

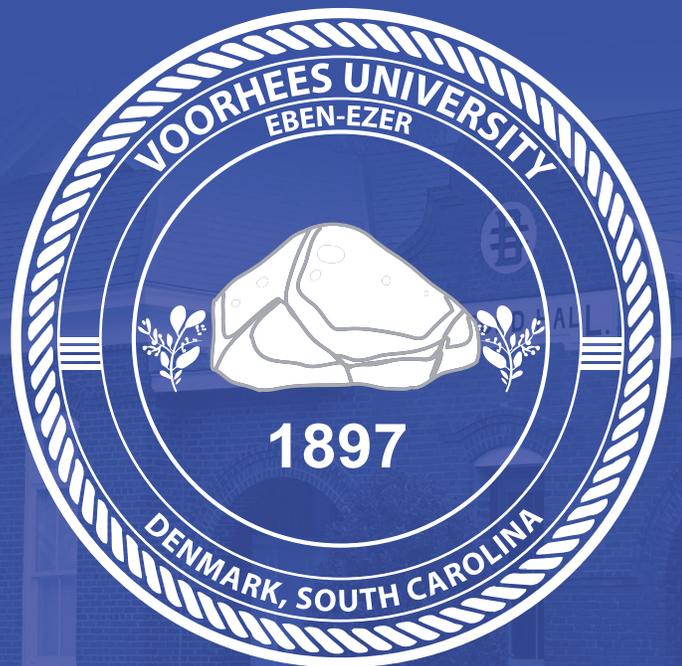


VOORHEES COLLEGE

2022-2024 Graduate School Catalog

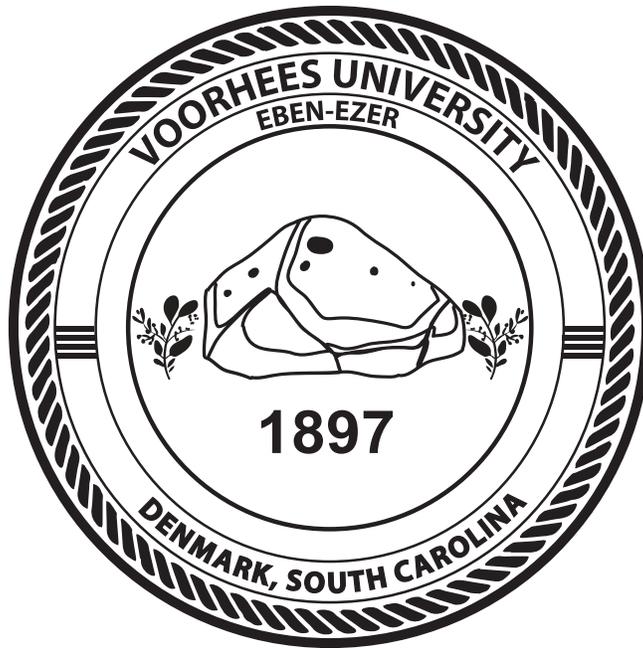


The Next Level of Excellence



481 Porter Road • Denmark, South Carolina 29042

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2022 - 2024 VOORHEES GRADUATE SCHOOL CATALOG

Voorhees is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and graduate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Voorhees.

NON-DISCRIMINATORY POLICY

Voorhees is committed to providing a work and academic environment that is free of discrimination and harassment of any type, including sexual harassment and misconduct. In keeping with this commitment, Voorhees Institution maintains a strict policy prohibiting all forms of unlawful harassment (and discouraging conduct that, while not illegal, could reasonably be considered discriminatory harassment as defined below).

Discriminatory harassment of any kind is not appropriate at Voorhees, whether it is based on race, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, veteran's status, genetic disposition, or any factor that is prohibited consideration under applicable law.

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Graduate School 2022-2024 Catalog

Table of Contents

MESSAGE FROM THE PRESIDENT	5
THE VOORHEES MISSION	6
CATALOG RIGHTS AND CERTIFICATION	7
MEMBERSHIP AND AFFILIATIONS	8
HISTORY AND PHILOSOPHY	9
PAST PRINCIPALS AND PRESIDENTS OF THE INSTITUTION	10
ADMISSIONS POLICIES	11
Full Admissions	11
Conditional Admissions	11
Provisional Admissions	11
Transfer Credits	11
International Student Admission	11
SPECIAL ADMISSIONS CATEGORIES	13
Non-Degree Seeking Admission	13
Readmission of Former Students	13
Early Admission	13
Transient Admission	13
Veterans and Dependents of Veterans Admission	14
Employees Admission	14
Notification of Admissions Acceptance	14
TITLE IV FUNDS AND FINANCIAL AID	15
Disbursement	15
Refund Policy	15
Withdrawal from Institution Processes-Impact	15
Customer agreement/service contract addendum	17
Responsibility for student possessions	17
Financial Aid	17
Scholarship Opportunities	17
Tuition and Fee Waivers	17
Academic Support Services	20
The Center for Academic Excellence	20
Career Pathways Initiative	20
Veterans Resource Center	20
Wright/Potts Library	21
Instructional Technology Support	22
ACADEMIC POLICIES	23
Enrollment Structure-Limits	23
Scheduling Courses	23
Courses Design	23
Attendance Policy for Online Courses	24

Implementation Procedures for Class Attendance Policy	24
Standards Governing Excused Course Attendance	24
Adding/Dropping Courses	24
Withdrawal From a Course	26
Auditing Courses	26
Grading System	26
Grading Guidelines	26
Quality Points	27
Grade Reports	27
Grade Appeal	27
Transcripts	27
Grade Change Policy	27
Taking Courses at Other Institutions	28
Satisfactory Academic Progress	29
Grade Point Average Requirement	29
Repeated Courses	29
C-Grade.....	29
D or F Grades.....	29
Academic Dismissal	29
Transfer Courses While on Suspension or Probation	29
ACADEMIC DEGREE REQUIREMENTS	29
Graduation.....	29
Application for Degree.....	29
Graduation Honors.....	29
Commencement Participation	29
Withdrawal From the Institution.....	30
ACADEMIC INTEGRITY	30
Academic Responsibility Philosophy.....	30
Academic Integrity Penalties	30
Statue of Limitations.....	30
Breaches of Academic Integrity.....	30
Disciplinary Procedures and Sanctions.....	32
Student Complaints	32
ACADEMIC GRIEVANCE POLICY.....	34
MASTER OF EDUCATION IN TEACHING AND LEARNING	35
Program Mission	35
Program Goal.....	35
Program Learning Outcomes	35
Program of Study	35
Course Descriptions	35
INSTITUTION ADMINISTRATION, FACULTY, AND STAFF	39
THE EXECUTIVE CABINET	41
BOARD OF TRUSTEES	43

A Message from the President

Greetings:

We are happy to have you at Voorhees Institution where our mission is to *produce highly qualified graduates who coalesce intellect and faith in pursuit of life-long learning, healthy living, the betterment of society, and an abiding faith in God.*

This is a very special time at Voorhees as we achieve ***The Next Level of Excellence*** through the academic offerings we have planned for you, the higher level of customer service, and a full collegiate life that will create a well-rounded individual. You are Voorhees Institution and we are committed to giving you an extraordinary institution experience during your matriculation.

At Voorhees, our efforts align with our core values of integrity, servanthood, tenacity, excellence, determination, and competence. Our guiding principles of teaching and learning, creativity and innovation, outreach and engagement, and resource stewardship help us to meet your needs efficiently and effectively.

Voorhees has a talented, world-class graduate faculty who have distinctly diverse experiences and research interests. Our supportive network of alumni supports the institution through service on boards and committees and through financial contributions. They have gone on to enjoy high-demand careers in numerous fields, including education, government, business, technology, medicine, engineering, and entertainment. Very soon, you will join the ranks of becoming a member of the *White and True-Blue* Alumni of Voorhees Institution.

We are celebrating our 125th year of academic excellence at Voorhees. This institution is a legacy to our founder, Elizabeth Evelyn Wright, who laid the foundation for us to help you, our students, combine intellect and faith as you prepare for professional careers.

Opportunities abound and the possibilities are endless at Voorhees. We are honored that you are allowing us to help you create your foundation for global citizenship and life-long learning.

Achieving the next level of excellence,

Ronnie Hopkins, Ph.D.
President



Dr. Ronnie Hopkins

The Voorhees Mission

Voorhees is a private historically black liberal arts institution affiliated with the Episcopal Church, whose mission is to produce highly qualified graduates who coalesce intellect and faith in pursuit of life-long learning, healthy living, the betterment of society, and abiding faith in God.

In forging this agenda for excellence, Voorhees strives to achieve the following Institutional Goals:

I. DEMONSTRATE ACADEMIC EXCELLENCE AND DISTINCTION

To provide and promote a learning environment of excellence and distinction centered on an engaged superlative faculty and staff committed to fostering intellectual growth, developing relevant skills and competencies, offering experiential learning reflective of student interests, and producing competent workers and leaders for a globally diverse world.

II. FACILITATE STUDENT SUCCESS

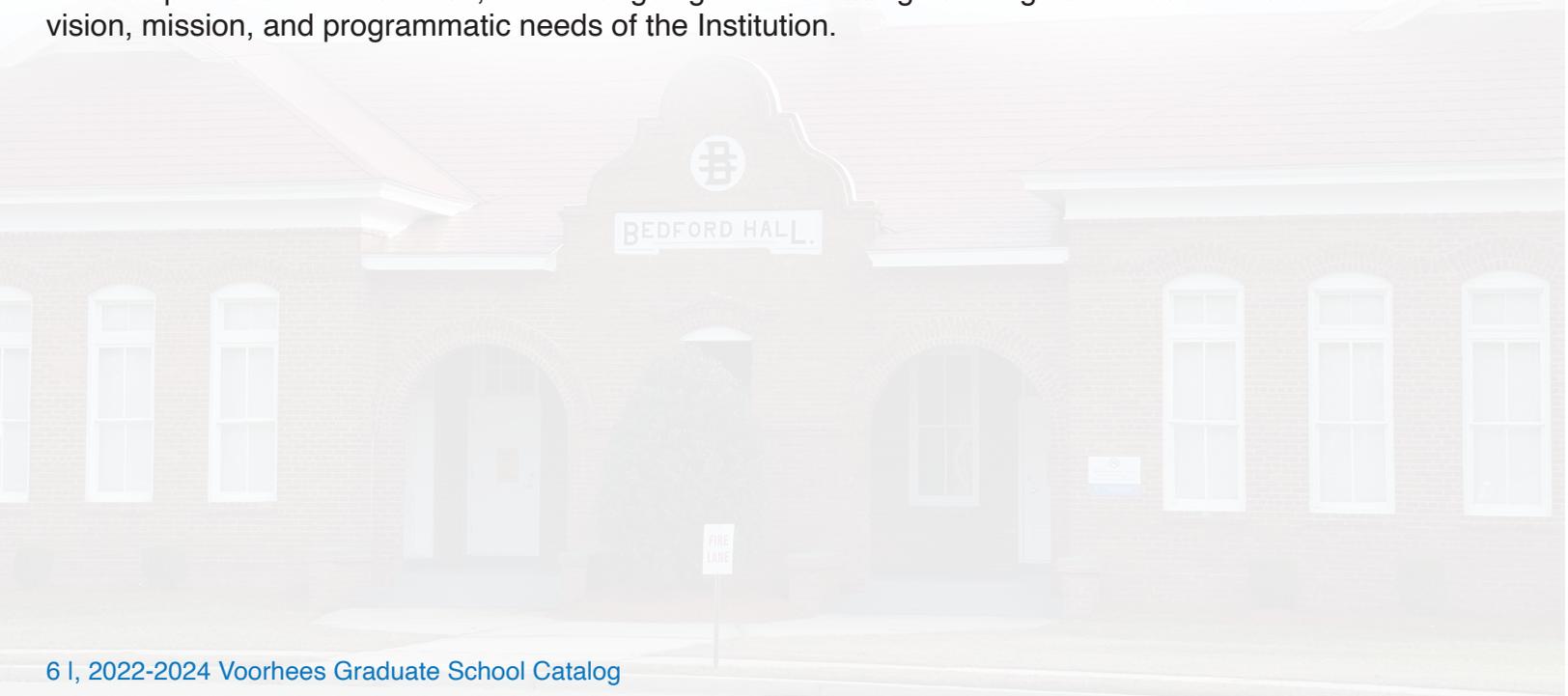
To create and enhance a unique learning, and student-focused environment that ensures excellence, creativity, and innovation by strategically planning and implementing initiatives to increase diversity, measures of retention and graduation, career exposure and placement, spiritual growth, and leadership development.

