linguistics OR ENG 227 Fundamentals of Linguistics

ENG 240 Belizean Literature in the Caribbean Context    ENG 250 English Literature Survey

ENG 260 Multicultural Literature

ENG 265 Women Writers

ENG 270 Modern Prose Fiction

ENG 275 Introduction to Latin American Literature

\* Only students intending to take the CAPE Communication Studies Examination should register for ENG 220. No student should register for both ENG 220 and ENG 227.

*Note that the following courses may not be taken for General or Support core purposes: ENG 115, ENG 116, ENG 125, ENG 215, ENG 225, ENG 230, ENG 232 or any other ENG 100 Level Course*

### **History**

HIS 121 History of Western Civilization

HIS 141 Introduction to African Civilizations

HIS 145 Belizean History

HIS 275 History of Guatemala's Claim, 1945-present

Or any other HIS Course.

### **Spanish**

SPA 111 Intermediate Spanish

SPA 251 Business Spanish

### **Theology**

*All students must take two THE (Theology) courses for example:*

THE 118 Catholic Faith & Ministry

THE 218 Christian Leadership

THE 125 Scripture in Morality

THE 219 Issues in Moral Decision Making

THE 127 Introduction to Christianity

THE 130 Jesus and the Gospels

THE 131 Jesus the Teacher in the Gospels

THE 220 Catholic Social Ethics

THE 133 Introduction to the Old Testament

THE 235 Philosophy of Education from a Christian Perspective

THE 135 Introduction to the New Testament

THE 240 History of Christianity I

THE 140 History of Christianity I

THE 245 Christology (with prerequisite)

THE 280 Religions of the World

## **SOCIAL SCIENCE**

### **Anthropology**

ANT 120 Introduction to Anthropology

### **Business**

BUS 105 Principles of Management

### **Caribbean Studies**

CRS 103 Caribbean Society and Culture

CRS 104 Issues in Caribbean Development

### **Criminal Justice**

CRJ 110 Introduction to Criminal Justice

CRJ 111 Criminology

### **Economics**

ECO 105 Microeconomics

ECO 106 Macroeconomics

### **Education**

ECE 121 Foundations of Early Childhood Education

ECE 122 Early Childhood Development (4cr)

EDU 111 The Nature of the Learner (4cr)

EDU 112 Introduction to Education

### **Politics**

Any POL course, for example:

POL 150 Introduction to Politics

POL 152 International Politics

POL 160 Human Rights Conventions,  
Belize Constitution and the Law

POL 270 Issues in Global Development

### **Psychology**

PSY 115 Introduction to Psychology

### **Philosophy**

PHIL 128 Philosophy of Human Nature

PHIL 241 Social Philosophy



## **Sociology**

SOC 124 Introduction to Sociology

SOC 150 Society and Culture in Belize and the Region

SOC 121 Introduction to Research Methods

## **NATURAL SCIENCE**

The following courses may be used as a Natural Science Elective

SCI 101 Ecology, Evolution and the Environment (4)

SCI 102 Basic Concepts in Science/Lab (4)

SCI 104 Introduction to Environmental Studies (3)

SCI 106 Health Science (3)

SCI 115 HIV/AIDS and Reproductive Health

## **COMPUTER SCIENCE**

The following may be taken as a Computer Science Elective:

CIS 113 Intermediate Information Technology

CIS 120 Business Information Systems

CIS 140 Microsoft Access Database and SQL

CGD 218 Basic Graphic Design

CNT 160 Networking Basics (4cr)

INT 211 Information Technology II

## **CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS (CAPE)**

CAPE is a set of advanced level examinations administered by the Caribbean Examinations Council (CXC) for sixth form and junior college students. The exams are offered in units which may be taken at the end of the first or second year of junior college. Students who sit and pass these exams may access opportunities for entrance into universities in the Caribbean and to compete for national and regional scholarship awards.

Many of the courses offered by the Junior College incorporate knowledge and skills required by CAPE syllabi. Students thus have the opportunity to prepare for CAPE while earning the Associate Degree.

CAPE preparation is available in the following areas:

Accounting – 2 units	Communication Studies - 1 unit	Mathematics – 2 units
Biology – 2 units	Economics – 1 unit	Physics – 2 units
Caribbean Studies - 1 unit	History - 2 units	Sociology – 2 units
Chemistry – 2 units	Literature – 2 units	

Students who wish to sit CAPE should inform their academic advisor early in their programs of study as all CAPE carry an internal assessment component which must be completed prior to the exam. Exam syllabi may be purchased from the Ministry of Education.

Unless they obtain prior written permission from the Associate Dean of Academic Affairs, students may not enter for a CAPE examination under the auspices of St. John's College if they do not register for and complete the related courses for that unit. Students in violation of this rule cannot expect St. John's College lecturers to grade internal assessments or to help them prepare for the exams in any way. Students who wish to sit a CAPE examination without registering for the related courses are advised to enter as private candidates.

## ASSOCIATE DEGREE PROGRAMS

St. John's College Junior College offers the following Associate Degrees:

**Associate in Arts Degree (A.A.)** - Awarded for the completion of two-year degree programs in fine arts and liberal arts in which the major falls within the Humanities or Education. The A.A. degree is designed for those who plan to transfer to a four-year, degree-granting institution for the completion of a Bachelor of Arts (B.A.) degree.

**Associate in Science Degree (A.S.)** - Awarded for the completion of two-year degree programs in a variety of pre-professional areas in which the major falls within the Natural, Physical, or Social Sciences. The A.S. degree is designed for those who plan to transfer to a four-year, degree-granting institution for the completion of a Bachelor of Science (B.S.) degree.

**Associate in Individualized Studies (A.I.S.)** - Targeted at the mature student, typically an adult who wishes to enhance employment skills or pursue an education for general enrichment or personal development, the A.I.S. degree is a two-year program of study designed to permit such a student to plan and pursue a program which is not constrained to course work in one specific field. Some of the courses may be transferable to a baccalaureate program.

Unless otherwise noted, the term *program* refers to an associate degree with its own curriculum code and all related specializations and certificates. A *major* is a grouping of courses that define a discipline or interdisciplinary specialty. A *degree program* is a broadly structured curriculum leading to the award of an associate degree, and is listed on a student's diploma.

The following degree programs are offered by St. John's College Junior College.

Department	Academic Track	Degree Program
Education	Education	Early Childhood Education
		Primary Education
Humanities	Art and Graphic Design	Commercial Graphic Design
		Fine Arts
	English, History and Literature	Literature and History
		General Studies with a major in English
		General Studies with a major in Literature
	General Studies	General Studies with no major
		General Studies with a major in Accounting
		General Studies with a major in Tourism
Social Sciences	Economics, History, Sociology & Psychology Criminal Justice	Psychology and Sociology
		Sociology and Economics
		History and Economics
		General Studies with a major in Economics
		General Studies with a major in Psychology
		General Studies with a major in Sociology
		General Studies with a major in History
		Criminal Justice
Business	Business Administration	Business Administration
		Business Administration with a major in Accounting
		Business Administration with a major in Economics
		Business Administration with a major in Tourism
Math and Sciences	Computer Science	Computer Information Systems
		Computer Networking
		Computer Science with Math
		General Studies with Networking
	Biology and Chemistry	Biology and Chemistry
		Biology and Chemistry with Math
		Environmental Science
		General Studies with Biology
		General Studies with Chemistry
	Math and Physics	Physics and Math
		Physics and Math with Chemistry
		General Studies with a major in Math
ASSOCIATE IN INDIVIDUALIZED STUDIES		Associates in Individualized Study

## DEGREE REQUIREMENTS

### Education Department

#### Early Childhood Education Degree Requirements – 84 credits

- *GENERAL CORE (31 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (6 credits)
    - MTH 111 College Math for the Primary School Teacher I
    - MTH 112 College Math for the Primary School Teacher II OR MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (7 credits)
    - ECE 121 Foundations of Early Childhood Education
    - ECE 122 Early Childhood Development (4cr)
- *PROFESSIONAL CORE (53 credits)*
  - CIS Open) Any Intermediate Level Computer Course
  - ECE 132 Visual Arts in Early Childhood Education
  - ECE 133 Music and Movement in Early Childhood Education
  - ECE 141 Implementing the Early Childhood Education Curriculum (4cr)
  - ECE 142 Assessment in the Early Childhood Classroom
  - ECE 143 Early Intervention for Children with Special Needs
  - ECE 152 Child, Family and School Relations
  - ECE 153 Instructional Aids for the Early Childhood Classroom (4cr)
  - ECE 211 The Emergent Early Childhood Educator
  - ECE 261 Language Development in Early Childhood Education (4cr)
  - ECE 272 Mathematics and Science in the Early Childhood Classroom (4cr)
  - ECE 281 Early Childhood Language Arts (4cr)
  - ECE 282 Teaching Practicum I
  - ECE 292 Teaching Practicum II - Internship

**Early Childhood Education  
Recommended Full Time Degree Guide (84 credits)**

<b>Year I Semester I</b>		
Course Code	Course Description	Credits
* ENG 110	College Composition I	3
MTH 111	College Math for the Primary School Teacher I	3
THE (Open)	Any 100 Level Theology Course	3
CIS (Open)	Any Intermediate Level Computer Course	3
Recommended total credit hours		12
<b>Year I Semester II</b>		
ENG 120	College Composition II	3
ECE 121	Foundations of Early Childhood	3
ECE 122	Early Childhood Development	4
MTH 103/112	Intermediate Algebra OR College Math for the Primary School Teacher II	3
Recommended total credit hours		13
<b>Year I Summer</b>		
ECE 132	Visual Arts in Early Childhood Education	3
ECE 133	Music and Movement in Early Childhood Education	3
Recommended total credit hours		6
<b>Year II Semester I</b>		
ECE 141	Implementing the Early Childhood Education Curriculum	4
ECE 152	Child, Family and School Relations	3
ECE 143	Early Intervention for Children with Special Needs	3
ECE 261	Language Development in Early Childhood	4
ECE 272	Math and Science in the Early Childhood Classroom	4
Recommended total credit hours		18
<b>Year II Semester II</b>		
ENG 210	Advanced English Composition	3
THE (Open)	Any 200 Level Theology Course	3
ECE 142	Assessment in the Early Childhood Classroom	3
ECE 281	Early Childhood Language Arts	4
ECE 282	Teaching Practicum I	3
Recommended total credit hours		16
<b>Year II Summer</b>		
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
ECE 153	Instructional Aids in the Early Childhood Classroom	4
ECE 211	The Emergent Early Childhood Educator	3
Recommended total credit hours		10
<b>Year III Semester I</b>		
ECE 292	Teaching Practicum I – Internship in Early Childhood Education	9
Total Credit hours		9

\* Students may be required to take additional preparatory courses based on previous grades

All other professional core courses are pre-requisites for Teaching Practicum II – Internship. No other course can be taken at the same time unless written permission has been received from the Associate Dean for Academic Affairs.

## Early Childhood Education: Recommended Part-Time Degree Guide (84 credits)

Year I Semester I		
Course Code	Course Description	Credits
* ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
MTH 111	Math for the Primary School Teacher II	3
Recommended total credit hours		9
Year II Semester II		
ECE 121	Foundations of Early Childhood	3
ECE 122	Early Childhood Development	4
*MTH 103 or 112	Intermediate Algebra OR College Math for the Primary School Teacher II	3
Recommended total credit hours		10
Year I Summer		
ECE 132	Visual Arts in Early Childhood Education	3
ECE 133	Music and Movement in Early Childhood Education	3
CIS (Open)	Any Intermediate Level Computer Course	3
Recommended total credit hours		9
Year II Semester I		
ENG 120	College Composition II	3
ECE 143	Early Intervention for Children with Special Needs	3
ECE 141	Implementing the Early Childhood Education Curriculum	4
Recommended total credit hours		10
Year II Semester II		
ECE 142	Assessment in the Early Childhood Classroom	3
ECE 261	Language Development in Early Childhood	4
ENG 210	Advanced English Composition	3
Recommended total credit hours		10
Year II Summer		
ECE 153	Instructional Aids in the Early Childhood Classroom	4
ECE 211	The Emergent Early Childhood Educator	3
Recommended total credit hours		7
Year III Semester I		
ECE 152	Child, Family and School Relations	3
ECE 272	Math and Science in the Early Childhood Classroom	4
THE (Open)	Any 200 Level Theology Course	3
Recommended total credit hours		10
Year III Semester II		
ECE 282	Teaching Practicum I	3
ENG (Open)	ENG 220, 227 or 200 Level Literature Course	3
ECE 281	Early Childhood Language Arts	4
Total Credit hours		10
Year IV		
ECE 292	Teaching Practicum II – Internship in Early Childhood Education	9
Total Credit hours		9

\* Students may be required to take additional preparatory courses based on previous grades

All other professional core courses are pre-requisites for Teaching Practicum II – Internship. No other course can be taken at the same time unless written permission has been received from the Associate Dean for Academic Affairs

**Primary Education**  
**Degree Requirements – 96 credits**

- *GENERAL CORE (30 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 Communication Composition II
    - ENG 210 Advanced College Composition
    - ENG 227 Fundamentals of Linguistics
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (6 credits)
    - MTH 111 College Math for the Primary School Teacher I
    - MTH 112 College Math for the Primary School Teacher II
  - Humanities and Social Sciences (6 credits)
    - HIS 145 Belizean History
    - SOC 150 Society & Culture in Belize & the Region
- *PROFESSIONAL CORE (51 credits)*
  - EDU 111 The Nature of the Learner (4cr)
  - EDU 112 Introduction to Education
  - EDU 115 General Methods for the Primary Classroom (4cr)
  - EDU 120 Physical Education
  - EDU 210 Managing the Regular and Multigrade Classroom
  - EDU 225 Health and Family Life Education
  - EDU 226 Spanish Methods for the Primary Classroom
  - EDU 230 Language Arts Methods for Primary Classroom I
  - EDU 232 Language Arts Methods for the Primary Classroom II
  - EDU 233 Science Concepts and Methods for the Primary Classroom
  - EDU 234 Social Studies Concepts and Methods for the Primary Classroom
  - EDU 238 Math Concepts and Methods for the Primary Classroom (4cr)
  - EDU 290 Teaching Practicum I
  - EDU 291 The Internship in Primary Education (9cr)
- *SUPPORT CORE (15 credits)*
  - SCI 111 Introduction to Scientific Inquiry
  - SCI 112 General Science for the Primary School Teacher
  - Any Intermediate Level Computer Course
  - SPA 111 Intermediate Spanish
  - *AND ONE OF THE FOLLOWING:*
    - ART 151 Dance and Drama Education
    - ART 152 Music Education
    - ART 153 Visual Arts Education

Notes: Students who have not completed all general and support core content courses in a subject area will need the permission of their academic advisor to register for the related methods courses.

## Primary Education: Recommended Full-Time Degree Guide (96 credits)

Year I Semester I		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
HIS 145	Belizean History	3
MTH 111	College Math for the Primary School Teacher	3
THE (Open)	Any 100 level Theology Course	3
CIS (Open)	Intermediate Information Technology	3
Recommended total credit hours		15
Year I Semester II		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
MTH 112	College Math for the Primary School Teacher II	3
EDU 111	The Nature of the Learner	4
EDU 112	Introduction to Education	3
SCI 111	Introduction to Scientific Inquiry	3
Recommended total credit hours		16
Year I Summer		
Course Code	Course Description	Credits
SCI 112	General Science for the Primary School Teacher	3
EDU 120	Physical Education	3
SPA 111	Intermediate Spanish	3
ART (Open)	ART 151 Dance & Drama Education OR ART 152 Music Education, OR ART 153 Visual Arts Education	3
Recommended total credit hours		12
Year II Semester I		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
EDU 115	General Methods for the Primary Classroom	4
EDU 225	Health and Family Life Education	3
EDU 226	Spanish Methods for the Primary School	3
SOC 150	Society and Culture in Belize and the Region	3
Recommended total credit hours		19
Year II Semester II		
Course Code	Course Description	Credits
ENG 227	Fundamentals of Linguistics	3
EDU 210	Managing the Regular and Multigrade Classroom	3
EDU 230	Language Arts Methods for the Primary Classroom I	3
EDU 234	Social Studies Concepts and Methods for the Primary classroom	3
EDU 290	Teaching Practicum I	3
Recommended total credit hours		15
Year II Summer		
Course Code	Course Description	Credits
EDU 233	Science Concepts and Methods for the Primary Classroom	3
EDU 238	Math Concepts and Methods for the Primary Classroom	4
EDU 232	Language Arts Methods for the Primary Classroom II	3
Recommended total credit hours		10
Year III Semester I		
Course Code	Course Description	Credits
EDU 291	The Internship in Primary Education	9
Recommended total credit hours		9



**Primary Education**  
**Recommended Part-Time Degree Guide (96 credits)**

<b>Year I Semester I</b>		
Course code	Course Description	Credits
MTH 111	College Math for the Primary School Teacher I	3
ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology	3
Recommended Total Credit Hours		9
<b>Year I Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
MTH 112	College Math for the Primary School Teacher I	3
SCI 111	Introduction to Scientific Inquiry	3
Recommended Total Credit Hours		9
<b>Year I Summer</b>		
Course code	Course Description	Credits
SPA 111	Intermediate Spanish	3
SCI 112	General Science for the Primary School Teacher	3
HIS 145	Belizean History	3
CIS (Open)	Intermediate Information Technology	3
Recommended Total Credit Hours		12
<b>Year II Semester I</b>		
Course Code	Course Description	Credits
EDU 115	General Methods for the Primary Classroom	4
SOC 150	Society and Culture in Belize and the Region	3
EDU 225	Health and Family Life Education	3
Recommended Total Credit Hours		10
<b>Year II Semester II</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
EDU 111	The Nature of the Learner	4
EDU 112	Introduction to Education	3
Recommended Total Credit Hours		10
<b>Year II Summer</b>		
Course Code	Course Description	Credits
ART (Open)	ART 151 Dance & Drama Education OR ART 152 Music Education, OR ART 153 Visual Arts Education	3
EDU 120	Physical Education	3
Recommended Total Credit Hours		6

### Primary Education Part Time Degree Guide (continued)

Year III Semester I		
Course Code	Course Description	Credits
EDU 226	Spanish Methods for the Primary Classroom	3
ENG 227	Fundamentals of Linguistics	3
THE (Open)	Any 200 Level Theology Course	3
Recommended Total Credit Hours		9
Year III Semester II		
Course Code	Course Description	Credits
EDU 290	Teaching Practicum I	3
EDU 230	Language Arts Methods for Primary Classroom I	3
EDU 210	Managing the Regular and Multigrade Classroom	3
EDU 234	Social Studies Concepts and Methods for the Primary Classroom	3
Recommended Total Credit Hours		12
Year III Summer		
Course Code	Course Description	Credits
EDU 238	Math Concepts and Methods for the Primary Classroom	4
EDU 232	Language Arts Methods for the Primary Classroom II	3
EDU 233	Science Concepts and Methods for the Primary Classroom	3
Recommended Total Credit Hours		10
Year IV Semester I		
Course Code	Course Description	Credits
EDU 291	The Internship in Primary Education	9
Recommended Total Credit Hours		9

\* Students may be required to take additional preparatory courses based on previous grades

All other professional core courses are pre-requisites for the Internship in Primary Education. No other course can be taken at the same time unless written permission has been received from the Associate Dean for Academic Affairs

## Humanities Department

### Commercial Graphic Design Degree Requirements 72-73 credits

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I \*
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - PHIL 128 Philosophy of Human Nature
    - Any History (HIS) Course
- *PROFESSIONAL CORE (33 credits)*
  - ART 105 Foundations in Drawing
  - ART 110 Foundations in Painting
  - ART 113 Drawing
  - ART 118 Art Appreciation
  - ART 221 Sculpture
  - ART 225 Computer Imaging
  - ART 235 Graphic Design
  - CGD 217 Design Communication
  - CGD 220 Digital Publishing
  - CGD 252 Digital Imaging
  - CIS 286 WWW Interactive Programming
- *SUPPORT CORE (12 credits)*
  - BUS 252 Small Business Management OR BUS 213 Principles of Marketing
  - Any 200 Level Literature Course
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish
  - Any Natural Science Course

**Commercial Graphic Design**  
**Recommended Full-Time Degree Guide (72-73 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credit
*ENG 110	College Composition I	3
ART 105	Foundations in Drawing	3
ART 110	Foundations in Painting	3
ART 118	Art Appreciation	3
HIS (Open)	Any History Course	3
MTH 103	Intermediate Algebra	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
ART 113	Drawing	3
ART 235	Graphic Design	3
CGD 252	Digital Imaging	3
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
ART 221	Sculpture	3
ART 225	Computer Imaging	3
CGD 217	Design Communication	3
CGD 220	Digital Publishing	3
SCI (Open)	Any Natural Science Course	3-4
Recommended total credit hours		18-19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level ENG Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
PHIL 128	Philosophy of Human Nature	3
CIS 286	WWW Interactive Programming	3
ENG (Open)	Any 200 Level Literature Course	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

**Fine Arts**  
**Degree Requirements – 72-73 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - Any two Humanities or Social Science courses
- *PROFESSIONAL CORE (33 credits)*
  - ART 105 Foundations in Drawing
  - ART 110 Foundations in Painting
  - ART 113 Drawing
  - ART 114 Painting
  - ART 118 Art Appreciation
  - ART 121 Pottery
  - ART 216 Printmaking OR CGD 252 Digital Imaging
  - ART 221 Sculpture
  - ART 235 Graphic Design
  - ART 245 Art History
  - ART 255 Studio Art
- *SUPPORT CORE (12 credits)*
  - PHIL 128 Philosophy of Human Nature
  - one Natural Science course
  - SPA111 Intermediate Spanish or SPA 251 Business Spanish
  - one Humanities or Social Science course
  - Any 3- Credit course

**Fine Arts**  
**Recommended Full-Time Degree Guide (72 – 73 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
ART 105	Foundations in Drawing	3
ART 110	Foundations in Painting	3
ART 118	Art Appreciation	3
Natural Science	Any Natural Science course	3 - 4
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
Recommended total credit hours		18 – 19
<b>Semester II</b>		
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
ART 113	Drawing	3
ART 114	Painting	3
ART 235	Graphic Design	3
Open	Any Humanities or Social Science course	3
Recommended total credit hours		18
<b>Semester III</b>		
ENG 210	Advanced College Composition	3
ART 216	Printmaking	3
ART 221	Sculpture	3
ART 121	Pottery	3
PHIL 128	Philosophy of Human Nature	3
MTH 103	Intermediate Algebra	3
Recommended total credit hours		18
<b>Semester IV</b>		
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
ART 245	Art History	3
ART 255	Studio Art	3
Open	Any Humanities or Social Science course	3
Open	Any 3- credit course	3
		18

\* Students may be required to take additional preparatory courses based on previous grades

**Literature and History**  
**Degree Requirements – 77 -78 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level English Course(except 215 and ENG 225)
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (50- 51 credits)*
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - ENG 115 Literatures in English I (5cr)
  - ENG 125 Literatures in English II (5cr)
  - ENG 215 Literatures in English III (5cr)
  - ENG 225 Literatures in English IV (5cr)
  - HIS 115 The Caribbean in the Atlantic World I (4cr)
  - HIS 125 The Caribbean in the Atlantic World II (4cr)
  - HIS 215 Revolution in the Atlantic World (5cr)
  - HIS 225 Development in the Atlantic World (5cr)
  - PHIL 241 Social Philosophy
  - Any Natural Science Course

**Literature and History**  
**Recommended Full-Time Degree Guide (77 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
SOC 121	Introduction to Research Methods	3
ENG 115	Literatures in English I	5
HIS 115	The Caribbean in the Atlantic World I	4
THE (Open)	Any 100 Level Theology Course	3
Recommended total credit hours.		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
*MTH 103	Intermediate Algebra	3
ENG 125	Literatures in English II	5
HIS 125	The Caribbean in the Atlantic World II	4
PHIL 128	Philosophy of Human Nature	3
SCI (Open)	Natural Science course	3-4
Recommended total credit hours		21 - 22
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
ENG 215	Literatures in English III	5
HIS 215	Revolution in the Atlantic World	5
CRS 103	Caribbean Society and Culture	3
Recommended total credit hours		19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
ENG 225	Literatures in English IV	5
HIS 225	Development in the Atlantic World	5
CRS 104	Caribbean Society and Cultural	3
PHIL 241	Social Philosophy	3
Recommended total credit hours		19

\* Students may be required to take additional preparatory courses based on previous grades



**General Studies with a major in English  
Degree Requirements – 72-73 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any HIS Course
  
- *PROFESSIONAL CORE (24 credits)*
  - ENG 116 Introduction to English Literature
  - ENG 140 The Art of Public Speaking
  - ENG 230 Communication for Mass Media
  - ENG 232 Creative Writing
  - Any TWO 200 Level Literature Courses
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  
- *SUPPORT CORE (21- 22 credits)*
  - Any Intermediate Level CIS course
  - PHIL 128 Philosophy of Human Nature
  - PHIL 241 Social Philosophy
  - SPA 111 Intermediate Spanish
  - Any Natural Science Course
  - Any TWO Humanities, Social Science or Natural Science Courses

