

**PAUL QUINN**  
C O L L E G E

# 2013-2015 CATALOG



[www.PQC.edu](http://www.PQC.edu)

Revised August, 2014

Paul Quinn College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) [P.O. Box 328, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org]. TRACS is recognized by the United States Department of Education (USDOE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The Texas Higher Education Coordinating Board has granted a Certificate of Authorization to Paul Quinn College to award the following Bachelor of Science degrees:

Business Administration – Accounting  
Business Administration – Management  
Legal Studies  
Education - Physical Education  
Education - Early Childhood to Sixth Grade  
Biology  
Computer Science

This certificate does not constitute accreditation; the issuance of this certificate attests only to the institution's having met the Board's standards established for nonexempt institutions.

Questions or complaints about the institution should be addressed to:

Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, TX 78711-2788  
512.427.6200

Paul Quinn College admits students of any race, color, religion, sex, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the College. It does not discriminate on the basis of race, color, religion, sex, sexual orientation, or national or ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs. No handicapped person is, on the basis of the handicap, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Paul Quinn College. For information regarding the Americans with Disabilities Act, contact the Vice President of Academic Affairs.

The catalog presents information regarding admission requirements, offered courses, degree requirements, tuition, fees, and the general rules and regulations of Paul Quinn College. The information was as accurate as possible at the time of publication. Updates will be made in the catalog as needed. Such changes will be publicized through normal channels and updated to the electronic version available via the College website.



# PAUL QUINN COLLEGE

## Office of the President

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Dear Quinnites:

On behalf of the Board of Trustees, faculty, staff, and alumni, I welcome you to Paul Quinn College and the Quinnite Nation. It is a pleasure to present the current College Catalog. This document has been carefully prepared for the presentation of our mission, academic programs, and the academic policies and procedures of the College.

At Paul Quinn College, we strive to be an institution of higher education that is fully committed to preparing its students for lives dedicated to service and leadership. Quinnites are taught to lead by combining an unwavering faith in the Lord with a strong moral compass and financial savvy.

As a Quinnite, we hope at you will embrace and never forget your commitment to the “Four Ls of Quinnite Leadership:

*Leave places better than you found them;*

*Live a life that matters;*

*Lead from wherever you are;*

*Love something greater than yourself.*

If you have any questions, please know you are never alone. We are always here for you. You have done more than matriculated at a college. You have joined a family. If you need assistance from the Office of the President, please call 214-379-5577 or send an email to [President@pqc.edu](mailto:President@pqc.edu).

I look to forward to seeing you soon and often.

Take care,

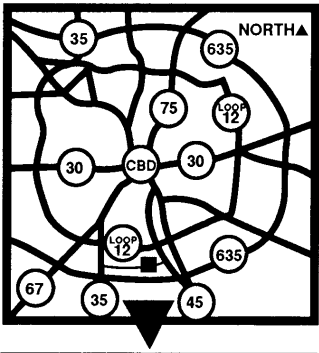
Michael J. Sorrell, Esq.  
President

## Contact Information

Paul Quinn College  
[www.PQC.edu](http://www.PQC.edu)  
 3837 Simpson Stuart Road, Dallas, TX 75241-4398

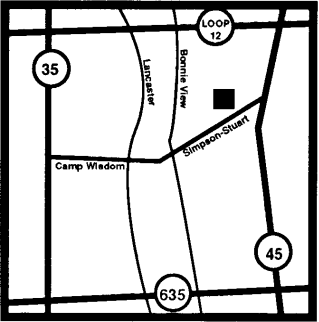
Academic Advising	<a href="mailto:advising@pqc.edu">advising@pqc.edu</a>	214-379-5425
Academic Affairs	<a href="mailto:academicaffairs@pqc.edu">academicaffairs@pqc.edu</a>	214-379-5484
Alumni Affairs	<a href="mailto:cbryan@pqc.edu">cbryan@pqc.edu</a>	214-379-5577
Athletics	<a href="mailto:lprice@pqc.edu">lprice@pqc.edu</a>	214-379-5484
Bursar (Student Billing)	<a href="mailto:mmitchell@pqc.edu">mmitchell@pqc.edu</a>	214-379-5560
Campus Clubs and Organizations	<a href="mailto:studentaffairs@pqc.edu">studentaffairs@pqc.edu</a>	214-379-5420
Campus Security	<a href="mailto:security@pqc.edu">security@pqc.edu</a>	214-379-5599
College Registrar (Transcript Requests)	<a href="mailto:registrar@pqc.edu">registrar@pqc.edu</a>	214-379-5412
Donations to Paul Quinn College	<a href="mailto:cbryan@pqc.edu">cbryan@pqc.edu</a>	214-379-5577
Enrollment Management (Admissions)	<a href="mailto:admissions@pqc.edu">admissions@pqc.edu</a>	214-379-5577
Facilities	<a href="mailto:facilities@pqc.edu">facilities@pqc.edu</a>	214-379-5403
Faculty	<a href="mailto:academicaffairs@pqc.edu">academicaffairs@pqc.edu</a>	214-379-5484
General Information	<a href="mailto:Adminssions@pqc.edu">Adminssions@pqc.edu</a>	214-376-1000
Health Services	<a href="mailto:gdavis@pqc.edu">gdavis@pqc.edu</a>	214-379-5526
Information Technology / Computing	<a href="mailto:helpdesk.pqc.edu">helpdesk.pqc.edu</a>	214-379-5436
Lucy Residence Hall	<a href="mailto:studentaffairs@pqc.edu">studentaffairs@pqc.edu</a>	214-379-5455
President's Office	<a href="mailto:vwilson@pqc.edu">vwilson@pqc.edu</a>	214-379-5515
Scholarships and Financial Aid	<a href="mailto:finaid@pqc.edu">finaid@pqc.edu</a>	214-379-5497
Student Government Association	<a href="mailto:studentaffairs@pqc.edu">studentaffairs@pqc.edu</a>	214-379-5551
Student Support Services (TRIO)	<a href="mailto:SSS@pqc.edu">SSS@pqc.edu</a>	214-379-5500
Testing and Disability Services	<a href="mailto:AcademicAffairs@pqc.edu">AcademicAffairs@pqc.edu</a>	214-379-5500
Upward Bound	<a href="mailto:awilson@pqc.edu">awilson@pqc.edu</a>	214-379-5419
WE Over Me Farm	<a href="mailto:pqcfarm@pqc.edu">pqcfarm@pqc.edu</a>	214-379-5457
Zale Library	<a href="mailto:cweeks@pqc.edu">cweeks@pqc.edu</a>	214-379-5565
Human Resources	<a href="mailto:lprice@pqc.edu">lprice@pqc.edu</a>	214-379-5485

## Maps and Directions



**From Downtown Dallas:** Take Interstate 45 South (Houston). Take the Simpson Stuart Road exit and turn right (west). The campus located one-half mile west of I-45, on the right-hand side of the street.