III. ENSURE INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS

To establish and maintain an organizational culture designed to meet the needs and expectations of an exceptional and efficient workforce and its stakeholders where accreditation is maintained, service is promoted, technology is enhanced, systems are results-oriented, processes are thoroughly assessed, accountability is expected, and financial stability is safeguarded.

IV. STRENGTHEN RESOURCE DEVELOPMENT

To locate, acquire and increase the financial and funding resources to remain an affordable institution, recognized for financial stability, unparalleled management of human and physical resources, an expanded and comprehensive donor base, and an ongoing and increasing flow of gifts and donations to achieve the vision, mission, and programmatic needs of the Institution.



Catalog Rights and Certification

Catalog Rights

This catalog is effective March 1, 2022. The material contained within this document is relevant to prospective and current students.

The material in this catalog is to be used for information purposes only and is not to be construed as a contract between a student and the institution. Every effort has been made to ensure the accuracy of statements; however, Voorhees reserves the right to change any provision listed in this catalog without prior notice to individual students. Though reasonable and appropriate notification to faculty and students will follow changes to this catalog, faculty and students are encouraged to periodically reference this catalog.

Information regarding graduation requirements is available in the Office of the Registrar. Even though all students have faculty advisors, they are responsible for keeping themselves apprised of current graduation requirements for the degree program in which they are enrolled.

Voorhees reserves the right to add or drop programs and courses, to change tuition and fees, to revise the official calendar, and to institute new requirements as needed. However, every effort will be made to keep the scope and frequency of changes to a minimum in an effort to reduce inconvenience to faculty and students.

Civil Rights, US Title IX

Voorhees offers equal opportunity in its employment, admissions, and educational activities, in compliance with Civil Rights Laws, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1974.

Certification Statement

I certify that this catalog is true and correct in content, policy, and matriculation requirements for graduation.

Damara Hightower-Mitchell, Ed, D.



Provost and Vice President of Academic Affairs



Memberships & Affiliations

VOORHEES IS AFFILIATED WITH THE EPISCOPAL CHURCH AND HOLDS MEMBERSHIPS IN THE FOLLOWING PROFESSIONAL ORGANIZATIONS:

- American Association for Adult and Continuing Education (AAACE)
- Association of Collegiate Business Schools and Programs (ACBSP)
- Association of College and University Auditors
- Association of American College
- American Association of Colleges Registrars and Admission Officers
- American Association for Higher Education
- American Council on Education
- American Library Association
- American Personnel and Guidance Association
- Association for Institutional Research
- Association of Episcopal Colleges
- Association of Governing Boards of Universities and Colleges
- Black Executive Exchange Program (BEEP)
- Black Caucus of the American Library Association
- College Entrance Examination Board
- Commission on Accelerated Programs (CAP)
- Council for Adult & Experimental Learning (CAEL)
- Council for Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- HBCU Library Alliance
- College of Internal Auditors
- Lyrasis
- National Alumni Council of the UNCF
- National Association of African American Honors Programs
- National Association of African American Studies
- National Association of College Admission Counselors
- National Association of Institution and University Business Officers (NACUBO)
- National Association of Intercollegiate Athletics (NAIA)
- National Association for Equal Opportunity in Higher Education (NAFEO)
- National Association of College Deans, Registrars, and Admissions Officers
- National Association of Independent College and Universities
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Women's Deans and Counselors
- Palmetto Academic Independent Library System (PAILS)
- Partnership Among South Carolina Academic Libraries (PASCAL)
- Saint Monica University, Beau, Cameroon, Central West Africa
- Southern Association of Student Financial Aid Administrators (SASFAA)
- South Carolina Association of Student Financial Aid Administrators (SCASFAA)
- South Carolina Association of Institutional Research (SCAIR)
- South Carolina Association of Vice Presidents for Academic Affairs
- South Carolina Chamber of Commerce
- South Carolina Women in Higher Education (SCWHE)
- Southern Association of Colleges and Schools, Commission on Colleges
- Southern Association of Criminal Justice Educators
- Southern Association of Student Financial Aid Administrators
- The United Negro College Fund (UNCF)

History and Philosophy

Inspiration, determination, imagination, and faith, have been pillar principles in Voorhees' century-long history.

That history started with Elizabeth Evelyn Wright-Menafee, who at 23 was only a little older than a typical institution student when she came to Bamberg County, SC. A native of Georgia, Wright-Menafee found her inspiration while studying with Booker T. Washington at the world-renowned Tuskegee Institute. She said time at Tuskegee gave her a mission in life, being “the same type of woman as Mr. Washington was of a man, knowing the importance of education.” She moved to Denmark and started the first of several schools in the rural area, surviving death threats, attacks, and arson.

Wright-Menafee went back to Tuskegee to finish her degree before returning to South Carolina to try again. Undeterred and envisioning a better future for blacks through education, she founded Denmark Industrial School in 1897, modeling it after Tuskegee. New Jersey philanthropist Ralph Voorhees and his wife donated \$5,000 to buy the land and build the first building, allowing the school to open in 1902 with Wright-Menafee as principal. It was the only high school for blacks in the area.

In 1924, the American Church Institutes for Negroes, which was part of the Episcopal Church, agreed to support the school. This was the start of an affiliation that continues today. The original partnership between the church and Voorhees was based on the fact that the church alone cannot nourish and strengthen people without the help of Christian institutions of higher learning. At the same time, the College cannot effectively guide, educate and shape young minds without the spiritual influence of the church. These long-held values set the standard by which the Institution judges its teaching, scholarship, and service programs today. For the church, Voorhees is a ministry and investment, as well as a huge benefit to society.

In 1947, the school became Voorhees School and Junior College, awarding two-year degrees. This new beginning was validated through accreditation by the Southern Association of Institutions and Schools (SACS). Voorhees Institution was the first HBCU in South Carolina to receive this distinction. In 1962, Voorhees expanded its offerings, becoming a four-year institution.

Voorhees strives to balance practical career training with a well-rounded background in the liberal arts. Dating back to Wright-Menafee's era, there has been an ongoing debate in higher education, between those who follow the philosophy of Dr. Booker T. Washington, an advocate of education focused on developing job skills, and those who believe as Dr. W.E.B. Dubois did, that a liberal education can transform young adults into leaders. The Voorhees curriculum today reflects a balance of these two prevailing philosophies.

In accordance with its mission statement, Voorhees students combine intellect and faith as they prepare for professional careers. They learn to thrive in a diverse and global culture while pursuing life-long learning, healthy living, and abiding faith in God. They aim to better themselves, their communities, and society.

Past Principals and Presidents of the Institution

Elizabeth Evelyn Wright-Menafee, Founder & Principal	1897 - 1906
Gabrial P. Miller, Principal	1907 – 1911
Cyrus Campfield, Principal	1911 - 1912
Martin A. Menafee, Treasurer & Acting Principal	1911 - 1916
Jesse O. Thomas, Principal	1916 - 1918
E. R. Roberts, Principal	1918 - 1922
J. E. Blanton, President	1922 - 1947
Earl H. McClenney, President	1947 - 1950
Cecil B. Haliburton, President	1950 - 1953
T. H. Moore, Acting President	1953 - 1954
John F. Potts, President	1954 - 1970
Harry P. Graham, President	1970 - 1977
Lester B. Brown, Acting President	1977 - 1978
George B. Thomas, President	1978 - 1983
John F. Potts, Acting President	1983 - 1985
Leonard E. Dawson, President	1985 - 2001
Prezell R. Robinson, Interim President Summer	2001
Lee E. Monroe, Jr., President	2001 - 2007
Valdrie N. Walker, Acting President	2007 - 2008
Cleveland L. Sellers, Jr., President	2008 – 2016
W. Franklin Evans, President	2016 – 2021
Ronnie Hopkins, President	2021 – Present

ADMISSIONS POLICIES

Voorhees publishes Admissions Policies that are consistent with the institutional mission as they provide pathways for ensuring equity in applicants' quest to obtain a graduate education. Voorhees values diversity among its student body and encourages applications from qualified students who come from a wide variety of cultural and socio-economic backgrounds. The Institution admits students who meet the entrance requirements without regard to race, color, religion, ethnic or national origin, sex, age, sexual orientation, genetic orientation or against qualified disabled persons, disabled veterans, or veterans of the Vietnam era, as identified and defined by law or any factor that is a prohibited consideration under applicable law.

Full Admissions Requirements

For consideration for admissions to graduate programs in the School of Graduate Studies, applicants must provide for review by the Graduate School Admissions Committee:

- An admissions application with a non-refundable application fee
- Minimum Grade Point Appointed (GPA) of 3.0 or better on a 4.0 scale (or the equivalent) from an accredited U.S. institution or university international equivalent before entry
- Official Transcripts must be sent directly to Voorhees from each institution(s) where previous academic work was completed, to include undergraduate and graduate institutions, as applicable.
- Graduate or Professional Exam(s) Scores – Optional (i.e. Graduate Record Examination – GRE; Praxis)
- Personal Statement of 750-words that introduces the applicant by addressing the applicant's career aspirations in education and the impetus for their interests in improving education
- Two Letters of Recommendation from individuals who can speak to the student's academic potential and character. One letter must be from an educator.
- Disclosure Statement concerning all prior convictions to include felonies and misdemeanors.

International Transcripts: International Transcripts: Students who completed their post-secondary education outside of the United States must have their transcripts translated into English by certified translators and evaluated by a United States evaluation service (i.e., WES or AACRO).

Conditional Admissions

Voorhees administration and staff are sensitive to the needs of applicants who may benefit from Voorhees's academic and social experiences. Admissions are based upon official documentation of an applicant's ability to benefit from being enrolled at Voorhees. Applicants who fail to satisfy the desired admission requirements may be considered for conditional admission, provided they have other appropriate and acceptable compensating strengths.

Such applicants will be required to earn a passing grade of "B" or better in the first six hours of course credit as a fulfillment of conditional admittance requirements. In some instances, a graduate student may be required to take undergraduate courses to help build a foundation, and those courses will carry no graduate credit.

