

## FEATURE

*"Anecdotal evidence suggests that students transferring into US institutions as juniors have performed extremely well."*

# EDUCATION IN BELIZE:

## A PROFILE

by C. Tracy Harrington & Adrian Leiva

**B**elize is a small Central American country on the Caribbean Sea bordered on the north by Mexico and on the west and south by Guatemala.

With a population of approximately 200,000 in an area roughly the size of Massachusetts, it is a sparsely populated, geographically diverse country with coastal savannahs, mountains, rain forests, and the second largest coral barrier reef in the world.

Belize is a political democracy with a stable two-party system that has comfortably accommodated a striking cultural and ethnic diversity: historically dominant Euro-African creoles, located principally along the coast and its hinterland; Spanish-speaking mestizos who occupy the north, extreme west, and coastal islands; two distinct groups of Mayan Indians; Afro-Carib Garifuna peoples in the extreme south of the country; two groups of European Mennonites; East Indians; a small but visible minority of North Americans and Europeans; and a growing population of recent Chinese immigrants.

An eclectic mix of internal traditions and external linkages, Belize defies easy categorization. It is part of the English-speaking Caribbean and an active member of the Commonwealth group of Caribbean countries with which it shares a history of British overrule. A Caribbean tempo and flavor distinguishes the main city and cultural center, Belize City. At the same time, strong and expanding connections with the United States have dramatically

affected cultural, economic and educational institutions. US economic alliances are paramount, cable television brings US sporting and cultural events into virtually every Belizean home, expanding tourism attracts growing numbers of Americans interested in eco-tourism and Belize's rich Mayan resources, and tertiary education is strongly US-influenced in structure and approach. While committed to its English-speaking heritage, Belize is increasingly hispanic in tone and complexion, pursuing stronger links with its Central American and Mexican neighbors.

### PRIMARY AND SECONDARY EDUCATION

The education system of Belize reflects the eclectic, diverse nature of the larger society. The historical grounding in British educational practice is reflected in a continuing emphasis on a system of external examinations as certification and selection devices and both primary and secondary systems that disproportionately serve the minority of academically talented children and youth. At the end of primary school, students must pass the National Selection Examination in order to gain access to secondary school. Secondary school students take external examinations set and administered by the regional Caribbean Examinations Council (CXC); results from these examinations weigh heavily in students' admission to any post-secondary education.

Approximately 80% of children are enrolled in primary school, yet only slightly more than half of them complete the full eight years. About two-thirds of students entering secondary education complete the four-year cycle, and

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only a small percentage are able to continue their education at the tertiary level. In the 1995-96 school year, slightly over 56% of children 12-16 years of age were enrolled in secondary education throughout Belize.

While the general quality and effectiveness of education places Belize among the most successful of Caribbean and Central American countries, there remain wide discrepancies across the country. Schools in cities and towns have better qualified teachers, more resources, and better results; almost twice as many urban as rural children pass the entrance examination for secondary school.

## POST-SECONDARY EDUCATION

In the modern era, post-secondary education in Belize began in the 1950's with the introduction of programs leading to Cambridge A-Level examinations in arts and sciences. Today, ten institutions offer post-secondary programs to approximately 2,900 students. Among these programs, four patterns of post-secondary education are discernible: programs and curricula governed by external examinations, principally British or British-based; programs modelled on the American lower division, associate of arts or science degrees; programs shaped and moderated by Commonwealth agencies in the Caribbean; and programs designed to respond to specific Belizean educational needs and concerns.