**From Fort Worth/Arlington/Grand Prairie/Duncanville:** Take Interstate 20 east. Exit Bonnie View road and turn left (north), for 2 miles. Turn right (east) at Simpson Stuart Road, and head one-half mile. The campus will be on your left-hand side.



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**WE ARE**  
**PAUL QUINN COLLEGE:**  
***The Quinnite Nation***



## WE ARE PAUL QUINN COLLEGE: *THE QUINNITE NATION*

### OUR MISSION

The mission of Paul Quinn College is to provide a quality, faith-based education that addresses the academic, social, and Christian development of students and prepares them to be servant leaders and agents of change in their communities.

### CHRISTIAN PHILOSOPHY OF EDUCATION

Paul Quinn College is a unique Christian institution of higher education. It is faith-based, four-year, undergraduate, coeducational, liberal arts institution founded by and affiliated with the African Methodist Episcopal Church. Originally founded in 1872 to educate freed slaves and their offspring, Paul Quinn College is the oldest Historically Black College (HBCU) west of the Mississippi River. Throughout its history, the college has continued to affirm the Biblical and theological foundations of the African Methodist Episcopal Church and commits to a Christian philosophy of education that reflects its foundations.

Our foundational beliefs are imbedded in the Paul Quinn educational experience that addresses the academic, social, and Christian development of students. As we prepare Christian men and women, we provide a balance between a challenging academic education and the building of character based on our foundational Christian beliefs and values.

As a Christian faith-based liberal arts institution, we holistically prepare our students to be servant leaders, agents of change in their communities, and students with a Christian perspective of the world. While we strive to teach our students to challenge conventionality through the development of their minds, bodies and souls, our work does not end there.

Our Christian obligation is to surpass our educational purpose by embedding into the academic experience and curriculum the means for students to shape their faith-based spiritual development. We prepare men and women for life through educational experiences that instill Christian foundational values, knowledge, and perspective. Our curriculum, student life experiences, and Christian focus are designed, implemented, and continuously revised for this purpose.

Although programs are designed for all students that desire to learn in a Christian community, we welcome students from all faiths who are willing to follow the policies, practices, and educational objectives of the institution. The College is committed to providing an exceptional liberal arts education, and as a Christian institution, our students will actively engage as servant leaders and global citizens.

### **Four Ls of Quinnite Leadership**

The Four Ls of Quinnite Leadership were created to articulate the College's vision for the ethical engagement and Christian Leadership development of students, faculty members and staff members. The Four Ls symbolize the moral compass and ethos of Paul Quinn College, and provide the ethical guidepost for the Quinnite Nation.

The Four Ls of Quinnite Leadership are:

*Leave places better than you found them;*  
*Live a life that matters;*  
*Lead from wherever you are;*  
*Love something greater than yourself.*

## **Institutional Objectives 2008-2014**

Paul Quinn College has enjoyed a long and rich heritage in educating and preparing young adults for the future of our communities, country and the world. The College strives to provide the highest in educational excellence for students and is committed to the following objectives through academic programs, support services, and outreach to society:

- To fully adhere to and embody the standards of our accrediting body;
- To strengthen the College's fiscal posture by increasing revenues annually through fundraising and grant writing.
- To expand and strengthen student recruitment and retention programs;
- To improve institutional effectiveness through data analysis and data-guided decision making;
- To ensure financial fidelity to the campus mission and stewardship of all campus resources through transparent operational procedures;
- To expand and fortify the academic environment of the College through the development of rigorous, relevant, and marketable majors;
- To provide programs, activities, and services for the holistic development of students academically, physically, socially, and spiritually;
- To cultivate partnerships and improve involvement and collaboration with external partners and corporate entities in order to increase access to a variety of educational, civic and business opportunities;
- To ensure that all college units comply with government standards related to grant specifications, accreditation, institutional statistics, and reporting deadlines;
- To preserve academic integrity through quality advisement for all students;
- To empower students, faculty, and staff so that they may voice concerns, present ideas for policy changes, and express opinions about the College;
- To ensure that the Academic Departments have the primary responsibility of making recommendations in areas of curriculum and academic standards;
- To transform campus culture and service standards through clearly articulated expectations and operational procedures for each unit of the College;
- To expand the technological capacity of the College to facilitate growth, improve communications, and improve data collection;
- To attract exceptional employees;
- To enhance the environment of both the campus and the community by developing and implementing construction and renovation phases of the campus master plan.

## **EDUCATIONAL OBJECTIVES FOR ACADEMIC PROGRAMS 2009-2014**

Paul Quinn College is committed to providing a quality education that is rooted in the Christian faith and designed to produce intellectually prepared students who enter the workplace and society ready to make substantive contributions as leaders and change agents.

Objective 1 - To prepare students for their career choices through an academically rigorous curriculum

Objective 2 - To offer a strong Christian-based general education core curriculum that is inspired by the study of liberal arts and will provide a strong foundation for the student's intended major

Objective 3 - To provide a comprehensive assessment plan in every department

Objective 4 - To prepare students for global citizenship as servant leaders in a diverse and interdependent world through curricular and co-curricular choices

Objective 5 - To recruit and develop a highly qualified faculty

## CONFESSION OF OUR FAITH

### The Doctrinal Statement of Paul Quinn College

Paul Quinn College, its students and employees, affirm the Biblical and theological foundations of *the African Methodist Episcopal Church* and commit ourselves to fulfilling the mission and philosophy of education that reflects our foundations. These beliefs are enumerated in the Articles of Religion, the Standard Sermons of John Wesley and the Apostle's Creed.

#### APOSTLE'S CREED

I believe in God the Father Almighty, Maker of heaven and earth, and in Jesus Christ his only son our Lord who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead; and buried. The third day he arose from the dead' he ascended into heaven and sitteth at the right hand of God the Father Almighty; from thence he shall come to judge the quick and the dead. I believe in the Holy Spirit, the Church Universal, the communion of saints, the forgiveness of sins, the resurrection of the body and the life everlasting. Amen

#### FOUNDATIONAL BELIEFS

**The Trinity:** There is but one living and true God, everlasting, without body or parts, of infinite power, wisdom and goodness; the maker and preserver of all things, both visible and invisible. And in unity of this God-head, there are three persons of one substance, power and eternity; the Father, the Son and the Holy Ghost. (Article I)

**Deity and Humanity of Christ:** The Son, who is the Word of the Father, the very and eternal God, of one substance with the Father, took man's nature in the womb of the blessed Virgin; so that two whole and perfect natures, that is to say, the God-head and manhood, were joined together in one person, never to be divided, whereof is one Christ, very God and very man, who suffered, was crucified, dead and buried, to reconcile his Father to us, and to be a sacrifice, not only for original guilt, but also for actual sins of men. (Article II)

**The Bible:** The Bible is primary, authoritative and informative in all matters of faith and practice; all Scripture is given by inspiration of God (2 Tim. 3:16-17). The Holy Scripture containeth all things necessary to salvation; so that whatever is not read therein, nor may be proved thereby, is not to be required of any man, that it should be believed as an article of faith, or be thought requisite or necessary to salvation. In the name of the Holy Scriptures, we do understand those canonical books of the Old and New Testament, of whose authority was never any doubt in the Church. (Article IV)

**Creation:** God is creator of all. (Genesis 1:1) "All things where made by Him, and without Him was not anything made that was made." (John 1:3) We agree with John Wesley (Sermon 56) when he said, "When God created the heavens and the earth, and all that is therein, at the conclusion of each day's work it is said, "And God saw that it was good.'" (Genesis 1:1-27). Thus, we believe that creation occurred in six literal days.