Provisional Admissions

The submission of final official transcripts is required for full admission to the Institution . However, a student who fails to provide the final official transcript(s) may be considered for provisional admission during the first term of enrollment. The student is considered admitted but must provide proof of submission of all required documentation. After the first term, the student will be unable to matriculate in the graduate program. A registration hold will be placed on the student's record at the end of the first term of enrollment, unless all final official transcripts have been received from the issuing institution.

Transfer Credits

Credits are accepted for comparable work completed at another accredited institution in which the student has earned at least a grade of "B." Transfer students are classified according to the number of credit hours accepted from the previous institutions. A transfer student may be admitted provisionally pending evaluation of his/her official transcripts. A transfer student with this status will be informed of the transfer credits accepted by the Institution prior to, or at the time of registration. Every effort is made to inform students of the number of transferable credits at the time of acceptance. A student may transfer up to 9 hours of applicable credit towards the graduate degree from a regionally accredited institution or university. The coursework must be designated graduate level and must be substantially the same in terms of content as the coursework required by Voorhees. Additionally, the coursework must have been completed with a grade of B or better. Voorhees, however, reserves the right to determine if a transfer course will be accepted toward the degree and the number of credits that will be accepted. The decision regarding transfer credit will be made by the Graduate School Admissions Committee with the approval of the Dean of Graduate Studies. Transfer credit may not, however, be earned during any period a student is on suspension. Additionally, a student must petition the Dean of Graduate Studies for acceptance of a course that is more than 15 years old. The Dean of Graduate Studies may consider the request in consultation with an ad-hoc committee, consisting of graduate school faculty. The actions of the committee can be ratified by the Dean of Graduate Studies.

International Student Admission

Voorhees feels that cultural exchange is mutually beneficial. Therefore, the enrollment of students from other countries is encouraged. International applicants must demonstrate sufficient proficiency in English, which can be accomplished in different ways, including, but not limited to the following: TOEFL score, score from other English proficiency exam, academic work at an English-speaking institution, or a Voorhees Graduate School Ad-hoc committee interview. NOTE: International students from English-speaking countries will not need to establish English proficiency.

The international student may be admitted by submitting the following documents to the Office of Admissions:

- Completed online graduate admission application
- Non-refundable application fee
- Personal Statement of 750-words that introduces the applicant by addressing the applicant's career aspirations in education and the impetus for their interests in improving education
- Two Letters of Recommendation from individuals who can speak to the student's academic potential and character. One letter must be from an educator.
- Graduate or Professional Examination Scores (Optional)
- Official Transcripts (undergraduate and graduate).
- Affidavit of support from sponsor and/or financial statement from sponsor
- Two passport photos and a copy of passport
- Disclosure Statement concerning all prior convictions to include felonies and misdemeanors.

All documents must be submitted by the application deadline. In addition to the admission requirements applicable to all native students, an international student must also satisfy all requirements as prescribed by the U.S. Immigration and Naturalization Service for approval to study in this country. Applicants from English-speaking countries must meet regular graduate admission requirements.

When to Apply: Prospective students are urged to apply early—no later than one full term prior to the intended term of admission.

SPECIAL ADMISSIONS CATEGORIES

Non-Degree Seeking Admission

A non-degree seeking student is any individual who does not seek to attain a graduate degree or certificate credential. Taking courses as a non-degree-seeking student does not provide any guarantee that you will be accepted into a degree program. Non-degree-seeking students may only become candidates for graduate degrees by first applying to and being admitted into a degree program. Non-Degree Seeking Applicants must (1) submit a completed application packet with a non-refundable application fee, and (2) submit official transcripts (sent directly to Voorhees from the issuing institution) indicating completion of a baccalaureate degree from a regionally accredited institution. An applicant admitted as a non-degree graduate student will be permitted to take up to 12 hours of graduate credit. The applicant is expected to maintain at least a 3.0 GPA with no more than one grade of “C.” Courses taken as a non-degree matriculating student may or may not be later applied toward a degree.

Readmission of Former Students

A former student whose attendance has been interrupted for one or more semesters (summer sessions excluded) must apply for readmission. If the student was enrolled at another accredited institution(s) since last attending Voorhees, the student is classified as a transfer and must submit an official transcript from the other institution(s) attended, a Transfer Confidential Report, along with the readmit application. A student must obtain appropriate clearance outlined by the institution to include signatures from the Vice President for Business and Fiscal Affairs, the Vice President for Enrollment Management, the Provost/Vice President of Academic Affairs, and the Dean of Graduate Studies in order to complete the readmissions process. If readmission is granted, the student is subject to the policies in effect at the time of his/her return. Students who are readmitted can only apply coursework completed at Voorhees within 5 years from the semester of their readmission. Courses completed prior to the 5-year period must be retaken.

Early Admission

A college undergraduate senior with a cumulative grade point average of 3.0 and above may apply for early admission to the graduate school (the term before graduation).

Transient Admission

An individual pursuing a master’s degree at another regionally accredited institution may enroll as a transient student and transfer the credit(s) to the home institution. Such individuals, however, must be in good standing at their home institution. To be considered and admitted as a transient student, the applicant must complete the requisite application packet and pay a non-refundable application fee.

Veterans and Dependents of Veterans Admission

If you are a veteran, or if you are currently serving in any branch of the United States armed forces, the School of Graduate Studies invites you to apply to the Voorhees graduate program of your choice with no application fee. Voorhees is approved to provide training for Veterans and eligible dependents under the G.I. Bill® of Rights. The Veterans Resource Center is available to provide service and counseling for students who are eligible to receive educational benefits from the Veterans Administration.

Employees Admission

Employees of Voorhees may enroll in classes, pursue degrees at Voorhees, and may be eligible for special tuition benefits. However, no member of the faculty with an appointment in an academic unit at the rank of instructor or higher may be considered as a candidate for a degree in the academic department where employed. For information, contact the Office of Human Resources for tuition assistance criteria.

Application-Material Submission

Application materials are electronic and may be accessed at graduate.voorhees.edu.

Transcripts may be mailed to:

Voorhees Office of Admissions
ATTN: School of Graduate Studies
481 Porter Road
Denmark, SC 29042

Official transcripts are submitted in sealed envelopes with an official signature over the seal. A sealed transcript opened by a student is no longer considered official.

Parchment Submissions – Email: graduatestudies@voorhees.edu

A transcript submitted electronically by anyone other than the issuing institution will not be considered official.

Notification of Admissions Acceptance

Applicants will be notified of action taken on their applications according to the schedule posted on the website. A tentative letter of acceptance will be sent to the applicant whose credentials are acceptable for admission or readmission to the Institution.

Upon receipt of a letter of acceptance, each applicant is required to pay an admissions deposit online. This amount is a non-refundable administrative cost. The Institution cannot guarantee a place in the class for applicants who have not paid the admission fee.

Voorhees reserves the right to reject any applicant when, in the opinion of the Graduate School Admissions Committee: (1) the student's credentials do not indicate a probability of success; (2) the Institution does not offer an appropriate curriculum that will satisfy the applicant's proposed professional objective; or (3) the student enrollment capacity of the Institution has been reached, and it is necessary to impose enrollment limitations. The Institution also reserves the right to consider factors other than the basic characteristics of academic competence to grant admission.

TITLE IV FUNDS AND FINANCIAL AID

Fees and expenses are due at or before the beginning of each term. In cases where a student cannot pay the full amount due at registration, he/she should contact the Office of the Vice President for Business and Fiscal Affairs for assistance far enough in advance to avoid delays in registration. However, the Institution reserves the right to require from all students, at each registration period, an amount that is determined annually, regardless of the amount of financial aid received. All cashier check's and money orders should be made payable to Voorhees. A \$35.00 bookkeeping fee will be charged for returned checks. Students will not be allowed to view their final grades or receive official transcripts if they have not paid, in full, any amount due to the Institution.

Tuition or Room And Board Charges may be paid in four installments: the first such installment must be paid at the time of enrollment; the second, third and final payments must be paid monthly on or before due dates specified by the Business Office.

SCHEDULE OF PAYMENTS GENERAL INFORMATION

Disbursement And Federal Funds Credit Balance Policy

Title IV federal financial assistance and other types of financial aid will be credited to student accounts. At such time that the total of Federal Title IV funds credited exceeds the amount of the student's tuition and fees, room and/or board, and other authorized charges, the credit balance will be paid directly to the student no later than 14 days after the date the credit balance occurs. If a student has a credit balance on his/her account due to the disbursement of Title IV Federal Financial Aid, Voorhees will automatically refund the credit balance UNLESS the student has specific instructions on file with the Business Office.

Voorhees Institution Refund Policy

If a graduate student withdraws from or leaves the Institution at any time after registration, a prorated refund of institutional charges (tuition, fees, room, and board) will be granted according to the following:

Refund Withdrawal Period

<u>% of Days Attended</u>	<u>Refund % Allowed</u>
6% or less	100 percent
12% or less	80 percent
18% or less	60 percent
24% or less	40 percent
Greater than	24% or less 0 percent

Federal Policy For Return Of Title IV Funds

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students earn a percentage of the funds that are disbursed with each day of attendance. When a student who has received federal financial aid funds (Title IV funds) withdraws from school before the end of the term. Federal law requires Voorhees to calculate the percentage and amount of unearned financial aid funds that must be returned to the federal government.

Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funds received. This calculation may also have the effect of requiring the student to repay the federal government, in cash, funds that have already been disbursed to the student. Students are encouraged to meet with their financial aid counselor before deciding to withdraw from school. The following procedures will determine the amount of funds to be returned. Additionally, the student will not be eligible for any refund of tuition that may have otherwise been due to the student based on the Voorhees Tuition refund schedule due to the student's failure to officially withdraw. Fees are not refundable.

Withdrawal Process

Students may withdraw from the institution at any time. The point of contact for withdrawal from the institution is the Office of the Registrar located in Room 103, Massachusetts Hall. The Official Withdrawal date is the date that the student contacts the records office of his/her intent to withdraw from the institution via form, email, or phone call. If a student withdraws from the Institution by the last day to add a class, the student will not receive grade assignments on the academic record. However, the student is not absolved of charges incurred. Please see the Tuition Refund Policy for additional information. If the student withdraws after the deadline, the instructor of each course will assign the grade of “WP” (Withdrew when Passing) or “WF,” (Withdrew when Failing) which will be placed on the student’s permanent academic record. Additionally, an exit date, based on the last date of class attended will be reported on behalf of the student. This may affect student loan repayment dates.

The institution uses the return of Title IV calculations from the Return of Title IV tool provided by FAA Access online.