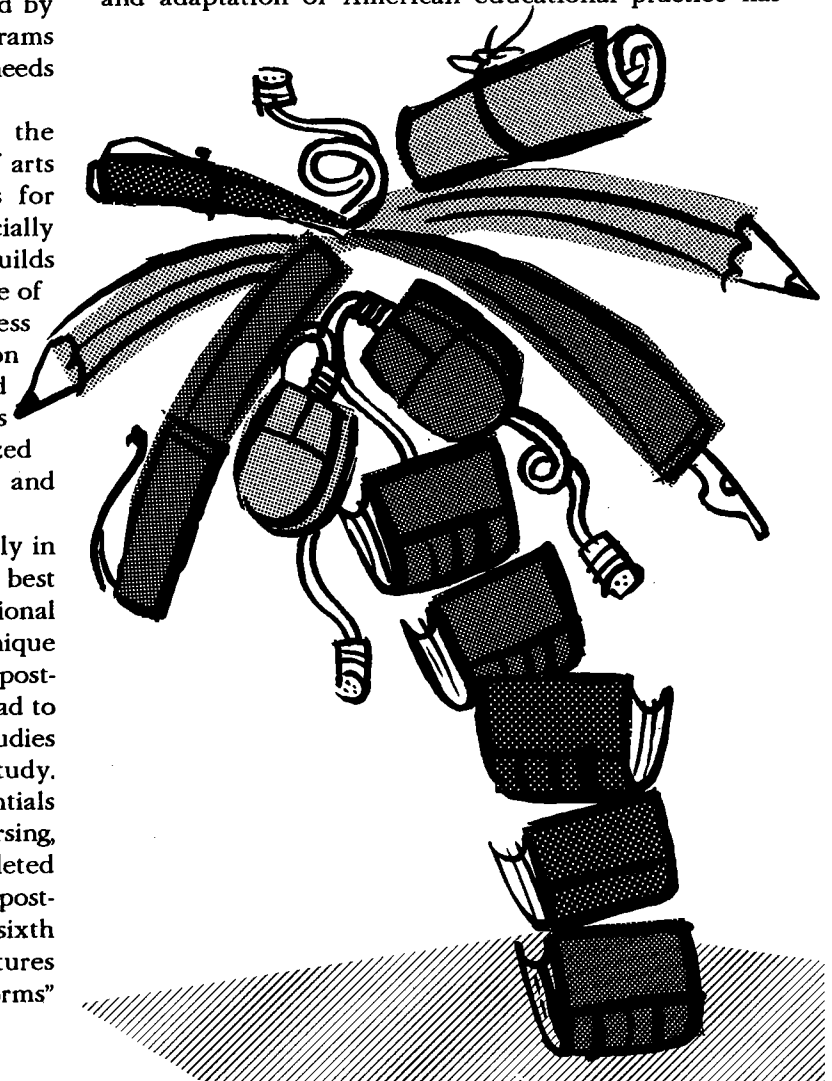
Seven institutions offer programs leading to the associate of arts degree; as part of their associate of arts programs, four institutions include opportunities for students to prepare for external examinations, especially the GCE A-Level examinations or the City and Guilds examinations. One institution, the University College of Belize (UCB), offers baccalaureate training in business administration and secondary school teacher education as well as certificate and diploma programs and associate degrees in specialized fields. Other institutions offer certificate and diploma programs in specialized professional preparation areas including teaching and nursing.

The eclectic nature of the larger society is clearly in evidence in higher education in Belize. Perhaps the best illustration of this eclecticism is the mixed educational nomenclature which employs familiar terms in unique ways. A "college" may be either a high school or a post-secondary institution. An "A-Level" program may lead to external examinations or merely describe a general studies curriculum of the first two years of post-secondary study. "Certificates" or "diplomas" typically refer to credentials awarded for specific, pre-professional training like nursing, teaching, or accounting; but a successfully completed secondary program also yields a "diploma." Two-year post-secondary academic institutions are often called "sixth forms," echoing British and Commonwealth structures leading to external examinations—but these "sixth forms"

generally offer standard two-year college curricula with few if any students preparing for external examinations. Even terms like junior college and community college can mislead: Corozal Community College is a high school, while Corozal Junior College is a post-secondary, two-year institution. Even more problematic for the American attempting to comprehend Belizean higher education is the fact that junior colleges in Belize are academically oriented institutions with selective admissions policies and strict requirements for program completion.