**Redemption:** Not every sin willingly committed after justification is the sin against the Holy Ghost, and unpardonable. Wherefore, the grant of repentance is not to be denied to such as fall into sin after justification. After we have received the Holy Ghost, we may depart from grace given, and fall into sin, and by the grace of God, rise again, and amend your lives. And therefore they are to be condemned who say they can do no more sin as long as they live here; or deny the place of forgiveness to such as truly repent. (Article XII)

**Salvation:** We are accounted righteous before God only for the merit of our Lord and Savior, Jesus Christ, by faith, and not by our own works or deserving; wherefore, that we are justified by faith only, is a most wholesome doctrine, and very full of comfort. (Article IX)

**Second Coming:** Jesus Christ his only son our Lord who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead; and buried. The third day he arose from the dead' he ascended into heaven and sitteth at the right hand of God the Father Almighty; from thence he shall come to judge the quick and the dead. (Apostle's Creed)

**Heaven and Hell:** And he who was seated on the throne said, "Behold, I am making all things new." Also he said, "Write this down, for these words are trustworthy and true." And he said to me, "It is done! I am the Alpha and the Omega, the beginning and the end. To the thirsty I will give from the spring of the water of life without payment. The one who conquers will have this heritage, and I will be his God and he will be my son. But as for the cowardly, the faithless, the detestable, as for murderers, the sexually immoral, sorcerers, idolaters, and all liars, their portion will be in the lake that burns with fire and sulfur, which is the second death." (Revelation 21:5-8)

**Satan:** Satan is a real being, a fallen angel, the tempter and the accuser. We believe we are to follow the admonition of James: “Submit yourselves therefore to God. Resist the devil, and he will flee from you” (James 4:7)

## OUR HISTORY

Paul Quinn College was founded by a small group of African Methodist Episcopal preachers, under the leadership of Bishop J. M. Brown, in Austin, Texas, on April 4, 1872. The school's original name was the Connectional High School and Institute and its purpose was to educate freed slaves and their offspring. In 1877, the College moved to Waco, Texas, and was renamed Waco College. The College was housed in a modest one-building trade school, where students were taught the skills of blacksmithing, carpentry, tanning and saddle work.

Later, under the direction of Bishop William Paul Quinn, A.M.E. districts were developed throughout the South and tasked with raising funds to support the College. Under Bishop Quinn's direction, the College expanded its land ownership by purchasing more than twenty acres. The College's curriculum also expanded to include the subjects of Latin, mathematics, music, theology, English, carpentry, sewing, and household work.

In May 1881, the College was chartered by the state of Texas, and its name was changed to Paul Quinn College in commemoration of the contributions of Bishop William Paul Quinn.

In 1990, as a result of a gift from Dallas businessman Comer Cottrell, the College relocated to its present home in Dallas, Texas. The College now resides on 147 acres of beautiful rolling hills and trees just south of downtown Dallas.

Since 2007, the College has entered into a new era symbolized by its “Four Ls of Quinite Leadership”: Leave places better than you found them; Lead from wherever you are; Live a life that matters; and Love something greater than yourself. This new era has resulted in a number of national honors, including being named “2011 HBCU of the Year”, the fifth most underrated HBCU in America, and “2012 HBCU Student Government Association of the Year”. Additionally, President Michael J. Sorrell was selected as the “2012 HBCU Male President of the Year”.

# **Prospective Students**

## ADMISSIONS

Paul Quinn College accepts, without regard to race, color, religion, sex, creed, sexual orientation, or national origin, qualified students who will benefit from its academic programs.

### APPLICATION PROCEDURES

#### *Admission Criteria for Traditional Freshmen*

- Minimum grade point average of 2.5 on a 4.0 scale
- A preferred ACT composite score of 17 or higher or SAT combined score of 1210 or higher
- COMPLETED application packet
  - Student information via PQC's application portal (below)
  - High school transcript(s) - Students who take fewer than fifteen (15) credit hours are required to submit both college and high school transcripts. We will accept electronic or faxed copies of transcripts until the official transcripts are received by the College.
  - High school transcript(s) (and college/university transcript[s] for those who have earned fewer than fifteen [15] credit hours). Please note that scanned or electronic unofficial transcripts can be submitted until an official hard copy of transcript(s) and standardized test scores are submitted.
  - Letter of recommendation from a high school principal, teacher, or guidance counselor
  - Presentable photograph (JPEG no larger than 500KB recommended)
  - 500 word essay on "Which of the 'Four Ls of Quinnite Leadership' is your favorite and why?" The Four Ls of Quinnite Leadership are:
    - LEAVE places better than you found them.
    - LEAD from wherever you are.
    - LIVE a life that matters.
    - LOVE something greater than yourself.
  - Interview with a Paul Quinn representative either in person, via video or phone

Applications are reviewed by the College's admissions committee. Upon review, applicants are notified of their status by the Office of Enrollment Management.

### RECOMMENDED HIGH SCHOOL CURRICULUM

Students applying for admission as first-time freshmen should have graduated from high school, or the equivalent, with a minimum grade point average of 2.5. Applicants' records should show progress toward high school graduation, with at least 15 units of English, mathematics, social studies, natural sciences, and/or foreign languages. Four units of English should be included. ACT or SAT scores are required for admission review. Students who have not graduated from high school may submit results of the General Educational Development (GED) test, along with a transcript of any high school work completed.

### HOME-SCHOOLED APPLICANTS

Students who have been home-schooled follow the same procedures for admission as any other first-time freshman or transfer applicant, including the submission of an official transcript.