**General Studies with a major in English**  
**Recommended Full-Time Degree Guide (72-73credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
HIS (Open)	Any History Course	3
MTH 103	Intermediate Algebra	3
Natural Science	Any Natural Science Elective	3-4
THE (Open)	Any 100 Level Theology Course	3
Open	Any Humanities or Social Science Course	3
Recommended total credit hours		18-19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
ENG 116	Introduction to English Literature	3
ENG 140	The Art of Public Speaking	3
CIS (Open)	Any Intermediate Level CIS course	3
SOC 121	Introduction to Research Methods	3
SPA 111	Intermediate Spanish	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
ENG 230	Communication for Mass Media	3
ENG (Open Lit)	Any 200 Level Literature Course	3
CRS 103	Caribbean Society and Culture	3
PHIL 128	Philosophy of Human Nature	3
Open Elective	Any Humanities, Social Science or Natural Science Course	3
Recommended total credit hours		18
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (220 / 227)	ENG 220 Language & Linguistics (CAPE), or ENG 227 Fundamentals of Linguistics	3
ENG 232	Creative Writing	3
ENG (Lit)	Any 200 Level Literature Course	3
CRS 104	Issues in Caribbean Development	3
PHIL 241	Philosophy of Human Nature	3
THE (Open)	Intermediate Macroeconomics	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with a major in Literature**  
**Degree Requirements 71 - 72 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (29 credits)*
  - ENG 115 Literatures in English I (5cr)
  - ENG 125 Literatures in English II (5cr)
  - ENG 215 Literatures in English III (5cr)
  - ENG 225 Literatures in English IV (5cr)
  - ENG 240 Belizean Literature in the Caribbean Context
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
- *SUPPORT CORE (15-16 credits)*
  - Any Intermediate Level Computer Course
  - Any Natural Science Course
  - HIS 121, HIS 141 or HIS 145
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish
  - Any Humanities, Natural Science, or Social Science Course

**General Studies with a major in Literature**  
**Recommended Full-Time Degree Guide (71-72 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
CIS (Open)	Any Intermediate Level Computer Course	3
SCI (Open)	Any Natural Science Course	3-4
ENG 115	Literatures in English I	5
*MTH 103	Intermediate Algebra	3
Recommended total credit hours		17-18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
SOC 121	Introduction to Research Methods	3
ENG 125	Literatures in English II	5
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		17
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
HIS (open)	HIS 121, HIS 145 or HIS 141	3
ENG 215	Literatures in English III	5
CRS 103	Caribbean Society and Culture	3
SPA (111 / 251)	SPA 111 Intermediate Spanish OR SPA 251 Business Spanish	3
Recommended total credit hours		20
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
ENG 225	Literatures in English IV	5
ENG 240	Belizean Literature in the Caribbean Context	3
CRS 104	Issues in Caribbean Development	3
OPEN	Any Humanities, Social Science or Natural Science Course	3-4
Recommended total credit hours		17-18

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with no major  
Degree Requirements 73-77 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any approved course from semester offerings
- *PROFESSIONAL CORE (46 credits)*
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - HIS 121 History of Western Civilization OR HIS 141 Introduction to African Civilizations
  - HIS 145 Belizean History OR HIS 275 History of the Guatemalan Claim
  - Any Two Intermediate Level Computers Courses
  - PHIL 128 Philosophy of Human Nature
  - Two Natural Science electives: One 4 credit and one 3 credit course
  - One Literature Elective
  - SPA 111 Intermediate Spanish OR SPA 251 Business Spanish
  - Four courses from the Humanities, Social Sciences

**General Studies with no major**  
**Recommended Full-Time Degree Guide (73-77 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*MTH 103	Intermediate Algebra	3
SCI 106 / 115	Health Science OR HIV/AIDS and Reproductive Health	3
HIS 145	Belizean History	3
Open	Any Natural Science, Humanities or Social Science course	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
HIS 121 or 141	HIS 121 History of Western Civilization OR Introduction to African Civilizations	3
Open	Any Humanities or Social Science course	3
SOC 121	Introduction to Research Methods	3
SCI 101 or 102	Ecology, Evolution and the Environment <b>OR</b> Basic Concepts in Science/Lab	4
SPA 111 or 251	Intermediate Spanish or Business Spanish	3
Recommended total credit hours		20
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
CIS (Open)	Any Intermediate Level Computer Course	3
ENG (Open)	Any Literature course	3
CRS 103	Caribbean Society and Culture	3
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		18
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
CIS (Open)	Any Intermediate Level Computer Course	3
CRS 104	Issues in Caribbean Development	3
Open	Any Humanities or Social Science course Any Approved Course	3
Open	Any Humanities or Social Science course	3
Open		3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with a major in Accounting**  
**Degree Requirements 71-72 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (6 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any Humanities or Social Science courses
- *PROFESSIONAL CORE (26 credits)*
  - ACC 101 Principles of Accounting I
  - ACC 102 Principles of Accounting II
  - ACC 235 Cost and Managerial Accounting I (4cr)
  - ACC 236 Cost and Managerial Accounting II (4cr)
  - BUS 105 Principles of Management
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - MTH 225 Business Statistics
- *SUPPORT CORE (18-19 credits)*
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish
  - CIS 120 Business Information Systems
  - PHIL 128 Philosophy of Human Nature
  - Any Natural Science Course
  - Any Literature course
  - Any History course

**General Studies with a major in Accounting**  
**Recommended Full-Time Degree Guide (71 - 72 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*MTH 103	Intermediate Algebra	3
ACC 101	Principles of Accounting I	3
BUS 105	Principles of Management	3
SCI (Open)	Any Natural Science course	3 - 4
Recommended total credit hours		18 - 19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
PHIL 128	Philosophy of Human Nature	3
SPA 111	Intermediate Spanish	3
ACC 102	Principles of Accounting II	3
SOC 121	Introduction to Research Methods	3
CIS 120	Business Information Systems	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
ACC 235	Cost & Managerial Accounting I	4
HIS (Open)	Any HIS (History) Course	3
ENG (Open)	Any 200-level literature course (except ENG 215 and ENG 225)	3
CRS 103	Caribbean Society and Culture	3
Recommended total credit hours		19
<b>Semester IV</b>		
Course Code	Course Description	Credits
*ENG (Open)	Any 200 Level Linguistics or Literature Course	3
ACC 236	Cost & Managerial Accounting II	4
MTH 225	Business Statistics	3
Open	Any Humanities or Social Science course	3
CRS 104	Issues in Caribbean Development	3
Recommended total credit hours		16

\* Students may be required to take additional preparatory courses based on previous grades



**General Studies with a major in Tourism  
Degree Requirements – 73 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - HIS 145 Belizean History
- *PROFESSIONAL CORE (30 credits)*
  - BUS 105 Principles of Management
  - BUS 124 Business Ethics
  - BUS 251 Business Communication
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
  - THM 115 Introduction to Tourism
  - THM 125 Tourism Systems
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - BUS 240 Interpersonal Relations in the Business Environment
- *SUPPORT CORE (16-17 credits)*
  - CIS 120 Business Information Systems
  - PHIL 128 Philosophy of Human Nature
  - SCI 101 Ecology, Evolution, and the Environment (4cr)
  - SPA 111 Intermediate Spanish OR SPA 251 Business Spanish
  - Any Humanities, Natural Science or Social Science Course

**General Studies with a major in Tourism**  
**Recommended Full-Time Degree Guide (73 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
SOC 121	Intro to Research Methods	3
BUS 105	Principles of Management	3
ECO 105	Microeconomics	3
THE (Open)	Any 100 Level Theology Course	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
ECO 106	Macroeconomics	3
PHIL 128	Philosophy of Human Nature	3
SCI 101	Ecology, Evolution & the Environment	4
CIS 120	Business Information Systems	3
HIS 145	Belizean History	3
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College composition	3
CRS 103	Caribbean Society and Culture	3
BUS 251	Business Communication	3
THM 115	Introduction to Tourism	3
BUS 240	Interpersonal Relations in the Business Environment	3
THE (Open)	Any 200 Level Theology Course	3
Recommended total credit hours		18
<b>Semester IV</b>		
Course Code	Course Description	Credits
*ENG (Open)	Any 200 Level Linguistics or Literature Course	3
CRS 104	Issues in Caribbean Development	3
BUS 124	Business Ethics	3
SPA (Open)	SPA 111 Intermediate Spanish OR SPA 251 Business Spanish	3
THM 125	Tourism Systems	3
Open	Any Humanities or Social Science course	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

## Social Science Department

### Psychology and Sociology Degree Requirements – 72 credits

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 241 Social Philosophy
- *PROFESSIONAL CORE (45 credits)*
  - PSY 115 Introduction to Psychology
  - PSY 125 Developmental Psychology
  - PSY 130 Adolescent Psychology
  - PSY 215 History and Systems of Psychology
  - PSY 225 Social Psychology
  - PSY 230 Abnormal Psychology
  - SCI 102 Basic Concepts in Science/Lab (4cr)
  - SCI 106 Health Science
  - SOC 115 Sociology, Society and Culture (5cr)
  - SOC 125 Social Stratification, Mobility, and Institutions (5cr)
  - SOC 215 Population, Development and Poverty (5cr)
  - SOC 225 Social Order, Social Control, Deviance and Crime (5cr)

**Psychology and Sociology  
Recommended Full-Time Degree Guide (72 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*MTH 103	Intermediate Algebra	3
PSY 115	Introduction to Psychology	3
SOC 115	Sociology, Society & Culture	5
Recommended total credit hours		17
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
SCI 102	Basic Concepts in Science/Lab	4
PSY 125	Developmental Psychology	3
PSY 130	Adolescent Psychology	3
SOC 125	Social Stratification, Mobility and Institutions	5
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		21
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
PSY 215	History and Systems of Psychology	3
PSY 225	Social Psychology	3
SOC 215	Population, Development and Poverty	5
PHIL 241	Social Philosophy	3
Recommended total credit hours		17
<b>Semester IV</b>		
Course Code	Course Description	Credits
*ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
PSY 230	Abnormal Psychology	3
SOC 225	Social Order, Social Control, Deviance & Crime	5
SCI 106	Health Science	3
Recommended total Credit hours		17

\* Students may be required to take additional preparatory courses based on previous grades

**Sociology and Economics**  
**Degree Requirements – 79 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - HIS 145 Belizean History
- *PROFESSIONAL CORE (52 credits)*
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
  - ECO 215 Intermediate Microeconomics (5cr)
  - ECO 225 Intermediate Macroeconomics (5cr)
  - PHIL 128 Philosophy of Human Nature
  - MTH 113 Pre-Calculus (4cr)
  - PHIL 241 Social Philosophy
  - SOC 115 Sociology, Society and Culture (5cr)
  - SOC 125 Social Stratification, Mobility, and Institutions (5cr)
  - SOC 215 Population, Development and Poverty (5cr)
  - SOC 225 Social Order, Social Control, Deviance and Crime (5cr)

**Sociology and Economics**  
**Recommended Full-Time Degree Guide (74 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*MTH 103	Intermediate Algebra	3
ECO 105	Microeconomics	3
SOC 115	Sociology, Society & Culture	5
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		20
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
HIS 145	Belizean History	3
ECO 106	Macroeconomics	3
SOC 125	Social Stratification, Mobility and Institutions	5
MTH 113	Pre-Calculus	4
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
CRS 103	Caribbean Studies	3
PHIL 128	Philosophy of Human Nature	3
ECO 215	Intermediate Microeconomics	5
SOC 215	Population, Development and Poverty	5
Recommended total credit hours		19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
PHIL 241	Social Philosophy	3
ECO 225	Intermediate Macroeconomics	5
SOC 225	Social Order, Social Control, Deviance & Crime	5
THE (Open)	Any 200 Level Theology	3
CRS 104	Issues in Caribbean Development	3
Recommended total credit hours		21

**History and Economics**  
**Degree Requirements - 74 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level English Course(except ENG 215 and ENG 225)
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (47 credits)*
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
  - ECO 215 Intermediate Microeconomics (5cr)
  - ECO 225 Intermediate Macroeconomics (5cr)
  - HIS 115 The Caribbean in the Atlantic World I (4cr)
  - HIS 125 The Caribbean in the Atlantic World II (4cr)
  - HIS 215 Revolution in the Atlantic World (5cr)
  - HIS 225 Development in the Atlantic World (5cr)
  - MTH 113 Pre-Calculus (4cr)
  - PHIL 241 Social Philosophy

**History and Economics  
Recommended Full-Time Degree Guide (74 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
HIS 115	The Caribbean in the Atlantic World I	4
ECO 105	Microeconomics	3
*MTH 103	Intermediate Algebra	3
THE (OPEN)	Any 100 Level Theology Course	3
Recommended credit hours		16
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
PHIL 128	Philosophy of Human Nature	3
HIS 125	The Caribbean in the Atlantic World II	4
ECO 106	Macroeconomics	3
MTH 113	Pre-Calculus	4
SOC 121	Introduction to Research Methods	3
Recommended credit hours		20
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
HIS 215	Revolution in the Atlantic World	5
ECO 215	Intermediate Microeconomics	5
CRS 103	Caribbean Society and Culture	3
THE (Open)	Any 200 Level Theology Course	3
Recommended Credit hours		19
<b>Semester IV</b>		
Course code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
CRS 104	Caribbean Society and Culture I	3
HIS 225	Development in the Atlantic World	5
ECO 225	Intermediate Macroeconomics	5
PHIL 241	Social Philosophy	3
		19

\* Students may be required to take additional preparatory courses based on previous grades



**General Studies with a major in Economics**  
**Degree Requirements 74-75 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any Humanities or Social Science course
- *PROFESSIONAL CORE (29 credits)*
  - BUS 105 Principles of Management
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
  - ECO 215 Intermediate Microeconomics (5cr)
  - ECO 225 Intermediate Macroeconomics (5cr)
  - MTH 113 Pre Calculus (4cr)
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
- *SUPPORT CORE (18 credits)*
  - PHIL 128 Philosophy of Human Nature
  - CIS 120 Business Information Systems
  - Any Natural Science Course
  - Any 200 Level Literature course
  - Any History course
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish

**General Studies with a major in Economics**  
**Recommended Full-Time Degree Guide (74-75 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
ECO 105	Microeconomics	3
BUS 105	Principles of Management	3
MTH 103	Intermediate Algebra	3
HIS (Open)	Any HIS course (HIS 121, HIS 141, HIS 145)	3
THE (Open)	Any 100 Level Theology Course	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
ECO 106	Macroeconomics	3
MTH 113	Pre-Calculus	3
SOC 121	Introduction to Research Methods	4
PHIL 128	Philosophy of Human Nature	3
Open	Any Humanities or Social Science course	3
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
ECO 215	Intermediate Microeconomics	5
CIS 120	Business Information Systems	3
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
ENG (Open)	Any 200 level Literature Course	3
CRS 103	Caribbean Society and Culture	3
Recommended total credit hours		20
<b>Semester IV</b>		
Course Code	Course Description	Credits
*ENG (Open)	Any 200 level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
ECO 225	Intermediate Macroeconomics	5
CRS 104	Issues in Caribbean Development	3
SCI (Open)	Any Natural Science Course	3-4
Recommended total credit hours		17-18

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with a major in Psychology**  
**Degree Requirements – 73 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any Humanities or Social Science course
- *PROFESSIONAL CORE (34 credits)*
  - PHIL 128 Philosophy of Human Nature
  - PSY 115 Introduction to Psychology
  - PSY 125 Developmental Psychology
  - PSY 130 Adolescent Psychology
  - PSY 215 History and Systems of Psychology
  - PSY 225 Social Psychology
  - PSY 230 Abnormal Psychology
  - SCI 102 Basic Concepts in Science/Lab (4cr)
  - SCI 106 Health Science OR SCI 115 HIV/AIDS and Reproductive Health
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
- *SUPPORT CORE (12 credits)*
  - Any Intermediate Level Computer Course
  - Any History course
  - Any 200 Level Literature course
  - SPA 111 Intermediate Spanish OR SPA 251 Business Spanish

**General Studies with a major in Psychology**  
**Recommended Full-Time Degree Guide (73 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
SCI 102	Basic Concepts in Science/Lab	4
*MTH 103	Intermediate Algebra	3
PSY 115	Introduction to Psychology	3
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
PSY 125	Developmental Psychology	3
PSY 130	Adolescent Psychology	3
PHIL 128	Philosophy of Human Nature	3
HIS (Open)	Any History (HIS) course	3
SCI 106 / 115	Health Science OR HIV/AIDs and Reproductive Health	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
PSY 215	History & Systems of Psychology	3
PSY 225	Social Psychology	3
CRS 103	Caribbean Society and Culture	3
CIS (Open)	Any Intermediate Level Computer Course	3
Recommended total credit hours		18
<b>Semester IV</b>		
Course Code	Course Description	Credits
*ENG (Open)	Any 200 Level Linguistics or Literature Course	3
CRS 104	Issues in Caribbean Development	3
PSY 230	Abnormal Psychology	3
ENG (Lit)	Any 200 Level Literature	3
OPEN	Any Humanities or Social Science course	3
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with a major in Sociology**  
**Degree Requirements – 72 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any Social Science course (except SOC 124 Introduction to Sociology)
- *PROFESSIONAL CORE (29 credits)*
  - SOC 115 Sociology, Society and Culture (5cr)
  - SOC 125 Social Stratification, Mobility, and Institutions (5cr)
  - SOC 215 Population, Development and Poverty (5cr)
  - SOC 225 Social Order, Control, Deviance and Crime (5cr)
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - PHIL 241 Social Philosophy
- *SUPPORT CORE (16 credits)*
  - Any History Course
  - Any Intermediate Level Computer Course
  - SCI 102 Basic Concepts in Science (4cr) SCI 101 Ecology, Evolution and Environment
  - Any 200 Level Literature course
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish

**General Studies with a major in Sociology**  
**Recommended Full-Time Degree Guide (72 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
SOC 121	Introduction to Research Methods	3
SOC 115	Sociology, Society & Culture	5
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
Recommended total credit hours		17
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
SCI 102 or Sci 101	Basic Concepts in Science/Lab or Ecology, Evolution and Environment	4
SOC 125	Social Stratification, Mobility and Institutions	5
HIS (Open)	Any History (HIS) Course	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
CRS 103	Caribbean Society and Culture	3
CIS (Open)	Any Intermediate Level Computer Course	3
SOC 215	Population, Development and Poverty	5
PHIL 241	Social Philosophy	3
SOC (Open)	Any Social Science (except SOC 124)	3
Recommended total credit hours		20
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Language or Literature Course.	3
CRS 104	Caribbean Society and Culture	3
SOC 225	Social Order, Control, Deviance & Crime	5
THE (Open)	Any 200 Level Theology Course	3
ENG (Open)	Any 200 Level Literature Course	3
Recommended total credit hours		17

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with a major in History**  
**Degree Requirements – 72-73 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (30 credits)*
  - HIS 115 The Caribbean in the Atlantic World I (4cr)
  - HIS 125 The Caribbean in the Atlantic World II (4cr)
  - HIS 215 Revolution in the Atlantic World (5cr)
  - HIS 225 Development in the Atlantic World (5cr)
  - PHIL 241 Social Philosophy
  - HIS 145 Belizean History
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
- *SUPPORT CORE (15 credits)*
  - Any Intermediate Level CIS course
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish
  - Any Natural Science
  - Any Humanities, Natural Science or Social Science course
  - Any 200 Level Literature course

**General Studies with a major in History**  
**Recommended Full-Time Degree Guide (72-74 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
CIS (Open)	Any Intermediate Level Computer Course	3
HIS 115	The Caribbean in the Atlantic World I	4
THE (Open)	Any 100 Level Theology Course	3
Open	Any Humanities, Social Science or Natural Science Course	3-4
Recommended total credit hours		16-17
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
*MTH 103	Intermediate Algebra	3
HIS 125	The Caribbean in the Atlantic World II	4
PHIL 128	Philosophy of Human Nature	3
SOC 121	Introduction to Research Methods	3
HIST 145	Belizean History	3
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
HIS 215	Revolution in the Atlantic World	5
Natural Science	Any Natural Science Course	3-4
CRS 103	Caribbean Society and Culture	4
Recommended total credit hours		18-19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
ENG (Lit)	Any 200 Level Literature Course	3
HIS 225	Development in the Atlantic World	5
THE (Open)	Any 200 Level Theology Course	3
CRS 104	Issues in Caribbean Development	3
PHIL 241	Social Philosophy	3
Recommended total credit hours		20

\* Students may be required to take additional preparatory courses based on previous grades



**Criminal Justice**  
**Degree Requirements – 75-76 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level ENG Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Social Sciences (6 credits)
    - HIS 145 Belizean History
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (36 credits)*
  - BUS 105 Principles of Management
  - CRJ 110 Introduction to Criminal Justice
  - CRJ 111 Criminology
  - CRJ 215 Criminal Law
  - CRJ 230 Introduction to Corrections
  - CRJ 235 Criminal Investigation
  - CRJ 240 Juvenile Justice
  - PDV 195 Professional and Personal Ethics
  - Any POL (Politics) Course
  - SOC 121 Introduction to Research Methods
  - SOC 122 Research Paper
  - CRJ 250 Internship
- ⊖ *SUPPORT CORE (12-13 credits)*
  - Any Intermediate Computer course
  - SPA 111 Intermediate Spanish
  - PSY 115 Introduction to Psychology
  - Any Natural Science course

**Criminal Justice**  
**Recommended Full-Time Degree Guide (75 -76 credits)**

<b>Year I Semester I</b>		
Course Code	Course Description	Credits
* ENG 110	College Composition I	3
PDV 195	Professional and Personal Ethics	3
THE (Open)	Any 100 Level Theology Course	3
HIS 145	Belizean History	3
* MTH 103	Intermediate Algebra	3
BUS 105	Principles of Management	3
Recommended total credit hours		18
<b>Year I Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
CRJ 110	Introduction to Criminal Justice	3
CRJ 111	Criminology	3
PSY 115	Introduction to Psychology	3
POL (Open)	Any Politics Course	3
CIS (Open)	Any Intermediate Level Computer Course	3
Recommended total credit hours		18
<b>Year I Summer</b>		
Course Code	Course Description	Credits
SPA 111	Intermediate Spanish	3
Natural Science	Any Science course	3 - 4
Recommended total credit hours		6
<b>Year II (Semester I)</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
CRJ 215	Criminal Law	3
CRJ 235	Criminal Investigation	3
CRJ 240	Juvenile Justice	3
SOC 121	Introduction to Research Methods	3
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		18
<b>Year II Semester II</b>		
Course Code	Course Description	Credits
ENG (Open)	ENG 220, 227, or any 200-level Literature course	3
THE (Open)	Any 200 Level Theology Course	3
SOC 122	Research Paper	3
CRJ 230	Introduction to Corrections	3
CRJ 250	Internship in Criminal Justice	3
Recommended total credit hours		15

\* Students may be required to take additional preparatory courses based on previous grades

## Criminal Justice: Recommended Part-Time Degree Guide (75 - 76 Credits)

Year I Semester I		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
HIS 145	Any 100 Level Theology Course	3
*MTH 103	Intermediate Algebra	3
Recommended total credit hours		9
Year I Semester II		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
CRJ 110	Introduction to Criminal Justice	3
CRJ 111	Criminology	3
Recommended total credit hours		9
Year I Summer		
Course Code	Course Description	Credits
SPA 111	Intermediate Spanish	3
CIS (Open)	Any Intermediate CIS Course	3
Recommended total credit hours		6
Year II Semester I		
Course Code	Course Description	Credits
CRJ 215	Criminal Law	3
BUS 105	Principles of Management	3
PDV 195	Professional and Personal Ethics	3
Recommended total credit hours		9
Year II Semester II		
Course Code	Course Description	Credits
CRJ 230	Introduction to Corrections	3
PSY 115	Introduction to Psychology	3
POL (Open)	Any Politics Course	3
Recommended total credit hours		9
Year II Summer		
Course Code	Course Description	Credits
SCI (Open)	Any Natural Science Course	3-4
THE (Open)	Any 100 Level Theology Course	3
Recommended total credit hours		6 -7
Year III Semester I		
Course Code	Course Description	Credits
CRJ 235	Criminal Investigation	3
CRJ 240	Juvenile Justice	3
SOC 121	Research Methods	3
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		12
Year III Semester II		
Course Code	Course Description	Credits
ENG 210	Advanced English Composition	3
SOC 122	Research Paper	3
CRJ 250	Internship in Criminal Justice	3
Recommended total credit hours		9
Year III Summer		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
Recommended total credit hours		6

- Students may be required to take additional preparatory courses based on previous grades.