Despite the mix of approaches and terminology, what is clear is that post-secondary education in Belize is moving increasingly towards a US-oriented, junior college-based tertiary system in conjunction with very targeted, nationally relevant baccalaureate programs.

The majority of Belizean students enrol in higher education programs designed not to prepare them for A-Level examinations but to prepare them for jobs or for transfer either to the University College of Belize or to US institutions for completion of their baccalaureate degrees. All high school students who wish to matriculate at Belizean "Sixth Form" institutions must now submit either ACT or SAT scores. Throughout post-secondary education in Belize, a clear trend towards the adoption and adaptation of American educational practice has



emerged over the past decade. Since the late 1980's, four new institutions offer two-year curricula preparing students to transfer to upper division programs either in Belize or abroad. These institutions and others have focused increasing attention on continuous (as opposed to terminal) assessment through such mechanisms as regular testing and work assignments, required grade point averages, admissions standards that weigh personal references and typical academic progress as well as examination performance, and credit-hour accumulation as avenues to program completion.

Perhaps the clearest evidence of the trend towards a US-oriented system is the decreased emphasis on the A-Level examinations as the central credential for post-secondary study. As mentioned earlier, only four institutions offer A-Level programs. (In May of 1993, a fifth, Muffles College Sixth Form, began offering students the option of taking what is known as the A-Level "General Paper," a test principally of general knowledge and skill in English language. Muffles introduced the general paper as a means of external assessment of their own English language program; fewer than 20 students have opted for the examination since it was introduced, and performance data on these students were unavailable at the time of writing. The general paper is one option offered at the other institutions listed, and figures for students enrolling in and passing the general paper at these institutions are included.) The chart below shows the number of students in each of the four institutions, apart from Muffles, that offered A-Level examinations in 1995-96, along with the numbers who sat and the number who passed A-Level examinations.

Thus, of the total of 2,465 students enrolled in tertiary education in 1995-96, fewer than 400 sat the A-Levels and

INSTITUTIONS OFFERING A-LEVEL EXAMINATIONS 1995-96			
Institution	Total Number of Students	Number Sitting A-Level Exams	A-Level Passes
Corozal	265	140	92
St. John's	566	140	30
Stann Creek	67	53	20
Bze Technical	411	60	34

fewer than 200 achieved A-Level passes in any subject. Approximately 540 of the total 2,465 students were pursuing degrees at UCB; virtually all the remaining students, as well as most of those who sat A-Level exams, were pursuing associate degrees or professional certificates of one sort or another.

Clearly, the A-Level credential is neither sought nor attained by many Belizean students. At the same time, however, its value is deeply rooted in educational traditions in the country. Each year, the government offers two coveted "open scholarships," which cover the full costs of

the recipients' studying abroad in Britain, the US, or the Caribbean. The scholarships are awarded to the two top Belizean scorers on A-Level examinations—no alternative means exist to compete for the open scholarships.

## GOVERNANCE AND COOPERATIVE EFFORTS

Of the ten post-secondary institutions in Belize, two (Belize Teachers' Training College and Belize Technical College) are operated directly by the Ministry of Education; one, the College of Agriculture, by the Ministry of Agriculture; one, the Belize School of Nursing, by the Ministry of Health, although negotiations are underway to integrate the School of Nursing with the University College of Belize (UCB); three, Muffles College Sixth Form, St. John's College Junior College, and Stann Creek Ecumenical College, by religious bodies; one, Corozal Junior College, by a local governing board; and two, UCB and UCB/Belmopan Junior College, by an independent Council created under the UCB Act of 1988.