### TRANSFER ADMISSIONS

A transfer student is anyone entering the College as a student from another institution of higher learning. The following policies apply to transfer applicants:

1. Transferable credits are hours taken at other accredited institutions. Some courses not regarded as consistent with a liberal arts curriculum may not be accepted toward a degree;
2. After earning 60 semester hours at a junior or senior college, a student may not take additional work at an external institution and have it apply toward a degree from the College;

3. Candidates with fewer than 15 transferable semesters must submit a final high school transcript and official ACT or SAT scores may be requested as part of the application credentials for any transfer student;
4. A transfer student must complete the full application process for the College;
5. Transfer credit is given only for courses in which the student earned a C or higher. An overall grade point of 2.5 on a 4.0 scale is required for admissions. Developmental and remedial courses will not count toward degree completion; and
6. Transfer credit is given only for courses which will count toward the selected Paul Quinn College major; and only the transfer courses counted toward the Paul Quinn major will appear on the official College transcript.
7. The College reserves the right to accept or deny credits earned in the general or CORE curriculum of another institution. Specifically, Composition I is not automatically accepted as transfer credit. The transfer student will be required to take and pass an in-house writing assessment. Once the in-house assessment has been passed, Composition I transfer credit will be listed on the Paul Quinn College transcript.
8. Transfer students are required to take the ACCUPLACER Placement Exam prior to enrolling in classes at Paul Quinn College. If the transfer student has already taken a placement exam, the official score report must be submitted for review prior to registration for classes.

### **NON-TRADITIONAL ADMISSION**

Non-traditional students (students who have been out of school for five or more years) must follow the same admissions and degree completion requirements as traditional students.

### **PART-TIME ADMISSION**

A part-time student is one enrolled in a degree program taking fewer than 12 hours in an academic term. Part-time students must follow the same admissions and degree completion requirements as traditional students.

### **VETERAN STUDENTS**

Paul Quinn College welcomes veteran students to apply for admission to the College. The same admission requirements must be satisfied.

### **STUDENTS WITH DISABILITIES**

The American with Disabilities Act (ADA) extends federal civil rights protection in several areas to people who are considered “disabled”. As required by law, the College will make every reasonable effort to provide accommodations to students who require such assistance. To be considered “disabled” under ADA, individuals must have a condition that impairs a major life activity. Students with disabilities should contact the Office of Academic Affairs/ADA Coordinator for arrangement of the required special services or needs.

### **INTERNATIONAL STUDENT ADMISSION**

The College welcomes students from all over the world and will evaluate applicants based on the educational system from which they come. International students should submit their admission credentials well in advance of the semester in which they expect to enroll to allow time for official documents to be received through international mail systems. The application for international students is the same as traditional students, with the following additional required documents:

1. An international admissions application;
2. Official or certified true copies of transcripts from each secondary and postsecondary school attended. These should include a record of subjects taken and marks earned for each year of study. Documents must have the official signature and seal of a school official. A certified English translation must accompany all documents not in English. For placement purposes, course descriptions may be requested from international transfer students;
3. Official or certified true copies of all national, public, or qualifying examinations that have been completed;
4. Notarized Affidavit of Sponsorship. The Affidavit of Sponsorship must be certified by a bank of the American Consulate, indicating sufficient funds and commitment to the student throughout his/her studies at Paul Quinn College;
5. TOEFL results for nonnative English speakers;

6. Statement of financial resources.

## CONDITIONAL ADMITTANCE

Students who do not meet the general admission criteria may be admitted to the College under the “Conditional Admittance” program. Students who are conditionally admitted to the College are considered to be on Academic Probation and will be asked to execute an agreement between themselves and the College. This agreement will outline what the student must accomplish to remain enrolled at the College. If the conditional agreement is violated the student may be placed on academic suspension for one or two semesters, or the student’s acceptance to the College may be rescinded.

## RE-ADMISSION

Former students who have not been enrolled for one year, or two long semesters, must re-apply for admission. A student re-applying for admission must complete the regular admission requirements, and submit official transcripts of any college level work completed while away from the College. A student who was on an approved leave of absence is required to re-apply if the approved timeframe has been exceeded. Students who are absent from the College for one year or more will be required to satisfy the degree and core requirements in effect the year they return to the College.

## CREDIT FOR PRIOR LEARNING

Paul Quinn does offer Advanced Placement (AP), Extensive Portfolio work and College Level Examination Program (CLEP) credits for prior learning outside formal college courses. The College adheres to the Texas Higher Education Coordinating Board recommendation for Credit for Work Completed outside a Collegiate Setting. The standard identifies which grades on AP courses transfer for credit at Paul Quinn College and reads as follows for both AP and CLEP credits.

An institution awarding collegiate credit for work completed outside a collegiate setting (outside a degree-granting institution accredited by a recognized agency) shall establish and adhere to a systematic method for evaluating that work, shall award credit only in course content which falls within the authorized degree programs of the institution, in an appropriate manner shall relate the credit to the student’s current educational goals, and shall subject the institution’s process and procedures for evaluating work completed outside a collegiate setting to ongoing review and evaluation by the institution’s teaching faculty. To these ends, recognized evaluative examinations such as the Advanced Placement program (AP) or the College Level Examination Program (CLEP) may be used.

No more than one quarter of the credit applied toward a student’s associate or baccalaureate degree program may be based on work completed outside a collegiate setting. Those credits must be validated in the manner set forth in subparagraph (A) of this paragraph. In no instance may credit be awarded for life experience per se or merely for years of service in a position or job.

**AP COURSE:** Paul Quinn College participates in the Advanced Placement Program of the College Board and the American Council of Education (ACE). These credits may be used to satisfy degree requirements, but do not apply to the credit hour residency requirement set by the College. Students who submit a score of 4 or 5 on an AP Exam to the Enrollment Management Office and Registrar’s Office are given credit in the appropriate course(s). These scores will be recorded on a student’s permanent record. The classes may be used for placement into higher-level courses and to satisfy departmental major and minor requirements, as allowed by the individual divisions. The student submits a transcript to the Admissions/Registrar to determine if the course is an approved AP course. The Vice President of Academic Affairs and/or Department chairperson as well as designated faculty members will evaluate the course content to determine if the AP course objectives meet the College’s course learning outcomes or if the test score meets the minimum ACE recommendations. The faculty member who is responsible for teaching the course along with the Department Chairperson and the Vice President of Academic Affairs will meet to establish a consensus agreement relative to passing standards and learning outcomes.

AP Examinations – Table of Credits Accepted (Recommended)

Minimum Score	Examination	Equivalent Course	Credits
3	Biology	BIOL 1424	4



3	Chemistry	CHEM 1411	4
3	Computer Science	COSC 1301	3
3	Economics- Macroeconomics	ECON 2301	3
3	Economics – Microeconomics	ECON 2302	3
3	English Language/Composition	ENGL 1301 / ENGL 1302	6
3	History, United States	HIST 2301	3
3	Statistics	MATH 1303	3
3	Psychology	PSYC 2301	3
4	Spanish Language	SPAN 1301 /SPAN 1302	6

**PORTFOLIO REVIEW:** A student who has completed formal training through their employer, the military or another organization that provides specific documentation on the provided training, can submit a detailed portfolio of completed training, certifications and passed examinations. The portfolio should contain course descriptions, required course content, length of course, license or certifications attained, etc. The Vice President of Academic Affairs and the appropriate faculty member will review the portfolio to determine the amount of College credit to be awarded.