## **Business Department**

### **Business Administration with no major Degree Requirements – (75 - 76 credits)**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any Humanities or Social Science course
- *PROFESSIONAL CORE (36 credits)*
  - ACC 101 Principles of Accounting I
  - ACC 102 Principles of Accounting II
  - BUS 105 Principles of Management
  - BUS 124 Business Ethics
  - BUS 213 Principles of Marketing
  - BUS 222 Business Law
  - BUS 223 Business Finance
  - BUS 240 Interpersonal Relations in the Business Environment
  - BUS 251 Business Communication
  - BUS 252 Small Business Management
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
- *SUPPORT CORE (12-13 credits)*
  - CIS 120 Business Information Systems
  - MTH 225 Business Statistics
  - Any Natural Science Course (3 or 4 cr)
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish

**Business Administration with no major**  
**Recommended Full-Time Degree Guide (75-76 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*MTH 103	Intermediate Algebra	3
BUS 105	Principles of Management	3
ACC 101	Principles of Accounting I	3
ECO 105	Microeconomics	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
SOC 121	Introduction to Research Methods	3
ACC 102	Principles of Accounting II	3
ECO 106	Macroeconomics	3
BUS 124	Business Ethics	3
SPA (Open)	Intermediate Spanish OR Business Spanish	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
CIS 120	Business Information Systems	3
BUS 251	Business Communication	3
BUS 252 or MTH 225	Small Business Management or Business Statistics	3
BUS 222	Business Finance	3
SCI (Open)	Any Natural Science Course	3-4
BUS 240	Interpersonal Relations in the Business Environment (Dec – Jan) 4 weeks	3
Recommended total credit hours		21
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
BUS 252 or MTH 225	Small Business Management or Business Statistics	3
THE (Open)	Any 200 Level Theology Course	3
BUS 213	Principles of Marketing	3
BUS 223	Business Law	3
Open	Any Humanities or social science course	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

**Business Administration with no major**  
**Recommended Part-Time Degree Guide (75-76 credits)**

<b>Year I Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
ACC 101	Principles of Accounting I	3
*MTH 103	Intermediate Algebra	3
ECO 105	Microeconomics	3
Recommended total credit hours		12
<b>Year I Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
ACC 102	Principles of Accounting II	3
BUS 105	Principles of Management	3
ECO 106	Macroeconomics	3
Recommended total credit hours		12
<b>Year I Summer I</b>		
Course Code	Course Description	Credits
THE (Open)	Any 100 Level Theology Course	3
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		6
<b>Year II Semester I</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
BUS 124	Business Ethics	3
BUS 251	Business Communication	3
MTH 225	Business Statistics	3
Recommended total credit hours		12
<b>Year II Semester II</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
BUS 223	Business Finance	3
BUS 222	Business Law	3
BUS 213	Principles of Marketing	3
Recommended total credit hours		12
<b>Year II Summer II</b>		
Course Code	Course Description	Credits
THE (Open)	Any 200 Level Theology Course	3
SPA 111	Intermediate Spanish	3
CIS 120	Business Information Systems	3
Recommended total credit hours		9
<b>Year III Semester I</b>		
Course Code	Course Description	Credits
BUS 252	Small Business Management	3
BUS 240	Interpersonal Relations in the Business Environment (Dec-Jan 4 Weeks)	3
Open	Any Humanities or social science course	3
SCI Open	Any Natural Science Course	3-4
Recommended total credit hours		13

\* Students may be required to take additional preparatory courses based on previous grades

## Business Department

### Business Administration with a major in Accounting Degree Requirements – (80 - 81 credits)

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - BUS 105 Principles of Management
- *PROFESSIONAL CORE (41 credits)*
  - ACC 101 Principles of Accounting I
  - ACC 102 Principles of Accounting II
  - ACC 235 Cost and Managerial Accounting I (4cr)
  - ACC 236 Cost and Managerial Accounting II (4cr)
  - BUS 124 Business Ethics
  - BUS 213 Principles of Marketing
  - BUS 222 Business Law
  - BUS 223 Business Finance
  - BUS 240 Interpersonal Relations in the Business Environment
  - BUS 251 Business Communication
  - BUS 252 Small Business Management
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
- *SUPPORT CORE (12-13 credits)*
  - CIS 120 Business Information Systems
  - MTH 225 Business Statistics
  - Any Natural Science course (3 or 4 cr)
  - SPA 111 Intermediate Spanish OR SPA 251 Business Spanish

**Business Administration with a major in Accounting  
Recommended Full-Time Degree Guide (80-81 Credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
SOC 121	Introduction to Research Methods	3
ACC 101	Principles of Accounting I	3
BUS 105	Principles of Management	3
ECO 105	Microeconomics	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
ACC 102	Principles of Accounting II	3
ECO 106	Macroeconomics	3
SCI (Open)	Any Natural Science course	3 - 4
BUS 124	Business Ethics	3
CIS 120	Business Information Systems	3
Recommended total credit hours		21 - 22
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
BUS 223	Business Finance	3
BUS 251	Business Communication	3
ACC 235	Cost & Managerial Accounting I	4
SPA (Open)	Intermediate Spanish or Business Spanish	3
THE (Open)	Any 200 Level Theology Course	3
BUS 240	Interpersonal Relations in the Business Environment (Dec - Jan) 4 weeks	3
Recommended total credit hours		22
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Language or Literature Course	3
ACC 236	Cost & Managerial Accounting II	3
BUS 213	Principles of Marketing	4
BUS 222	Business Law	3
BUS 252	Small Business Management	3
MTH 225	Business Statistics	3
Recommended total credit hours		19

\* Students may be required to take additional preparatory courses based on previous grades



**Business Administration with a major in Economics**  
**Degree Requirements – (80- 81 credits)**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - BUS 105 Principles of Management
- *PROFESSIONAL CORE (40 credits)*
  - ACC 101 Principles of Accounting I
  - ACC 102 Principles of Accounting II
  - BUS 124 Business Ethics
  - BUS 213 Principles of Marketing
  - BUS 222 Business Law
  - BUS 223 Business Finance
  - BUS 240 Interpersonal Relations in the Business Environment
  - BUS 251 Business Communication
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
  - ECO 215 Intermediate Microeconomics (5cr)
  - ECO 225 Intermediate Macroeconomics (5cr)
- *SUPPORT CORE (13 credits)*
  - CIS 120 Business Information Systems
  - MTH 113 Pre-calculus (4cr)
  - Any Natural Science course (3 or 4cr)
  - SPA 111 Intermediate Spanish OR SPA 251 Business Spanish

**Business Administration with a major in Economics**  
**Recommended Full-Time Degree Guide (80-81 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
ACC 101	Principles of Accounting I	3
BUS 105	Principles of Management	3
ECO 105	Microeconomics	3
THE (Open)	Any 100 Level Theology Course	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
ACC 102	Principles of Accounting II	3
ECO 106	Macroeconomics	3
SOC 121	Introduction to Research Methods	3
MTH 113	Pre-Calculus	4
BUS 124	Business Ethics	3
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
CIS 120	Business Information Systems	3
BUS 251	Business Communication	3
BUS 223	Business Finance	3
ECO 215	Intermediate Microeconomics	5
BUS 240	Interpersonal Relations in the Business Environment (Dec - Jan) 4 weeks	3
Recommended total credit hours		23
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	ENG 220 Language & Linguistics, or any 200-level Literature course	3
ECO 225	Intermediate Macroeconomics	5
BUS 213	Principles of Marketing	3
BUS 222	Business Law	3
SPA (Open)	Intermediate Spanish OR Business Spanish	3
SCI (Open)	Any Natural Science Course	3-4
Recommended total credit hours		20-21

\* Students may be required to take additional preparatory courses based on previous grades

**Business Administration with a major in Tourism**  
**Degree Requirements – 79 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - HIS 145 Belizean History
- *PROFESSIONAL CORE (39 credits)*
  - ACC 101 Principles of Accounting I
  - ACC 102 Principles of Accounting II
  - BUS 105 Principles of Management
  - BUS 124 Business Ethics
  - BUS 213 Principles of Marketing
  - BUS 222 Business Law OR ENS 225 Environmental Law
  - BUS 251 Business Communication
  - BUS 252 Small Business Management
  - BUS 240 Interpersonal Relations in the Business Environment
  - ECO 105 Microeconomics
  - ECO 106 Macroeconomics
  - THM 115 Introduction to Tourism
  - THM 125 Tourism Systems
- *SUPPORT CORE (13 credits)*
  - CIS 120 Business Information Systems
  - MTH 225 Business Statistics
  - SCI 101 Ecology, Evolution and the Environment (4cr)
  - SPA 111 Intermediate Spanish or SPA 251 Business Spanish

**Business Administration with a major in Tourism  
Recommended Full-Time Degree Guide (79 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
ACC 101	Principles of Accounting I	3
BUS 105	Principles of Management	3
ECO 105	Microeconomics	3
SCI 101	Ecology, Evolution and the Environment	4
Recommended total credit hours		19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
SOC 121	Introduction to Research Methods	3
ACC 102	Principles of Accounting II	3
ECO 106	Principles Macroeconomics	3
BUS 124	Business Ethics	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
BUS 222	Business Law (or ENS 225 Environmental Law)	3
HIS 145	Belizean History	3
CIS 120	Business Information Systems	3
THM 115	Introduction to Tourism	3
BUS 251	Business Communication	3
BUS 240	Interpersonal Relations in the Business Environment (Dec – Jan) 4 weeks	3
Recommended total credit hours		21
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	ENG 220 Language & Linguistics, or any 200-level Literature course	3
THM 125	Tourism Systems	3
BUS 213	Principles of Marketing	3
BUS 252	Small Business Management	3
SPA (Open)	Intermediate Spanish or Business Spanish	3
MTH 225	Business Statistics	3
THE (Open)	Any 200 Level Theology Course	3
Recommended total credit hours		21

\* Students may be required to take additional preparatory courses based on previous grades

## Natural Science and Mathematics Department

### Computer Information Systems Degree Requirements – 73 credits

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - Any Humanities course
    - Any Social Science course
- *PROFESSIONAL CORE (46 credits)*
  - BUS 105 Principles of Management
  - BUS 251 Business Communication
  - CIS 119 C Programming
  - CIS 130 Systems Analysis and Design
  - CIS 140 Microsoft Access and SQL
  - CIS 160 Data Communications and Networks
  - CIS 180 Object Oriented Programming in C++
  - CIS 233 Operating Systems
  - CIS 281 Windows Programming with Visual Basic
  - CIS 283 Java Programming I
  - CIS 285 Java Programming II
  - CIS 286 WWW Interactive Programming
  - CIS 287 Advanced Visual Basic Programming
  - CIS 290 CIS Project
  - MTH 113 Pre-Calculus, or any course for Mathematics majors (4cr)

**Computer Information Systems**  
**Recommended Full-Time Degree Guide (73 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
BUS 105	Principles of Management	3
CIS 119	C Programming	3
CIS 130	Systems Analysis & Design	3
Open	Any Social Science course	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
MTH 113	Pre-Calculus	4
CIS 140	Microsoft Access and SQL	3
CIS 160	Data Communications and Networks	3
CIS 180	Object Oriented Programming in C++	3
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
BUS 251	Business Communication	3
CIS 233	Operating Systems	3
CIS 281	Windows Programming with Visual Basic	3
CIS 283	Java Programming I	3
Open	Any Humanities course	3
Recommended total credit hours		18
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
CIS 285	Java Programming II	3
CIS 286	WWW Interactive Programming	3
CIS 287	Advanced Visual Basic Programming	3
CIS 290	CIS Project	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

**Computer Networking**  
**Degree Requirements – (77- 78 credits)**

- *GENERAL CORE (27 credits)*
  - Communication Studies (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any History (HIS) Course
- *PROFESSIONAL CORE (38 credits)*
  - BUS 105 Principles of Management
  - CIS 119 C Programming
  - CIS 130 Systems Analysis and Design
  - CIS 140 Microsoft Access and SQL
  - CIS 233 Operating Systems
  - CIS 290 Networking Project
  - CNT 160 Networking Basics (4cr)
  - CNT 161 Routers and Routing Basics (4cr)
  - CNT 261 Switching Basics and Intermediate Routing (4cr)
  - CNT 262 WAN Design (4cr)
  - MTH 113 Pre-Calculus (4cr) or any course for Math majors (4cr)
- *SUPPORT CORE (12 -13 credits)*
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - Any Natural Science Course
  - Any Humanities or Social Sciences Course

**Computer Networking**  
**Recommended Full-Time Degree Guide (77-78 credit hours)**

**Year I**

<b>Semester I</b>		
Course Code	Course Description	Credit
*ENG 110	College Composition I	3
*MTH 103	Intermediate Algebra	3
CIS 119	C Programming	3
CIS 130	Systems Analysis & Design	3
CNT 160	Networking Basics	4
HIS (Open)	Any History (HIS) Course	3
Recommended total credit hours		19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
*MTH 113	Pre-Calculus or any course for math majors	4
THE(Open)	Any 100 Level Theology Course	3
CIS 140	Microsoft Access & SQL	3
CNT 161	Routers and Routing Basics	4
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		20
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
CRS 103	Caribbean Society and Culture	3
CIS 233	Operating Systems	3
CNT 261	Switching Basics and Intermediate Routing	4
BUS 105	Principles of Management	3
Recommended total credit hours		19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature course	3
CNT 262	WAN Learning	4
CIS 290	Networking Project	3
Open	Any Humanities or Social Science course	3
CRS 104	Issues in Caribbean Development	3
SCI (Open)	Any Natural Sciences Course	3-4
Recommended total credit hours		19-20

\* Students may be required to take additional preparatory courses based on previous grades



## Computer Science and Mathematics Degree Requirements – 77 credits

- *GENERAL CORE (28 credits)*
  - Communication Studies (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 115 College Algebra (4cr)
  - Humanities and Social Sciences (6 credits)
    - Any Humanities course
    - Any Social Science course
    -
- *PROFESSIONAL CORE (49 credits)*
  - CIS 119 C Programming
  - CIS 130 Systems Analysis and Design
  - CIS 140 Microsoft Access and SQL
  - CIS 160 Data Communications and Networks
  - CIS 180 Object Oriented Programming in C++
  - CIS 233 Operating Systems
  - Any 200 Level CIS Course
  - CIS 290 CIS Project
  - MTH 119 Trigonometry (4cr)
  - MTH 140 Analytic Geometry
  - MTH 145 Calculus I (4cr)
  - MTH 235 Calculus II
  - MTH 245 Probability and Statistics
  - MTH 250 Further Sequencing and Mathematical Modeling
  - PHY 115 Classical Mechanics/Lab (5 cr)

**Computer Science and Mathematics  
Recommended Degree Guide (77 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*MTH 115	College Algebra	4
*MTH 119	Trigonometry	4
CIS 119	C Programming	3
CIS 130	Systems Analysis & Design	3
Recommended total credit hours		20
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
MTH 140	Analytic Geometry	3
MTH 145	Calculus I	4
CIS 140	Microsoft Access and SQL	3
CIS 160	Data Communications and Networks	3
CIS 180	Object Oriented Programming in C++	3
Recommended total credit hours		19
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
PHY 115	Classical Mechanics/Lab	5
MTH 235	Calculus II	3
MTH 245	Probability & Statistics	3
CIS 233	Operating Systems	3
Recommended total credit hours		20
<b>Semester IV</b>		
Course code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
MTH 250	Further Sequences & Mathematical Modeling	3
CIS (Open)	Any 200 Level CIS Course	3
CIS 290	CIS Project	3
Open	Any Humanities course	3
Open	Any Social Science course	3
Recommended total credit hours		18

**General Studies with a major in Computer Networking**  
**Degree Requirements – 75 -76 credits**

- *GENERAL CORE (27 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (3 credits)
    - MTH 103 Intermediate Algebra
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any HIS Course
- *PROFESSIONAL CORE (26 credits)*
  - CIS 120 Business Information Systems
  - CNT 160 Networking Basics (4 cr)
  - CNT 161 Routers and Routing Basics (4 cr)
  - CNT 261 Switching Basics and Intermediate Routing (4cr)
  - CNT 262 WAN Design (4cr)
  - CIS 290 CIS Project
  - MTH 113 Pre-Calculus(4cr)
- *SUPPORT CORE (22-23 credits)*
  - BUS 105 Principles of Management
  - CRS 103 Caribbean Society and Culture
  - CRS 104 Issues in Caribbean Development
  - SCI 101 Ecology, Evolution, and the Environment OR SCI 102 Basic Concepts in Science/Lab (4cr)
  - Spanish 111 Intermediate Spanish or SPA 251 Business Spanish
  - Any Natural Science, Humanities or Social Science course, including Literature(4cr)
  - PHIL 128 Philosophy of Human Nature

**General Studies with a major in Computer Networking  
Recommended Full-Time Degree Guide (75-76 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
CIS 120	Business Information Systems	3
CNT 160	Networking Basics	4
*MTH 103	Intermediate Algebra	3
SCI 101/102	Ecology, Evolution & the Environment OR Basic Concepts in Science	4
Recommended total credit hours		17
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
CNT 161	Routers and Routing Basics	4
THE (Open)	Any 100 Level Theology Course	3
SOC 121	Introduction to Research Methods	3
MTH 113	Pre-Calculus	4
HIS (Open)	Any History (HIS) Course	3
Recommended total credit hours		20
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
CNT 261	Switching Basics and Intermediate Routing	4
CRS 103	Caribbean Society and Culture	3
SPA (Open)	Intermediate Spanish or Business Spanish	3
BUS 105	Principles of Management	3
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
CNT 262	WAN Learning	4
CIS 290	CIS Project	3
CRS 104	Issues in Caribbean Development	3
Open	Any Natural Science, Humanities or Social Science, including Literature	3-4
Recommended total credit hours		19-20

\* Students may be required to take additional preparatory courses based on previous grades

**Biology and Chemistry**  
**Degree Requirements – (79 -80 credits)**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 113 Pre-Calculus (4cr)
  - Humanities and Social Sciences (6 credits)
    - Any two Humanities or Social Science courses
- *PROFESSIONAL CORE (48 -49credits)*
  - BIO 120 Fundamental Ecological Principles (4cr)
  - BIO 130 Cellular and Molecular Biology/Lab (4cr)
  - BIO 220 Internship in Biology **or** CHE 220 Internship in Chemistry (OPTIONAL)
  - BIO 230 Evolution and Diversity of Organisms/Lab (4cr)
  - BIO 235 Human Biology/Lab (4cr)
  - BIO 240 Plant Physiology/Lab (4cr)
  - BIO 250 Applications of Biology
  - CHE 120 Principles of Chemistry I/Lab (4cr)
  - CHE 130 Principles of Chemistry II/Lab (4cr)
  - CHE 136 Fundamental Organic Chemistry
  - CHE 230 Analytical Methods in Chemistry
  - CHE 235 Organic Chemistry/Lab (4cr)
  - CHE 240 Inorganic Chemistry/Lab (4cr)
  - CHE 250 Environmental Chemistry
- *SUPPORT CORE (3 credits)*
  - Any one elective course

**Biology and Chemistry**  
**Recommended Full-Time Degree Guide (79 – 80 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 113	Pre-Calculus	4
* BIO 120	Fundamental Ecological Principles	4
*CHE 120	Principles of Chemistry I with Lab	4
Open	Any Humanities or Social Science course	3
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
THE (Open)	Any 100 Level Theology Course	3
*BIO 130	Cellular & Molecular Biology/Lab	4
CHE 130	Principles of Chemistry II/Lab	4
CHE 136	Fundamental Organic Chemistry	3
Open	Any one elective course	3
Recommended total credit hours		20
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
BIO 230	Evolution & Diversity of Organism/Lab	4
BIO 235	Human Biology/Lab	4
CHE 230	Analytical Methods in Chemistry	3
CHE 235	Organic Chemistry/Lab	4
Open	Any Humanities or Social Science course	3
Recommended total credit hours		21
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	
BIO 240	Plant Physiology/Lab	3
BIO 250	Applications in Biology	4
CHE 240	Inorganic Chemistry/Lab	3
CHE 250	Environmental Chemistry	4
**BIO 220 or	Internship in Biology or	3
**CHE 220	Internship in Chemistry	1
Recommended total credit hours		20 – 21

\* Students may be required to take additional preparatory courses based on previous grades

\*\*Optional

**Biology and Chemistry with Mathematics**  
**Degree Requirements – (87- 88 credits)**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics(4 credits)
    - MTH 115 College Algebra (4cr)
  - Humanities and Social Sciences (6 credits)
    - Any one Humanities course
    - Any one Social Science course
- *PROFESSIONAL CORE (59-60 credits)*
  - BIO 120 Fundamental Ecological Principles (4cr)
  - BIO 130 Cellular and Molecular Biology/Lab (4cr)
  - BIO 220 Internship in Biology **or** CHE 220 Internship in Chemistry (OPTIONAL)
  - BIO 230 Evolution and Diversity of Organisms/Lab (4cr)
  - BIO 235 Human Biology/Lab (4cr)
  - BIO 240 Plant Physiology/Lab (4cr)
  - BIO 250 Applications of Biology
  - CHE 120 Principles of Chemistry I/Lab (4cr)
  - CHE 130 Principles of Chemistry II/Lab (4cr)
  - CHE 136 Fundamental Organic Chemistry
  - CHE 230 Analytical Methods in Chemistry
  - CHE 235 Organic Chemistry/Lab (4cr)
  - CHE 240 Inorganic Chemistry/Lab (4cr)
  - CHE 250 Environmental Chemistry
  - MTH 119 Trigonometry (4cr)
  - MTH 140 Analytic Geometry
  - MTH 145 Calculus I (4cr)

**Biology and Chemistry with Mathematics**  
**Recommended Full-Time Degree Guide (87 – 88 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*BIO 120	Fundamental Ecological Principles	4
*CHE 120	Principles of Chemistry I	4
MTH 115	College Algebra	4
MTH 119	Trigonometry	4
Recommended total credit hours		19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
*BIO 130	Cellular & Molecular Biology/Lab	4
CHE 130	Principles of Chemistry II/Lab	4
CHE 136	Fundamental Organic Chemistry	3
MTH 140	Analytic Geometry	3
MTH 145	Calculus I	4
Recommended total credit hours		21
<b>Summer Session</b>		
THE (Open)	Any 100 Level Theology Course	3
Open	Any Humanities course	3
		6
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
BIO 230	Evolution & Diversity of Organisms/Lab	4
BIO 235	Human Biology/Lab	4
CHE 230	Analytical Methods in Chemistry	3
CHE 235	Organic Chemistry/Lab	4
SOC (Open)	Any Social Science course	3
Recommended total credit hours		21
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
BIO 240	Plant Physiology/Lab	4
BIO 250	Applications in Biology	3
CHE 240	Inorganic Chemistry/Lab	4
CHE 250	Environmental Chemistry	3
**BIO/CHE 220	Internship in Biology OR Internship in Chemistry	1
Recommended total credit hours		20 – 21

\* Students may be required to take additional preparatory courses based on previous grades

\*\*Optional



**Environmental Science**  
**Degree Requirements – (71- 72 credits)**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 113 Pre-Calculus (4cr)
  - Humanities and Social Sciences (6 credits)
    - ECO 105 Microeconomics
    - HIS 145 Belizean History
- *PROFESSIONAL CORE (40/41 credits)*
  - BIO 130 Cellular and Molecular Biology/Lab (4cr)
  - BIO 230 Evolution and Diversity of Organisms/Lab (4cr)
  - CHE 120 Principles of Chemistry I/Lab (4cr)
  - CHE 130 Principles of Chemistry II/ Lab (4cr)
  - BIO 120 Fundamental Ecological Principles (4cr)
  - ENS 121 Environment and Society
  - ENS 122 Geography of Environmental Systems (4cr)
  - ENS 212 Sustainable Agriculture/Agro-forestry
  - ENS 215 Sustainable Energy and Environmental Monitoring
  - ENS 220 Internship in Environmental Science (OPTIONAL, 1cr)
  - ENS 221 Tropical Ecology Research
  - MTH 129 Probability and Statistics for the Physical Scientist (4cr)
- *SUPPORT CORE (3 credits)*
  - PHIL 128 Philosophy of Human Nature

**Environmental Science**  
**Recommended Full-Time Degree Guide (71 – 72 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*MTH 113	Pre-Calculus	4
THE (Open)	Any 100 Level Theology Course	3
ECO 105	Microeconomics	4
*BIO 120	Fundamental Ecological Principles	4
*CHE 120	Principles of Chemistry I	
Recommended total credit hours		18
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
BIO 130	Cellular & Molecular Biology/Lab	4
CHE 130	Principles of Chemistry II/Lab	4
ENS 121	Environment & Society	3
ENS 122	Geography of Environmental Systems	4
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
ECO 105	Microeconomics	3
BIO 230	Evolution & Diversity of Organisms	4
ENS 212	Sustainable Agriculture/Agro-Forestry	3
MTH 129	Probability & Statistics for the Physical Scientist	4
Recommended total credit hours		17
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
HIS 145	Belizean History	3
PHIL 128	Philosophy of Human Nature	3
ENS 215	Sustainable Energy & Environmental Monitoring	3
ENS 221	Tropical Ecology Research	3
**ENS 220	Internship in Environmental Science	1
Recommended total credit hours		18 – 19

\* Students may be required to take additional preparatory courses based on previous grades

\*\*Optional

**General Studies with a major in Biology**  
**Degree Requirements – 71 credits**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 113 Pre-Calculus (4cr)
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (31 credits)*
  - BIO 120 Fundamental Ecological Principles (4 cr)
  - BIO 130 Cellular and Molecular Biology/Lab (4cr)
  - BIO 230 Evolution and Diversity of Organisms/Lab (4cr)
  - BIO 235 Human Biology/Lab (4cr)
  - BIO 240 Plant Physiology/Lab (4cr)
  - BIO 250 Applications in Biology
  - CHE 120 Principles of Chemistry I/Lab (4cr)
  - CHE 130 Principles of Chemistry II/Lab (4cr)
- *SUPPORT CORE (12 credits)*
  - SPA 111 Intermediate Spanish
  - Any History course
  - Any Literature course
  - Any Social Science course