- The institution determines the withdrawal date from the date the student makes official contact with the records office their withdrawing from the institution. This can be done by completing the withdrawal form, email, or phone call. The institution uses that contact date as the date of withdrawal.
- The institution determines the amount of student financial aid earned.
- Multiply the percentage of the payment period or enrollment completed times the aid that was disbursed or could have been disbursed.
- Subtract the earned amount from the aid disbursed as of the date the institution determined that the student withdrew. This is the unearned amount.
- Return unearned funds to Title IV Programs, or pay student post-withdrawal disbursement.
- If the student earned less aid than was disbursed, the institution will be required to return a portion of the funds and the student may also be required to return a portion of the funds. Keep in mind that when Title IV funds are returned by the institution, the student borrower will generally owe a debit balance to the institution.
- If the amount of aid disbursed to the student is less than the amount of aid earned by the student, a post-withdrawal disbursement may be available to assist the payment of any outstanding tuition and fee charges on the student’s account. The post-withdrawal disbursement will be made from Title IV grant funds before available Title IV loan funds. If part of the post-withdrawal disbursement is a grant, the institution may apply the grant funds to tuition and fees or disburse the grant funds directly to the student.
- If the student is eligible to receive a post-withdrawal disbursement from the Title IV loan funds, the student will be asked for their permission to either disburse the loan funds to the student’s account to reduce the balance owed to the institution or disburse the excess loan funds directly to the student. Voorhees has 30 days from the date of determination the student withdrew to offer the post-withdrawal disbursement of a loan to the student. The student has 14 days from the date Voorhees sends the notification to accept the post-withdrawal disbursement in writing. If the student accepts the post-withdrawal disbursement, Voorhees will make payment as soon as possible, but no later than 180 days from the student’s withdrawal date. No portion of the post-withdrawal disbursement of loan funds will be disbursed if the student does not respond to Voorhees’s notification.
- The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determination of the date of the student’s withdrawal. Title IV refunds are allocated in the following order:
 1. Federal Direct Unsubsidized Loans
 2. Federal Direct Grad-PLUS Loans

*Not all Federal Title IV fund types are listed here, but those listed are the most likely to be administered by Voorhees School of Graduate Studies.

Customer Agreement/Service Contract Addendum

By signing this application for Tuition and other fees, the applicant agrees to pay all costs of collection of the applicant's unpaid bills. Voorhees has the right under the South Carolina Setoff Debt Collection Act to collect any sum due and owed by the applicant through offset of the applicant's state income tax refund. If Voorhees chooses to pursue debts owed by the applicant through the Setoff Debt Collection Act, the applicant agrees to pay all fees and costs incurred through the setoff process, including fees charged by the Department of Revenue, the South Carolina Association of Counties, the Municipal Association of South Carolina, and/or Voorhees. If Voorhees chooses to pursue debts in a manner other than setoff, the applicant agrees to pay the costs and fees associated with the selected manner as well.

Responsibility For Student Possessions

Although every precaution is taken to maintain adequate security, the Institution cannot assume responsibility for the loss of or damage to students' possessions. Students are advised to secure personal insurance to cover their belongings in the event a loss occurs.

Release Of Academic Transcripts

Transcripts and/or grades will be released only when accounts are cleared. Academic transcripts will not be released to former students who are delinquent or have defaulted on an education loan received at Voorhees.

FINANCIAL AID

Starting Fall 2022, the Office of Student Financial Aid will begin assisting qualified and eligible students when family and/or personal circumstances make financial assistance necessary in meeting the cost of attending Voorhees School of Graduate Studies.

Financial Aid for graduate programs includes loans and any additional scholarships obtained by the student. These programs may be offered to students singularly or in various combinations. A student may refuse part, or all, of the aid offered. In such cases, it becomes the responsibility of the student to compensate for the aid not accepted.

How To Apply For Financial Aid

Free Application for Federal Student Aid (FAFSA). All applicants who wish to be considered for federal and state aid must complete the FAFSA. The FAFSA makes a standard evaluation of resources and estimates the student's financial need. Seventy-two hours or more after submitting the FAFSA electronically, the applicant will receive a Student Aid Report (SAR), which is used by the financial aid administrator to make a financial aid award. The FAFSA should be submitted as soon after October 1 as possible. Applicants may submit a FAFSA via the Internet by using FAFSA on the Web (www.fafsa.ed.gov). Students should not wait for a letter of acceptance before completing the FAFSA.

Applicants must reapply each year and maintain satisfactory academic progress as outlined in the Institution catalog. The Satisfactory Academic Progress Standards may also be obtained from the Office of Student Financial Aid.

Sources of Financial Aid

- Direct Stafford Loans
- Direct Grad-Plus Loan for Graduate and Professional Students

Loans

Federal Stafford Direct Loans

General Information

Voorhees participates in the William D. Ford Federal Direct Loan Program (usually referred to as the Direct Loan Program). This program allows students to borrow their Federal Stafford Loans directly from the federal government, rather than through lending institutions. Additional information on the Direct Loan Program can be found in the Direct Loan Basics for Students Brochure. Through the Direct Loan Program, Stafford Loans are designed to be low-interest loans to provide students with additional funds for institution.

Eligibility

- Graduate degree-seeking student
- Enrolled at least half-time
- Maintain reasonable academic progress
- Complete the FAFSA
- Complete the entrance counseling session
- Complete the Master Promissory Note

Repayment

- It starts six months after the student graduates or ceases to be enrolled at least half time.
- For the Direct Loan Program, contact the Direct Loan Servicing Center with questions regarding repayment of the Federal Stafford Loan.
- For more specifics on repaying the Federal Stafford Loan, please review the Direct Loan Exit Counseling Guide.

Direct Unsubsidized Loans are loans made to eligible graduate and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan.

Direct Grad-PLUS Loans are loans made to graduate or professional students to help pay for education expenses not covered by other financial aid. The yearly limit on a PLUS loan is the student's cost of attendance minus any other financial aid received (This includes loans and scholarships.). Eligibility for these loans is not based on financial need. The federal government does not pay the interest on the Federal Direct Grad-PLUS loans.

Eligibility

- Students must have a FAFSA completed.
- Meet all other Title IV Federal Financial Aid program requirements for graduate students (i.e. academic progress).
- The student must pass a credit check performed by the U.S. Department of Education.
- The student must be a citizen of the United States or a United States permanent resident.
- A Grad-PLUS Master Promissory Note (MPN) must be signed online by the student who applied using their FSA User ID and password

The interest rate varies depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. The table below provides interest rates for Direct Loans first disbursed on or after July 1, 2021.

Interest Rates for Direct Loans First Disbursed on or After July 1, 2021

Direct Unsubsidized Loans
Graduate or Professional
5.28%

Direct Grad-PLUS Loans

Graduate or Professional Students

6.28%

All interest rates shown in the chart above are fixed rates for the life of the loan. The interest rates for federal student loans are determined by federal law. If there are future changes to a federal law that affect federal student loan interest rates, we will update this page to reflect those changes.

Note: The Institution can refuse to certify a loan application or can certify it for an amount less than for which a student may be eligible if the institution documents the reason for its action in writing. The institution's decision is final and cannot be appealed to the U.S. Department of Education.

Other Scholarship Opportunities

United Negro Institution Fund (UNCF) Scholarships

The Office of Student Financial Aid recommends Voorhees students for these scholarships. Eligibility requirements include financial needs and academic merit. The scholarship amounts are variable. For more information, contact the Office of Student Financial Aid or the United Negro Institution Fund. (<http://www.uncf.org/forstudents/scholarship.asp>)

Tuition And Fee Waivers Employee Incentives

Voorhees offers tuition and fee waivers, up to the cost of tuition only, for employees. Applicants must complete the FAFSA to determine eligibility for other state and federal aid and submit all required documents necessary to receive their federal, state, and private financial aid. The waiver will be used as a supplement to the cost of attendance and used to cover any remaining balances not covered by federal, state, institutional, or private funding. Tuition waivers are nonrefundable. Please contact the Voorhees Office of Human Resources for the tuition waiver criteria.

Academic Support Services

Since knowledge and learning are acquired in both the formal classroom setting and beyond, the Division of Academic Affairs provides educational support units to engage students in co-curricular and extra-curricular programs and experiential activities.

The Center for Academic Excellence

The Center for Academic Excellence is designed to ensure that all students are provided with the academic support required to be successful at Voorhees. Individual and group writing support is provided free of charge to any member of the Voorhees community. Students receive assistance with all stages of the writing process, from finding a topic through drafting, revising, and final editing. The Center also provides individual and group support for students whose first language is not English. The Center also seeks to make academic provision to accommodate student with registered disabilities. The Center is located in the Living Learning Center.

Career Pathways Initiative

The Career Pathways Initiative strengthens institutional career placement outcomes by increasing the number of students who immediately transition to meaningful jobs in their chosen fields.

Veterans Resource Center

The first Veterans Resource Center (VRC) at Voorhees opened on March 14, 2019. The VRC is specifically designed and tailored by the school to manage and maintain G.I. Bill® educational benefits for Veterans and dependents. The VRC oversees all matters related to dependent education, benefits process, payments, records audits, and serves as the point of contact for all Veterans Affairs inspections at the institution. Additionally, the VRC is responsible for the training of School Certifying Officials, certifying G.I. Bill® educational benefit recipients, monitoring VA payments to students and the institution, manages VA students tutoring and work-study programs.

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

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

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Veterans Affairs Policies and Procedures

The following policies and procedures must be adhered to for veterans, and for dependents of veterans who receive veteran's benefits to defray the cost of education at Voorhees.

1. **Enrollment Certification:** Students must complete VA Form 22-1990 or VA Form 22-5490 for Chapter 35 benefits or visit www.ebenefits.va.gov to submit the VONAPP application before receiving VA benefits. The Certificate of Eligibility (COE) of approved eligibility from the Veterans Affairs Administration must be provided to the Director of the Veterans Resource Center.
2. **Registration:** The Department of Veterans Affairs requires that eligible students be accepted at the Institution and complete the registration process before receiving VA educational benefits.
3. **Consent for Certification:** Veterans Affairs students must provide consent to be certified for each term including the summer in order to be certified with the Department of Veterans Affairs. An electronic consent form should be filled out and submitted. The form can be found in the following link: <https://www.voorhees.edu/admissions/registrar/request-for-veterans-affairs-benefits>
4. **Dropping a Class:** Students who drop a course resulting in a reduction in training time (i.e., full-time to part-time, etc.) shall promptly report the reduction to the VRC Director. A drop after 30 days from the beginning of the term will create an overpayment of benefits that may result in an adjustment of benefits.
5. **Changing a Major:** Eligible students desiring to change their major must come by the Office of the Registrar and Student Records to complete the change of major form. Courses taken that are not needed for your field of study will not be funded. The VA does not pay for a course more than twice. After receiving payment for the number of required elective courses, the student will not be eligible to receive VA funds for enrollment in additional elective courses except by written consent of the Department of Veterans Affairs.
6. **Change of Chapter:** VA students with a change in chapter benefits must complete for VA purposes, VA Form 22-1995 or VA Form 22 -5490 (which may be obtained from the Veterans Affairs Coordinator) and submit it to the Veterans Administration. A copy of the form must also be filed with the Veterans Affairs Coordinator at Voorhees. If the student has already made the change in chapter benefits, the student must notify the Veterans Resource Center at the institution of the change with proper documentation.

Mitigating Circumstances

Mitigating circumstances are those which directly hinder pursuit of a course and which are judged to be beyond the student's control. The following are some general categories of mitigating circumstances. This list is not exhaustive.

- Serious illness of the veteran
- Serious illness or death in the veteran's immediate family
- Emergency financial obligations or change of place of employment or work schedule which preclude pursuit of the course
- Unanticipated changes in child-care responsibilities
- Active duty military service, including active duty for training

Academic Load

During the regular term, students are considered full-time for financial aid and VA purposes if they are enrolled in 9 or more graduate term credit hours.

Wright/Potts Library

Constructed in 1971, the Library is a spacious, two-story structure located in the center of the campus. This 40,000 square foot facility houses approximately 110,000 print volumes, 10,000 microfiche volumes, a significant representation of current periodical and newspaper subscriptions, and the Institution's historical documents, which are maintained in the Archives. An extensive collection of electronic resources is inclusive of access to more than 400,000 eBooks, 17,000+ e-Journals, 1,500+e- Newspapers, and millions of articles

contained in more than 78 databases. The library has a media center, a conference room, and a viewing room. All library services are automated, and both the online catalog and electronic resources are remotely available via the Internet.