Differing administrative authorities and funding sources have contributed to contrasts in institutional climate, resources, and outcomes. At the same time, however, a recognized need for a coherent and cooperative development across the educational community has undergirded significant efforts towards collaboration. Most important among these efforts is the Association of Tertiary Level Institutions in Belize (ATLIB), a group comprised of all post-secondary institutions in the country that meets regularly and works to regularize, among other things, admissions procedures and record-keeping, curricular development, and professional standards. External efforts at cooperation include involvement by most institutions in various Caribbean and Commonwealth organizations as well as active participation in the Consortium for Belize Educational Cooperation (COBEC). Including all post-secondary Belizean institutions as well as all major US colleges and universities engaged in cooperative programs in Belize, COBEC is an association that supports efforts at tertiary development in Belize through the sponsorship of specific projects, the offering of scholarships for Belizeans at US institutions, and assistance to Belizean institutions in curricular and professional development ventures.

## INSTITUTIONS

### BELIZE COLLEGE OF AGRICULTURE

Located in the rich farming country of Cayo District, the College of Agriculture offers a two-year Associate of Arts program in general agriculture that blends practical work with classroom study. Students' backgrounds are diverse, but all must have completed secondary school to be admitted.

### BELIZE SCHOOL OF NURSING

The School of Nursing offers a three-year program, heavily clinical, that is shaped by the *Blueprint for Regional Examinations* developed by the Caribbean Council of

Nurses. Admission standards include three CXC passes, including English, mathematics, and a science, as well as an entrance examination. Curricula lead to a certificate in practical nursing or a diploma in professional nursing. Midwifery and rural health nursing programs also lead to the award of certificates after one or two years' training, respectively. As mentioned earlier, discussions are currently underway regarding the possible merger of the School of Nursing with the University College of Belize.

### **BELIZE TEACHERS' TRAINING COLLEGE**

BTTC provides professional training and certification for primary school teachers. A two-level program culminates in a Certificate in Education. Level One involves 36 weeks of instruction followed by a 14 week practicum; students with two years of prior teaching experience and a B grade in the practicum are eligible to enter Level Two, which consists of 36 weeks of instruction and four weeks of student teaching. Students without prior teaching experience must complete the requisite two years of teaching before entering the Level Two program. BTTC also provides a variety of in-service training programs for teachers and administrators to prepare them for teachers' examinations. It recently introduced a distance education program to provide training for primary school principals as well as for the Level II teacher qualification. The teacher training program, with strong historical roots in the Caribbean Commonwealth system, is currently in transition and increasingly reflects the US experience of many of the BTTC faculty. Most of the students are on study leave from schools where they are teaching as "unqualified" (non-certified) teachers.

### **BELIZE TECHNICAL COLLEGE**

BTC awards associate degrees in arts and sciences and in applied science upon the successful completion of a two-year course of study. Curricula are organized under departments of building, business studies, engineering, and sciences. Paralleling the associate of arts and sciences curricula are courses preparing students for the external City and Guilds examinations for building and engineering and A-Level examinations in the sciences; about 15% of students sit the A-Levels. Many students enter employment directly upon completion of their two-year associate degrees.

### **COROZAL JUNIOR COLLEGE**

Founded in 1986, CJC provides two-year courses of study leading to associate degrees in business, arts and/or sciences, and secretarial science. Admission requirements include high school completion, a passing score on an entrance exam and passes in CXC English and mathematics. Specific course requirements in relevant fields are also required for admission to the business and secretarial programs. Once admitted, all students take support courses in English and Mathematics. The arts and sciences program utilizes Cambridge A-Level syllabuses in biology, chemistry, economics, English literature, mathematics, physics and Spanish, and approximately half the students take A-Level

examinations. Business and secretarial curricula are comprised of a set program of courses.

### **MUFFLES COLLEGE SIXTH FORM**

Muffles was established in 1992 in response to a growing need for post-secondary education in the Orange Walk district. Students may be admitted to associate degree programs in business, secretarial, or general studies; each program includes courses in a support core, which is equivalent to a general education requirement; a professional core, which involves courses in the major field; and electives.