**General Studies with a major in Biology**  
**Recommended Full-Time Degree Guide (71 credit hours)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100-level Theology course	3
BIO 120	Fundamental Ecological Principles	4
*CHE 120	Principles of Chemistry I	4
SPA 111	Intermediate Spanish	3
Recommended total credit hours		17
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
*MTH 113	Pre-Calculus	4
BIO 130	Cellular & Molecular Biology/Lab	4
CHE 130	Principles of Chemistry II/Lab	4
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		18
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
BIO 230	Evolution & Diversity of Organisms/Lab	4
BIO 235	Human Biology/Lab	4
ENG (Open)	Any 200-level Literature course (except ENG 215 & ENG 225)	3
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		20
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
BIO 240	Plant Physiology/Lab	4
BIO 250	Applications of Biology	3
HIS (Open)	Any History (HIS) course	3
Open	Any Social Science course	3
Recommended total credit hours		16

\* Students may be required to take additional preparatory courses based on previous grades

**General Studies with a major in Chemistry**  
**Degree Requirements – 71 credits**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course (except ENG 215 & ENG 225)
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 113 Pre-Calculus (4cr)
  - Humanities and Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - PHIL 128 Philosophy of Human Nature
- *PROFESSIONAL CORE (25 credits)*
  - CHE 120 Principles of Chemistry I (4cr)
  - CHE 130 Principles of Chemistry II with Lab (4cr)
  - CHE 136 Fundamental Organic Chemistry
  - CHE 230 Analytical Methods in Chemistry
  - CHE 235 Organic Chemistry with Lab (4cr)
  - CHE 240 Inorganic Chemistry with Lab (4cr)
  - CHE 250 Environmental Chemistry
- *SUPPORT CORE (18 credits)*
  - Any Two Intermediate Level Computer Courses
  - SPA 111 Intermediate Spanish
  - Any History course
  - Any Literature course
  - Any Social Science course

**General Studies with a major in Chemistry**  
**Recommended Full-Time Degree Guide (71 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
*CHE 120	Principles of Chemistry I/Lab	4
SPA 111	Intermediate Spanish	3
Open	Any Social Science course	3
Recommended total credit hours		16
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
+MTH 113	Pre-Calculus	4
*CHE 130	Principles of Chemistry II/Lab	4
*CHE 136	Fundamental Organic Chemistry	3
SOC 121	Introduction to Research Methods	3
Recommended total credit hours		17
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
*CHE 230	Analytical Methods in Chemistry	3
*CHE 235	Organic Chemistry/Lab	4
CIS (OPEN)	Information Technology I	3
ENG (Open)	Any 200-level Literature course (except ENG 215 & ENG 225)	3
Recommended total credit hours		19
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
CHE 240	Inorganic Chemistry/Lab	4
CHE 250	Environmental Chemistry	3
CIS (OPEN)	Any Intermediate Level Computer Course	3
HIS (Open)	Any History (HIS) course	3
PHIL 128	Philosophy of Human Nature	3
Recommended total credit hours		19

\* Students may be required to take additional preparatory courses based on previous grades

**Physics and Mathematics**  
**Degree Requirements – 74-75 credits**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 115 College Algebra (4cr)
  - Humanities and Social Sciences (6 credits)
    - Any two Humanities or Social Science courses
- *PROFESSIONAL CORE (43-44 credits)*
  - MTH 119 Trigonometry (4cr)
  - MTH 140 Analytical Geometry
  - MTH 145 Calculus I (4cr)
  - MTH 235 Calculus II
  - MTH 245 Probability and Statistics
  - MTH 250 Further Sequencing and Mathematical Modeling
  - PHY 115 Classical Mechanics/Lab (5cr)
  - PHY 135 Light, Oscillations and Waves/Lab (5cr)
  - PHY 140 Selected Topics in Physics (4cr)
  - PHY 215 Electricity and Magnetism/Lab (5cr)
  - PHY 220 Internship in Physics (OPTIONAL, 1cr)
  - PHY 240 Modern Physics/Lab (4cr)
- *SUPPORT CORE (3-4 credits)*
  - Any Natural Science, Humanities or Social Science course, including Literature

**Physics and Mathematics**  
**Recommended Full-Time Degree Guide (74–76 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
MTH 115	College Algebra	4
MTH 119	Trigonometry	4
PHY 115	Classical Mechanics/Lab	5
Recommended total credit hours		19
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
MTH 140	Analytic Geometry	3
MTH 145	Calculus I	4
PHY 135	Light, Oscillations & Waves/Lab	5
PHY 140	Selected Topics in Physics	4
Open	Any Humanities or Social Science course	3
Recommended total credit hours		22
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
MTH 235	Calculus II	3
MTH 245	Probability & Statistics	3
PHY 215	Electricity & Magnetism/Lab	5
Open	Any Humanities or Social Science course	3
Recommended total credit hours		17
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
MTH 250	Further Sequences & Mathematical Modeling	3
PHY 240	Modern Physics/Lab	4
**PHY 220	Internship in Physics (OPTIONAL)	1
Open	Any Natural Science, Humanities or Social Science course, including Literature	3-4
Recommended total credit hours		16 – 18

\* Students may be required to take additional preparatory courses based on previous grades

\*\*Optional



**Physics and Mathematics with Chemistry**  
**Degree Requirements – 81-82 credits**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics (4 credits)
    - MTH 115 College Algebra (4cr)
  - Humanities and Social Sciences (6 credits)
    - Any two Humanities or Social Science courses
- *PROFESSIONAL CORE (51-52 credits)*
  - MTH 119 Trigonometry (4cr)
  - MTH 140 Analytical Geometry
  - MTH 145 Calculus I (4cr)
  - MTH 235 Calculus II
  - MTH 245 Probability and Statistics
  - MTH 250 Further Sequencing and Mathematical Modeling
  - PHY 115 Classical Mechanics/Lab (5cr)
  - PHY 135 Light, Oscillations and Waves/Lab (5cr)
  - PHY 140 Selected Topics in Physics (4cr)
  - PHY 215 Electricity and Magnetism/Lab (5cr)
  - PHY 220 Internship in Physics (OPTIONAL, 1cr)
  - PHY 240 Modern Physics/Lab (4cr)
  - CHE 120 Principles of Chemistry I/Lab (4cr)
  - CHE 130 Principles of Chemistry II/Lab (4cr)
- *SUPPORT CORE (3 credits)*
  - Any Natural Science, Humanities or Social Science course

**Physics and Mathematics with Chemistry**  
**Recommended Full-Time Degree Guide (82 – 83 credits)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
*CHE 120	Principles of Chemistry I	4
*MTH 115	College Algebra	4
MTH 119	Trigonometry	4
PHY 115	Classical Mechanics/Lab	5
Recommended total credit hours		20
<b>Semester II</b>		
Course Code	Course Description	Credits
<b>ENG 120</b>	College Composition II	3
CHE 130	Principles of Chemistry II	4
MTH 140	Analytic Geometry	3
MTH 145	Calculus I	4
PHY 135	Light, Oscillations & Waves/Lab	5
PHY 140	Selected Topics in Physics	4
Recommended total credit hours		23
<b>Semester III</b>		
Course Code	Course Description	Credits
<b>ENG 210</b>	Advanced College Composition	3
THE (Open)	Any 100 Level Theology Course	3
MTH 235	Calculus II	3
MTH 245	Probability & Statistics	3
PHY 215	Electricity & Magnetism/Lab	5
Open	Any Humanities or Social Science course	3
Recommended total credit hours		20
<b>Semester IV</b>		
Course Code	Course Description	Credits
<b>ENG (Open)</b>	Any 200 Level Linguistics or Literature Course	3
THE (Open)	Any 200 Level Theology Course	3
MTH 250	Further Sequences & Mathematical Modeling	3
PHY 240	Modern Physics/Lab	4
<b>**PHY 220</b>	Internship in Physics	1
Open	Any Humanities or Social Science course	3
Open	Any Natural Science, Humanities or Social Science course	3
Recommended total credit hours		19 - 20

\* Students may be required to take additional preparatory courses based on previous grades

\*\*Optional

**General Studies with major in Mathematics**  
**Degree Requirements – 73 credits**

- *GENERAL CORE (28 credits)*
  - English (12 credits)
    - ENG 110 College Composition I
    - ENG 120 College Composition II
    - ENG 210 Advanced College Composition
    - Any 200 Level Linguistics or Literature Course
  - Theology (6 credits)
    - Any 100 Level Theology Course
    - Any 200 Level Theology Course
  - Mathematics
    - MTH 115 College Algebra (4cr)
  - Social Sciences (6 credits)
    - SOC 121 Introduction to Research Methods
    - Any Social Science course
- *PROFESSIONAL CORE (20 credits)*
  - MTH 119 Trigonometry (4cr)
  - MTH 140 Analytic Geometry
  - MTH 145 Calculus I (4cr)
  - MTH 235 Calculus II
  - MTH 245 Probability and Statistics
  - MTH 250 Further Sequencing and Mathematical Modeling
- *SUPPORT CORE (25 credits)*
  - Any Two Intermediate Level Computer Courses
  - PHIL 128 Philosophy of Human Nature
  - SCI 101 Ecology, Evolution, and the Environment OR SCI 102 Central Concepts in Science/Lab (4cr)
  - Any History course
  - Any Literature course
  - Any Spanish course
  - Any elective course

**General Studies with a major in Mathematics**  
**Recommended Full-Time Degree Guide (73 credit hours)**

<b>Semester I</b>		
Course Code	Course Description	Credits
*ENG 110	College Composition I	3
THE (Open)	Any 100 Level Theology Course	3
SPA (Open)	SPA 111 Intermediate Spanish or SPA 251 Business Spanish	3
*MTH 115	College Algebra	4
*MTH 119	Trigonometry	4
Recommended total credit hours		17
<b>Semester II</b>		
Course Code	Course Description	Credits
ENG 120	College Composition II	3
SOC 121	Introduction to Research Methods	3
PHIL 128	Philosophy of Human Nature	3
SCI 101/102	Ecology, Evolution & the Environment OR Basic Concepts in Science	4
MTH 140	Analytic Geometry	3
MTH 145	Calculus I	4
Recommended total credit hours		20
<b>Semester III</b>		
Course Code	Course Description	Credits
ENG 210	Advanced College Composition	3
THE (Open)	Any 200 Level Theology Course	3
CIS (OPEN)	Information Technology I	3
ENG (Open)	Any 200-level Literature course (except ENG 215 & ENG 225)	3
MTH 235	Calculus II	3
MTH 245	Probability & Statistics	3
Recommended total credit hours		18
<b>Semester IV</b>		
Course Code	Course Description	Credits
ENG (Open)	Any 200 Level Linguistics or Literature Course	3
MTH 250	Further Sequencing and Mathematical Modeling	3
CIS (OPEN)	Information Technology II	3
HIS	HIS 121, HIS 141 or HIS 145	3
Open	Any Social Science course	3
Open	Any elective course	3
Recommended total credit hours		18

\* Students may be required to take additional preparatory courses based on previous grades

## ASSOCIATE IN INDIVIDUALIZED STUDIES

The Associate Degree in Individualized Studies provides a **flexible path** to discover areas of interest while at the same time gaining a sound liberal arts education. The goal of this degree is to permit the student, under the guidance of academic advisors, to combine selected courses in academic and/or technical areas that may not meet the requirements for the Associate in Arts or Associate in Science Degree. The Associate in Individualized Studies Degree allows students to combine unique interests and educational and career goals into a student-designed curriculum.

Enrollment is restricted to persons 21 years or older with at least two years of full-time working experience. Students who have already earned an Associate Degree are not allowed to pursue an Associate in Individualized Studies.

The following conditions must be met for completion of the degree:

1. a **minimum** of 72 credit hours of coursework;
2. a minimum cumulative grade point average of 2.00;
3. a minimum of 36 credit hours in **two areas** of concentration;
4. SJC Associate Degree General Core requirements; and
5. completion of not less 60% of total credit after admission to the program.

### Individualized Studies – 72 credits minimum Degree Requirements

GENERAL CORE (30 credits)	PROFESSIONAL CORE (minimum of 36 credits, in two areas of concentration, with not less than 15 credits in any one area of concentration)	SUPPORT CORE (9 credits)
<p>English (12 credits)</p> <ul style="list-style-type: none"> <li>ENG 110 College Composition I</li> <li>ENG 120 College Composition II</li> <li>ENG 210 Advanced College Composition</li> <li>Any 200 Level Linguistics or Literature Course</li> </ul> <p>Theology (6 credits)</p> <ul style="list-style-type: none"> <li>Any 100 Level Theology Course</li> <li>Any 200 Level Theology Course</li> </ul> <p>Mathematics (6 credits)</p> <ul style="list-style-type: none"> <li>MTH 103 Intermediate Algebra</li> <li>MTH 225 Business Statistics</li> </ul> <p>Humanities and Social Sciences (6 credits)</p> <ul style="list-style-type: none"> <li>Any Humanities or Social Science course</li> <li>Any Art, Ethics, or Philosophy course</li> </ul>	<p><b>Areas of Concentration Available</b></p> <ul style="list-style-type: none"> <li>Accounting</li> <li>Computer Networking</li> <li>Environmental Studies</li> <li>Graphic Design</li> <li>History</li> <li>Human Resource Management</li> <li>Literature</li> <li>Management Information Systems</li> <li>Marketing</li> <li>Psychology</li> <li>Sociology</li> <li>Tourism and Hospitality Management</li> </ul>	<ul style="list-style-type: none"> <li>CIS 112 Business Computer Applications</li> <li>SPA 111 Intermediate Spanish</li> <li>Any Natural Science course</li> </ul>

## CERTIFICATE PROGRAMS

A *certificate program* consists of a non-degree curriculum with a maximum of 60 credit hours in an occupational area. Certificates are designed to prepare the student for a specific job or aspect of a job. Some certificates are part of an associate degree program, in which case the credit earned in the certificate may be used toward the degree. These curricula are not designed for transfer to a baccalaureate program, but in some limited cases, occupational courses may transfer, and there may be specific articulation arrangements with four-year colleges.

Certificate programs are offered at different levels. The **Introductory Certificate** program aims to give the student a basic introduction to the concepts of a specific field of study. Admission to introductory certificate programs is limited to students with appropriate work experience who have already obtained a high school diploma or GED certificate. Introductory certificates consist of a minimum of 12 credits.

The **Advanced Certificate** program increases and enriches knowledge acquired in the introductory certificate program. Admission to advanced certificate programs is limited to students with appropriate work experience who have already obtained an associate degree or higher qualification or successfully completed the relevant introductory certificate program. Advanced certificates consist of a minimum of 18 credits.

## CERTIFICATES OFFERED

### Christian Leadership – 12 credit hours

The Christian Leadership Program (CLP) is designed as a formation program for young people for service in their churches, schools and in their communities. The program provides knowledge and leadership skills for working in church and service related ministries. The CLP leads to a certificate which may be earned while participants work toward their associate degrees in their chosen programs of study. The requirements of the program include four specialized ministry, theology, and scripture courses, two of which satisfy the theology requirement of the General Core of either the School of Liberal Arts or the School of Professional Studies, and two others which may serve as electives. Program participants may take one theology course each semester.

The preferred sequence is to take the courses in the order listed below.

- THE 118 Catholic Faith and Ministry
- THE 125 Scripture in Morality OR THE 219 Issues in Moral Decision Making
- THE 130 Jesus and the Gospels OR THE 135 Introduction to New Testament
- THE 218 Christian Leadership

## ASSOCIATE'S TO BACHELOR'S PROGRAM

Through a collaborative agreement between St. John's College and Regis University, graduates of St. John's College Junior College may transfer to Regis University with the Associate's degree from St. John's College recognized as attaining junior status at Regis. Students are then allowed to transfer additional credits (up to a maximum of 90 semester credit hours) earned at St. John's College. Through this agreement, students may earn a Bachelor's degree by attending St. John's College for the equivalent of three years<sup>1</sup> and completing their fourth and final year online at Regis University.

Bachelor of Science degrees which may be pursued through the Associate's to Bachelor's Program are:

- |   |  |
|---|--|
| <input type="checkbox"/> Accounting                     | <input type="checkbox"/> Business Administration   |
| <input type="checkbox"/> Business Technology Management | <input type="checkbox"/> Communication             |
| <input type="checkbox"/> Computer Information Systems   | <input type="checkbox"/> Computer Networking       |
| <input type="checkbox"/> Computer Science               | <input type="checkbox"/> Criminology               |
| <input type="checkbox"/> Finance                        | <input type="checkbox"/> Human Resource Management |
| <input type="checkbox"/> Marketing                      | <input type="checkbox"/> Public Administration     |

To be eligible to transfer to Regis University under the Associate's to Bachelor's Program agreement, applicants must:

1. meet the admissions standards set by Regis University.
2. have a minimum of a 2.00 cumulative grade point average as verified by an official SJC transcript.
3. have 3 years of work experience. (Waivers may be requested by a designated advisor from SJC.)
4. satisfy or successfully complete six (6) semester credit hours in Religious Studies and six (6) semester credit hours of Philosophy, if these courses are not included in the SJC transferable course work to the satisfaction of Regis. SJC students may fulfill the above requirement by (i) taking the courses at SJC prior to transfer, or (ii) taking Religious Studies and Philosophy courses at Regis.

Participants in the Associate's to Bachelor's Program are guaranteed:

1. Admission to the Undergraduate School for Professional Studies at Regis University. (Because of program capacity and specialized entry requirements, there are no guarantees of admission to specific Regis University undergraduate degree or certificate programs.);
2. Acceptance of credit earned at St. John's College;
3. No additional General Education core requirements, if Regis University requirements have been met with St. John's College programs.

Further information may be obtained by:

- Visiting the Regis Associate's to Bachelor's Program™ website at [www.transfertoregis.org](http://www.transfertoregis.org)
- Contacting the Dean at SJC Junior College at [dean@jc.sjc.edu.bz](mailto:dean@jc.sjc.edu.bz)
- Visiting the Regis University website at [www.regis.edu](http://www.regis.edu)

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<sup>1</sup> A year is equivalent to approximately 30 - 36 semester credit hours

## LIMEX PROGRAM

St. John's College has teamed up with Loyola University New Orleans to bring the Loyola Institute of Ministry Extension (LIMEX) program to Belize. LIMEX is a professionally oriented program of graduate education which seeks to increase the competencies of practitioners in the areas of religious education and pastoral ministries. The program originated as a response to Vatican II's universal call to ministry and to the changing demographic patterns in the Church since the Council. LIMEX responds to the expressed educational needs of dioceses with little or no access to residential programs by offering on-site programs leading to the Master of Religious Education and Master of Pastoral Studies degrees for professional ministers and certificates in those same areas for paraprofessional ministers. LIMEX addresses adult practitioners within the actual context of their ministry. The focus of the program is contextual learning for those already involved in ministry and in possession of the intellectual and cognitive abilities that come through undergraduate studies.

LIMEX seeks to carry out its purpose and accomplish its goal through a thirty-six-credit-hour curriculum of ten common curriculum courses and two focus area courses. (All courses are three credits.) The common curriculum courses are taken in sequence in learning groups, each led by a LIMEX-certified facilitator. The sessions for each course are designed by Loyola University faculty and incorporate a variety of reflection methods and experiential learning approaches, along with lecture material in printed form and videotaped input from scholars in the field, to assist participants in correlating content with their ministerial and educational experiences. The learning process seeks to nurture and provide opportunities for participants to practice skills related to the performance of ministry and religious education. The two focus area courses are taken as semi-independent study between Courses Four and Ten of the common curriculum.

Loyola Institute for Ministry Extension Program is a graduate level program of study in education for ministry. Preparation for each class usually involves six to eight hours of reading and assignments with additional time needed for projects and papers. The entire thirty-six hour program normally takes approximately four years to complete, depending upon the learning group's pace. Persons who intend to work toward the M.R.E. or M.P.S. degree must have a bachelor's degree (with a minimum grade point average of 2.50) or its equivalent.

The requirements for both the Master of Religious Education and the Master of Pastoral Studies consist of 36 credit hours:

- Theological core courses (18 credit hours)
  - LIMX 703 Introduction to Practical Theology (3)
  - LIMX 704 Spirituality, Morality, and Ethics (3)
  - LIMX 711 Jewish Roots of Christian Faith (3)
  - LIMX 712 Christian Origins (3)
  - LIMX 714 Grace, Christ, and Spirit (3)
  - LIMX 722 Church, Sacraments, and Ministry (3)
- Context of ministry and religious education courses; capstone course (12 credit hours)
  - LIMX 840 The Sociocultural Context of Ministry and Religious Education (3)
  - LIMX 860 The Personal Context of Ministry and Religious Education (3)



- LIMX 861 The Institutional Context of Ministry and Religious Education (3)
- LIMX 886 Pastoral and Educational Praxis (3)
- Focus area courses chosen by the student (6 credit hours)
  - **Master of Religious Education**
    - LIMX 701 Foundations of Religious Education (3)
    - LIMX 715 Curriculum Development (3)
  - **Master of Pastoral Studies**
    - Small Christian Community Formation
      - LIMX 809 Inner Life of Small Christian Communities (3)
      - LIMX 810 Public Life of Small Christian Communities (3)
    - Pastoral Life and Administration
      - LIMX 844 Parish Life and Ministry (3)
      - LIMX 845 Contemporary Issues in Pastoral Ministry (3)
    - Religion and Ecology
      - LIMX 813 The Universe as Divine Manifestation (3)
      - LIMX 814 The Emergent Universe: Our Sacred Story (3)
    - Marketplace Ministry
      - LIMX 819 Spirituality and the Theology of Work (3)
      - LIMX 820 Ministry in the Marketplace (3)
    - Christian Spirituality for Pastoral Ministry
      - LIMX 827 Spirituality for Ministers (3)
      - LIMX 828 History of Christian Spirituality (3)

Further information may be obtained from the LIMEX Program Coordinator, Sr. Maggie Cooper, SCN at [mcooper@jc.sjc.edu.bz](mailto:mcooper@jc.sjc.edu.bz).

## COURSE NUMBERING AND CLASSIFICATION SYSTEM

Each course offered at the Junior College has a code which indicates its academic level and field of study.

The number in the course code designates the academic level of the course. These academic levels are:

00 - 101	Non-credit, developmental
102 - 199	Introductory or basic freshman-level course
200 - 299	Lower-division course intended for sophomores and qualified freshmen
700 - 899	Graduate course

The letters in the course code identify the field of study to which the course relates. The letter designations used at SJCJC are:

Code	Field of Study
ACC	Accounting
ANT	Anthropology
ART	Fine Arts
BIO	Biology
BUS	Business
CGD	Computer Graphic Design
CHE	Chemistry
CIS	Computer Science
CNT	Cisco Networking Academy
CSN	Computer Networking
COM	Communication Studies
CRJ	Criminal Justice
CRS	Caribbean Studies
ECE	Early Childhood Education
ECO	Economics
EDU	Education
ENG	English
ENS	Environmental Science
ETH	Ethics
GIS	Geographic Information Systems
HIS	History
HRM	Human Resource Management
LIMX	Loyola Institute for Ministry Extension Program
MGT	Management
MIS	Management Information Systems
MKT	Marketing
MTH	Mathematics

Code	Field of Study
PAD	Public Administration
PDV	Personal Development
PED	Physical Education
PHIL	Philosophy
PHY	Physics
POL	Politics
PSY	Psychology
SCI	General Science
SOC	Sociology
SPA	Spanish
SSK	Study Skills
THE	Theology
THM	Tourism and Hospitality Management

# COURSE DESCRIPTIONS

This section provides descriptions of all courses offered by St. John's College Junior College. The courses are listed in alphabetical order by field of study.

## Accounting

### **ACC 101 Principles of Accounting I (3)**

This course will present the fundamental concepts and techniques of the basic accounting system, including accounting for a complete cycle of business activities for a service enterprise and a merchandising firm. Additionally, this course seeks to explore the responsibility role of accounting in a society where there is a scarcity of, and competition for, economic resources, and its role as an information system for measuring, processing, and communicating information that is useful in decision-making.

### **ACC 102 Principles of Accounting II (3)**

Prerequisite: A minimum of C in ACC 101.

This course will consider each of the major types of assets as well as current liabilities and payroll accounting, with particular emphasis on the effect of their measurement on net income and their presentation in the financial statements. The course will also provide an overview of revenue and expense issues and accounting for natural resources and intangible assets. And finally, the course will present introductory accounting concepts related to partnerships and corporations. This course seeks to explore the important accounting issues faced by management in applying the matching rule in order to measure and report on assets and liabilities, and thus to subsequently measure income; as well as to examine the accounting concepts and practices for business entities other than the sole proprietorship, the major form of business organization so far discussed.

### **ACC 105 Computer Applications in Accounting (3)**

Prerequisite: ACC 101

This course will help students to develop basic computer skills specific to financial accounting. Topics include setting up a business entity's accounting system, recording financial transactions, and working with budget development and evaluation. Students will create invoices, create and analyze accounts receivable and payment aging reports, and develop financial statements and reports with the assistance of a software application, for example Quickbooks. Students will be required to use computers to complete projects.

### **ACC 235 Cost and Managerial Accounting I (4)**

Prerequisites: ACC 101 ACC 102

This course focuses on costing principles and the costing systems. The content will cover the following areas: the nature and scope of cost accounting and management accounting, accounting for manufacturing enterprises, elements of cost (cost classification, raw material costs, labour cost, overhead costs), job costing, process costing, activity-base costing, service sector costing, marginal costing and absorption costing.

### **ACC 236 Cost and Managerial Accounting II (4)**

Prerequisite: ACC 235

This course focuses on planning and decision making in accounting. The content will cover the following areas: Budgeting (the rationale for the use of budgets in planning, decision making and control, preparation of a cash budget and related schedules), Standard Costing (concept of standard costing, standard-setting process, Variance analysis), Short-term decision making (cost volume profit analysis, limiting factor analysis), Long-term decision making (qualitative issues, quantitative techniques).