**CLEP EXAMS:** Students may CLEP out of any of the General Core courses. Credit by examination is available to freshmen that plan to enter Paul Quinn College as well as to students who are currently enrolled. The College will award credit for acceptable scores on certain tests published by the College Level Examination Program (CLEP) and the American College Testing (ACT). All results relative to credit by examination are reported and recorded in the Registrar's Office after the approval of the Advisor, Department Chairperson and Vice President of Academic Affairs. The Registrar determines if the student has already met the maximum limit of prior learning credits and then files results and findings in the student's permanent record. A partial list of subject areas available is provided below:

CLEP Subject Examination	Minimum Score Required	PQC Course	Credit Hours
College Composition	50	ENGL1301	3
Intro to College Literature	50	ENGL 1302	3
College Spanish	50	SPAN 1301	3
College Algebra	50	MATH 1301	3
Trigonometry	50	MATH 1302	3
Intro to Microeconomics	50	ECON 2301	3
Intro to Macroeconomics	50	ECON 2302	3
Intro to Psychology	50	PSYC 2303	3

**CREDIT BY EXAMINATION:** A student who wishes to demonstrate proficiency in a specific course that does not have a CLEP exam available, may request to take the mid-term and final examinations, and/or request to complete the major capstone assignments for the course to earn credit. The exams or capstone assignment are given in a testing situation, or in a specific completion window. The passing score(s) on the examinations or major assignment will be used to justify awarding credit for the course. The faculty member, in conjunction with the Vice President of Academic Affairs will review the planned exams and/or capstone assignment to be certain it is rigorous enough to award up to three college credit. No content instruction is provided to a student who attempts to earn credit by examination.

The maximum number of semester credit hours that can be awarded to a student for prior learning, CLEP, portfolio analysis or credit by exam is 12 credit hours.

## STUDENT RECORDS AND FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) guarantee students the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the College. It also ensures that records cannot be released without the written consent of the student. These are the following exceptions:

1. Records may be released to school officials, faculty, and faculty advisers who have a legitimate educational interest.
2. Records may be released when the information is classified as "directory information." The following categories of information have been designated by the College as directory information:
  - a. name,
  - b. email address,
  - c. major field of study,

- d. participation in officially recognized activities and sports,
- e. weight and height of members of athletic teams,
- f. photographs (real, printed and/or digital),
- g. dates of attendance, degrees and awards received,
- h. the most recent previous educational institution attended by the student, and
- i. information needed for honors and awards.

Students who do not wish such information released without their consent should notify the Registrar's Office and the Business Office in writing prior to the end of the first day of classes.

3. Violations of drug and alcohol policies may be disclosed to parents of students who are under the age of 21.
4. Disciplinary proceedings of violent crimes or sex offenses may be disclosed to the victims of the crime regardless of the outcome of the proceedings. They may also be disclosed if the accused was found to have violated the College's rules or policies.
5. Records may be released to a court if a parent or student has initiated legal action against the College or if the College has begun a legal action against a parent of a student.
6. Records may be released to the Texas Office of Student Financial Aid if a student's legal residence is in the state.
7. If students would like their parents to have access to their records, they must give written consent in the Registrar's Office. This consent must be renewed at the beginning of each academic year.

## **PRESIDENTIAL SCHOLARS PROGRAM**

The Paul Quinn College Presidential Scholars Program is a renewable, merit-based scholarship program offered by the College. Recipients of this honor represent an elite group of students who have demonstrated superior academic achievement and possess the potential to distinguish themselves professionally in their fields of study. The goal of the program is to continuously challenge the scholars to reach their full intellectual potential through rigorous and concentrated study. The Program provides worthy students in each incoming class a full scholarship.

The Presidential Scholarship covers tuition, room and board, textbooks during the first two semesters, enrollment deposit, registration and housing fees.

To be eligible for the Presidential Scholars program, each applicant must be a high school senior who is slated to graduate in the top 15 percent of his/her class with at least a 3.50 GPA, or a transfer student who has maintained a 3.75 GPA or better at his/her previous college. High school applicants must score at least a 23 on the ACT or a combined math/verbal score of a 1200 on the SAT. Each student must also submit a typewritten essay, complete the financial aid application process, commit to applying for at least two external scholarships each year, execute the "Presidential Scholar Letter-of-Intent," and complete interviews with the Presidential Scholars Panel and the president of the college.

To remain a Presidential Scholar, a student must maintain a 3.5 GPA or better at all times, participate in at least one approved extra-curricular activity, graduate in four (4) or fewer years, commit no violations of the College's disciplinary or honor codes; and live on campus for the first two (2) years.

Students may self-nominate themselves for the scholarship. The deadline to express interest in applying to the program is **March 1** of each year. The Scholars will be announced on **May 1** of each year. Each student will have two (2) weeks to notify the College of their intention to accept the scholarship.

For more information regarding the Paul Quinn College Presidential Scholars Program, please visit our website at [www.pqc.edu](http://www.pqc.edu) or call the Office of Enrollment Management at 214.379.5449.

## **PAUL QUINN COLLEGE SCHOLARS PROGRAM**

The Paul Quinn College Scholars Program is a renewable, merit based scholarship program offered by the College. Recipients of this honor represent one of the elite groups of students who have demonstrated strong academic achievement and possess the potential to distinguish themselves professionally in their fields of study. The Paul Quinn College Scholars scholarship covers fifty percent of each recipient's tuition costs annually (textbooks are not covered).

To be eligible for the Paul Quinn Scholars Program, each applicant must be a high school senior who is slated to graduate in the top 25 percent of his/her class with at least a 3.25 GPA, or a transfer student who has maintained a 3.50 GPA or better at their previous college. High school applicants must score at least a 20 on the ACT or a combined math/verbal score of an 1150 on the SAT. Each student must submit a typewritten essay, complete the financial aid application process, commit to applying for at least two external scholarships each year, execute the "Paul Quinn College Scholar's Letter-of-Intent," and complete interviews with the Paul Quinn College Scholars Panel and president of the college.

To remain a Paul Quinn Scholar, a student must maintain a 3.25 GPA or better at all times, participate in at least one approved extra-curricular activity, graduate in four (4) years or less, commit no violations of the College's disciplinary or honor codes; and live on campus for the first two (2) years.

Students may self-nominate themselves for the scholarship. The deadline to express interest in applying to the program is **March 1** of each year. Each candidate is required to interview with the Paul Quinn Scholar Selection Committee. The Scholars will be announced on **May 1** of each year. Each student will have two (2) weeks to determine whether they will accept the scholarship.

## **SUMMER BRIDGE PROGRAM**

The Summer Bridge Program is a summer residential program during the month of June which provides an early start to College life for incoming Quinnites. All newly accepted students are required to attend and complete the summer bridge program. Each summer is unique, however program highlights of each summer are: the opportunity to earn six (6) colleges credits, participation in cultural and social events on campus and in the Dallas area, personal and career enrichment activities such as etiquette training, resume writing and mock interviews, personality and leadership assessments and training. Successful completion of the summer bridge program prepares students for the academic rigor, social activities, and campus and community leadership opportunities of the coming academic year.