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The general studies degree is closely parallel to the two-year general education program at most US institutions. Since 1995, Muffles students have been able to sit the A-Level "general paper," a measure of general knowledge and English language skills. Applicants to Muffles must have a high school diploma or its equivalent, rank in the upper half of their graduating classes, and submit "acceptable" scores on the ACT and CXC math and English examinations. Since 1993, Muffles has administered its own entrance examination, required of all students. Students must also submit two recommendations.

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

The oldest and most prestigious of Belizean educational institutions, St. John's was established by Jesuits in the 1880's as a boys' secondary school. Since 1952, it has been offering post-secondary education; since 1964, it has been co-educational. St. John's offers curricula in business, arts, arts and sciences, general studies, secretarial science, and sciences leading to associate degrees in its day programs, and an associate degree in business administration in an evening program. Students may combine study towards the associate degree with the narrower and more specialized syllabuses preparing them to sit the advanced level examinations, which about 25% do. All courses of study include required support courses in English, theology, and mathematics as well as a professional core in the areas of specialization.

Applicants to St. John's must submit high school transcripts, two references from high school, an ACT score, and CXC scores in mathematics and science, for arts and sciences, as well as scores in the subjects in which they plan to specialize. Students must stand in the upper half of their high school graduating class to be considered for admission. To reflect its emphasis on the associate degree curricula over A-Level preparation, St. John's College

changed its name in 1996 from "St. John's College Sixth Form" to "St. John's College Junior College."

### STANN CREEK ECUMENICAL COLLEGE

Established in 1986 as a distinct entity of the Anglican-Catholic Ecumenical College providing secondary education in the southern coastal center of Dangriga, Stann Creek offers associate degree programs in business, science and mathematics, arts and sciences, arts, and general studies; actual offerings vary from year to year depending on availability of faculty and student demand. While about 80% of students sit A-Level examinations, only about a third receive passes in A-Level subjects. Admission requirements include completion of high school, ACT and college placement scores, CXC general level English scores, CXC math scores (for science students), and CXC scores in the subjects of their specialization.

### UNIVERSITY COLLEGE OF BELIZE

The University College of Belize (UCB) was established in 1986 as a replacement for the Belize College of Arts, Science and Technology, a first initiative towards comprehensive tertiary level education in the country. UCB was established as Belize's baccalaureate institution offering upper division courses that would build on the

ACT score, high school transcripts, two references, and a pass on a matriculation examination set by UCB. Admission to certificate or diploma courses requires a high school diploma or its equivalent, program specific courses, a passing score on a placement examination, and two references. Since its founding a decade ago, UCB has steadily grown in the range of programs it offers and in its efforts to respond to Belizean needs for higher education. At the same time, its emphasis on upper division baccalaureate offerings has sparked a parallel emphasis in the sixth form and junior college institutions on expansion of the associate degree programs. Limited resources have prevented the institution's expanding its range of baccalaureate offerings, so that students who pursue degrees other than business or secondary education must study outside Belize.

### UCB-BELMOPAN JUNIOR COLLEGE

In 1992, a new junior college was initiated under the aegis of UCB as part of a larger plan for a multi-functional, multi-campus UCB. Located in the nation's capital, BJC provides Belize's western district with academic tertiary education as part of the larger UCB administrative structure. BJC offers courses leading to the associate degree in general studies with concentrations in mathematics, English, business studies, business administration or secretarial studies; these programs are designed to articulate smoothly with the baccalaureate programs at the Belize City campus of UCB. For the associate of arts programs, approximately half the credit requirements are in a general core of courses in humanities, mathematics, natural sciences, and social sciences. BJC also offers a one-year certificate program in accounting.

Entry requirements to BJC include completion of high school, submission of a high school transcript, an "acceptable" ACT score, two recommendations, and a passing score on an entrance examination. Applicants should have either five years of relevant work experience or four CXC results at designated pass levels.