The Wright/Potts Library provides primary and secondary resources and access through its electronic databases which is in partnership with the PASCAL (Partnership Among South Carolina Academic Libraries) and the PASCAL Shared Library Services Platform Principles (SLSP), both collaborate in shared policymaking as well as shared licensing of electronic resources, universal borrowing, the hosting of affordable learning and an integrated library system. The Wright/Potts Library also shares the platform Sierra with six other small colleges in South Carolina as part of the PAILS (Palmetto Integrated Library System) consortium through PASCAL. Voorhees Palmetto Integrated Library Systems Website also provides access to Sierra. This is a beneficial key feature to help support the graduate school's curriculum.

Our education materials and resources are found in our LibGuides from Wright/Potts Library at Voorhees which are available electronically. This guide was created to help the students and faculty to become familiar with the resources available from the library which can be used for education research. These resources are invaluable for finding sources to use in papers or other projects for academic credit. This guide contains a page for each type of resource available: online databases for finding scholarly journal articles, reference books and e-books available from the library, periodicals found either online or in the library, and miscellaneous resources from the internet and professional and/or student organizations.

Students enrolled in the M.Ed. in Teaching and Learning will have access to resources specific to the field of Education, as all enrolled students at Voorhees have full access to all material related to their program via the Wright/Potts Library at Voorhees Wright/Potts Library Website. Additional instruction on use and requests for passwords are available upon faculty or student request. Program faculty will coordinate orientations through the Dean's office in accordance with the institution-wide process but will also incorporate information regarding access to the Wright/Potts Library.

Instructional Technology Support

Instructional Technology support staff is available to provide support to faculty and students in effectively utilizing various technological applications and platforms used in the academic programs.



ACADEMIC POLICIES

The academic policies of the Voorhees Graduate School are outlined in this section and have been established to ensure a consistent set of standards from the admissions process all the way through to the awarding of the master's degree. Students are subject to those policies in effect the year of the student's most recent enrollment.

Minor changes made in the academic requirements may not affect students' progress toward a degree. However, Voorhees reserves the right to expand or delete or otherwise modify its degree programs or courses of study and associated policies; to change its rules and policies affecting the admission and retention of students or the granting of credit or degrees; to change the academic calendar, course offerings, course content, academic programs; or to alter its fees and other charges; whenever such changes are adjudged by it to be desirable or necessary. In any such case, the Institution will give appropriate notice as reasonably practicable under the circumstances. Students enrolled in the program are responsible for familiarizing themselves with and understanding the implications of all institutional policies, procedures, and requirements affecting progress toward their academic goals.

NAVIGATING COURSES

Registration

Students may complete early registration in the Institution's Tiger online registration portal during the time period designated in the applicable Academic Calendar. A student is officially enrolled at Voorhees when he/she attends every class on his/her schedule at least once and is financially cleared. Students will not be able to register unless all obligations have been met and the respective department has removed any holds.

Late Registration

Students are expected to complete their registration, including the payment of required fees, on the dates listed in the Institution's calendar. Students who register within the period set aside for late registration are required to pay an additional fee(s). Students may not be permitted to register after five traditional class days unless the Provost/Vice President of Academic Affairs (or a designee) grants an individual waiver in writing. Such waivers will be granted only in rare circumstances when the student can present compelling evidence of:

1. Reasons beyond the student's control for the delay in registration;
2. An academic history for the student that promises success despite the already missed classes; and
3. The opinion of the course instructor(s) that the student could still succeed if diligent.

Enrollment Structure-Limits

The Voorhees School of Graduate Studies courses are structured to meet in 8-week terms during continuous fall/spring/summer sessions. A traditional full term is the equivalent of two terms in Voorhees' graduate courses. A minimum of twelve (12) term hours is considered full-time, which may be attained through a two-term enrollment.

Scheduling Courses

The Institution reserves the right to cancel or discontinue any course because of small enrollment or for any other reasons deemed necessary. In order to assure quality instruction, the Institution reserves the right to close registration when the maximum enrollment has been reached and to make changes in the schedule and/or instructor when necessary.

Courses Design

The Voorhees School of Graduate Studies courses are offered through an online instructional modality. Course instruction and components, including the syllabi, resource materials, assignments, etc., will be accessed in the Learning Management System. The courses are designed based upon the Quality Matters Standards for best practices in online courses. The courses are conducted totally online and can be self-paced, depending

on the nature of the course. The structural design of the Graduate program, however, also incorporates academic support components such as Orientation, Virtual Labs and Development Seminars which may be offered as synchronous (and sometimes asynchronous) online sessions. Hence, the full master's degree program utilizes a Blended approach which means that the Graduate program has an online presence both asynchronously and synchronously for instruction and academic support.

Attendance Policy for Online Courses

Graduate students are expected to participate in all instructional activities, asynchronous and specified synchronous. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Student "attendance" in online courses will be defined as weekly active participation in the course and details will be specified in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation. Examples of such activity include, but are not limited to, substantive contribution and timely submissions to online discussions, assignments, exercises, quizzes, or exams based on graded guidelines. Substantive responses must be based upon the course content, theory, and/or or personal experience, not mere opinion. Substantive responses should also include appropriate documentation/citation. For example, a simple I agree will not qualify as a substantive posting. Such academically related activities are readily tracked and documented through the Institution's learning management system. Academic support components, such as the Virtual Labs, may be required in some courses. The attendance policy is applicable in these instances when they are linked to course grading.

Success in online learning incorporates active and equitable attendance practices; therefore:

1. Communications must be respectful. Inappropriate language will not be tolerated, and the instructor has the right to determine what is inappropriate. Disrespectful students are subject to discipline or dismissal from the online learning platform.
2. For absence due to prolonged serious illness or personal emergency, the student is expected to contact the instructor as soon as possible. For absence due to technical problems, the student is expected to follow the steps outlined below:
 - Contact your instructor and technical support the same day you are experiencing technical difficulties and work out a plan with your instructor to make up missed assignments.
 - Contact Instructional Tech Support and advise of your technical difficulties within 48 hours.
 - If your technical difficulties will not be fixed for a prolonged period, it is the student's responsibility to find another source for internet service such as a public library or a friend's computer.
 - Failure to notify the instructor will be considered a missed deadline. All assigned work must be completed regardless of the reason for absence. Please be advised in the unforeseen event that you would need to formally withdraw from the course.

Implementation Procedures For Class Attendance Policy

Documenting that a student has logged into an online class or website is not sufficient by itself to demonstrate academic attendance by the student. For example, if a student simply logs into an online course and logs out, without any further activity, the student did not attend the online class on that day. The lack of active course participation for will result in the student being classified as "Inactive." Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the Institution's current attendance policy.

1. A student who lacks fully active course participation for two weeks is given a Warning
 2. A student who lacks fully active course participation for three weeks is classified as Inactive
- When a student has been classified as "Inactive" in a course, the instructor will notify the dean, Provost/Vice President for Academic Affairs and Registrar that the grade of AD, AP, or AF is to be recorded for the student; and the student will be dropped from the course.

If a student thinks that the faculty member's attendance record is in error or if there are extenuating circumstances that warrant a reconsideration of the instructor's decision, then an appeal may be made. The student shall first discuss the matter with the instructor in question. If the issue is not resolved, the next level of appeal is the Graduate School Coordinator, then the Dean, and then the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs will make a final recommendation to the President. The student continues to attend class and complete assignments until the appeal process has been resolved.

Standards Governing Excused Course Attendance

Rarely, at the Graduate level do students lack active engagement in the course. However, there may be a time when such is necessary. Below are the standards for issuing excuses and the documentation required for possible excuse approval.

1. Grounds for Issuing Excuses:

- a. Illness of student
- b. Serious illness or death of a family member of a student. For purposes of this policy, a family member is considered a student's spouse, child, grandchild, parent, sibling, or spouse's parent, sibling, or grandparent
- c. Legally required court appearance

2. Documentation Required

- a. Excuses based upon illness require a statement by a physician which spells out the exact times for which an excused absence was needed.
- b. Excuses based upon the death of a family member will require verification of a news account, funeral program, or written statement from the funeral director to the Dean or Provost/Vice President for Academic Affairs
- c. Excuses shall be verified by the Dean or from the Provost/Vice President for Academic Affairs, depending upon the source of authorization.
- d. Excuses, based upon a legally required court appearance, should be verified by a copy of the document requiring such appearance.

3. Procedure

The student must present official excuses to the concerned instructor, or to the Dean within two (2) days of the student's return to course engagement. The presentation of a timely excuse entitles the student to an opportunity to perform all assignments missed. Following the return to course engagement, the student shall confer with the instructor to make arrangements to execute makeup work.

4. Excessive Absences Stipulation

Despite the excuses for absences, there may exist circumstances where the limit of absences far outweigh the feasibility for course success. In this instance, Faculty members and students must confer on the recommendation to withdraw from a course. If agreed, the faculty must submit a request to the Dean to withdraw a student who has excessive absences. The Dean will confer with the Provost/Vice President. The student will be notified by the Provost/Vice President for Academic Affairs and will receive a grade of AD, AP, or AF.

Adding/Dropping Courses

Students may add and drop courses within the time designated in the applicable Academic Calendar. Students may not drop/add courses before completing at least 60% of the term without the appropriate signatures as outlined by Academic Affairs and Financial Aid. Course changes must be completed in the official registration system. A student desiring to drop or add a course must do so on or before the end of the Add/Drop period as outlined in the Academic Calendar. Such changes will not be recorded on the student's permanent record and, therefore, will not enter into the computation of hours attempted. Before withdrawing from class(es), students should be knowledgeable of whether the withdrawal from class(es) has financial implications for their student account as stipulated by Financial Aid policies. Students who seek to withdraw from a course after

the Add/Drop period must comply with the Institution Withdrawal from a Course Policy. Students attending their first term at Voorhees School of Graduate Studies who desire to add or drop a course must do so with the assistance of the Dean or an appointed academic advisor. All other students may add or drop a class on or before the end of the Add/Drop period by following the procedures outlined on the Tiger Portal.

Withdrawal From A Course

Students who withdraw from a course on or before the designated period will receive a “W” (Withdrew without Credit) on their permanent academic record. Please refer to the Academic Calendar for the designated time frame to withdraw from a course. Students who withdraw from a course after the designated time frame will be assigned a grade of “WP” (Withdrew when Passing) or “WF” (Withdrew when Failing) on their permanent academic record.

Please note that while withdrawing from a course on or before the designated time frame will have no impact on a student’s GPA, it might have an impact on a student’s financial aid. Withdrawal can also potentially adversely impact a student’s Veteran’s Administration (VA) benefits and international students’ immigration status. Students are therefore encouraged to consult with the Dean or an academic advisor and, if applicable, the Financial Aid Office, before withdrawing from a course after the Add/Drop period has expired. Students are considered the responsible parties for any/all transactions processed against their academic records.

Auditing Courses

Permission to audit a course may be obtained from the Dean of Graduate Studies and the Registrar. The student must pay a course audit fee and obtain the approval of the instructor of the course, the dean, and the graduate program coordinator.

Grading System

Voorhees Graduate Program uses the following system of grading student performance.