## **NEW STUDENT ORIENTATION**

New Student Orientation (NSO) is designed to ease the transition to college life. Attendance at all NSO activities is required for every first-time student enrolled at the College. Beginning with the student check-in and concluding with class registration, the NSO is filled with educational, entertaining and social activities that prepare students for the life of a Quinnite. Students, staff, faculty, and administrators interact with the new students during NSO. The orientation experience does not end at the conclusion of Orientation Week. Orientation extends throughout the year and includes student participation in academic and social programs and other activities that are designed to aid students in their adjustment to college life.

## **PLACEMENT TESTING**

All new students are required to take the ACCUPLACER Placement exam prior to or during the New Student Orientation process. If the exam is taken off campus, official score must be mailed to Enrollment Management or the student may deliver their official scores in a sealed envelope to Enrollment Management. The results of the placement exam are used to determine class assignments in reading, writing and mathematics.

## **REGISTRATION**

Dates for registration and pre-registration for fall and spring sessions respectively are published in the College Academic Calendar. All students are required to register according to this schedule. A schedule of classes is available online during the registration periods. Using their Degree Plan, students are urged to study the schedule carefully, and in conjunction with their advisor, plan their schedule with appropriate classes. It is the student's responsibility to complete the registration process. Failure to complete the registration process within the scheduled time period will result in a late registration penalty of \$250 added to the student's account. The registration process allows the student to notify the College of their intention to enroll or to continue enrollment. Upon initial enrollment at the College, all new students are charged the \$200 New Student /

Matriculation & Registration Fee. Continuing students are charged the \$100 Continuing Student Registration Fee. A student who does not register by the deadline established by the Academic Calendar will be withdrawn from the College.

# **Financial Information**

**PAUL QUINN COLLEGE**  
**Schedule of Fees**  
**2014-2015 (rev. April 2014)**

On Campus (Full-time)	Fall	Spring	Year
Matriculation Fee <sup>1</sup>			200.00
Continuing Registration Fee <sup>2</sup>			100.00
Dormitory Reservation Fee (non refundable) <sup>6</sup>	175.00	175.00	350.00
Tuition <sup>3</sup> (12-16 credit hours)	4650.00	4650.00	9300.00
Dormitory Room	2662.50	2662.50	5325.00
Meal Plan <sup>5</sup>	1750.00	1750.00	3500.00
<b>Fees</b>			
Campus / Building Use Fee	400.00	400.00	800.00
Technology Fee	450.00	450.00	900.00
Health Services Fee	750.00	750.00	1500.00
Student Activity Fee	400.00	400.00	800.00
Post Office Fee	37.50	37.50	75.00
Books <sup>4</sup>	\$500.00	\$500.00	\$1,000.00
<b>Estimated Total On Campus with Fees</b>	<b>\$11,775.00</b>	<b>\$11,775.00</b>	<b>\$23,850.00</b>

Part-time / Full-time Off Campus	<u>Part-time</u> (6 Credit Hours)	<u>Full-time Off Campus</u>		Year
		Fall	Spring	
Matriculation Fee <sup>1</sup>	200.00			200.00
Continuing Registration Fee <sup>2</sup>	100.00			100.00
Tuition <sup>3</sup>	2325.00	4650.00	4650.00	9300.00
Meal Plan <sup>5</sup>	1007.50	1007.50	1007.50	2015.00
<b>Fees</b>				
Campus / Building Use Fee	141.00	375.00	375.00	750.00
Technology Fee	100.00	450.00	450.00	900.00
Health Services Fee	750.00	750.00	750.00	1500.00
Student Activity Fee	100.00	400.00	400.00	800.00
Books <sup>4</sup>	\$300.00	\$500.00	\$500.00	\$1,000.00
<b>Estimated Total Costs with Fees</b>	<b>\$5,023.50</b>	<b>\$8,132.50</b>	<b>\$8,132.50</b>	<b>\$16,565.00</b>

- 1) The matriculation fee must be paid in advance of registration to process a NEW or RE-ADMITTED student's admission and enrollment. The matriculation fee will not be waived for financial aid posting without prior approval. The matriculation fee, is a one time charge, and is NOT split per semester. The full fee is charged when the student initiates enrollment, fall, spring or summer, and is the same amount for full-time and part-time students, on- or off-campus students.
- 2) The continuing registration fee is charged to continuing students in order to hold their tentative class schedule for the upcoming session. The fee will not be waived for financial aid posting without prior approval. New and re-admitted students pay the matriculation fee, and are not charged the continuing registration fee.
- 3) Tuition is computed at \$387.50 per credit hour. Part-time enrollment status, for Federal Financial Aid, is determined by a minimum of 6 credit hours.
- 4) Books have been calculated as an approximate value/cost. Students are responsible for acquiring books and supplies needed for class participation and completion of course work.
- 5) Students living in College housing are required to participate in the 19-meal per week college meal plan. Off-campus students are required to participate in the 14-meal per week college meal plan.
- 6) New and re-admitted students pay the matriculation fee, and are not charged the dormitory reservation fee their first semester. Continuing students are required to submit the dormitory reservation fee of \$175 each semester a room assignment is requested.

**The schedule of fees is provided as a guide to assist students in budgeting and planning for college enrollment.**

**Exact tuition and fees are available upon course enrollment and completion of the registration process. The College reserves the right to update the above fee schedule at any time. Fees and/or fines which may be incurred by a student, which are not typically included in Financial Aid budgeting, such as the late registration penalty or the add/drop fee are detailed in the following section.**

## **FEES**

**Auditing of courses** - Courses are audited with written approval of the instructor and the Vice President of Academic Affairs. Students must indicate their intention to audit at the time of registration. There will be charge of \$300.00 to audit a course. An audited course may not be changed to a course taken for a performance grade after the official census date has passed. All course pre-requisites must be met in order to be eligible to earn credit.

**Campus / Building Use Fee** – is charged to full time and part time students for access and goes towards the maintenance of campus buildings, including classrooms, library, student union building, residence hall and other areas used by students.

**Course overload fee** - A fee of \$387.50 per hour is charged for course loads above 18 hours.

**Dormitory Reservation Fee** – continuing students are charged the dormitory reservation fee to confirm their housing assignment each semester they are enrolled and requesting to reside in the campus residence hall.

**Graduation fee** – A \$135 fee is charged of all prospective graduates to defer the cost of regalia, the diploma, and general Commencement expenses. The fee is due upon submission of the candidacy application.

**Health Services Fee** – is charged to full and part time students, both on and off campus for student health insurance coverage and access to campus health services. Students who show proof of health insurance no later than the official census date of the semester will have the health service fee removed from their student account. Students who submit proof of coverage AFTER the census date will have the health services fee removed the next long semester of enrollment.