## Anthropology

### **ANT 120 Introduction to Anthropology (3)**

This course offers the basic materials and ideas of Anthropology. Its purpose is twofold: to give a well rounded view of the discipline to students who take only an introductory course; and to provide, for those who plan to concentrate in the social sciences, the necessary background for further study. As a result of familiarization with the various anthropological approaches, the student will be able to apply this knowledge to the Belizean society.

## **Art**

### **ART 105 Foundations in Drawing (3)**

This course offers an introductory experience in making art through drawing media. It covers the fundamentals of drawing which include: line, shape, shading, perspective, and proportion.

### **ART 110 Foundations in Painting (3)**

This course offers an introductory experience in making art through painting media. It covers the fundamentals of drawing which include: the color wheel, color schemes, color mixing theory, and the use of both watercolor and acrylic paints.

### **ART 113 Drawing (3)**

Prerequisite: ART 105

Using skills acquired from ART 105 students will gain extensive experience in making art through a wider range of drawing media. Drawing from life, human anatomy, architecture, landscapes, seascapes, and studies are just a few of the topics covered.

### **ART 114 Painting (3)**

Prerequisite: ART 110

This course continues from ART 110 and, with an emphasis on technical skills, students will gain extensive experience in making art through painting media.

### **ART 118 Art Appreciation (3)**

This course provides the student with the basic understanding of the visual arts. Students learn the nature of art, how to evaluate art, and the materials involved in making art. The elements and principles of design are examined and students look at a variety of 2D and 3D works.

### **ART 121 Pottery (3)**

This course is an introduction to the different methods of creating and decorating pottery. Students will also learn methods used for the preparation and storage of clay and will also carry out processes such as drying, firing, and glazing.

### **ART 151 Dance and Drama Education**

This course is designed for student teachers in the Primary Education Program who need to meet their elective requirements in the Expressive Arts. It introduces basic dance and drama concepts so student teachers can teach dance and drama effectively and with confidence in the classroom. It is designed to expose student teachers to various genres of performance art and to basic concepts of choreography and theatre direction for performances by primary age students. Where available, student teachers are expected to participate visit with local performers and or attend a dance or drama performance. This course is practical in nature requires students to actively participate in dance and drama activities.

### **ART 152 Music Education**

This course is designed for student teachers in the Primary Education Program who need to meet their elective requirements in the Expressive Arts. It introduces basic music concepts and accompanying pedagogical skills so student teachers can teach music effectively and with confidence in the classroom. It is designed to expose student teachers to various musical styles, to effective instructional aids for the classroom, and to promote and foster the musical talent of their students. Where available, student teachers are expected to participate in a field trip to visit with local musicians and or attend a musical concert. This course is practical in nature and the teaching methods will reflect one that can be implemented in the classroom.

### **ART 153 Visual Arts Education**

This course is designed for student teachers in the Primary Education Program who need to meet their professional elective requirements in the Expressive Arts. It familiarizes the student teacher with the principles and elements of design and provides them with activities that will assist them in reinforcing these concepts including interaction with the environment that reinforces the concept of recycling. The course examines the stages of art development in children between the ages of 2 to 14 and examines developmentally appropriate teaching and learning strategies.

### **ART 216 Printmaking (3)**

Printmaking is a process in which a design or image is made in or on a surface. The image is then transferred to paper or a similar material. The transferred image is called the print. In this course students are taught three major print techniques: woodcuts, linocuts, and monotypes.

### **ART 221 Sculpture (3)**

This course is an investigation into the use of materials and methods related to three-dimensional art and design using the following methods: subtractive (carving), additive (modeling, casting), constructive (assembling, welding).

### **ART 225 Computer Imaging (3)**

This course introduces students to the computer as an artist's tool. Emphasis is on developing personal imagery and exploring ways that the computer can serve as a vehicle for artistic expression.

**ART 235 Graphic Design (3)**

Using manual and computer skills, this class is an investigation of the fundamental elements and principles of art and design. Students will be using materials such as paper, cardboard, fabric, plastics, metals and wood to create illustrations and make product designs.

**ART 245 Art History (3)**

The only way to truly know art is to study it in its historical context. From cave drawings to digital paintings, this course is an introductory survey of the world of the world history of art.

**ART 255 Studio Art (3)**

For Art majors preparing for their junior exhibition, students are given a final opportunity to pool together skills attained throughout the art program and direct them into series of their own

**ART 260 Internship (3)**

For students in the commercial art program, this course offers the opportunity to gain first-hand experience in their area of study.

**Biology****BIO 101 Fundamental Concepts in Biology (0)**

Bio 101 is an introductory Biology course developed to provide students with a sound background in the biological principles and techniques needed for further study in Biology. Some of the central concepts of Biology, such as, Energy Acquisition and Release, Genetics, Evolution and Control Systems are explored. These topics are also used to develop students' skills in microscopy, observation, drawing, measurement, graphing, scientific writing, analysis, experimental design and oral presentation. Specific content will include photosynthesis, respiration, ecosystems, passage of genetic information, evolution theory, Natural Selection and adaptations.

**BIO 120 Fundamental Ecological Principles (4)**

*Students without a sufficient knowledge of biology or chemistry may be required to take an additional preparatory course.*

Cellular & Molecular Biology with Lab is designed to familiarize biology majors with the cell as the fundamental unit of structure and function of living organisms. Topics include: cellular and subcellular structure/function; characteristics of prokaryotic and eukaryotic cells; structure and function of biologically important molecules and polymers (basic biochemistry/molecular biology); cell and nuclear division; and key aspects of biotechnology. The laboratory activities of the course serve as practical reinforcement of the theoretical component and experiments are conducted in alignment with the different topics, where equipment is available. Students require a background in chemistry to perform successfully in this course. This course is a prerequisite for BIO 230 Evolution & Diversity of Organisms and BIO 235 Human Biology.

**BIO 130 Cellular and Molecular Biology/Lab (4)**

*Students without a sufficient knowledge of biology or chemistry may be required to take an additional preparatory course.*

The course is a study of the cell as the fundamental unit of structure and function of living organisms. A major underlying theme of the course is therefore the relationship between cell structure and function. Topics include: distinctions between prokaryotic and eukaryotic cells; typical plant and animal cell ultra-structure and function, including membranes; the structure, roles and properties of chemicals of life (molecular biology/basic biochemistry) including enzymes and nucleic acids; cell and nuclear division including chromosome structure and behaviour; and implications of genetic engineering. The laboratory activities of the course serve as a practical reinforcement of the theoretical component, and experiments are conducted in alignment with the different topics where the technology is available.

**BIO 220 Internship in Biology (1)**

A minimum of 40 hours of volunteer work in a Biology-related field, normally done in the fourth semester of the program. Internship placements are based on student interest and approval by the instructor. All internships culminate with the submission of a journal and research paper by the student, and an evaluation by the internship supervisor.

**BIO 230 Evolution and Diversity of Organisms/Lab (4)**

Prerequisite: BIO 130

A one-semester course for biology majors designed to give students the background for further studies in microbiology, zoology and botany. It is a survey of the three domains, the five kingdoms of life and viruses. Focus is placed on diagnostic features, structure, reproduction and nutrition. Other topics include the role of microorganisms in biotechnology, the importance of biodiversity, natural selection and evolution as an explanation for both the unity and diversity of life. Laboratory exercises focus on identification and observation of representative specimens of the five kingdoms (living and in their natural habitats where possible). Topics include gram staining, bacterial counts, observation of freshwater protozoa and algae, growth of moulds, germination of moss and fern spores, histology of plant reproductive structures, dissections and comparative physiology of animals.

**BIO 235 Human Biology/Lab (4)**

Pre-requisite: BIO 130

Human Biology with Lab provides the opportunity to explore some of the main systems of the human body with homeostasis and the relationship between structure and function as the dominant underlying themes. Topics to be covered include: body organisation, the concept of homeostasis, nervous coordination, hormonal action, the cardiovascular system, human reproduction, excretion and osmoregulation. Laboratory work in this course includes histology of epithelial, nervous, endocrine, cardiovascular and reproductive tissues, as well as investigations into the functioning of the nervous, cardiovascular and urinary systems.

This course is a prerequisite for BIO 250 Applications of Biology.

**BIO 240 Plant Physiology/Lab (4)**

Prerequisite: BIO 230

This course aims at developing a fundamental understanding of plant physiology focusing on the relationship between structure and function. Topics covered include: plant gross structure and histology, plant nutrition, uptake and transport in plants, plant reproduction, growth and development, and control and coordination in plants. The focus of the course is on flowering plants. Wherever possible, references are made to applications in agriculture and horticulture. Laboratory work includes investigations of plant gross structure and histology, uptake and transport in plants, photosynthesis and respiration, plant reproduction, growth and development, and control and coordination in plants. Labs correspond to the topics covered in lecture.

**BIO 250 Applications of Biology (3)**

Pre-requisite: BIO 235

The course includes a comprehensive study of human health as involving the physical, social and mental condition of the individual. Topics include: the principles and importance of a balanced diet; the physiology of exercise and its role in prevention of cardiovascular disease; the physiological and social effects of substance abuse as pertaining to alcohol and tobacco; the transmission, pathogenesis and treatment of HIV/AIDS; and the social and economic factors affecting the distribution of diseases between developed and developing countries. Major topics also include: the human immune system; the respiratory system; the structure and function of the kidneys in excretion and osmoregulation; and biotechnology/genetic engineering. The course uses and builds on the knowledge and skills gained in lower biology courses to encourage a deeper understanding of central concepts in biology and their practical applications in medicine and industry.

**Business****BUS 105 Principles of Management (3)**

This course emphasizes the essentials of management that are most pertinent to maintaining effectiveness and efficiency, and which create and maintain an environment that focuses on performance and results within organizations. Emphases are on the traditional management functions of planning, organizing, leading and controlling of an organization, from the perspective of applied management principles. Additionally, the course seeks to explore the dynamic, ever-changing world of managers and its rewards and challenges, providing students with the best possible understanding of what it means to be a manager confronting change.

**BUS 124 Business Ethics (3)**

This course is an introduction to the concept of business ethics. It is an overview of the major ethical issues that businesses face today, particularly in the areas of honesty and fairness, communications, conflict of interest, organizational relationships and social responsibility. The course examines a framework that attempts to describe how people make ethical or unethical decisions by discussing and analysing various historical approaches to moral philosophy.

**BUS 213 Principles of Marketing (3)**

This course will familiarize students with the production, pricing, distribution, and promotion of goods and services. Students will analyse and evaluate real-life situations facing businesses, both on a national and global level and make recommendations as to suitable marketing strategies.

**BUS 222 Business Law (3)**

This is an introductory course in which students, through a case study approach, will learn of contracts, agency, property, bankruptcy, wills, estates, trusts and governmental regulations.

**BUS 223 Business Finance (3)**

This course explores three areas of importance in business: financial institutions, investments, and corporate finance. This course introduces the student to the importance of identifying sources of funds, the creation and valuation of assets, the managing of assets (both long and short term), and the importance of analysis to determine the financial position of a company.

**BUS 240 Interpersonal Relations in the Business Environment (3)**

A series of workshops on personality and career development, as well as a minimum of 45 hours of work in a business-related field. Internship placements are based on students' interest and approval of the instructor. Internship culminates with the submission of a journal and an evaluation by the internship supervisor.

**BUS 251 Business Communication (3)**

Pre-requisites: ENG 110 & ENG 120

Business Communication includes a review of correct business expressions. It stresses the various types of written and oral business communication and the practical psychology and clear thinking needed to influence people toward the desired result. This course focuses on the ability of the students to work in a collaborative environment with people from different cultures.

**BUS 252 Small Business Management (3)**

Pre-requisite: BUS 105

This introductory course to small Principles of Management will focus primarily on the fundamentals of starting and operating a small business. It will discuss such issues as the challenges of entrepreneurship, the need for ethics and social responsibility, designing a business plan, identifying sources of equity financing, location, layout considerations, marketing, controlling crime, human resource management, and government regulation.

**Caribbean Studies****CRS 103 Caribbean Society and Culture (3)**

This course is one of three courses designed to prepare students to take the CAPE Caribbean Studies Examination. Caribbean Society and Culture introduces students to the role played by geography in shaping the society and culture of the Caribbean region, the historical evolution of Caribbean society, culture and people, as well as the factors outside the region that influence the evolution of society and culture.

**CRS 104 Issues in Caribbean Development (3)**

This course introduces the student to the concept of development in the Caribbean. Students will explore how the continued development of the Caribbean region reflects the complex relationships among social, cultural, political, environmental, technological and economic factors. The course will also introduce key individuals and institutions that have played a major role in Caribbean development.

**Chemistry****CHE 101 Fundamental Concepts in Chemistry (0)**

This course highlights the fundamental concepts of chemistry designed to strengthen the academic background of students interested in chemistry as a major. A minimum grade of 'C+' is required in this course for students wishing to pursue the chemistry major. This course places emphasis on understanding the basic theories governing the broad study of Chemistry. Topics explored include: measurement, matter and energy, atomic structure and chemical bonding, types of chemical reactions and reaction stoichiometry, and the periodic table.

**CHE 120 Principles of Chemistry I/Lab (4)**

*Students without a sufficient knowledge of chemistry may be required to take an additional preparatory course.*

This course seeks to provide a general understanding of theories in chemistry. Students are expected to understand the theory of atoms along with the structure and behavior of matter. General topics to be explored includes: nuclear chemistry, classification of the elements, forces of attraction between particles, the mole concept, redox reactions, general equilibrium concepts, kinetic theory and energy changes. Labs correspond to the topics covered in class and will follow the assessment format mandated by the CAPE exam.

**CHE 130 Principles of Chemistry II/Lab (4)**

Prerequisite: CHE 120

This course expands on some fundamental principles addressed in CHE 120. Students will gain a more in depth understanding of concepts associated with reaction rates and chemical equilibrium. Concepts of redox, acid-base and solubility equilibria will encompass this study of equilibrium. These topics serve as an introduction into the thermodynamic aspect of chemistry and will provide a full comprehension of the basic principles of general chemistry that are required for advanced studies in chemistry. Labs correspond to the topics covered in class and will follow the assessment format mandated by the CAPE exam.

**CHE 136 Fundamental Organic Chemistry (3)**

Prerequisite: CHE 120

Co-requisite: CHE 130

Students will be able to appreciate the scope and nature of carbon-based compounds. This course seeks to classify and describe some of the reactions of various functional groups of carbon compounds. Students are given an overview of the chemical and physical properties of organic compounds. Each functional group is addressed, looking at fundamental

principles of nomenclature, bonding, physical properties such as melting points and solubilities. Students are introduced to carbon chemistry through molecular orbital theory building up to molecular geometry as related to reactivity. It starts with a mechanistic approach to the reactions of alkanes, alkenes, alkynes, alcohols, ethers, halogenated hydrocarbons and aromatic rings. Importantly, looking at SN1, SN2, E1, E2 and electrophilic aromatic substitution and free radical reactions will serve as a foundation for organic chemistry.

#### **CHE 220 Internship in Chemistry (1)**

A minimum of 40 hours of volunteer work in a chemistry-related field. Students are given the opportunity to work along with professionals in local industries and institutions that utilize on a daily basis the concepts and methods learned in the field of chemistry. All internships culminate with the submission of a journal, a research paper by the student and an evaluation by the internship supervisor.

#### **CHE 230 Analytical Methods in Chemistry (3)**

Pre-requisite CHE 136 Co-requisite: CHE 235

Students will gain a greater appreciation for various techniques used to separate and analyze chemical compounds. Separation techniques include simple and fractional distillation, chromatographic methods and electrophoresis. Students will use experimental data from spectral analysis that include techniques in atomic absorption and emission, U.V./visible, infrared, mass spectrometry and nuclear magnetic resonance. Students at the end will utilize a combination of these techniques to identify and characterize organic compounds.

#### **CHE 235 Organic Chemistry/Lab (4)**

Pre-requisite: CHE 136

This course covers bonding and isomerism, nomenclature, properties and characteristic reactions of the following groups: alkanes, alkenes, halogen derivatives, hydroxy compounds, carbonyl compounds, carboxylic acids and derivatives, nitrogen compounds and polymers. Acid-base behavior of pertinent groups will be discussed, and where possible connections will be made between the above and topics covered in Principles of Chemistry II (equilibria, reaction rates, thermochemistry). The main emphasis of this course lies in the study of various reaction mechanisms that each functional group undergoes. To list a few: free radical substitution, electrophilic substitution, electrophilic addition, nucleophilic addition and nucleophilic substitution (SN1 & SN2). The Laboratory introduces techniques including the use of micro-scale apparatus. It reinforces the principles and concepts learned in lecture through a series of experiments based on the different homologous series covered. In addition the lab is intended to familiarize students with certain types of reactions commonly encountered in organic chemistry.

#### **CHE 240 Inorganic Chemistry/Lab (4)**

Pre-requisite CHE 130

Students in this course will use fundamental concepts to rationalize the physical and chemical properties of the elements and their compounds. Students will engage in a detailed study of the period sodium to argon, in addition to groups II, IV, VII. They will seek to relate the properties of the elements and their compounds to their uses. Students will additionally be introduced to the chemistry of the first row transition elements, looking at their general chemical and physical properties. Students will do a qualitative study of Period I, Groups II and VII elements of the periodic table. Students will undertake a variety of labs in which they will use the techniques and procedures to identify cations and anions in solution. Students will familiarize themselves with the properties of various transition metal ions as they participate in a series of chemical reactions. These labs will follow the assessment forms mandated by the CAPE Examinations.

#### **CHE 250 Environmental Chemistry (3)**

Pre-requisite CHE 130

This course allows students to appreciate that chemical principles can be applied to industry. Students will be familiarized with the types and sources of pollution and the strategies used to assist in the reduction of pollutants. A greater appreciation will also be gained in understanding chemical substances and the reactions that impact the environment. The course additionally addresses the influence of industry and activities of man on the environment.

### **Computer Graphic Design**

#### **CGD 217 Design Communication (3)**

This course emphasizes the commercial world of graphic arts, and focuses on advertising, illustration, perspectives and profiles, business strategies, analysis and critiques: from billboards to press releases, from business cards to specialized campaigns. Design Communication seeks to give the student a deeper understanding of the visual language that is everywhere.

#### **CGD 218 Basic Graphic Design (3)**

This course is an introduction to the basic design principles, concepts and processes necessary for good graphic design. Students learn design solutions that will turn ideas into well-arranged compositions. Students will receive a comprehensive foundation in using elements of design to give form to creative ideas. Students are also introduced to



computer graphics software and hardware, technology concepts, and terminology applicable to artwork in the graphic design industry.

### **CGD 220 Digital Publishing (3)**

This course specializes in the printed product. Students will utilize programs such as Adobe Photoshop, Pagemaker and Freehand to construct various publishing projects including brochures, posters, menus, short books, newspaper layout and web design. Emphasis will be given to basic writing techniques in conjunction with image and typographic style and content.

### **CGD 252 Digital Imaging (3)**

This course introduces the student to computer tools that manipulate and enhance photographic images. These tools allow the input of black-and-white and color photographs, negatives, positives, and graphics into Photoshop, the industry standard for digital image manipulation. Students will learn the skills to retouch and enhance these varied inputs in order to create high-quality digital outputs.

### **CGD 256 Introduction to Web Design (3)**

Students explore Web design concepts and methods in site design, page design and graphic user interface design. The course will include instruction in producing Web pages and creating interactivity with HTML and Web production software.

## **Computer Science and Information Technology**

### **CIS 111 Introduction to Computers (0)**

This is an introduction to computers and information systems covering the following: hardware, software and business systems. Students are also taught the use of the common applications (WordPerfect, Quattro Pro), and are taken from the beginner level to an intermediate level. No Pre-requisite is necessary.

### **CIS 113 Intermediate Information Technology (3)**

Intermediate Information Technology equips students with intermediate level knowledge of computers to enable them to use technology in their academic, professional and personal lives. Some students may be advised to take an introductory level computer course before taking this course. The credit by examination policy is in force for this course.

### **CIS 119 C Programming with Business Application (3)**

Students will use professional development tools to become familiar with the C programming language by designing, implementing, and testing programming projects. Topics include pointers, linked lists, data structure, and dynamic memory allocation.

### **CIS 120 Business Information Systems (3)**

Prerequisites: basic knowledge of Microsoft Windows, keyboarding skills

This course provides an Introduction to business information systems, the technological infrastructure of modern information systems (i.e. hardware, software and networks), WWW and the Internet, functional systems for communication, collaboration and management, information systems development, e-business, the use of information technology for competitive advantage, and IT issues within society.

### **CIS 130 Systems Analysis and Design (3)**

This course presents concepts and techniques used in the development of computer business application systems. The traditional approach for systems development is presented and compared to the approach used in a 4<sup>th</sup> Generation Environment. Structured techniques are used in the development approach as well as Computer Assisted Software Engineering (CASE) tools.

### **CIS 140 Microsoft Access Database and SQL (3)**

The course is designed for the person who uses an existing Microsoft Access database or who needs to develop a simple database application with Access. Students learn how to create database structures, enter and edit data, find data, and prepare printed reports. The latter part of the course covers the relational database language SQL. Topics include table definition, queries, special operators, the join operation, views, security, administration, and reports. A commercial SQL product is used to provide students with hands-on experience.

### **CIS 160 Data Communications and Networks (3)**

This course provides participants with a solid understanding of data communications and networking concepts. These fundamental concepts are used as a base from which new technologies and applications are discussed and compared. Specifically the course looks at networking and communications technologies from a user's point of view. Topics include networking applications such as the Internet and networking technologies like Local Area Networks, Backbone Network, and Metropolitan and Wide Area Networks. Other topics include network management including security and design. The economic and strategic importance of communications and networking is also covered.

### **CIS 180 Object Oriented Programming in C++ (3)**

Prerequisite: CIS 119

This course involves an introduction to the fundamentals of the modern usage of C++ as a control/linking program in the Windows environment. Emphasis will be placed on using existing classes and visual tools to rapidly create applications

and linkages between applications. Students will learn to use object-oriented techniques with a wide collection of existing C++ tools.

### **CIS 233 Operating Systems (3)**

This course covers what operating systems are, why they exist, what they do, and how they interface with the operators and programs. Main memory management and processor scheduling are studied. The MS-DOS, Windows, and UNIX operating systems are discussed.

### **CIS 281 Introduction to Windows Programming with Visual BASIC (3)**

Prerequisite: CIS 140

This course introduces students to windows programming using Visual Basic Programming environment. Students learn to develop business applications by designing and creating a user interface and writing the necessary procedures. Students also learn to use logic development tools and object oriented programming techniques.

### **CIS 283 JAVA Programming I (3)**

This course introduces students to the essential elements of the JAVA Programming language. As the first course in Java Programming path, this course introduces students to object-oriented programming methodology and the features provided by the Java language. Students will create and modify simple Java applets.

### **CIS 285 JAVA Programming II (3)**

Prerequisite: CIS 283

This course continues where CIS 283 leaves off in developing mastery of the Java programming language and its extensive Application Programming Interface (API). Topics covered include exceptions, multithreading, multimedia, input/output (I/O), Java Database Connectivity (JDBC), servlets, Remote Method Invocation (RMI), and networking.

### **CIS 286 WWW Interactive Programming (3)**

This course provides instruction in programming the World Wide Web (WWW) to make it interactive. The fundamentals and techniques of Gateway Interface programming are presented as step-by-step instructions. Students progress to more advanced topics to design interactive Web pages. Complete instruction is given on implementing JavaScript and VBScript.

### **CIS 287 Advanced Visual BASIC Programming (3)**

Prerequisite: CIS 281

This course takes students a few steps further into the design and development of business applications by understanding and interpreting specifications. Students also learn how to connect a database to applications, as well as data entry and manipulation through various interfaces.

### **CIS 290 CIS Project (3)**

This course centers on the design, development and implementation of a small business application. Details for this application are a joint effort between groups of students, the CIS Department, and the Business sector.

## **Computer Networking**

### **CNT 160 Networking Basics (4)**

An introductory course on computers, networks, routing, protocols, addressing, number systems, electricity, cabling, OSI Reference Model, the internetworking of computers, local and wide area network design and documentation. Coverage includes: nomenclature of computer systems; the binary and hexadecimal number systems; basics of electricity and data communications; network topologies; basics of network hardware and signals; cable and wiring specifications; collision domains; MAC addressing; basics of Ethernet; network designing and documentation; IP addressing and subnetting; the OSI Reference Model and TCP/IP Model; the TCP/IP protocol stack; routing basics; address resolution protocols, Interior and Exterior Gateway Protocols; and other essential network protocols.

### **CNT 161 Routers and Routing Basics (4)**

This second course in the computer networking curriculum is a continuation of study of network standards, LANs, WANs, OSI models, Ethernet, TCP/IP Addressing Protocol, dynamic routing, routing, and the network administrator's function. Students will learn to configure, operate and troubleshoot routers, perform password recovery, troubleshoot multiple router installations, and incorporate their understanding of routed and routing protocols in the implementation of a five-router wide area network topology using subnetwork.

### **CNT 261 Switching Basics and Intermediate Routing (4)**

Prerequisites: CNT 160, CNA 161.