GRADE	INTERPRETATION	%SCALE	QUALITY PTS.
A	Excellent	90-100	4.0
B	Good	80- 89	3.0
C	Satisfactory	70-79	2.0
D	Passing	60-69	1.0
F	Failure	59 & Below	.0
W	Withdrew without Credit		
WP	Withdrew when Passing		
WF	Withdrew when Failing		
AD	Administratively withdrew without Credit		
AP	Administratively withdrew Passing		
AF	Administratively withdrew Failing		
I	Incomplete		

Grading Guidelines

- The grade of W is assigned to students for courses in which students withdrew or from the institution after the Add/Drop period and before the withdraw deadline.
- The grades of WP and WF are assigned to students for courses in which they withdrew or from the institution after the Add/Drop period and after the withdrawal deadline.
- The grade of AD is assigned to students for courses in which they have been withdrawn by the instructor due to poor course engagement (attendance), after the Add/Drop period, and before the withdrawal deadline.
- The grades of AP and AF are assigned to students for courses in which they have been withdrawn by the instructor due to poor attendance, after the Add/Drop period, and after the withdrawal deadline.

- The grade of I is given only when the student has substantially and satisfactorily completed the work of a course lacking only an examination or another distinct item. The grade of I is given to students who, because of illness or other valid reasons, are compelled to leave the class and are in good standing. A record of incomplete incurred in the Fall term must be completed on or before March 4; if incurred in the Spring term or summer term, it must be completed on or before October 15. If a course is not completed within the specified time, the record of incomplete is changed to failure (F). To change a grade of I the following procedures must be followed:
 1. The student must complete the required coursework.
 2. The instructor must complete the “Change of Grade Form” and make appropriate adjustments in the record book. The Dean reviews and approves or disapproves the request.
 3. The Provost /Vice President of Academic Affairs approves or disapproves the request. The form is forwarded to the Office of the Registrar and Student Records.
 4. Courses with a grade of A, B, or C are counted toward degree completion. Only one C in the student’s major courses is accepted toward satisfying degree requirements. If a second C is earned in a major course, one of the courses must be repeated and a B or better must be earned in order to satisfy degree requirements.

Quality Points

Quality points determine rank in class, academic honors, and satisfactory academic progress. To graduate from the Voorhees graduate program, a student must complete at least 36 term credit hours with a cumulative quality grade point average of at least 3 .0.

Grade Reports

Grades for all coursework are determined at the end of each academic term and may be viewed by students electronically. All students have a right to consult with faculty members to verify the accuracy of their grades and to receive an explanation for their grades were determined.

Grade Appeal

Students may appeal or protest the grades assigned by the faculty member through the faculty member, and graduate school dean. If the student is not satisfied with the outcome, he/she may appeal to the vice president for academic affairs no later than one academic year after the grade was posted, regardless of the enrollment status of the student. The president may review these decisions at his/her discretion.

Transcripts

Transcripts of students’ academic records are issued for students currently enrolled and to former students who left the Institution in good financial standing. Enrolled students may request transcripts for a modest fee, payable in advance.

One transcript prepared by the Registrar will be furnished without charge to graduates, upon successful completion of academic, financial and other obligations to the Institution as appropriate. Former students, in good financial standing to the Institution, may request additional transcripts for a modest fee, payable in advance. Requesters should allow (five) 5 to seven (7) working days from receipt of request for processing transcript requests.

Grade Change Policy

Under very strict conditions, faculty may change a grade assigned to a student. Upon approval, the grade is changed on the student’s transcript by designated personnel in the Office of the Registrar. The school dean, vice president for academic affairs and the president may administratively change grades when, in their judgment, circumstances such as faculty error, incorrect calculations, unfairness, inconsistency, or violations of Institution policy so justify.

Acceptable reasons for changing a student's grade are:

1. Completion of work required to remove Incompletes;
2. A demonstrable error in the computation of a grade;
3. A substantial error in the evaluation of student performance;
4. Completion of course requirements not completed during preceding term due to good cause such as illness, death in the family, military service, or other sufficient reasons;
5. Satisfaction of requirements for removing an assigned incomplete designation; and
6. Extraordinary circumstances as determined by the school dean, the vice president for academic affairs or the president.

All faculty-initiated grade changes must be approved by the dean.

Taking Courses at Other Institutions

Before taking graduate courses at another institution for transfer credit to the Voorhees graduate program, a student must be in good financial standing and must have a minimum cumulative 3.0 grade point average.

The student must secure prior approval by completing the Academic Course Approval Form. Also, a student may not repeat a course at another institution unless approved by the dean or vice president for academic affairs. Students may earn up to 9 term hours at another institution.

A student may not repeat a course at another institution to remove the grades of D, F, or WC designation that were earned in those same courses at Voorhees. Exceptions to this policy must be approved by the dean or Provost/vice president for academic affairs.

SATISFACTORY ACADEMIC PROGRESS

The United States Department of Education Federal Financial Aid regulations requires that institutions establish, publish, and apply reasonable standards for measuring students' satisfactory academic progress in their educational programs. Students who receive Federal Title IV funds, as well as those who do not receive Federal Title IV funds, must equally meet these standards and measurements. While in residence at Voorhees, each student is expected to demonstrate consistent progress towards meeting degree requirements.

Grade Point Average Requirement

Graduate students must have a Cumulative Grade Point Average of at least 3.00 in order to graduate. Requirements for this degree to be awarded include 36 earned semester credit hours to be completed in one year, provided the students follow a progression plan of seven (7) academic 8-week terms.

Repeated Courses

It is the policy of the Institution that a grade will not be removed from a student's record for repeated courses. When a course is repeated to raise a grade, the higher grade will be counted in computing the grade point average. A student may not repeat a course for credit in which a grade of B or better has been earned. A student may not repeat a course at another institution to remove a grade of C, D, or F that was earned at Voorhees Graduate School. Students may repeat a course once to achieve a higher grade. In these instances, the lower of the two grades will be excluded from the qualitative calculations; however, both instances are included in the quantitative calculation.

C GRADE

A student who receives nine hours of C grades will be suspended from the graduate program. The student may reapply to the program after one year. The Dean and graduate faculty make the decision on whether to readmit, and if admitted, the stipulations that will apply.

If readmitted, the student must repeat at Voorhees the course in which the C was received, making at least a B. A student may repeat once any graduate course in which a C grade was earned; the second grade will

[28 I, 2022-2024 Voorhees Graduate School Catalog](#)

count for GPA purposes but will not replace the initial C grade. Only one of the courses will count toward degree requirements.

D or F Grades

No more than one D or F grade may be repeated. If a student makes more than one D or F grade, the student will be dismissed from the graduate program. The student may reapply to the program after one year. The business graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Voorhees the course in which the D or F was received, making at least a B. The course must be repeated the first time it is offered after the student's return.

Academic Dismissal

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal.

Transfer Courses While on Suspension or Probation

A student may not take courses for transfer credit from another institution while on suspension or probation.

ACADEMIC DEGREE REQUIREMENTS

Graduation

One graduate degree is offered by Voorhees – the Master of Education in Teaching and Learning (MEd). The MEd degree is awarded in two concentrations: (1) PK-12 Education and (2) Education Systems Improvement.

Requirements for this degree to be awarded include 36 earned term credit hours which must include 15 prescribed term credit hours of the Education Foundation courses and 21 term credit hours of core courses. A minimum of 3.0 GPA is required for the cumulative average of courses.

The MEd Program is designed for full-time students to complete in one year provided they follow the progression plan precisely as outlined. The length of the program is further defined by the time needed by students to successfully complete all graduation requirements and earn the number of term credit hours required as defined in its program of study.

A student who fails to receive approval for graduation has the right to appeal by utilizing the Academic Grievance Policy.

Application for Degree

A graduate student must apply for the graduate degree during the term preceding the final term of study. It is the student's responsibility to complete the application, obtain the necessary signatures, and submit to the Registrar. A graduation application and fee are required. Students submitting graduation applications after the published deadline must pay a late fee.

Graduation Honors

Students who maintain the following academic averages shall graduate with the following honors:

- Summa Cum Laude: A student whose cumulative grade point average is 3.8 to 4.0.
- Magna Cum Laude: A student whose cumulative grade point average is 3.5 to 3.79.
- Cum Laude: A student whose cumulative grade point average is 3.0 to 3.49.

Commencement Participation

Commencement exercises are held following the close of the spring term, and participation is open to students who have completed the degree requirements during the current academic year. Also, no degree will be conferred or released until all academic and financial requirements have been satisfied. Degrees for students who have completed requirements and who do not choose to participate in the ceremony must make arrangements with the Office of the Registrar and Student Records to receive their degree.

SPECIAL CIRCUMSTANCES

Withdrawal From The Institution

Students may withdraw from the institution at any time. A student may withdraw from the institution by completing an Official Withdrawal Form, calling or emailing the Office of the Registrar and Student Records. If a student withdraws from the Institution by the Add/Drop deadline, the student does so without grade assignment on the academic record. However, the student is not absolved of charges incurred. Please see the Tuition Refund Policy for additional information. If the student withdraws after the Add/Drop deadline but before the withdrawal deadline (please see the current Academic Calendar for specific deadlines), a grade of “W” (Withdrew without Credit) will be assigned to the student’s permanent academic record. If the student withdraws after the deadline to withdraw, the instructor of each course will assign the grade of “WP” (Withdrew when Passing) or “WF” (Withdrew when Failing) which will be placed on the student’s permanent academic record. Additionally, an exit date, based on the last date of class attended will be reported on behalf of the student. This may affect student loan repayment dates.

ACADEMIC INTEGRITY

Academic Responsibility Philosophy

Strength of character is as important as academic achievement; therefore, the Institution expects everyone in the academic community to maintain personal integrity and avoid any conduct designed to gain unfair advantage in obtaining a grade or assessing academic performance. Academic dishonesty may include but is not limited to plagiarism, cheating, falsification of records, and collusion with others to defraud. Any student found guilty of academic dishonesty will be subject to disciplinary action which may include loss of credit, suspension, or dismissal from the Institution.

Academic Integrity Penalties

A graduate student who fails a course due to academic dishonesty will be suspended from the program for one academic year. At the end of that year, the student may apply for readmission to the graduate program. The graduate business faculty will make a decision whether or not readmit the student. If readmitted, the student can retake the course. Both grades will appear on the transcript, and the course hours attempted will continue to be calculated in figuring the student’s grade point average.

Statute of Limitations

A student has the right to appeal the Institution’s decision up to one academic year after the ruling was determined, unless its expiration is prescribed otherwise, after the decision has been made. The Institution is under no obligation to hear appeals that are more than one academic year old.

Breaches of Academic Integrity

Cheating:

1. Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that the student has mastered information that has not been mastered.
Cheating includes, but is not limited to:
 - a. Copying or buying of all or any portion of another’s academic, research, or creative work — even with the author’s or creator’s knowledge and permission — and submitting it, in part or its entirety, as one’s own. This includes material available through the Internet or other electronic sources and any material which has been copyrighted. Students are hereby advised that when such material has been copyrighted, its unauthorized use constitutes not only a breach of academic integrity but a violation of the law and may incur civil or criminal penalties;
 - b. Allowing another person to copy one’s academic, research, or creative work - whether intentionally or recklessly;
 - c. The unauthorized use or possession of a class textbook, notes, or any other unauthorized material to complete or prepare an academic work;

- d. The unauthorized collaboration with any other person on an academic exercise, including collaboration on a take-home or make-up academic exercise and giving or receiving information during examinations;
- e. The unauthorized use of electronic instruments, such as cell/smart phones, smartwatches, kindles, etc...to access or share information;
- f. The unauthorized completion for another person of academic work, or permitting someone else to complete academic work for oneself;
- g. Fraudulent procurement, use, or distribution of examinations;
- h. Signing another's name to examinations, reports, or papers.