### THE TRANSFER ISSUE

Because of the paucity of opportunities for baccalaureate-level programs in Belize, most Belizeans go abroad for advanced post-secondary study. Even with the development of UCB, this pattern continues, since UCB offers limited programs and is unlikely to expand the number of programs significantly in the near future. Traditionally, students went either to the University of the West Indies or to Britain for further studies. Since the early 1980's, however, Belizeans have increasingly sought higher education in the United States; today the vast majority travel to the US for baccalaureate and post-graduate work. Both the absolute numbers and the percentage of Belizeans seeking US degrees has increased, and most of these students attempt to enter US institutions as transfer students after completing "sixth form" or associate degree programs in Belize.

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lower division, associate of arts programs offered elsewhere in the country.

While in its early years UCB was closely linked with a US institution and offered programs paralleling those at that institution, in 1990 it became independent under the authority of its charter, the University College of Belize Act of 1988. Since then, it has grown both in numbers of students served and in the range of programs it offers. Today, UCB offers B.Sc. degrees in business administration and in certain fields of secondary education (biology, business education, chemistry, and mathematics), B.A. degrees in English Education (secondary), certificates in English as a Second Language and Paralegal Studies and professional education, and associate degrees in laboratory technology and pharmacy.

Admission to baccalaureate programs requires completion of the associate degree or its equivalent with a 2.5 or better GPA, program specific courses, a matriculation examination set by UCB, and two recommendations. Applicants to the associate programs must have passes in four CXC subjects, a high school diploma, an "appropriate"

The evaluation by US admission offices of credits awarded from Belizean institutions thus becomes a key issue in the educational progress of Belizean students. Confusion over the mixed terminology of education in Belize and, until recently, the difficulty of accessing information on admission standards, course content, and program completion standards have made the evaluation of credits for transfer a challenge. For the past decade, a complicating factor in evaluating transfer credit has been the 1987 PIER report which recommended transfer of arts, arts and sciences, or science courses following A-Level syllabuses of a "maximum of 30 semester units determined on the basis of external examination results rather than the record of courses and grades" (emphasis added). For associate of arts in general studies, business, and secretarial sciences based on internally developed syllabuses, the PIER report recommended "special caution" with "possible transfer credit up to a maximum of 30 semester units." Given the low percentage of students taking and passing A-Level examinations, a common result of these recommendations has been the award of minimal or no credit for post-secondary academic work. Ironically, the movement in Belize towards an American-style junior college curriculum has often meant penalties for Belizeans transferring to US institutions.

An update of the PIER report was issued in 1996. While it recognizes the shift in post-secondary education to associate-level programs patterned after US junior colleges and lower division curricula, it makes no revision in the 1987 recommendations and in fact refers admission officers to the 1987 report for detailed discussion of Belizean post-secondary education. It seems unlikely that admissions officers unfamiliar with the complexity of post-secondary education in Belize will be inclined to award adequate credit for associate-level work on the basis of the PIER update.

The more important issue is, of course, whether students transferring to US institutions who DO receive maximum credit for work in Belize are adequately prepared to complete US baccalaureate degrees. Many Belizeans have studied in the US, and many of those have received advanced placement for work completed in Belizean institutions. How have they fared?

Anecdotal evidence suggests that students transferring into US institutions as juniors have performed extremely well. Between 1986 and 1996, 433 Belizeans studied for undergraduate degrees under the Central American Peace Scholarships (CAPS) program. CAPS personnel at the USAID office in Belize report that only a tiny percentage of these students failed to maintain superior records and complete their degrees. A random sample of 10 students from 81 for whom complete records were available showed that, of nine admitted as juniors, all completed degrees and all but one maintained grade point averages at their US institutions of 3.4 or better.