This third course in the computer networking curriculum focuses on LAN Switching, Virtual Local Area Networks (VLAN), LAN design, Interior Gateway Routing Protocol (IGRP), Access Control Lists (ACLs), Novell IPX, and Network Management. Students will learn how to configure switches to set up VLANs, program ACLs, perform password recovery and troubleshoot switches.

## **CNT 262 WAN Design (4)**

Prerequisites: CNT 160, CNT 161, CNT 261.

This fourth course in the computer networking curriculum deals with wide area networks (WAN) and their design, Point-to-Point Protocols, Integrated Services Digital Network (ISDN), Frame Relay, and Network Management.

## **Criminal Justice**

### **CRJ 101 Skip Tracing (1)**

This course provides an examination of effective skip tracing techniques. It is designed to teach and develop techniques that are required in demanding skip tracing investigations. The course of instruction will introduce topics from determining the reason behind the subject's disappearance and the best methodologies employed to find each type, gathering required information through the use of traditional and creative investigative techniques as well as using information brokers or databases and internet resources to the legal aspects of missing persons assignments and why it is a skip tracer's responsibility to ensure the safety of those he or she finds.

### **CRJ 102 Disaster Management (1)**

This course examines approaches to designing and implementing community-based disaster management programs. It provides comprehensive disaster management knowledge and skills to enhance the capabilities of public officers and managers who have key disaster management responsibilities. It is designed to enable professionals working in disaster management, development and donor agencies to effectively integrate disaster management into their development programs and policies. Students will be encouraged to develop key skills and adopt proactive attitudes through participation in interactive lectures and reflection on a range of key issues raised during discussions and practical activities.

### **CRJ 103 Justice and the Law (1)**

This course is an exploration of the history, nature and purpose of law. The concepts of "justice" and "law" are considered and the relationship between the two. In this seminar, these concepts are considered through an examination of western legal philosophy. Topics include natural law and natural rights theory, positivism, utilitarianism, legal realism, critical legal studies, and feminist theory. Excerpts of texts by, among others, Aristotle, Hobbes, Locke, Kant, Mill, Holmes, Llewellyn, Hart, Rawls, Kennedy, MacKinnon are used.

### **CRJ 104 Emerging Trends in Crime (1)**

This seminar provides students with the opportunity to examine available statistics, literature and the media to discuss trends in crimes in Belize and internationally.

### **CRJ 105 Cyber Crimes (1)**

This course is designed to explore computer forensics and cyber crime. Specific areas to be covered include: computer terminology, specific crimes perpetrated with computers, legal issues relating to computer crime, computer forensics, and investigations. This course looks at online criminal conduct and electronic evidence, privacy issues and the legal and social implications of cyber crimes.

### **CRJ 106 Conflict Resolution (1)**

This is a study of various conflict resolution techniques with an emphasis on mediation. Students are guided through the stages of mediation and how these stages apply to actual case studies of mediation. Students are offered an overview of the nature of conflict and differing styles of human interaction and are asked to explore their unique style of engaging or avoiding conflict and how this might affect their role as a mediator. The course presents an overview of theories of conflict and power, influences of gender and culture and how each helps inform a mediator's interventions. The important skill set of negotiation, including how to apply negotiation techniques, the critical issue of timing, and caucuses and other techniques to deal with impasses in mediation are presented.

### **CRJ 107 Law Enforcement and the Community (1)**

This course provides a brief look at the role of the community in effective law enforcement, accountability in the justice system and the principles of community justice. The course is designed to help those involved in law enforcement to understand the strategies necessary for developing positive working relationships with the local community. Students learn to develop communication and problem-solving skills in order to address the problems and concerns of the community.

### **CRJ 110 Introduction to Criminal Justice (3)**

This course examines the history, legal and current structure of the criminal justice system of Belize. The roles of the police, and courts - family, magistrate, supreme and appeals - are discussed. The corrections system, policing trends and the impact of drugs on the criminal justice system are studied.

### **CRJ 111 Criminology (3)**

This is the study of crime in Belize. The role of social, cultural, economic, political, psychological, chemical, biological, and ideological factors in treating behaviors as criminal as well as in causing criminal behavior. Students are exposed to the

major theoretical perspectives in the field, as well as to the critiques and uses of these perspectives in the prevention and response to crime

**CRJ 201 Risk Analysis and Loss Prevention (1)**

Students will learn strategies to evaluate risks, security threats, countermeasures, the security planning process, security audits and associated analytical tools.

**CRJ 202 Human Trafficking (1)**

The course provides a critical look at human trafficking in Belize and the role of various departments and the community in reducing instances of human trafficking.

**CRJ 205 Investigating Child and Domestic Abuse (1)**

The problem of child abuse and domestic violence in social, historical, and economic context is examined, as well as legal responses to victims, batterers and children within the child protective system; the family law system; the civil protective or restraining order system; the criminal justice system; the law of torts; and constitutional rights and international human rights remedies.

**CRJ 206 Introduction to Forensic Science (1)**

This course provides an overview of the application of science to the criminal justice system, including personal identification, analysis of drugs, forms of trace evidence, identification of biological fluids, forensic pathology, and forensic toxicology.

**CRJ 207 Legal Research (1)**

This course provides a working knowledge of the fundamentals of effective legal research. Topics include law library techniques, computer-assisted legal research, briefs, and legal memoranda.

**CRJ 208 Alternative Sentencing (1)**

A look at the theory and practice of alternative sentencing. Justice policies and practices of community corrections and alternative sentencing are featured, including intermediate sanctions, probation, parole, and prisoner reentry.

**CRJ 209 Restorative Justice (1)**

A critical look at the response to crime in Belize and the possible impact of restorative justice approaches on the responses. The course explores the philosophy, theory and practice of restorative justice.

**CRJ 210 Contraband (1)**

This course looks at the issues of controlling the importation and exporting of goods deemed illegal. The economic impact on illegal importation/exports on the Belizean economy is also examined.

**CRJ 215 Criminal Law (3)**

This course is a generic study of the criminal laws of Belize. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order.

**CRJ 230 Introduction to Corrections (3)**

This course provides a comprehensive overview of corrections, including jails, prisons, boot camps; male, female, and juvenile offenders; as well as the historical development of corrections and the legal processing from the investigation to the prison. The roles and skills of the corrections officer are explored.

**CRJ 235 Criminal Investigation (3)**

Topics include physical evidence, information sources, search and seizure, interviews and interrogations, eyewitness identifications, crime scene reconstruction, homicide investigations, burglaries, robberies, sex crime investigations, specialized investigations, and managing criminal investigations. The principles of social research are covered and students will learn to apply research principles to criminal investigations.

**CRJ 238 Selected Topics in Criminal Justice in Belize (3)**

Course topics include gender issues, mental health and crime, civil disorder, drug abuse and sexual deviance.

**CRJ 240 Juvenile Justice (3)**

This course provides a foundation for understanding the Juvenile Justice System and focuses on: the concept of delinquency, theories of delinquency, environmental influences on delinquency, Juvenile Justice Advocacy, controlling juvenile offenders, and juvenile corrections. The course also includes an examination of the laws of Belize pertinent to children and the associated agencies working with children.

**CRJ 250 Internship (3)**

*All other professional core courses must be taken before or at the same time as this course.*

A student doing a 3-credit internship will ideally work 4 hours per day, 2 days per week, for 15 weeks to fulfill the 120 hour requirement or a minimum of 20 hours per week for five weeks or any other schedule totaling 120 hours that has been agreed in advance by the course lecturer. The internship is an experiential learning experience where students work at a variety of justice agencies or departments for academic credit. Intern locations will include government agencies, police departments, prisons, traffic departments, private security firms, judicial clerkships, legal offices and legal research concerns. Interns will complete a professional portfolio containing biographical information, a résumé, a description of the

placement, self-evaluation, a reflective journal, a final paper outlining the internship experience and so on. They must work the required number of field hours, and present an acceptable recommendation from the internship supervisor upon completion of the experience. The final examination is a professional interview. Where students are already employed in some aspect of the justice system, special assignments will be given with weekly targeted evaluations of performance.

#### **Early Childhood Education**

##### **ECE 121 Foundations of Early Childhood Education (3)**

This course presents a study of the guiding theories (historical, philosophical, and social perspectives) of early childhood education. Students are exposed to the values, ethical and legal issues and debates relating to ECE and the importance of becoming an advocate for children and families.

##### **ECE 122 Early Childhood Development (4)**

A study of the growth and development of children, with emphasis on children ages birth to eight years of age. The course examines factors that influence growth and development and the major developmental theories to explain how growth and development occur (i.e. physical, emotional, social, moral, and cognitive development.)

##### **ECE 132 Visual Arts in Early Childhood Education (3)**

This course prepares student-teachers to plan and implement a comprehensive and developmentally-appropriate art program for young children. Students practice working with various media and materials as used with the young child. Students will also investigate the development of self-taught art techniques in young children.

##### **ECE 133 Music and Movement in Early Childhood Education (3)**

This course emphasizes the integration of Music and Movement into the curriculum in early childhood classrooms. Emphasis is also placed on developing the knowledge and skill of the student teacher to plan and implement developmentally appropriate experiences in music and movement for young children. The relationship of creative experiences to the total educational program of young children, and as a tool for integrating the curriculum will be explored.

##### **ECE 141 Implementing the Early Childhood Education Curriculum (4)**

Pre-requisite ECE 112

This course examines the integrated curriculum for early childhood education and its implementation. Emphasis is placed on having student-teachers understand developmentally appropriate practices in Early Childhood Education, and organizing developmentally appropriate play environments for young children. It introduces themes, strategies and methodologies needed for planning lessons and activities for effective curriculum implementation in Early Childhood classrooms.

##### **ECE 142 Assessment in the Early Childhood Classroom (3)**

Pre-requisite ECE 112

This course presents an examination of the theory, methods and practical ways of observing and assessing young children in their environments. Student-teachers will explore traditional and alternative assessment methodologies appropriate for young children.

##### **ECE 143 Early Intervention for Children with Special Needs (3)**

This course will identify characteristics of the exceptional or special needs child. These exceptionalities will include mental and behavioral differences, physical and sensory impairment and communication disorders. Student-teachers are assisted in understanding the needs of students with exceptionalities and helped to identify the instructional considerations and develop inclusion strategies for children with disabilities.

##### **ECE 152 Child, Family and School Relations (3)**

Student-teachers will explore today's families and how schools can develop working relationships with families and the wider Belizean community. Components of the course include an overview of different types of families and parenting styles. It presents an examination of values and morals, family roles and their place in society, and the diverse cultures and ethnic groups in Belize. Student teachers will also understand some of the problems confronting children and their families today. Emphasis will be on establishing and maintaining positive collaborative relationships with families and community resources.

##### **ECE 153 Instructional Aids for the Early Childhood Classroom (4)**

This course presents a study of the elements and principles of design. Emphasis will be placed on selecting and/or constructing teaching/learning resources appropriate for young children (correct use of color, text, texture, etc.). The use of technology in the Early Childhood classroom will also be explored.

##### **ECE 211 The Emergent Early Childhood Educator (3)**

Prerequisites: ECE 141, ECE 142, ECE 143

This course explores the role of the early childhood professional in the workplace. Topics to be discussed include leadership, working in a team, and professional ethics. Additionally, students will explore their role in advocating for public policy to support children, families, and early care and education programs. Students will develop a resume and create a professional portfolio that can be used for interview purposes. The portfolio will include competency statements with

supportive artifacts using the program learning outcomes. Emphasis will be placed on the role of ongoing professional development activities, and students will choose a professional development project to complete and share. Service Learning is a component of this course.

#### **ECE 261 Language Development in Early Childhood Education (4)**

Pre-requisite ECE 112

This course studies how young children develop language abilities and acquire oral language skills. Emphasis will be placed on language acquisition theories for young children and the development of reading and writing processes in the early years. TESOL principles including second language acquisition theories will also be explored.

#### **ECE 272 Mathematics and Science in the Early Childhood Classroom (4)**

Pre-requisite MTH 103 or MTH 112

This course focuses on the conceptual understanding of math and science in Early Childhood Education. Student-teachers will develop their knowledge of the teaching and learning of math and science in early childhood education, and will emphasize scientific inquiry and the application of scientific concepts and theories. It examines teaching learning experiences and introduces developmentally appropriate teaching math and science methods for young children in the Early Childhood classroom.

#### **ECE 281 Early Childhood Language Arts (4)**

Pre-requisite ECE 261

This course introduces student-teachers to the elements of phonology, phonics, orthography and morphology. It presents an examination of teaching methods for Language Arts, and emphasizes literature enjoyment to enhance language development in young children. Student teachers will gain knowledge about selecting developmentally appropriate stories, rhymes and poems, and how to deliver effective activities for the enhancement of young children's Language Arts experiences.

#### **ECE 282 Teaching Practicum I (3)**

This course entails guided observation and participation in an Early Childhood classroom. The student-teacher spends 60 hours of fieldwork in an Early Childhood setting over a fifteen-week period. Student teachers study the social, emotional, intellectual and physical development of children in terms of the learning experience. The course also offers an exploration of the roles and challenges associated with being a teacher of young children.

#### **ECE 292 Teaching Practicum II – Internship in Early Childhood Education (9)**

Prerequisite: All Other ECE Professional Core courses. No other course may be taken at the same time as the Teaching Practicum – Internship in Early Childhood Education without the permission of the Associate Dean for Academic Affairs

This is a 12-week independent teaching experience in an Early Childhood setting. Student-teachers will manage a classroom independently, plan, organize, implement and evaluate classroom activities. During the practicum, students meet regularly with their course instructors and peers to discuss and share experiences. Emphasis is placed on evaluating and integrating practicum experiences.

### **Economics**

#### **ECO 105 Microeconomics (3)**

This course looks at the problem of scarcity, explores the nature and scope of economics: resource organization for production, distribution and consumption - cost production, economic theory, concepts, and principles. It also looks at some theory of economics and the environment.

#### **ECO 106 Macroeconomics (3)**

The course looks at national income accounting - the measurement, assessment and effects of changes in these: the functions, decisions, and decision-making effects of financial institutions; economic instabilities, unemployment and inflation, and national economic policies focusing primarily on the Belizean economy.

#### **ECO 215 Intermediate Microeconomics (5)**

Prerequisite: ECO 105

This course builds on ECO 105 and begins with Methodology of Economics and Demand and Supply Analysis. It then analyzes Market Structure and continues with Market Failure. Distribution Theory and ends are examined with a look at Application of Recent Theoretical Developments. Considerable emphasis is placed on application theory and tools. Graphs, figures and tables are used extensively. Possession of good verbal and written communication skills is necessary.

#### **ECO 225 Intermediate Macroeconomics (5)**

Prerequisite: ECO 106

This course builds on ECO 106 and begins with a study of Models of Macroeconomy and continues with Macroeconomic Policy Analysis - demand and supply, monetary policy and fiscal policy - and then examines Growth, Development and International Economics Relations including International trade and globalisation. Considerable emphasis is placed on

application theory and tools. Graphs, figures and tables are used extensively. Possession of good verbal and written communication skills is necessary.

## **Education (Primary)**

### **EDU 111 The Nature of the Learner (4)**

The Nature of the Learner exposes students to current views of learners and learning, including student diversity and special needs. As part of this course students are required to conduct field research. There are no pre-requisites for this course.

### **EDU 112 Introduction to Education (3)**

Introduction to Education provides students with the opportunity to explore major issues facing education in Belize and the wider world. As part of this course, students are required to visit a local primary school. There are no pre-requisites for this course.

### **EDU 115 Teaching Methods for the Primary Classroom (4)**

Teaching Methods for the Primary Classroom introduces students to the planning, implementation and assessing of primary school level instruction. As part of this course, students are required to visit a local primary school. This course is a pre-requisite for Teaching Experience I and some methods courses.

### **EDU 120 Physical Education (3)**

Physical Education explores and strengthens students' knowledge of and attitudes to physical exercise to empower them to foster positive attitudes to it through the delivery of effective physical education lessons. There are no pre-requisites for this course.

### **EDU 210 Classroom Management in the Regular and Multigrade Classroom (3)**

Classroom Management in the Regular and Multigrade Classroom equips students with the ability to organize the physical and social learning environment of a primary school classroom. As part of this course, students are required to visit a local primary school. There are no pre-requisites for this course.

### **EDU 225 Health & Family Life Education Methods for the Primary Classroom (3)**

HFLE Methods for the Primary Classroom provides students with opportunities to explore and strengthen their own health-related knowledge to empower them to foster the promotion and protection of good health and welfare in primary school students. There are no pre-requisites for this course.

### **EDU 226 Spanish Methods for the Primary Classroom (3)**

Prerequisite: SPA 111

Spanish Methods for the Primary Classroom explores approaches for teaching primary school students Spanish as a second language. Intermediate Spanish is a pre-requisite for this course. Some students transferring from the old AA in Primary Education may be exempted from Intermediate Spanish.

### **EDU 230 Language Arts Methods for Primary Grades I (3)**

Pre-requisite: EDU 115

Language Arts Methods for Primary Grades I exposes students to current views on how, from birth to eight years old, children acquire and develop language and literacy skills, and introduces them to pedagogical methods and strategies likely to enhance that development. This course must be taken after or at the same time as Fundamentals of Linguistics

### **EDU 232 Language Arts Methods for the Primary Grades II (3)**

Prerequisite: EDU 115

Language Arts Methods for the Primary Grades II exposes students to teaching methods and strategies that will enable children and adolescents to develop their communicative and linguistic competence. As part of this course, students are required to undertake micro-teaching in a local primary school. Teaching Methods for the Primary Classroom is a pre-requisite for this course.

### **EDU 233 Science Concepts and Methods for the Primary Classroom (3)**

Prerequisites: SCI 111, SCI 112 & EDU 115

Science Concepts and Methods for the Primary Classroom emphasises a discovery-based approach to science that will strengthen students' understanding of science concepts and introduce them to methods and strategies for teaching science in the primary classroom. As part of this course, students are required to undertake micro-teaching in a local primary school. Teaching Methods for the Primary Classroom is a pre-requisite for this course.

### **EDU 234 Social Studies Concepts and Methods for the Primary Classroom (3)**

Prerequisite: EDU 115 and either SOC 150 or HIS 145

Social Studies Concepts and Methods for the Primary Classroom emphasizes a collaborative, activity-based approach to social studies that will strengthen students' understanding of social studies concepts and introduce them to methods and strategies for teaching social studies in the primary classroom. As part of this course, students are expected to help organize and participate in a field trip. They are also required to undertake micro-teaching in a local primary school. Teaching Methods for the Primary Classroom is a pre-requisite for this course.

**EDU 238 Math Concepts and Methods for the Primary Classroom (4)**

Prerequisite: MTH 111, MTH 112 & EDU 115

Math Concepts and Methods for the Primary Classroom emphasizes a problem-based approach to mathematics that will strengthen students' understanding of math concepts and introduce them to methods and strategies for teaching math in the primary classroom. As part of this course, students are required to undertake micro-teaching in a local primary school. Teaching Methods for the Primary Classroom is a pre-requisite for this course.

**EDU 290 Teaching Experience I (3)**

Prerequisite: EDU 115

Teaching Experience I enables students to observe, analyze and implement instruction in a local primary school. As part of this course, students are required to spend at least one morning or afternoon session in a local primary school each week. Teaching Methods for the Primary Classroom is a pre-requisite for this course.

**EDU 291 The Internship in Primary Education (9)**

Prerequisites: all other Primary Education professional core courses

The Internship in Primary Education provides students with the opportunity to teach at least fifty percent of a regular timetable in a local primary school. Students are expected to perform the usual professional duties of a primary school teacher for a minimum of twelve weeks. All courses that are not general core are pre-requisites for this course.

## **English and Literature**

**ENG 101 Fundamentals of English (0)**

This course offers a review of acquired grammar usage with emphasis on improving basic writing skills beyond that of ENG 100. It gives an in-depth overview of all necessary grammar concepts in preparation for clear, correct and concise writing. Students will be taught to express themselves properly through competent use of the English language. Vocabulary building and reading comprehension are also components of this course.

**ENG 110 College Composition I (3)**

In this course, students will interpret, analyze and evaluate expository writing, and write appropriate and effective exposition for a variety of audiences, purposes and situations. It emphasizes methods of organization; techniques for developing unified, well-supported paragraphs and essays; grammatical conventions, proofreading and editing skills; and other important aspects of the writing process. Students will acquire the skills of gathering and processing information in a variety of ways. Students taking this course must obtain a minimum grade of **C** to proceed to English 120.

**ENG 115 Literatures in English I (5)**

Co-requisite ENG 110

This advanced literature course is for students who are majoring in Literature (or English as it is called in some colleges). In order for students to be accepted in the course, they need to have completed four successful years of high school literature and high school English Language and have passed these courses with grades of 80% or higher. Participation in the program must be approved by the dean, department chair and/or the Literature instructor. In this course, students engage in a detailed study of two literary texts, one Shakespearean comedy and a Caribbean novel. Students will study the historical, social and biographical context of both works. The course aims to teach students about the recognition and use of literary terms and places a strong focus on the analysis of the literary texts. Students are given essay writing guidelines in class sessions and also during office hours. Writing workshops, hot-seating performances, musical face-offs, argumentative debates, quizzes and oral analytical presentations will be done in the course. Students will also create and perform mini plays. Students will learn how to write literary analyses, and will learn how different literary elements (such as themes and narrative elements) affect the whole understanding and effect of the works studied.

**ENG 116 Introduction to English Literature**

In this course students will be able to study works of major British authors from the Anglo-Saxon period through the 20th Century, supplemented by consideration of literary trends on relation to the social and political history of England. Selections from a wide variety of genres in poetry, drama, and prose will provide an opportunity for students to explore an extensive literature base and learn the historical context underlying the literary works. Students will see the ways in which particular works have contributed to the evolution of British Literature by reading original source materials, perform research into secondary source materials, and discuss literary works through written assignments.

**ENG 120 College Composition II (3)**

Pre-requisite ENG 110

This course explores the principles of critical thinking and the fundamentals of literary and academic writing. It teaches an appreciation for the use of speech and writing as mental and social processes. Students learn how to organize clear, logical, and meaningful informative and persuasive speaking and writing in a variety of contexts. Techniques for improving critical thinking, introductory research, peer evaluation, and self-editing are prominently featured in the course. Students taking this course must obtain a minimum grade of **'C'** to proceed to a 200-level English course.



**ENG 125 Literatures in English II (5)**

Prerequisite: ENG 115

In order to participate in this course, students need to have passed Literatures in English-One with at least a grade of 'C'. In this course, students will study one post colonial text of poetry and a pre-Victorian English novel. Students will participate in poetry recitations, explications, literary analytical essays, quizzes, oral analytical presentations, dramatic adaptations of the novel and dramatic performances based on the novel. Students will study the historical, social and biographical context of both works. The course places a strong focus on the analysis of literary texts. Students will be given homework essay assignments and for the first time in the program, in-class essay assignments will be introduced. For every two home-work essays written, students will write one in-class essay. This semester students will also practice analyzing dramatic, poetic, and prose passages from previously unseen works. Students will learn how the elements of poetry (such as diction, rhythm, versification and line structure) affect the meaning of the complete work. Students will also analyze the different pre-Victorian themes and narrative techniques used in the novel. Students will compare and contrast the thematic and stylistic elements of two of the literary texts studied this year. After taking this course, students will be prepared to take Unit One of the CAPE literatures in English examination.

**ENG 140 The Art of Public Speaking (3)**

This course will prepare students to communicate in a variety of spoken forms, including public speaking and addresses. The course presents oral communication as a message-centered art that creates an ethical and effective relationship between the speaker and the audience. In addition to helping students overcome normal speech anxiety, the objectives of this course are to develop skills in the areas of information retrieval, organization of ideas, oral and written presentation of ideas, listening, argument, and critical thinking through lecture and classroom exercises.

**ENG 210 Advanced College Composition (3)**

Pre-requisite: ENG 120

This course in college writing challenges students to think critically and formulate mature assertive opinions and views of global issues and current affairs affecting the world around us as well as our individual lives. Students are taught to write strong, assertive, persuasive essays and are encouraged to be creative in their responses to thought-provoking questions. The students will be exposed to various writing styles with emphasis on persuasion and argumentation. This course also offers a research component as well as an introduction to regional literatures.

**ENG 215 Literatures in English III (5)**

Prerequisite: ENG 125

In order to participate in this course, students need to have passed Literatures in English-Two with at least a grade of 'C'. In this course students will study one twentieth century novel and one collection of Caribbean poetry. Students will be given exercises that ask them to create different kinds of poems, such as villanelles and sonnets. Students will participate in poetry recitations, explications, literary analytical essays, quizzes, oral analytical presentations, and hot-seating performances. Students will study the historical, social and biographical context of both works. The course places a strong focus on the analysis of literary texts. For every home-work essay written, students will also write an in-class essay. Students will learn how the elements of poetry (such as diction, rhythm, versification and line structure) affect the meaning of the complete work. Students will also analyze the different themes and narrative techniques used in the novel. In this course, students will also be given frequent exercises to build their vocabulary.

**ENG 220 Language and Linguistics (CAPE) (3)**

Pre-requisite: ENG 210

This course combines speaking and writing English with an awareness and appreciation of different languages and dialects, with specific emphasis on Caribbean Creoles and vernaculars. It develops an understanding of the salient features of the interactive relationships among communication technologies, languages, and societies, focusing on the social, political, and psychological roles of language in the region.