**Late registration penalty** - A \$250 late fee will be charged for initiating registration after the end of the assigned registration period

**Late payment fee** - A \$100 late payment fee will be charged to any account not paid by the agreed-upon due date.

**Matriculation Fee** - The \$200 matriculation fee must be paid in advance of registration to process a NEW or RE-ADMITTED student's admission and enrollment. The matriculation fee will not be waived for financial aid posting without prior approval. The matriculation fee, is a one-time charge, and is NOT split per semester. The full fee is charged when the student initiates enrollment, fall, spring or summer, and is the same amount for full-time and part-time students, on- or off- campus students.

**Meal Plan Fee** - Students living in College housing are required to participate in the 19-meal per week college meal plan. Off-campus students are required to participate in the 14- meal per week college meal plan.

**Student Activity Fee** – the student activity fee is used to defer the cost of campus activities, such as Homecoming, the student government association, student organizations and clubs.

**Post Office Fee** – is charged to all on-campus students for the use and maintenance of their campus mail box, located in the student union building.

**Textbooks** – the cost of textbooks is calculated as an approximate value/cost in the list of tuition and fees. Students are responsible for having access to all books and supplies needed for class participation and completion of course work.

## **PAYING FOR COLLEGE**

Enrolling in classes at Paul Quinn College is a financial commitment. Students who fail to make full payment to the College for tuition, fees, or installment plans by the published due dates are subject to the following consequences:

- Late payment fee of \$100 for each late payment
- Possible withdrawal from all courses
- Placement of student account registration holds so that registration and/or dropping of classes are not allowed
- Withholding of grades, diplomas and/or official transcripts
- All penalties and collection actions authorized by law
- Reporting to a collection agency

**To avoid late fees, students must pay in full or enroll in a payment plan by the payment deadlines listed below.**

### Non-Payment

In the event of non-payment, the total amount due shall accrue interest from the third missed payment deadline at the rate of ten percent (10%) per year until the note is paid in full. The College may turn over the unpaid bill to an external Collections Agency.

### Payment Due Dates

Please be advised it is the student's responsibility to drop classes for which they cannot make payment by the deadlines below to avoid accruing late payment charges. Monies owed the College may be paid in the *Billing Office* located in the *Adams Bldg. Room 208, 214 - 379 - 5560*.

Regular Registration Payment Deadline ..... First day of Class  
Financial Aid Recipients\*\* ..... Census Date (12<sup>th</sup> Class day)  
Late Payment fee begins..... Day after Census Date

**\*\*Financial Aid recipients** who have met all necessary requirements for the authorization and disbursement of FA funds have an extended deadline to allow time for their aid funds to be awarded. However, if a pending financial aid status, including verification issues, is not cleared by Census Day, alternative payment arrangements must be made to avoid possible cancellation of classes and/or late fees.

### Payment Methods

- Cash
- Money Order
- Visa/MasterCard

### Payment Plans

Paul Quinn College offers an Installment Payment program in which students can defer payment of the portion of their tuition and fees not covered by financial aid grants, loans and/or scholarships. A one-time installment agreement fee of \$30 will be added to the outstanding student balance.

The specific terms of a payment plan are detailed on the installment agreement. Financial Aid, additional scholarships or third party payments and/or credits from dropping a class may reduce a payment amount, however, a payment is due on the due date as long as there is an outstanding balance.

A \$100.00 late payment fee will be assessed for each payment not paid in full by 5pm on the due date.

**Financial aid may NOT be used as your first payment.**

### Installment Payment Deadlines

Payment deadlines are approximately one month apart and typically fall on the 17<sup>th</sup> of the month, or the first business day immediately following the 17<sup>th</sup> of the month.

### Refund Policy

A Student who makes a change to their student status within the dates listed below, which triggers a change to their student account, will be due the stated refund (such as moving off campus, or reducing credit load from 12 hours to 6 hours). A 100% refund is not available on or after the first day or class. After the refund period has ended, any change made to the student status will NOT result in a refund and the student is financially responsible for all charges on their student account. The following schedule will dictate refund amounts:

- 4<sup>th</sup> business day of long semester (includes the first day of class) ..... 90% of tuition and fees



- 8<sup>th</sup> business day..... 80%;
- 12<sup>th</sup> business day .....50%
- 16<sup>th</sup> business day ..... 25%.
- After the 16<sup>th</sup> business day ..... 0%

Any student account that remains unpaid at the end of the semester and not paid within 30 days may be turned over to an outside collection agency. The student will be responsible for all collection costs and/or attorney’s fees necessary to collect these accounts.

Students receiving federal financial aid will be subject to the federal guidelines with respect to withdrawal. A student may obtain a refund of any overpayment on his or her account by making a request in the Business Office.

The date of withdrawal from which all claims to reductions and refunds will be referred is the date on which the registrar’s office receives official notice from the student of the intention to withdraw (See regulations relative to withdrawals.)

The College reserves the right to cancel the registration of any student at any time. In such a case, the pro rata portion of tuition will be returned. Students withdrawing or removed under disciplinary action forfeit the right to a refund.

### REVISION OF CATALOG

The catalog presents information regarding admission requirements, offered courses, degree requirements, tuition, fees, and the general rules and regulations of Paul Quinn College. The information was as accurate as possible at the time of publication. Updates will be made in the catalog as needed. Such changes will be publicized through normal channels and updated to the electronic version available via the College website. Paul Quinn College reserves the privilege of changing any or all charges or financial regulations at any time without prior notice.

### SCHOLARSHIPS AND FINANCIAL AID

Paul Quinn College offers assistance to students based on their active searching for external scholarship awards, academic merit, special talents, and financial need. Each student is required to submit two external scholarship applications each semester.

Scholarships are awarded on a yearly basis to those students who meet the established donor or college criteria. Scholarships are not officially awarded until the fall registration period and only students who have paid all registration fees will be considered for scholarships.

Need-based aid (institutional, federal and state grants, loans, and work-study) is awarded to students who show financial need as indicated from results of the Free Application for Federal Student Aid (FAFSA). The priority deadline for need-based assistance is March 1 and requires an annual application.

Federal aid is awarded by the Office of Financial Aid after completion of the Free Application for Federal Student Aid. Federal regulations and institutional policies may affect eligibility for these funds. Paul Quinn College participates in the following federal programs.

**Federal Pell Grants** are provided by the federal government. These funds are awarded to students who have exceptional financial need who, for lack of their own or their families’ financial means, would be unable to obtain an education without such aid.

**Federal Academic Competitiveness Grants** are available through the federal government for freshmen and sophomores who are Pell grant eligible, are enrolled at least 1/2 time in a degree program, and have completed a rigorous secondary program of study. In addition, at the end of the first academic year only, a GPA of 3.0 is required.

**Federal Supplemental Education Opportunity Grants (SEOG)** are awarded to a limited number of Pell recipients who show exceptional financial need.