In a survey conducted in 1996 by the co-authors of this article, US institutions having experience with numbers of Belizean transfer students were asked to respond to a series of questions regarding these students, including:

- the number of Belizeans admitted to undergraduate programs, the number who completed degrees, and the number who left without finishing degrees
- the percentage receiving transfer credit, the number admitted as juniors, and the average number of credit hours transferred from Belizean institutions
- the grade point averages of students admitted to junior standing from Belize

Eleven institutions were sent the survey and five responded. Of the five institutions that responded, one was a large,

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publicly supported research university, two were medium-sized regional state institutions and two were small liberal arts colleges. A total of 90 students had been admitted as undergraduates to these institutions, with 77 having completed their degrees and only four having left without finishing. All of the institutions awarded transfer credit, and 68 of 84 students were admitted as juniors (data on class rank were unavailable from one institution with 16 students). Semester transfer credit hours ranged from a minimum of 30 to a maximum of 63; the average was 60. Grade point averages of students admitted as juniors ranged from a 2.0 to 4.0, with the average a 3.26.

While this is not a comprehensive survey, the results strengthen the conclusion, based on anecdotal evidence, that Belizean students who receive maximum transfer credit for associate programs in Belize are usually well prepared to excel in upper division work at US institutions. There seems to be reason at least to consider post-secondary, associate-level work in Belize for transfer credit apart from external examinations.

For admission officers or transcript evaluators, general conclusions are not helpful in determining exactly what credit to give for specific courses or programs. Fortunately, information on courses, course content, admission and grading standards at Belizean institutions is much more accessible than it was a few years ago. All of the tertiary level institutions now publish detailed college catalogues or bulletins that describe academic programs, admission criteria, grading systems, and criteria for award of degrees. For current courses, detailed syllabuses are available from most institutions. The two associations described earlier—ATLIB and COBEC—can be useful sources of information on programs and institutions. Israel Cano, Dean of Belmopan Junior College, is currently chairman of ATLIB. He can be contacted by mail at P.O. Box

340, Belmopan, Belize, by fax at 501-8-23735, or by e-mail at ICAN@AJC.edu.bz.

The current chairman of COBEC is the co-author of this article, Tracy Harrington. He can be contacted at Valdosta State University, Valdosta, Georgia 31698. His fax is 912-245-3849; e-mail is tharring@grits.valdosta.peachnet.edu

By any measure, Belize is a small country that fits only awkwardly into the various categories available for convenient

classification. It is Caribbean and Central American, British in its traditions but increasingly American in its external affiliations and—most important—uniquely Belizean in its cultural, social, and educational blending of traditions and influences. It is a country worth understanding on its own terms and for its own sake.

### ASSOCIATE DEGREE REQUIREMENTS (May, 1993)

Program Requirements	Business Admin.	Mathematics	English Studies	Business Studies	Secretarial Studies
Total credits	70	70	70	70	70
General Core	37	37	37	37	37
Concentration	24	24	24	24	24
Education	6	6	6	6	6
Elective	3	3	3	3	3
Non-credit	2	2	2	2	2

### GRADUATION REQUIREMENTS

Quality Standards:	GPA of 2.5 overall
English Competency:	A minimum grade of C (2.0) in core English courses taken (Engl 111 and 112)
Spanish Competency:	A minimum grade of C (2.0) in core Spanish courses taken (Span 111 and 112)
Humanities:	(Included in General Requirements)
Social Sciences:	(Included in General Requirements)
Benefits:	Easy transfer into UCB

### GENERAL REQUIREMENTS (Core Requirements) 46 Hours

AREA I Course ID	HUMANITIES Description	18 HOURS Credits	AREA III Course ID	SOCIAL SCIENCES Description	15 Hours Credits
Eng 111	College English I	3	Soc 121	Introduction to Sociology	3
Eng 112	College English II	3	P'syc 121	Introduction to Psychology	3
Span 111	Intermediate Spanish	3	Econ 221	Principles of Economics I	3
Span 112	Advanced Spanish	3	Educ 140	Introduction to Education	3
Hist 201	Belizean History	3	Educ 240	Educational Psychology	3
Phil 210	Ethics	3			
AREA II Course ID	MATHEMATICS & NATURAL SCIENCES Description	10 HOURS Credits	AREA IV Gstu 101	OTHER Study Skills	Credits 0
Math 121	Intermediate Algebra	3			
Cmps 140	Introduction to Computer Studies	3			
Nasc 210	Natural History of Belize	4			
			AREA V	Free Elective	Chosen from any of the above areas 3