**ENG 225 Literatures in English IV (5)**

Prerequisite: ENG 215

In order to participate in this course, students need to have passed Literatures in English-Three with at least a grade of 'C'. In this course students will study one Shakespearean romance and a twentieth century play. Students will perform major scenes from both of the plays. Students will participate in literary analytical essays, quizzes, oral analytical presentations, and hot-seating performances. Students will study the historical, social and biographical context of both works. The course places a strong focus on the analysis of literary texts. For every homework essay written, students will also write two in-class essays. Students will also analyze the different themes and dramatic techniques used in the plays. In this course, students will also be given frequent exercises to analyze previously unseen poetic, dramatic and prose material. Students will also compare and contrast the stylistic and thematic elements of some of the literary texts studied over the two years of the literature program. After this course, students will be prepared to take the CAPE literatures in English examinations in both Units One and Two.

**ENG 227 Fundamentals of Linguistics (3)**

Prerequisite: ENG 120

Fundamentals of Linguistics exposes students to the concepts about language that are essential for the effective study of communicative and linguistic competence. The main course topics are nature of language; phonology and orthography; morphology, etymology and syntax; semantics and pragmatics, as well as first and second language acquisition.

**ENG 230 Communication for Mass Media**

Pre-requisite: ENG 120

This course prepares students to employ a diverse range of written and oral skills to communicate to a public audience. Emphasis will be placed on collecting, evaluating, and selecting information to be publicized for a variety of purposes, including objective journalism, persuasion, and entertainment. Writing, editing, and proofreading skills will also be developed. The course will include practical assessments.

**ENG 232 Creative Writing**

Pre-requisite: ENG 120

This course will encourage students to read a variety of literary forms (including poetry and both fictional and non-fictional prose) with a view to developing their own individual voice and expressing themselves in a similar range of forms. Close study of published texts and of students' compositions will accompany creative writing exhibiting originality and effective style.

**ENG 240 Belizean Literature in the Caribbean Context (3)**

Prerequisite: ENG 120

In this literature course students study short stories, novels and do presentations on poetry. The course focuses on four literary texts, two Belizean writers (one collection of short stories and a novel) and two Caribbean writers (another collection of short stories and another novel). Each student does an oral presentation on one Caribbean poem and a published Belizean poem. At the end of the course, students write and dramatize a play which highlights proverbs. This course aims to teach students about the recognition and use of literary terms and places a strong focus on the analysis of the literary texts. It also emphasizes the similar themes, social issues and stylistic elements in the Belizean and the Caribbean texts. The historical effect of religion and colonialism and the presentation of gender and ethnic issues are a few of the topics that are discussed. Objectives are achieved through lectures, discussions, writing workshops, essay writings, and presentations and quizzes.

**ENG 250 English Literature Survey (3)**

Prerequisite: ENG 120

This is a survey course on the most fundamental writings in English literature. It will cover material from Chaucer (Middle English) to Hardy (Twentieth Century). Because the works in this course cover a wide variety of genres including introductory biographies, sonnets, poetry, and drama, they offer a wonderful opportunity to explore how genre operates in each period covered and how the authors themselves represent specific genres.

**ENG 260 Multicultural Literature (3)**

Prerequisite: ENG 120

Emphasizing diversity of attitude and technique, this course examines identity, politics and cultural dynamics through an exploration of a variety of genres and literatures written in English from around the world. Issues such as migration and of inter-ethnic relations are transforming notions of identity, literature, and popular culture. This exploration will address how we are re-conceptualizing identity within a global sphere and the effects of cross-cultural interaction on cultural integrity.

**ENG 265 Women Writers (3)**

Prerequisite: ENG 120

This course is an introductory course to women writers setting them in the context of literary history. It will look at the self-assertion needed by women to become writers as this conflicted with women's expected role in society to be chaste, silent, and obedient. Through a selection of texts, in a variety of literary genres – drama, novel, short story, poetry, and literary criticism – the course will look at the evolution of women's writing through the centuries and up to the present.

**ENG 270 Modern Prose Fiction (3)**

Prerequisite: ENG 120 The course will examine approaches to Modern Prose Fiction in the 20th century, from the traditional to the experimental. It will explore some of the techniques and concerns of modern fiction and modern literary theory, through a detailed study of several texts.

**ENG 275 Introduction to Latin American Literature (3)**

Prerequisite: ENG 120

This course will examine the cultural identity politics that have influenced and continue to influence literature from Latin America. The main objective of the course is to expose students to some key cultural currents and preoccupations in the Spanish-speaking world that surrounds them through an analysis of a variety of genres and media.

**ENG 280 Introduction to Postcolonial Literature (3)**

Prerequisite: ENG 120

This course will introduce students to postcolonial literature by focusing on the depiction of the colonial encounter in texts written by authors from formerly colonized regions of the world. This course seeks to acquaint students with the subject matter and the art of the writers, and with the socio-historical, political, and aesthetic conditions that have shaped notions of identity, the treatment of history, nationalism, narrative technique, imperialism, and cultural dynamics.

**Environmental Science****ENS 121 Environment and Society (3)**

Prerequisite: BIO 120

This course examines the demographic characteristics of human populations, factors affecting population growth, and the ecological impact of human activity, especially urbanization, agriculture, eco-tourism, timber harvest and fisheries in the Caribbean. Students will identify renewable and nonrenewable resources and examine their historical use. In addition, factors affecting natural resource use and other practices on the national and global environment will be examined. Options for alternative resources use, land restoration, conservation, preservation and sustainable use of resources and development will be examined from ecological, socio-political and economic viewpoints. Field trips are mandatory.

**ENS 122 Geography of Environmental Systems (4)**

Prerequisite: BIO 120

An introduction to the processes and forms of the atmosphere and earth's surface emphasizing the interaction between climatology, hydrology and geomorphology. An understanding of the geography of the earth is crucial to well-informed citizens in today's interrelated and interdependent world. This course provides students with a geographical frame of reference for understanding human interrelationships with the earth's physical systems. Topics include solar energy and earth seasons; the atmosphere, energy balance and global temperatures; atmospheric pressure and winds; oceanic circulation; atmospheric moisture; hydrologic cycle; weather systems, global climate systems; water resources – surface and subsurface; minerals and rocks, earth structure, plate tectonics, fluvial geomorphic processes, wind processes, and coastal geomorphic processes. Field trips are mandatory.

**ENS 211 Environmental Studies (3)**

Prerequisite: BIO 120

This course will provide an introduction to the field of environmental studies. It will seek to develop an awareness of the environment and changes that affect it positively or negatively. It will also seek to provide a deeper and greater understanding of the living and non-living components making up the environment. An understanding of environmental degradation and problems will be discussed at the local and global level. Learners will become aware of the importance of the realization that solutions to environmental problems lie in recognizing the need to understand ecological principles and implement proper management of human activities.

**ENS 212 Sustainable Agriculture/Agro-forestry (3)**

Prerequisite: ENS 121 and ENS 122

The role of agriculture, technological, economic and socio-environmental issues related to agricultural systems, and environmentally sustainable practices in agriculture/agro-forestry/ aquaculture/mariculture are examined in this course with particular attention to the tropics. Additional topics covered include history of agriculture, domestication, the theory of the tropics, tropical climates, and geography of soils, plant ecology, soil ecology, integrated pest and weed management, and concludes with a survey of tropical fruits, crops and nuts important to the Caribbean. One field trip is mandatory.

**ENS 215 Sustainable Energy and Environmental Monitoring (3)**

Prerequisites: ENS 212 and CHE 130

This course explores two important topics in environmental science: energy use and pollution, introducing students to the role of physics and chemistry in the environment. The student will understand the nature of energy, its uses, the cost of production and the environmental impact of current energy practices – all with a focus towards energy conservation. In addition, the student will learn the major types and sources of chemical and biological pollution, the chemistry behind the pollutants, the environmental and socio-economic impacts of pollution and the methods available for monitoring, analyzing and mitigating pollution. One weekend field trip to environmentally assess the Sibun River is mandatory.

**ENS 220 Internship in Environmental Science (1)**

A minimum of 40 hours of volunteer work in an Environmental-related field after the completion of the first year of the program. Recommended to be completed in the summer sessions. Internship placements are based on student's interest and approval by the instructor. All internships culminate with the submission of a journal and research paper by the student, and an evaluation by the internship supervisor.

**ENS 221 Tropical Ecology Research (3)**

Prerequisite: ENS 212 and MTH 129

The goal of this course is to introduce students to tropical ecology research methods. The students will be involved in the design of the experiment, will have to solve problems that arise while collecting data in the field, and they will interactively analyze data that has not been gathered before. Two class research projects will be undertaken and then the student will independently design and conduct a scientific project on a research issue and write up results in a standard scientific paper.

**ENS 225 Environmental Law (3)**

This course is an introduction to the environmental laws and regulations of Belize, the responsibilities of the legislature, courts, administrative and management agencies and advocacy groups in relation to environmental laws. Focus will be placed on legislation establishing reserves, deforestation, loss of biodiversity, loss of marine resources, disposal and or storage of hazardous waste and pollution. Students will examine the advantages and disadvantages of the regular environmental law models - common law, regulatory, criminal and administrative sanctions and environmental impact assessments- and discuss other approaches including public participation, economic incentives and resolution by the Supreme Court and Privy Council.

**History****HIS 115 The Caribbean in the Atlantic World I (4)**

This course is for students majoring in History and preparing to take CAPE Unit One History. It is designed to help students develop an appreciation and understanding of the historical linkages between peoples of the Caribbean by locating them within the larger history of the Atlantic region. In doing this, students will be able to recognize the processes of change and continuity, similarity and cause and effect. The course will focus on how the distinct and separate cultural and biological areas that surrounded the Atlantic were integrated into a network of exchange rooted in the long-distance movement of people, plants, animals, commodities and ideas.

**HIS 121 History of Western Civilization (3)**

This course is a broad historical study of major elements in Western heritage from the earliest river civilizations to the present day. Its focus is the political, religious, socio-economic, cultural and scientific history of the Western world. Students learn to think critically about historical characters and events.

**HIS 125 The Caribbean in the Atlantic World II (4)**

History majors take this course in the second semester of the first year. This course is designed to help students develop an appreciation and understanding of the historical linkages between peoples of the Caribbean by locating them within the larger history of the Atlantic region. In doing this, students will be able to recognize the processes of change and continuity, similarity and cause and effect. The course will focus on how the distinct and separate cultural and biological areas that surrounded the Atlantic were integrated into a network of exchange rooted in the long-distance movement of people, plants, animals, commodities and ideas.

**HIS 141 Introduction to African Civilizations (3)**

The course intends to give the student a sound general knowledge about Africa, its people, and history from the 1400's to the present. The course includes a broad survey of Africa's social, political, and economic affairs as they affect Modern Africa today.

**HIS 145 Belizean History (3)**

Background: the people and cultures of pre-Columbian Middle America, the peoples and cultures of West Africa. Topics include Belize in the 20th Century; economic and political changes, the decline of forestry and growth of agriculture, early party development and self-government. Contemporary problems are looked at from a historical perspective.

**HIS 215 Revolution in the Atlantic World (5)**

This course is designed for students taking either one or both units of CAPE History. Students will study the impact of revolutionary changes in ideas and society that occurred in the countries of the Atlantic Region in the eighteenth, nineteenth and twentieth centuries. This course is designed to enable students to recognize social, political and economic contradictions, paradoxes and ambiguities in the world by examining contemporary beliefs and value systems, thus encouraging students to develop a sense of moral responsibility and commitment to social justice.

**HIS 225 Development in the Atlantic World (5)**

This course is designed for students taking either one or both units of CAPE History. Students will study the developmental changes in Europe, North and South America and Africa that have occurred over the past few centuries. They will gain an

appreciation of the interconnections between the various Atlantic communities leading to an understanding of how developments in one part of the Atlantic world occur within the wider framework of regional development.

### **HIS 275 History of Guatemala's Claim, 1945-present (3)**

This course provides an in-depth study of the history of Guatemala's territorial claim to Belize from 1945 to the present. It will begin with a review of early to mid-19<sup>th</sup> century developments in Belize-Guatemala relations then proceed to consider the 1859 treaty and Guatemala's rejection of that treaty. Special attention will be given to attempts to resolve the dispute since the 1960's, especially the bilateral facilitation process. The course will conclude with reflections on the future of Belize-Guatemala relations.

## **Human Resource Management**

### **HRM 210 Management of Human Resources (3)**

The Management of Human Resources course is designed to familiarize students with the increasingly strategic nature of effectively managing a workforce. Students should gain a working knowledge of recruiting, selecting, training, compensating, and evaluating employees, as well as non-discriminatory employment opportunity issues, employee health and safety, and labor/management relations.

## **Mathematics**

### **MTH 101 Fundamentals of Mathematics (0)**

This course serves as part of the Summer Development Program at the School of Liberal Arts and the Opportunity Program in the School of Professional Studies. The course emphasizes areas in mathematics that can serve as a prelude to Intermediate Algebra, MTH 103. The Fundamentals of College Mathematics course seeks to develop greater understanding and appreciation for the elementary concepts in mathematics. These concepts serve as the foundation for any future course in mathematics, whether algebra or calculus. The topics to be explored in this course include: Number Types, Number Properties, Factoring Numbers, Fractions, Exponents, Graphing. Each topic is discussed in the context of Algebraic Expressions. Many of the concepts which students may have encountered before will be reiterated in this course with a keen insight into their relations to algebraic concepts and operations.

### **MTH 103 Intermediate Algebra (3)**

This course serves as the general math requirement for many programs. Some students may, however, be required to take this course as a pre-requisite to enter the Math program. General topics covered include: algebraic expressions, algebraic products, factoring and complex fractions. Additionally, students are provided with the necessary background in graphing of both linear and quadratic functions. The solutions to linear equations and simultaneous linear equations are solved by calculation and graphically. Students are exposed to the various techniques to solving quadratic equations.

### **MTH 111 College Math for the Primary School Teacher I (3)**

Intermediate Math for the Primary School Teacher I develops students' knowledge of mathematical concepts with an emphasis on the development of problems solving skills. Some students may be advised to take introductory level math courses before taking this course.

### **MTH 112 College Math for the Primary School Teacher II (3)**

Intermediate Math for the Primary School Teacher II deepens students' knowledge of mathematical concepts with an emphasis on the development of problem-solving skills. Some students may be advised to take introductory level math courses before taking this course.

### **MTH 113 Pre-Calculus (4)**

This course seeks to provide a sound knowledge of algebraic functions by exploring partial fractions and their equivalents. Equations will be solved to demonstrate the possibility of a loss solution because of the improper use of axioms. The text demonstrates graphic trigonometric functions of the sine, cosine and tangent. Furthermore, emphasis will be placed on the sine and cosine rule. A careful study will be given to lines and curves and the relationship with tangents, normals, parallel lines, maximum and minimum values. The meaning of the first and second derivative will be explained and their various methods applied to problems. Surds, logs and equations related to log form will be given. The remainder theorem in addition to expanding a product will be demonstrated. Students will also follow trigonometry involving identities using specified formulas, identity proofs and the elimination of  $\theta$  from pairs of parametric equations leaving the results in corresponding Cartesian equation.

### **MTH 115 College Algebra (4)**

Co-requisite: MTH 119

This course will provide students with a deeper appreciation and understanding of the real number system and algebraic functions. Students will be expected to construct simple proofs of mathematical assertions and gain greater confidence in the manipulation of algebraic expressions and the solution to equations and inequalities.

**MTH 119 Trigonometry (4)**

Co-requisite: MTH 115

Trigonometry is the branch of mathematics concerned with the properties of the trigonometric functions and their application to the determination of the sides and angles of triangles; also it is applied to the analysis of problems related to periodic events. In this course the students will study the trigonometric and circular functions, their properties, trigonometric identities, trigonometric equations and some applications of trigonometric methods to real life problems.

**MTH 129 Probability and Statistics for the Physical Scientist (4)**

This introductory course in probability and statistical analysis is for those students in environmental sciences. The course introduces the key ideas underlying statistical and quantitative reasoning, including fundamentals of probability. The course covers sources of data, data collection, sampling distribution, data analysis, probability theory, random variables, and statistical inference including estimation and tests of hypotheses as applied to one- and two-sample problems, regression with one or more predictors, correlation, and analysis of variance. Additional topics include experimental design and observational studies, descriptive and summary statistics for both measured and counted variables, confidence intervals, hypothesis testing, t-test and Chi-square test, along with ANOVA with Sigma-plot Statistical computer programs.

**MTH 140 Analytic Geometry (3)**

Prerequisites: MTH 115, MTH 119

Co-requisite: MTH 145

Analytic Geometry is a branch of Geometry based on Coordinate Geometry where the approach to geometric problems is primarily algebraic. In this course the students will study the Cartesian coordinate system, the straight line, the circle, the conic sections, transformation of coordinates, polar coordinates and vectors in the plane. Also the students will be able to apply analytic methods of proving geometrical statements by using algebraic constructions. In this course an introduction to Solid Analytic Geometry is provided as well. With this course the students will develop an analytical mind as they build and strengthen the foundation for courses in higher mathematics such as Calculus.

**MTH 145 Calculus I (4)**

Prerequisites: MTH 115, MTH 119

This foundation calculus course will allow students to be exposed to both the concepts of differentiation and integration of mathematical functions. Students will be expected to develop an ability to apply both these concepts to the solution of real world problems. Some specific topics to be addressed include the concept of continuity of a function and its graph, the concept of limits of functions in simple cases and the relationship between differentials and integrals.

**MTH 225 Business Statistics (3)**

Prerequisite: MTH 103 (or MTH 113 for Economics majors)

This course is an introduction to Business Statistics. Students will look at topics from both Descriptive and Inferential Statistics. These include organizing and summarizing data, probability, probability distributions, sampling distributions, estimation and hypothesis testing. Statistics is a widely used tool in the world of business. Techniques and concepts are used both in business research and in everyday business transactions. Decision making in the world of business relies heavily on information gathered through the use of statistics.

**MTH 235 Calculus II (3)**

Prerequisite: MTH 145

Co-requisite: MTH 245

This course serves as a continuation to Calculus I and expands on the properties and significance of exponential and logarithmic functions. Students will further develop skills in modeling real world phenomena by means of differential equations and be able to solve these equations. The overall goal is to develop a greater confidence in using both techniques of differentiation and integration.

**MTH 245 Probability and Statistics (3)**

This course covers descriptive statistics: probability theory; probability distributions of discrete and continuous random variables, rectangular, binomial, Poisson and normal distributions; Central limit theorem, confidence tests, and hypothesis testing.

**MTH 250 Further Sequences and Mathematical Modeling (3)**

Pre-requisite: MTH 235

Students address general theories in sequences, series and approximations, addressing specific topics in: sequences, series, Binomial Theorem for positive integral index, errors and roots of equations. The other general part of this course includes further work in counting, matrices and mathematical modelling.

## Personal Development

### **PDV 195 Professionalism and Personal Ethics (3)**

Students participate in supervised discussions on standards of ethics and professionalism in the workplace. Emphasis is placed on the development of a personal code of ethics that students can take with them and use in their professional lives.

## Philosophy

### **PHIL 128 Philosophy of Human Nature (3)**

This course introduces students to the concepts and issues that philosophy examines through the works and seminal ideas of those philosophers and humanist thinkers who suggest varying attitudes about the meaning and purpose of human nature and existence as well as how such writings continue to shape our understanding of our selves and world. Thus, the course takes on a historical as well as a topical approach to philosophy. (Each student will be required to generate a statement on his or her personal philosophy of life.)

### **PHIL 241 Social Philosophy (3)**

This course is intended to be an exploration of a few of the various theories and issues related to the subject of Social and Political Philosophy. A philosophical analysis of concepts such as justice, equality, freedom, and duty is presented, as well as an examination of the relation between society and the state, the role of the individual in society, and the impetus underlying social change. In other words, it aims at philosophical reflection on the concepts and reality that affect all human beings: their relations to the social group. (Each student is required to produce written analysis of socio-political issues important to the Belizean society.)

## Physics

### **PHY 115 Classical Mechanics/Lab (5)**

Prerequisite: High School Physics, Math and Chemistry: Co-requisite: MTH 115 and MTH 119

This is the first course of a five-course sequence for physics. It is designed to meet the needs of the student whose major is Physics, Math, or Computer Science. This course is a combination of theoretical and applied mechanics covering the fundamental principles of Classical Mechanics. Definitions, concepts and problem solving will be greatly emphasized. Topics covered include: measurement and error in scientific investigation; kinematics in one and two dimensions; dynamics- Newton's laws of motion; circular motion and gravitation; work and energy; linear momentum and collisions in one and two dimensions; rotational motion; static equilibrium; elasticity; fluid mechanics I (phases of matter, density and specific density, pressure in fluids, atmospheric pressure and gauge pressure, Pascal's principle, buoyancy and Archimedes' Principle). Labs are designed to reinforce lecture topics. Offered in the first semester of every year.

### **PHY 135 Light, Oscillations, and Waves/Lab (5)**

Prerequisite: PHY 115, MTH 115, MTH 119: Co-requisite: PHY 140, MTH 140, MTH 145

This is the second course of the sequence for physics. The types and behavior of water, sound and light waves as well as simple harmonic motion are explored. Topics covered in this course are part of the classical and modern aspects of physics: simple harmonic motion; damped harmonic motion; forced vibrations (resonance); transverse and longitudinal waves; water waves; sound waves (reflection, refraction, diffraction, interference); applications of sound waves; particle duality nature of light and Huygen's principle; polarization; diffraction grating; electromagnetic spectrum; geometrical optics and their modern applications; and waves in strings and pipes. Other topics that will be discussed are Fraunhofer lines, air-wedge fringes, Newton's rings and Compound Pendulums. Labs are designed to reinforce lecture topics. Offered in the second semester of every year.

### **PHY 140 Selected Topics in Physics (4)**

Prerequisite: PHY 115, MTH 115 and MTH 119: Co-requisite: PHY 135

This course, the third in the sequence for physics, examines four major topics of physics along with their modern applications: 1. Heat and Thermodynamics - temperature (thermometry); thermal expansion; heat capacity and latent heat; gas laws; kinetic theory of gases; transfer of heat; heat engines; the laws of thermodynamics; molar heat capacities. 2. Physics of fluids II - fluids in motion; flow rate and the equation of continuity; Bernoulli's equation; Torricelli's equation; viscosity; surface tension and capillarity. 3. Environmental Physics- alternative energy sources; power consumption; pollution and its effects in society. 4. Medical Physics - medical imaging and treatment, the nature of sight and optics, and the physics of hearing. A lab component for Heat and Thermodynamics will be done simultaneously with labs for PHY 135. Offered in the second semester of every year.

### **PHY 215 Electricity and Magnetism/Lab (5)**

Prerequisite: PHY 135, PHY 140 and MTH 145: Co-requisite: MTH 235

Students learn to appreciate in this course, the fourth of the five-sequence physics course, the value of electricity and

magnetism in their lives. Definitions, concepts and problem solving will be greatly emphasized. This course covers the concept of electrical power and how magnetism is related to it. Topics that will be covered in this course are: electric charges; electric field; electric potential; continuous charge distribution; electric currents; DC circuits; Magnetism; Electromagnetic Induction and Faraday's Laws; introduction to alternating current. Other topics such as Gauss's Law, Ampere's Law, Biot-Savart Law, Maxwell's equation and AC circuits and reactance will also be discussed. Labs are designed to reinforce lecture topics. Offered in the first semester of every year.

#### **PHY 220 Internship in Physics (1)**

A minimum of 40 hours of volunteer work in a Physics-related field. Students are given the opportunity to work along with professionals in local industries and institutions that utilize on a daily basis the concepts and methods learned in the field of Physics. All internships culminate with the submission of a journal, a research paper by the student and an evaluation by the internship supervisor.

#### **PHY 240 Modern Physics/Lab (4)**

Prerequisite: PHY 215, MTH 235

This is the fifth course in a five-course sequence for physics students. A strong high school chemistry background is recommended. The modern theories of matter and its behavior will be explored as well as the development of electronics. A variety of interesting topics are covered: electron motion in fields; cathode ray oscilloscope; semiconductors-junction diode and transistor; analogue and digital electronics; photoelectricity, energy levels, x-rays, De Broglie formula; atomic and nuclear structure; radioactivity; nuclear energy. Other topics such as Heisenberg Uncertainty principle and elementary particles will be briefly discussed. Labs are designed to reinforce lecture topics. Offered in the second semester of every year.

### **Politics**

#### **POL 150 Introduction to Politics (3)**

This general introduction to the study of politics and government examines the major historical and contemporary belief systems and political ideologies through such concepts as freedom, democracy, and public social duty. In short, the course will address the operation of such institutions as political parties, voting and interest groups and political economy, as well as how authoritative decisions are made and executed for a society.

#### **POL 152 International Politics (3)**

This survey of politics in the international arena studies the actors of world politics, analyzes techniques for foreign policy formation and execution, examines the rule of law and human rights, and reviews problems of world peace. In the process, it examines alternative perspectives on international relations including issues involving power, conflict, perceptions, international organizations, the international economy, trade and globalization, and the environment.

#### **POL 160 Human Rights Conventions, Belize Constitution and Laws (3)**

This course covers the provisions for human rights and the Belize constitution – its content, principles, development, and amendment. The effect of constitutional law on criminal law is also discussed.