Plagiarism:

2. Plagiarism is failing to acknowledge adequately the source of words or ideas that are not one's own. When a student submits academic work that includes another's words, ideas, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and if verbatim statements are included, with quotation marks as well. Simply put, students should document quotes of others through quotation marks and footnotes or other citation methods. By submitting work as one's own, a student certifies the originality of all material not otherwise acknowledged.

Plagiarism includes, but is not limited to:

- a. The quotation or other use of another person's words, ideas, opinions, thoughts, or theories (even if paraphrased into one's own words) without acknowledgment of the source; or
- b. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.

Fabrication:

3. Fabrication is the use of invented information or the falsification of research or other findings. Fabrication includes, but is not limited to:
 - a. The false citation or acknowledgment of a direct or secondary source, including the deliberately incorrect documentation of a source;
 - b. The citation, in a bibliography or other list of references, of sources that were not used to prepare the academic work;
 - c. The inclusion in an academic work of falsified, invented, or fictitious data or information, or the deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information; or
 - d. The unauthorized submission of academic work prepared totally or in part by another.

Lying:

4. Lying is defined as any attempt to deceive, falsify, defraud, or misrepresent the truth in any matter involving Institution business. Institution business includes, but is not limited to, financial aid information, excuses for absences, statements to professors in order to reschedule tests or assignments, and responses to the queries of the Institution's Security and Safety officers; misrepresentation of reasons for not completing assignments, for not appearing at examinations, or for prolonged absence from class.

Additional Examples of Academic Dishonesty include but are not limited to:

1. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;
2. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;

3. Entering any Institution building, facility, office, or other property, or accessing any computer file or other Institution record or storage to obtain the answers or solutions to an academic exercise or to change a grade; or
4. Bribing another person to obtain an academic exercise, including answers to questions of an un-administered academic exercise.
5. Using the same or substantially the same written work, research paper, or essay to satisfy the requirements of more than one course, without the permission of the instructors involved.
6. Destruction of or deliberate inhibition of progress of another student's work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person's laboratory experiments.

Attempting any such practices is also a breach of academic integrity, even if the attempt is unsuccessful.

Disciplinary Procedures and Sanctions:

1. Instructors who suspect students of engaging in academic dishonesty in their classes are expected to advise/counsel them and allow them an opportunity to explain/defend their works. (Appropriate software, which documents plagiarism, may be used to further investigate the matter.)
2. If the instructor persists in citing an accusation of academic dishonesty, the Dean will appoint a neutral committee of three (3) faculty members where the accusation resides, to judge the evidence and hear the responses of both the accused student and the accusing instructor.
3. The findings of the neutral committee will be reported to the Dean for review and recommendations to the Provost/Vice President for Academic Affairs. Such recommendations might include:
 - a. Written reprimand by the instructor with a letter grade of F for the assignment.
 - b. The assignment of a letter grade of F for the course, if the document where the breach of academic dishonesty was a major requirement for the completion of the course.
 - c. Major violations of this policy may lead to Institution suspension.

Upon approval of the Provost/Vice President of Academic Affairs, the appropriate action will be taken. This decision will become final unless appealed to the Office of the President who will decide to hear or deny such a request.

Student Complaints

Handling And Resolution Policy Statement

Voorhees has adequate procedures to address all written and verbal student complaints. The Institution ensures integrity in all operations involving students. Students must use specific policies and procedures outlined in the Institution's Catalog, Volumes II, V, and VI of the Voorhees Policy Manuals, and other policy manuals to address specific concerns where applicable.

In addition, this procedure may not be used to grieve:

1. Claims based on Institution purchases or contracts;
2. Claims against a Voorhees employee on matters that are unrelated to the employee's job or role at the Institution;
3. Student disciplinary decisions, since there is a separate procedure for them; or
4. Where another Voorhees policy and procedure could have been used for the matter being grieved (e.g., harassment or discrimination, academic grievances, FERPA grievances, etc.).

Procedures for Students to Follow When Filing a Written Complaint:

The resolution process described below must be initiated and completed within 45 business days of the decision, action, or events giving rise to the grievance. The Vice President for Student Affairs may extend this time limit if the grievant requests an extension within the 45-business day period, for good cause shown.

1. The Vice President for Student Affairs, Dean of Students, and Dean of Graduate Studies, who will confer with the Vice President for Academic Affairs, are the points at which written student complaints may be filed for traditional and nontraditional students, respectively. The written student complaint must:
 - a. State how the decision or action is unfair and harmful to the student and list the Voorhees institutional policy or state or federal laws that have been violated, if applicable;
 - b. Name the respondent parties (the person(s) against whom the grievance is filed);
 - c. State how the respondents are responsible for the action or decision; and
 - d. State the requested remedy.
2. The Vice President for Student Affairs, Dean of Students, and Dean of Graduate Studies, who will confer with the Vice President for Academic Affairs, receive the written and signed student's complaint. The complaint must be addressed within 10 business days from the received day, and a decision must be submitted to the grievant. If a student completes the complaint form online, all parties will receive the document by email. If it is clear on the face of the written complaint that it has not been filed within the time limit, or pertains to a matter not grievable under this procedure, or is from a person without grievance rights as outlined above, the applicable Vice President shall so indicate in a letter to the student and the complaint shall be dismissed.
3. If the complaint satisfies the above elements, it is referred to the head of the appropriate unit or to one of the planning committees or standing committees of the institution for advisement and policy clarification.
4. After an interview with the student, a written response is provided to the student based on institutional policies and procedures within 10 business days. The student complaint and written response are forwarded to the President of the institution.

A student may appeal the institution's response, by writing, to the President of the institution within ten (10) business days of receiving the response. The President will review the complaint, the response, and consult appropriate institution personnel for additional information. The President will notify the student in writing of the final decision regarding the appeal and the complaint.

All complaints and documentation related to a student's complaint are filed in the offices of the Dean of Students and the Dean of Graduate Studies.

ACADEMIC GRIEVANCE POLICY

The Academic Grievance Policy was designed to afford students an opportunity to formally grieve academic-related complaints. These procedures should be used to appeal or resolve disputes concerning an academic grade,¹ unexcused absence, or other academic decisions considered by a student to be arbitrary or contrary policy. These procedures should also be used to grieve perceived violations of any of the student's academic freedom rights. For the purposes of these procedures, a student is someone holding "active" registration status at the time of the alleged violation.

Appeals pertaining to academic dishonesty and satisfactory academic progress follow separate procedures as outlined in the Institution's Statement on Academic Integrity and Satisfactory Academic Progress Policy, respectively.

It is the responsibility of the student to initiate the appeals procedure at each step. If the appeal is pursued, it is expected that, unless there are unusual circumstances, the request be submitted within 10 days from the last day of the term in which the alleged violation arose. If the student fails to pursue the matter in the manner provided by this policy, the original academic decision will be final. The student should bring to the various conferences or hearing all evidence on which he/she intends to rely.

The following procedures outline the steps of the academic grievance process:

Instructor: The student should first arrange a conference to discuss the appeal or grievance with the faculty member(s) whose action is addressed in the student's appeal or grievance. It is expected that all of the parties involved at each step of the appeals/grievance process will make a good faith effort to resolve the issues.

Dean: If a student feels he/she has not received adequate satisfaction from his discussion with the faculty member, the student may arrange a conference to discuss the appeal or grievance with the Dean. The conference must take place no later than 5 business days after meeting with the faculty member.

Provost/Vice President for Academic Affairs: In the event a student still feels aggrieved after consultation with the appropriate Dean, he/she may ask, within 5 business days of receiving the Dean's decision, for a review by the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs has the discretion to either decide the matter, or at the Provost/Vice President for Academic Affairs discretion, refer the matter to a Graduate School ad hoc committee comprised of Grad School Program Coordinator, one faculty member (two faculty may be appointed if the Coordinator is unavailable), and a peer graduate student outside of the parties involved.

The Graduate School ad hoc committee or Provost/Vice President for Academic Affairs review must be commenced and completed within 15 days from the receipt of the request for the review. The Graduate School committee or Provost/Vice President for Academic Affairs will determine whether to dismiss or sustain the appeal and will so advise the student.

President: In the event a student still feels aggrieved after consultation with the Provost/Vice President for Academic Affairs or the Graduate School ad hoc committee, he/she may ask, within 5 business days of the receiving the decision, for a review by the President. The review by the President constitutes the final process in this appeal/grievance procedure. The President will issue a decision within five (5) business days from the receipt of the request for the review.

Master of Education in Teaching and Learning

Program Mission

The Voorhees Master of Education in Teaching and Learning program is designed to prepare educators in a range of education settings to leverage deliberative teaching strategies and educational practices that effect change at the individual, communal and systemic levels.

Program Goals

1. Prepare educators to become scholar practitioners with the critical consciousness and cultural dexterity to effectively employ content knowledge, pedagogy, and disciplined inquiry
2. Prepare educators to apply the principles of improvement science in schools, districts, and education organizations in response to clearly defined problems of practice in diverse settings.

Program Learning Outcomes

The graduate will:

1. Demonstrate knowledge of education theories, research, and promising practices relevant to their professional role(s).
2. Design relevant, rigorous, and developmentally appropriate curricula or educational content using effective assessment and data.
3. Define and articulate problems of practice and apply their learning to generate equity-centered solutions.
4. Demonstrate the ability to work respectfully and collaboratively with colleagues and community stakeholders to promote advance diversity, equity, and inclusion.

PROGRAM OF STUDY

CONCENTRATION OPTIONS

Pathway 1: PK-12 Education Concentration– 36 hours

Pathway 2: Education Systems Improvement Concentration – 36 hours

Foundation Course Requirements (15 credit hours)

Course Prefix	Course Name	Credits
MEDU 650	Inclusive Instructional Planning and Assessment	3
MEDU 609	Reading and Literacy in the Content Areas (3)	3
MEDU 676	Culturally Relevant Education Systems	3
MEDU 690	Research Capstone 1	3
MEDU 692	Research Capstone 2	3

PK-12 Education Concentration Core Requirements (21 credit hours)

Course Prefix	Course Name	Credits
MEDU 500	Content Knowledge and Research for Professional Educators	3
MEDU 600	Systematic Approach to Effective Education Systems Improvement	3
MEDU 632	Disciplined Inquiry for Effective Educator Practices	3
MEDU 601	STEAM Instructional Design	3
MEDU 602	STEAM Instructional Methods	3
MEDU 603	STEAM Assessment	3
MEDU 604	STEAM Implementation	3

Education Systems Improvement Concentration Core Requirements (21 credit hours)

Course Prefix	Course Name	Credits
MEDU 620	Enacting Equity Through Reflexive Praxis	3
MEDU 610	Designing Inclusive Learning Environments	3
MEDU 658	Transformative Leadership for Education Systems	3
MEDU 654	Community Engagement and Collaboration	3

MEDU 685	Research Methods	3
MEDU 679	Advanced Study of Equity in Educational Systems	3
MEDU 655	Examining Education Reform	3

FOUNDATION COURSES

MEDU 676. Culturally Relevant Educational Systems (3)

This course will introduce the theoretical grounding of culturally relevant teaching (CRT) practices that are designed to explore, utilize, sustain, and expand cultural diversity practices that influence the education of traditionally marginalized student populations.