## ENGLISH

**Aim:** The BJC Associate Degree-English concentration curriculum is designed upon the principle that life and language are bound together. A thorough study of the language should enable students to master the technical skills of language and allow them to secure facts and feelings that will empower them to adeptly communicate in formal and informal situations. This empowerment will enable the student to contribute positively in the personal, social, political and psychological development of our democratic society.

Course ID	Description	Credits
Litr 150	Survey of Literature I	3
Litr 210	British Literature	3
Litr 240	Caribbean Literature	3
Litr 260	Survey of Literature II	3
Litr 270	African Literature	3
Litr 280	Literature of the Americas	3
Engl 123	Grammar and Usage	3
Engl 221	Advanced Composition	3

**ENGLISH PROGRAM SEQUENCE  
FIRST YEAR**

Semester 1		
Course ID	Description	Credits
Engl 111	College English I	3
Span 111	Intermediate Spanish	3
*Soc 121	Introduction to Sociology	3
Math 121	Intermediate Algebra	3
Cmps 140	Introd. to Computer Studies	3
Gstu 101	Study Skills	<u>0</u>
		15

\*Anth 111 (Introduction to Anthropology)  
may be offered in place of Soc 121.

Semester 2		
Course ID	Description	Credits
Engl 112	College English II	3
Span 112	Advanced Spanish	3
Psyc 121	Introduction to Psychology	3
Litr 150	Survey of Literature II	3
Engl 123	Grammar and Usage	3
Educ 140	Introduction to Education	<u>3</u>
		18

**SECOND YEAR**

Semester 1		
Course ID	Description	Credits
Hist 201	Belizean History	3
Econ 221	Principles of Economics I	3
Litr 260	Survey of Literature II	3
Litr 270	African Literature	3
Litr 210	British Literature	3
Educ 240	Educational Psychology	<u>3</u>
		18

## Semester 2

Course ID	Description	Credits
Nasc 210	Natural History of Belize	4
Phil 210	Ethics	3
Litr 280	Literature of the Americas	3
Engl 221	Advanced Composition	3
Litr 240	Caribbean Literature	3
	Elective	<u>3</u>
		19

**Total number of credits for Associate Degree in General Studies with Concentration in English: 70**

## MATHEMATICS

**Aim:** The BJC Degree in General Studies with specialization in Mathematics is designed to adequately prepare students to enter fields which require mathematics as a major component. The curriculum also ensures that the student who wishes to enter the field of teaching is equipped to impart the concepts which underlie the topics taught at the secondary school level. Since the program provides a firm foundation for all fields of mathematics, the student who wishes to pursue a further degree in mathematics or desires to pursue a career in applied mathematics would have been provided with the necessary foundation to do so.

Quite often, an Associate Degree is only a minor indication of the student's field of interest. It is therefore important that students be afforded the best possible look at all subject matter he/she encounters. The mathematics program makes a serious attempt to give students a look at a good representation of the scope of mathematics they can and might encounter as they pursue further study. The practical applications which are planned as part of every course are designed to make students aware of the many careers open to the person who, through a careful study of mathematics, has learned to think in a systematically analytical form and to work in a *consistently accurate* manner.

Course ID	Description	Credits
Math 124	Trigonometry	3
Math 125	Advanced College Algebra	3
Math 210	Differential Calculus	4
Math 220	Integral Calculus	4
Math 230	Probability and Statistics	3
Math 250	Applied Mathematics	3
Cmps 240	Computer Programming	4

**Total number of credits for Associate Degree in General Studies with Concentration in Mathematics: 70**