#### **POL 270 Issues in Global Affairs (3)**

This course will introduce students to some of the key issues in Global Affairs. In the modern context of globalization it is essential for any educated person to attain an understanding of those regions, countries, organizations and individuals that are major players in world affairs. Additionally, many of these issues must be observed and analyzed so as to understand their implications for Belize and for the rest of the world. The consideration of Global Affairs is based on the realization that our world is increasingly interconnected and interdependent. For the Belizean student it is designed to broaden our world-view and to foster an atmosphere of cooperation and progress within Belizean society through interaction with the world, its people and its defining events.

### **Psychology**

#### **PSY 115 Introduction to Psychology (3)**

The objective of the course is to focus on an introduction to the principles of psychology. It gives the background on the areas of psychology such as physiology, sensation and perception, developmental, learning, cognition and memory, social, personality, and abnormal. The purpose of taking Introduction to Psychology is to help students gain familiarity with some of the most fundamental theories and principles of general psychology, as well as to prepare students for more advanced psychology courses. Introduction to Psychology is a prerequisite for all psychology majors. A minimum of a **C** is needed to pursue more advanced courses in psychology.

#### **PSY 125 Developmental Psychology (3)**

The goal of Developmental Psychology is to help students develop an understanding of psychological concepts in addition to focusing on human behavior and their mental processes. Some major topics include prenatal development, early experience, cognition and perception, memory, intelligence, socialization, moral development, sex-role development, patterns of child-rearing, and the later years of life until death.



**PSY 130 Adolescent Psychology (3)**

The focus of Adolescent Psychology is to study the human development of adolescence to maturity. Some topics will include maturational changes, peer and family influences, and the process of self-awareness, cognitive growth and adjustment. The goal of the class is to focus on psychological theories and research associated with the physiological, cognitive, and social-emotional development of adolescent teens. Students are encouraged to think critically about issues that adolescent teens face.

**PSY 215 History and Systems of Psychology (3)**

Prerequisites: PSY 125 and PSY 130

The goal of History and Systems is to explore the historical perspective of psychoanalysis, behaviorism, and existential psychology. The course focuses on using philosophical questions regarding psychology as a scientific discipline and it also explores treatments used in the past versus now. The purpose of the course is to study the roots of psychology. Some of the course objectives are to be familiar with: 1) those who shaped psychology, 2) the major schools of thought that have developed psychology, 3) the development and methods of psychology and 4) the relationship between applied and theoretical psychology.

**PSY 225 Social Psychology (3)**

Prerequisites: PSY 125 and PSY 130

This course in Social Psychology studies how people think, feel, relate, and influence others. Students will study an overview of the methods and research findings of social psychology. The emphasis is on the experimental analysis of various topics. Some topics of social psychology are perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior.

**PSY 230 Abnormal Psychology (3)**

Prerequisite: PSY 215 and PSY 225

This course is designed to introduce the student to some of the major topics in clinical psychology. It looks at historical theories as well as contemporary research findings. By the end of the course, students should be more sensitive to issues relating to psychological dysfunction, and more familiar with the industry of mental illness and its impact on individuals and society.

**Science (General)****SCI 101 Ecology, Evolution and the Environment (4)**

This course is for students not majoring in the sciences. It offers a broad introduction to many of the major aspects of ecology, from the ecosystem and evolution to population and community, thereby providing the student with a greater understanding of the living and non-living elements making up the environment. The student will attain a greater appreciation for the interaction that occurs among living and non-living components of the environment. The basic concepts of evolution are introduced and depicted as the force behind much of organismal and population ecology. Specific ecological systems in Belize will be studied in detail. There will be three mandatory field trips: tropical rainforest/pine savannah, coral reef and mangrove ecosystems. In addition, local and global environmental issues that affect these ecosystems will be discussed.

**SCI 102 Basic Concepts in Science/Lab (4)**

The course provides opportunities to investigate the theories and ideas associated with the life, earth, and physical sciences in a way that is relevant and usable to non-science majors. Major topics to be covered include: the scientific method and measurement; earth's materials; matter – properties and behaviour; earth's atmosphere; and the study of living things. The practical component familiarizes students with experimental techniques and proper laboratory etiquette, while enhancing the theoretical component of the course.

**SCI 104 Introduction to Environmental Studies (3)**

Prerequisite: SCI 101

This course provides an introduction to the field of environmental studies for the non-science major. "Environmental Studies" is an interdisciplinary study of human interactions with the environment and the implications for the quality of life on Earth. The course develops the student's awareness of the environment and the impact humans have on it. It also provides the student a deeper understanding of the living and non-living components making up the environment. An understanding of environmental degradation and problems are discussed at the local, regional and global level. Students become aware that solutions to environmental problems lie in recognizing the need to understand ecological principles and implement proper management of human activities which are the basis of a sustainable society.

**SCI 106 Health Science (3)**

This course is an introduction for non-science majors to the field of health sciences with emphasis on topics related to the biology and sociology of health, disease, physical fitness and drug use. Students will obtain an understanding of the global distribution of various diseases, causation, and prevention. The course will also allow students to focus on healthy

dieting and related disorders, drug discoveries, types, use, abuse and safety assessment in relation to health. Lastly, students will explore the concept of sex education along with environmental and community health.

### **SCI 111 Introduction to Scientific Inquiry (3)**

This course emphasizes the development of scientific thinking and the acquisition of science process skills as students investigate topics in physical and life sciences.

### **SCI 112 General Science for the Primary School Teacher (3)**

General Science Content Course II deepens students' knowledge of physical and life sciences with an emphasis on the development of scientific thinking and the acquisition of science process skills. There are no pre-requisites for this course.

### **SCI 115 HIV/AIDS and Reproductive Health (3)**

HIV/AIDS and Reproductive Health is designed to afford students from all disciplines the opportunity to explore some of the major problems and issues that arise in communities due to the scourge of HIV/AIDS, and to emphasize the related topic of reproductive health as a leading contributing factor to the overall health of a population. The course will equip students with scientific knowledge and ideas to discuss biological, medical and socioeconomic aspects of HIV/AIDS infection in individuals and communities. It will also explore and strengthen students' own knowledge of reproductive health to empower them to lead safer and healthier lifestyles. There are no pre-requisites for this course.

## **Sociology**

### **SOC 115 Sociology, Society and Culture (5)**

SOC 115 is designed as part of the Sociology for CAPE program that will be examined under CXC at the end of a two-year program. The CAPE syllabus aims to provide students with the necessary skills for an understanding of the structures, organisation and development of societies, particularly those in the Caribbean. It introduces them to the knowledge of the theories and basic research methods of Sociology, the sociological perspective, and the processes of social structural change with specific emphasis on the development and modernisation of societies. More specifically, in this course students will be introduced to the theories and concepts of the sociological perspective, sociology as a science and a discipline, culture and identity. As a result of gaining familiarity with the various sociological approaches, the student will apply this knowledge to the Belizean society.

### **SOC 121 Introduction to Research Methods (3)**

This course is designed to enable students to conduct their own research projects. The core concepts include how to translate concepts and theories about human interaction and institutions into scientifically testable propositions, choose the appropriate research method, design the research, collect data (information), and qualitatively and quantitatively interpret the data. The course also offers the opportunity for students to enhance their critical thinking about social and economic issues, to evaluate research conducted by others, and to properly communicate this knowledge and information to others.

### **SOC 122 Research Paper (3)**

Prerequisite: SOC 121

Applying the principles of research design, conceptualization and measurement, methods of gathering information, sampling, ethics, and data analysis, students write and present a research proposal, conduct a research project, and submit a final report under the direction of the course instructor

### **SOC 124 Introduction to Sociology (3)**

This course will introduce students to the sociological perspective and scientific methods for the study of society. Students will gain insight into the workings of their own lives as well as of their society and other cultures, concepts, and contrast distinctive views on topics such as understanding sociology, culture, socialization, the fan organizations, government and politics and the economy. As a result of familiarization with the use of various sociological theories and concepts in evaluating human interactions and institutions, students will learn to apply them to Belizean society.

### **SOC 125 Social Stratification, Social Mobility, and Social Institutions (5)**

SOC 125 is designed as part of the Sociology for Cape program that will be examined under CXC at the end of a two year program. In this course, students will be introduced to the theories and concepts of social stratification, social mobility and social inequality. Race, ethnicity, class and gender issues, and issues surrounding social equality with a focus on the Commonwealth Caribbean (including Belize) and some important institutions, will also be examined. As a result of gaining familiarity with the various sociological approaches, the student will apply this knowledge to the Belizean society. There is also an Internal Assessment requirement (School Based Assessment) in this course.

### **SOC 150 Society and Culture in Belize and the Region (3)**

This course develops students' knowledge of the geography, history, economy and culture of Belize, the region and the wider world. It integrates perspectives from various disciplines including sociology, history, geography, economics and anthropology.. Technical skills, including map-reading are also developed.

**SOC 215 Population, Development and Poverty (5)**

Prerequisite SOC 115, SOC 125

SOC 215 is designed as part of the Sociology for CAPE program that will be examined under CXC at the end of a two-year program. In this course, students will be introduced to the concepts and quantitative measures used in population studies, population statistics from developed and developing countries, population growth theories and trends, population control policies and population and Development in the Caribbean.

## **SOC 225 Social Order, Social Control, Deviance and Crime (5)**

Prerequisite: SOC 115, SOC 125 and SOC 215

SOC 225 is designed as part of the Sociology for CAPE program that will be examined under CXC at the end of a two-year program. In this course, students will be introduced to definition of concepts surrounding the issue of social development and poverty; indicators of development and poverty; theories and issues concerning development, under-development, Caribbean Development and poverty. Students will also be introduced to the theoretical perspectives on social order and deviance and the concepts, institutions and issues surrounding crime and deviance. There is also an internal assessment requirement (School Based Assessment) in this course.

## **Spanish**

### **SPA 111 Intermediate Spanish (3)**

This course begins with an intensive review of the fundamentals of spoken and written Spanish. It involves progressive readings and exercises in composition and conversation stressing the development of self-expression in Spanish. The objective of this course is to develop all four language skills (listening, speaking, reading, and writing) as well as providing insight into Hispanic life and culture.

### **SPA 251 Business Spanish (3)**

This course introduces students to business Spanish and its cultural background. It focuses on vocabulary, business correspondence and paper work, and on customs related to five specific areas of business: business organization, banking, external trade (export and imports), job seeking, marketing, and advertisement. The learning process entails a general review of Spanish grammar at the intermediate level. No prerequisites are required for this course.

## **Theology**

### **THE 118 Catholic Faith and Ministry (3)**

This course will deal with basic areas of the Catholic Faith (creed, sacrament, and prayer) with a strong emphasis on the theology of church and ministry. The pastoral implications of each course topic will be emphasized. The course will engage the students in field observations, some practice of ministry, and theological reflection.

### **THE 125 Scripture in Morality (3)**

The aim of this course is to present a method for analyzing moral situations based on reason and Christian revelation and to illustrate the method by means of case study. The course will engage the students in discussion on the relationship between morality and revelation. Students will reflect on the scriptures to learn about morality and seek to discover the manifestation of God's will in the dialogue.

### **THE 127 Introduction to Christianity (3)**

This course will provide the student with an overview of Christianity. What are the basic beliefs of Christianity? How do Christians live their lives? These two questions will guide the course. In addition, some attempt will be made to look at the differences between the Christian denominations, and the commonalities. The aim of the course is to help the student to know what it is to be a Christian.

### **THE 130 Jesus and the Gospels (3)**

The course sets out to serve as a road to a deeper understanding of the life, teaching, and self-understanding of Jesus the Christ. It hopes to serve as a catalyst of human liberation in our times by studying who Jesus was before he became the object of faith. It attempts to facilitate this primary purpose by taking a serious look at the words and deeds of Jesus of Nazareth in the four Gospels, Matthew, Mark, Luke, and John.

### **THE 131 Jesus, the Teacher and the Gospels (3)**

A study of the four portraits of Jesus: the Teacher of Nazareth, as presented by the Four Gospels of the New Testament. Each gospel will be studied for its particular characteristics, in particular, Jesus' use of similitude stories, extended metaphor, and allegories. Emphasis in the first part will be on the pre-passion, public, teaching ministry of Jesus. The Sermon on the Mount will be a secondary focus and will be examined and reflected on in some detail. Finally, student-teachers will cogitate on their teaching practice, faith and spirituality by looking to Jesus as the prime example of dynamic and superb teaching. As teachers explore the gospels, charting similarities and differences in the gospels, they will examine Jesus' role as our teacher whose messages are unparalleled and critically review the effectiveness of His methodology of teaching, which were primarily through aphorisms and parables. Necessary background will be presented as regards language, history, culture and politics of Jesus' time. Students will also participate in dramatic presentations, discussion/debates, reflections, of scenes from the Life of Jesus.

### **THE 133 Introduction to the Old Testament (3)**

This course will familiarize students with the Old (First) Testament/Hebrew Scriptures. They will learn something of the origins and background of these writings, the experiences of those who reported and composed them at all stages, the viewpoints and purposes of the various writers, and the process by which the writings came into existence. They will also reflect on the significance of these writings for Christians today.

**THE 135 Introduction to the New Testament (3)**

This course, as the name indicates, is intended to provide an introduction to the Christian Scriptures, commonly referred to as the New Testament. This course will familiarize students with the twenty-seven books. The students will learn something of the origins and background of these writings, the experiences of those who reported and composed them at all stages, the view points and purposes of the various writers and the process by which the writings came into existence. Students will also reflect on the significance of these writings for Christians today.

**THE 140 History of Christianity I (3)**

This course is intended to provide students with a general survey of the history and development of Christianity from its Jewish origins until the time of the Reformation. This course will have two major components: historical and biblical. The historical component consists of three elements: the development of the Jewish tradition up to the beginnings of the Christian tradition; the major figures and stages in Christianity's first 400 years; the influential persons and events that shaped the Christian tradition until the time of the Reformation. The Biblical component consists of an introduction into the history and composition of the books in both the Hebrew Bible and the Christian Bible.

**THE 217 Teaching Methods for Religion (3)**

This course is designed for persons who teach religion to young children and pre-teens within the elementary schools or in church-related programs. The topics include the role and importance of a religious educator; an understanding of the faith development stages; basic understanding of religious education, its content and process; and the techniques and practices of planning effective religion lessons. The course is designed with an understanding of and sensitivity to different religious denominations.

**THE 218 Christian Leadership (3)**

This course will include the theology of ministry for the church and society with accompanying pastoral theology and practice. The concept of servant leadership and skills needed to put that theory into practice will be central to this course. Skills included in the course: self-understanding of strengths and weaknesses for working with others; understanding and dealing with people; skills for working with groups; planning skills. The course will include a ministry experience throughout the course with a professional "consultant" serving as a mentor.

**THE 219 Issues in Moral Decision Making (3)**

This course attempts to provide a framework for discussion of some controversial contemporary moral issues and of more general questions/problems which underlie these issues. It takes its departure from the perspective of moral pluralism for the purpose of encouraging respectful dialogue among those of many different and often contradictory moral views. Students will reflect on the scriptures to discover the biblical views on some of these issues.

**THE 220 Catholic Social Ethics (3)**

The Roman Catholic Church, in its body of social teaching, possesses an instrument of considerable usefulness to people seeking a broad theological framework for social analysis. This theology course examines the basic principles of the Catholic social ethics tradition by a careful reading of select social encyclicals and other Church documents. The encyclicals of Pope John Paul, II will be studied.

**THE 222 Religious Education and Character Development in Early Childhood Education (3)**

This course is a study of the formation of faith and virtue based on Biblical, theological and psychological perspectives. This serves as the foundation for investigating ways in which the family, congregation and schools can nurture the faith of young children and facilitate sound character development.

**THE 235 Philosophy of Education from a Christian Perspective (3)**

Prerequisites: EDU 112, EDU 115

Philosophy of Education from a Christian Perspective enables students to relate philosophical concepts interpreted from a Christian perspective to major issues in education.

**THE 240 History of Christianity II (3)**

Prerequisite: THE 140

This course is intended to provide students with a general survey of the history and development of Christianity from the Reformation to the late 20<sup>th</sup> century. Students will be introduced to the main figures and events surrounding the Reformation and follow the development of and theological distinctions within several of the mainstream Christian denominations.

**THE 245 Christology (3)**

Prerequisite: THE 130 or THE 135

This course is intended to provide students with an introduction to and some background behind the theological discipline called Christology. This is the area of Christian theology that examines the person of Jesus Christ and how Christians understand him as the one who saves. This course does require that the students have either some basic background in the study of Christianity, some background in the New Testament, or some comparable knowledge of the Christian religion. Students will be introduced to the following: The basic concepts surrounding the ministry, death, and

resurrection of Jesus Christ; the questions surrounding his divinity and humanity; the historical questions concerning the person of Jesus; the historical theories offered explaining how Jesus saves.

### **THE 280 Religions of the World (3)**

This introductory course presents both what is unique and what is common to the most historically significant of the world's religions - Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. Basic underlying concepts will be presented along with the tracing of the emergence and growth of each religion.

## **Tourism and Hospitality Management**

### **THM 115 Introduction to Tourism (3)**

This introductory course will serve students as an overview of the tourism industry. Students will explore major topics such as major tourism sectors that affect Belize and the world, historical development of the industry, the growth, the development and current trends within the tourism industry. Students will need to do extensive research through various resources to obtain a full understanding of how the tourism industry functions today and has been functioning for years. Through this course, students will become acquainted with local, regional and international tourism organizations and their missions, and develop attitudes to quality and value in respect of people, management and customer care.

### **THM 125 Tourism Systems (3)**

Pre-requisite THM 115

This course provides students with the understanding of how the global tourism system operates and provides them with the basic tools and techniques to function effectively within the system. Students will explore areas of interest including generation of markets, transit routes, destinations and features of the industry.

## **COURSES OFFERED UNDER THE LIMEX PROGRAM**

### **LIMEX**

#### **LIMX 701 Foundations of Religious Education (3)**

This course is an immersion in the tradition of religious education. It samples the array of perspectives that inform and constitute the field and helps the student locate his/her own practical understanding of its meaning and mission. It relates the religious character of education to its explicit forms of practice within religious tradition.

#### **LIMX 703 Introduction to Practical Theology (3)**

This course engages students in a rhythm of disciplined reflection and action by participants. Students explore the interplay of the Christian tradition and the personal, socio-cultural, and institutional contexts of their ministries using a theological reflection model based upon the work of David Tracy and Bernard Lonergan, S.J.

#### **LIMX 704 Spirituality, Morality, and Ethics (3)**

Students study the connections between personal spirituality and Christian living as a background for exploring personal moral decision-making and social ethics today. A contemporary understanding of sin and moral choice introduces a consideration of moral norms, conscience and decision-making. Careful reflection upon and discernment of the basis of one's own moral choices and decision-making are major components of the course.

#### **LIMX 711 Jewish Roots of Christian Faith (3)**

This course explores the religious heritage of ancient Israel largely through reference to its sacred writing (the Old Testament). It examines the major themes of promise-fulfillment and covenant in Israel's history from the patriarchal period to the apocalyptic era which was the context of Jesus' life and teachings. The events, metaphors, symbols, stories, and persons which become the interpretative background for New Testament authors are highlighted.

#### **LIMX 712 Christian Origins (3)**

This course attempts to uncover "the kingdom of God" in the experience that Jesus effected during His earthly ministry. Parables, healings, table fellowship with outcasts, and intimacy with "Abba" lead participants to a root understanding of Christian religious experience. The progress of faith developed in the network of Christian communities from Jesus' death/resurrection to the end of the first century in the Common Era is studied.

#### **LIMX 714 Grace, Christ, and Spirit (3)**

In this course, students study grace as God's universal invitation to personal and communal transcendence (fundamental theology). The course examines the work of God's Spirit (pneumatology) in the redemptive transformation of human experience (soteriology), and focuses on Jesus as the touchstone historical manifestation of God in human history (Christology). The course cites important moments in the history of Christian thought, with attention to how language, culture and history have affected our interpretation of God's saving acts (historical theology). God-person-world meanings, with the theology of Karl Rahner as an example of a contemporary theology of grace, are explored.

#### **LIMX 715 Curriculum Development (3)**

This course examines a developmental view of curriculum and helps students achieve competence in structuring learning processes that are engaging, appropriate, and effective, while understanding the practice of curriculum as the crafting of an ecology of learning.

**LIMX 722 Church, Sacraments, and Ministry (3)**

This course helps students understand the experience of church through an historical purview of how community has prayed and ritualized its experience (sacraments, liturgy) of Jesus Christ and how ministry and leadership have functioned throughout its life (laity, hierarchy, structure). It examines the church's self-understandings as disclosed in this purview of the Christian community's life. Special attention is given to Vatican II and post-conciliar developments in ecclesiology, especially, vis-a-vis the theology of the local church.

**LIMX 809 Inner Life of Small Christian Communities (3)**

A true Christian community is both gathered (faith's inner life) and sent (faith's public life). This course examines the inner life of small Christian communities: their leadership, communication, worship and decision-making. It includes historical and theological perspectives on the functioning of Christian communities inside their own boundaries.

**LIMX 810 Public Life of Small Christian Communities (3)**

This course includes historical and theological perspectives on the relationship between Christian communities and their surrounding cultures and society.

**LIMX 813 The Universe as Divine Manifestation (3)**

This course is a survey of pre-modern (indigenous), classical and biblical religions to discover their cosmological orientations. The investigation focuses primarily on uncovering the meaning and significance of the natural world as it is reflected in the theologies (sacred texts, rituals, beliefs and symbols) of the various religious traditions with special attention to the Creation tradition within Christianity.

**LIMX 814 The Emergent Universe: Our Sacred Story (3)**

The course asks participants to immerse themselves in contemporary discoveries and understandings of the emergent universe and to reflect on its spiritual dimensions and significance. As we become familiar with this new story, this sacred story, we will also attend to the data which describes the urgency of the ecological issue with an eye to discerning its implications for the physical, psychic and spiritual dimensions of our lives.

**LIMX 819 Spirituality and Theology of Work (3)**

Oriented to the person who understands their ministry as primarily taking place outside of parish or other explicit ecclesial communities, this course investigates work and profession from the standpoints of vocation and community. Vocation is considered as a transformation of toil into creative work, and profession is viewed as an expression of the way one professes commitment to a particular community. Creativity, redemption, and collaboration are explored in light of workplace systems and the difference that Christians can make in the world.

**LIMX 820 Ministry in the Marketplace (3)**

This course helps students discern practical approaches to working toward mutually respectful, caring, and just communities in diverse and pluralistic work and community settings. The course will explore how images of collective life rooted in the biblical image of the reign of God can be translated into contemporary societies and community life with respect for persons of varying backgrounds and tradition.

**LIMX 827 Spirituality for Ministers (3)**

This course will discuss the theological foundations of Christian life and explore how ministry is rooted in and gives expression to the minister's relationship with God. Students will be invited to reflect on prayer, discernment and spiritual growth in the context of finding God in the midst of ministry.

**LIMX 828 History of Christian Spirituality (3)**

This course is an introduction to the variety of experiences and expressions of Christian spirituality from the roots of the Hebrew Scriptures to contemporary spiritual writing. The course will focus on monasticism, mysticism, and modern apostolic spirituality as a way of exploring the recurring questions and challenges that shape the human search for God.

**LIMX 840 Sociocultural Context of Ministry and Religious Education (3)**

This course introduces students to a broad array of disciplines and analytical skills in examining their own cultural and social contexts. The course is designed to assist students in the social sciences and in attuning themselves to sociocultural dynamics in their ministries and educational practice.

**LIMX 844 Parish Life and Ministry (3)**

The aim of this course is to help participants reflect on today's experience of the parish in its many shapes and forms. Pastoral practice and canon law are used during the course as reference points for discussion of the pastoral and canonical issues raised by the student and the course content.

**LIMX 845 Contemporary Issues in Pastoral Ministry (3)**

This course examines a number of challenges and issues that pastoral leaders face today, especially within the diverse forms of ministry found in local faith communities. Participants will explore various topics related to pastoral ministry, including team ministry, transitions to lay pastoral administrators, ministry in a pluralistic church, and a spirituality of pastoral ministry. Course participants will also examine in more depth ministry to a particular population in their home community (e.g., youth ministry, family ministry, ministry to the bereaved, ministry to single young adults, etc.) and will present a needs analysis identifying the most pressing ministerial needs found among the populations they have chosen to study along with their proposed ministerial responses to those needs.

**LIMX 860 The Personal Context of Ministry and Religious Education (3)**

This course explores patterns of human development and spirituality in the faith life of adults. Students reflect upon their own faith journeys as well as the developmental paths of those to whom they minister and educate.

**LIMX 861 The Institutional Context of Ministry and Religious Education: Pastoral Leadership and Organization (3)**

In this course, students explore the meaning of pastoral leadership in light of the current research in organizational development and ecclesiology. Current leadership literatures will be surveyed in light of the mission of the church and the ecclesial vision of the participants. Special emphasis will be placed upon participative strategic planning processes and organizational development. Participants will analyze an organizational system for its strengths and weaknesses and propose interventions that would strengthen its organizational functioning.

**LIMX 886 Pastoral and Educational Praxis (3)**

In this capstone course, students employ the method of practical theology to reflect on concerns related to their ministerial and educational praxis. Careful analyses that include the social and cultural circumstances surrounding their identified praxis will be undertaken, as well as an appreciative and critical retrieval of the voice of the faith tradition. Based on that reflection, possible educational and ministerial interventions which meet criteria of pragmatic feasibility and religious faithfulness will be imagined and articulated verbally and in writing for evaluation and feedback.