MEDU 650. Inclusive Instructional Planning and Assessment (3)

This course is focused on strong planning, both long- and short-term, which is imperative for effective instruction. Educators will develop instructionally sound lesson plans to guide instruction, rigorous expectations, and learning for all measured in multiple modes of assessment.

MEDU 609. Reading and Literacy in the Content Areas (3)

State and national standards for educators require that teachers know and demonstrate a wide range of literacy methods and skills to promote effective and appropriate classroom communication as educators in all content areas play an important role in the literacy development of students. This course provides candidates with instructional strategies to support students' literacy development in their current or planned grade-level(s) or content area(s) of certification. Candidates will explore ways that reading, writing, speaking and listening are developed and used in learning grade-level and discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Content Knowledge for Teachers is a pre-requisite for this course.

MEDU 690. Research Capstone 1 (3)

This course introduces the final action research project's components, a professional learning project requiring students to employ writing, research, and improvement science skills. The project will be designed to improve participants' professional practice or address a systemic issue impacting the learning of traditionally marginalized student populations in learning environments.

MEDU 692. Research Capstone 2 (3)

This course is the completion and presentation of the final action project. The learning orientation of this course requires students to seek growth through networking in learning communities where they study, test, and refine contents of the professional learning projects for the final research presentation.

PK-12 EDUCATION CONCENTRATION CORE COURSES

MEDU 500. Content Knowledge and Research for Professional Educators (3)

Subject matter expertise and research are integral to practitioners' pedagogical content knowledge (PCK). This course will support educators in evincing mastery of knowledge of specific subjects and introduce key principles and strategies of research methods in Education. Educators will develop and enact a personal growth plan to gain content knowledge and research skills specific to their focused content areas.

MEDU 600. Systematic Approach to Effective Education Systems Improvement (3)

This course familiarizes students with relevant research, as well as provides students with opportunities to investigate theoretical perspectives, issues, and dispositions regarding educational environments, instruction, and professionalism. Additionally, this course is an introduction to the tenets of improvement science.

MEDU 632. Disciplined Inquiry for Effective Educator Practices (3)

This course will engage students in guided inquiry focused on common problems of equity encountered in education systems. Emphasis is on enhancing students' knowledge of content and pedagogy, which impacts learning. Additionally, this course provides applied learning in improvement science.

MEDU 601. STEAM Instructional Design**(3)**

STEAM is an inclusive curriculum that integrates multiple disciplines, particularly science, technology, engineering, art, and mathematics. This course will introduce the integrative approach to STEAM learning that supports students in developing and using employability skills of communication, creativity, collaboration, leadership, critical thinking, and technological proficiency to create and consume in authentic ways. This course will support candidates in subject-matter alignment and discipline integration to support student-centered learning.

MEDU 602. STEAM Instructional Methods**(3)**

This course will support candidates in applying inquiry-based models for STEAM instruction. Candidates will create lesson content for a STEAM unit plan.

MEDU 603. STEAM Assessment**(3)**

This course will support candidates in understanding the role of the teacher and student in assessment and how to implement assessments in STEAM learning. Candidates will create formative and summative assessments for a STEAM unit plan.

MEDU 604. STEAM Implementation**(3)**

This course is a 30-hour practicum experience designed to support the observation and practice of STEAM integrative instructional approaches. The course is focused on STEAM inquiry-driven units embedded with real-world, relevant problem solving that requires a high level of discipline integration.

EDUCATION SYSTEMS IMPROVEMENT CONCENTRATION CORE COURSES**MEDU 620. Enacting Equity Through Reflexive Praxis****(3)**

This course provides candidates with a foundational understanding of improvement science through transformative research frameworks. Candidates will explore a systemic issue impacting the learning of traditionally marginalized student populations and develop an intervention based upon the plan-do-study-act (PDSA) disciplined-inquiry model to improve the issue(s).

MEDU 610. Designing Inclusive Learning Environment**(3)**

This course introduces a multitude of teaching strategies and techniques to reach all students. The course provides practical application for establishing and maintaining a well-managed learner environment with established high expectations for both student learning and behavior. Educators will learn how to create learning environments that have mutual respect and caring between teachers and students and students and students.

MEDU 658. Transformative Leadership for Education Systems**(3)**

The course introduces critical literacy as a foundation to reflective thinking and strategy-building for critically conscious decision-making relative to issues in education.

MEDU 654. Community Engagement and Collaboration**(3)**

This course aims to broaden educators' disposition towards and knowledge of external resources and factors that help drive the development of effective interventions that impact educational systems. With a directed focus on engagement, the course will address community-engaged scholarship, stakeholder engagement, community-partnered research, and civic engagement as collaborative support to families, communities, and education systems Improvement.

MEDU 679. Advanced Study of Equity in Educational Systems**(3)**

This course will explore foundations for building equity educational systems through the application of improvement science in culturally authentic and/or disenfranchised contexts. Emphasis in the course is on the knowledge, skills and dispositions required for educators to provide an effective equitable education.

MEDU 655. Examining Education Reform**(3)**

This course will survey psychological and historical factors surrounding literacy acquisition and the early establishment of formal educational institutions. The focus will be on constructing critical views that examine, interrogate, and evaluate practices and behaviors immersed in current and historical reforms that impact educational systems.

MEDU 685. Research Methods**(3)**

This course introduces research design, implementation, analysis and assessment criteria focused on research methods in Education. The course will focus on principles and strategies of APA-style research.



The Voorhees Institution administration provides oversight for all faculty, staff, and students, all operations and resources.

For a complete listing of the Voorhees personnel, please reference the campus directory online at www.voorhees.edu/directory/.

ADMINISTRATION, FACULTY, AND STAFF

Voorhees is governed by a self-perpetuating Board of Trustees. The Board makes a conscious effort to be as representative as possible and includes among its members qualified individuals representing higher education, the church, business and community leaders, and student, faculty, and alumni members. The Board is assisted in its work by several standing committees.

The President of the Institution is the Chief Executive Officer of the Institution. He/she is appointed by the Board of Trustees and is charged with the day-to-day operation of the Institution. In carrying out his/her duties, the President is assisted by these principal administrators: The Provost/Vice President for Academic Affairs; the Vice President for Business and Fiscal Affairs; the Vice President for Institutional Advancement and Development; Chief Development Officer; the Vice President for Student Affairs and Athletics; the Vice President for Enrollment Management; and Vice President for Strategic Planning, Assessment, and Technology.

Faculty members are appointed to one of four academic schools, as well as to certain administrative or non-teaching positions. They are further classified by rank and may earn tenure after satisfying certain conditions of service and upon recommendation by the President and approval by the Board of Trustees. Most faculty appointments are for an academic year.

Non-teaching staff members serve in professional, clerical, or technical positions and are usually appointed for a period of nine to twelve months.

VOORHEES GRADUATE FACULTY
(Listed Alphabetically after President)

Ronnie Hopkins, President and CEO; Professor of English; Ph.D., Michigan State University; M.A., Michigan State University; B.A., North Carolina Central University; Additional Study: University of North Carolina at Chapel Hill

Corey R. Amaker, Ph.D., Associate Professor; Ph.D. Educational Leadership, Statistics in Minor, Clemson University; M.Ed. Community Agency Counseling, Clemson University

Gloria Swindler Boutte, Ph.D., Distinguished Professor; Ph.D. Educational Research, Cognate: Human Development, University of South Carolina; M.S. Child Development, Iowa State University; B. A. Early Childhood Education; NC Teaching Certification, Johnson C. Smith University

Regina E. Ciphrah, Ph.D.; Ph.D., Biological Sciences, University of South Carolina; M.T. Secondary Science Education, University of South Carolina; B.S. Chemistry, University of South Carolina

Gwenda Richburg Greene, Ph.D., Professor; Ph.D. Educational Leadership Systems, Cognate: Educational Leadership and Policy Dev., Union Institute and University; M.A.T. English, University of South Carolina, B.A. Theatre/Speech, Columbia Institution; South Carolina Secondary Teaching Certification

Tywana Chenault-Hemby, Ph.D., Associate Professor; Ph.D. Psychology, Capella University; M.Ed. Counseling and Psychology, Troy University; B.A. Voorhees College

Tondaleya Green Jackson, Ed.D., Associate Professor; Ed.D. Community Institution Leadership Development, Morgan State University; M. Ed. Secondary Administration and Supervision, Charleston Southern University; B.A., English Education, Benedict Institution; South Carolina Secondary Teaching Certification

Keneshia Johnson, Ph.D., Visiting Assistant Professor; Ed.D., Organizational Leadership with an emphasis in K-12, Grand Canyon University; M.Ed. Innovation and Divergent Learning, Columbia Institution; B.A. Middle-Level Education, Minor in English/Language Arts and Social Studies, University of South Carolina

Damara Hightower Mitchell, Ed.D., Professor; Ed.D. Curriculum and Instruction, University of South Carolina; M.Ed., Educational Leadership and Supervision K-12, University of Southern Mississippi; South Carolina Secondary Teaching Certification

Dywanna Smith, Ph.D., Assistant Professor; Ph.D., Language and Literacy with emphasis in Critical Literacy, University of South Carolina; M.A.T. Secondary Education, University of South Carolina; South Carolina Middle-Level Teaching Certification

Deanna Taylor, Ph.D., Assistant Professor; PH.D., Organizational Leadership, Grand Canyon University; M.Ed. Educational Administration, Grand Canyon University; B.S. Biology, Kennesaw State University

The Executive Cabinet

The Executive Cabinet is delegated to evaluate, recommend, and execute policies as established by the Board of Trustees and under the direction of the president. Reporting to the president as chief administrators are the provost, vice presidents, and other administrators, responsible for their respective divisions and units within the institution. The Executive Cabinet consists of the following: Provost and Vice President for Academic Affairs, Vice President for Student Affairs and Athletics, Vice President for Business and Fiscal Affairs, Vice President for Institutional Advancement and Development And Chief Development Officer, Vice President for Enrollment Management, and Vice President for Strategic Planning, Assessment, and Technology. As chair of the executive cabinet, the president supervises the chief administrators, who define and implement procedures derived from the established policies to conduct institutional operations. The Executive Cabinet serves as a vehicle to promote close cooperation among the administrators who report to the president to maintain good communication within all areas of the institution.



Dr. Damara Hightower-Mitchell
Provost and Vice President of Academic Affairs



Charlene Johnson
Vice President for Student Affairs and Athletics



V. Diane O'Berry
Vice President for Business and Fiscal Affairs



Dr. Prince Brown
Vice President for Institutional Advancement
and Development And Chief Development Officer



Dr. Corey Amaker
Vice President for Strategic Planning, Assessment, and Technology



Board Of Trustees

The Voorhees Board of Trustees is chartered to provide strategic leadership for the campus by working primarily with the President and the Executive Cabinet. The length of term and voting privileges for each board member can vary.

EXECUTIVE OFFICERS

Chairperson - David Miller

Vice Chairman – Traci Young-Cooper, Ph.D.

Treasurer – Rev. James Williams, M.Ed., M.Div., D.Min.

Secretary – Rev. Calhoun Walpole

MEMBERS AT LARGE

Arturo Chavez, AIA, LEEP AP

Reverend Sam Davis

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