**The Federal Work-Study (FWS)** program has been established from the funds contributed by the federal government and the College to provide financial assistance through employment based on federal eligibility.

**Tuition Equalization Grants** are provided by the Texas Legislature to assist students with need in paying the difference between tuition charged in independent colleges and universities and public institutions in the State of Texas. Recipients of the grant must be a Texas resident or a National

Merit Scholarship finalist, be enrolled at least half-time, and show financial need. Recipients cannot be enrolled in a religious degree program or be the recipient of any form of athletic scholarship.

**Leveraging Educational Assistance Partnership (LEAP)** is available through the federal government to recipients of the Tuition Equalization Grant (TEG). TEG recipients can qualify for an equal LEAP Grant.

**The Federal Direct Subsidized Stafford Loan** program is available to students who demonstrate need and are enrolled at least half-time. Undergraduate students may borrow up to \$3,500 for the first year, \$4,500 for their second year, and \$5,500 a year for the remainder of their undergraduate years for an aggregate amount of up to \$23,000. Graduate students may borrow up to \$8,500 a year for an aggregate total of \$65,500 (including undergraduate loans). Application forms may be obtained from the Office of Financial Aid.

**The Federal Direct Unsubsidized Stafford Loan** program has the same terms and conditions as the Federal Subsidized Stafford Loan program, except the borrower is responsible for the interest that accrues while the student is in school. The program is open to students who may not qualify fully or partially for the subsidized loan program. The student borrower does not have to show financial need for this loan. Independent students may have a higher loan limit if they show the eligibility for supplemental loan funds.

**The Federal Direct Parent Loan for Undergraduate Students (FPLUS)** program provides parents with additional funds for educational expenses. FPLUS loan information may be obtained from the Office of Financial Aid. The parent who borrows through this program will be able to borrow up to the difference between the cost of the institution and the financial aid the student receives for the loan period. There is not an aggregate limit. The parent must not have an adverse credit history. The student must be a dependent and be enrolled at least half-time. FPLUS borrowers do not have to show need to borrow under this program.

## INSTITUTIONAL SCHOLARSHIPS

**Presidential Scholarships** are awarded to students who have demonstrated superior academic achievement and possess the potential to distinguish themselves professionally in their fields of study. The goal of this program is to continuously challenge the scholars to reach their full intellectual potential through the rigorous and concentrated study in the Liberal Arts.

**Paul Quinn College Scholars Program** is a merit based scholarship program. Recipients of this honor represent one of the elite groups of students who have demonstrated strong academic achievement and possess the potential to distinguish themselves professionally in their fields of study.

**Athletic Scholarships** – are awarded to students with outstanding abilities athletics. All scholarships are made through recommendations from their respective coaches and approved by the Director of Athletics.

## Satisfactory Academic Progress Policy (SAP)

In order to receive and maintain federal financial assistance, students are required to progress satisfactorily toward completion of their course of study. Federal financial assistance includes grants, loans, and employment. The satisfactory academic progress of students will be monitored at the end of each spring semester.

Satisfactory Academic Progress is measured in three ways:

- Students must progress qualitatively by earning the required number of grade points.
- Students must progress quantitatively by completing the required minimum number of credits each year.
- Students must complete their program of study within a reasonable time period.

### Qualitative Measure

The Office of Financial Aid strictly adheres to the academic standards established by Paul Quinn College and printed in the College Catalog. Students who have attempted up to a total of 28 hours must earn a 1.5 cumulative grade point average. Students who have attempted more than 28 hours and less than 60 hours must earn a 1.8 cumulative grade point average. Students who have attempted 60 or more hours must earn and maintain a 2.0 cumulative grade point average. Total hours attempted will include credit taken at Paul Quinn College and any credit transferred from another institution. Grade point averages are based solely upon credits earned while enrolled at Paul Quinn College.

Minimum acceptable academic standards are represented below:

**Transfer Students** - Students transferring into Paul Quinn College shall be assumed to be maintaining satisfactory academic progress. Hours transferred from previously attended schools will be considered when establishing total hours attempted, as well as determining the maximum number of hours allowed for financial aid eligibility. Students failing to meet this qualitative measure of academic progress will be placed on financial aid probation. A student may be placed on financial aid probation for up to one year. Should the student fail to complete the minimum cumulative GPA, the student will be placed on financial aid suspension and will be ineligible for federal financial assistance. Eligibility may be regained after the student's GPA returns to the minimum requirement level or through the appeal process. (*See Appeal Process.*)

### **Quantitative Measure**

Students receiving financial aid must also satisfactorily complete 66% of financial aid hours (hours in which a student is enrolled on the last day to add a class) at the end of each spring term. Passing grades include A, A-, B+, B, B-, C+, C, and C-. . Grades of I, W, NR, NC, IP, and AU will not be accepted as passing grades.

**Withdrawals** - Courses with a grade of W will affect the quantitative measure of academic progress in determining eligibility and maintaining financial aid.

**Credit/No Credit Grades** - Courses taken for credit/no credit grades are not counted in determining eligibility for receiving or maintaining financial aid.

**Repeat Courses** - Repeat courses are counted for credit and will affect cumulative grade point averages in determining eligibility and maintaining financial aid as well as determining the maximum number of hours allowed for financial aid eligibility. Students failing to meet this quantitative measure of academic progress will be placed on financial aid probation. A student may be placed on financial aid probation for up to one year. Should the student fail to complete the minimum number of credits for one year, the student will be placed on financial aid suspension and will be ineligible for federal financial assistance. Eligibility may be regained after the student successfully completes the required number of credits to meet 66 percent of all attempted credits or through the appeal process (*see Appeal Process*).

### **Maximum Hours to Complete Course of Study**

Students must complete degree requirement within a normal timeframe. To remain eligible to receive financial aid, students must complete their degree requirements within 150 percent of the published length of their academic program. In most cases students will be eligible to receive financial aid during the first 192 attempted hours as an undergraduate, whether or not they received financial aid or whether or not the course work was successfully completed. This includes both College and transfer hours. A student will be placed on financial aid suspension if his/her course work is in excess of 192 attempted hours or if at any time it becomes clear that the student will not meet the quantitative standards by graduation date.

**Second-Degree Undergraduate Students** - Students who have already earned a baccalaureate and are currently seeking a second undergraduate degree will be reviewed for financial aid eligibility on an individual basis.

### **APPEAL PROCESS**

Students who have had their financial aid suspended may appeal their suspension. The student must submit a written appeal to the Office of Financial Aid detailing the extenuating circumstances that resulted in the less than acceptable progress as well as a specific plan to meet the satisfactory academic standards. This appeal will be evaluated by the SAP Appeals Committee. The student will be notified of his/her eligibility or ineligibility for continued financial aid.

# **Student Affairs**

## STUDENT AFFAIRS INFORMATION AND POLICIES

The success of every Paul Quinn College student is the first priority of the Office of Enrollment management and Student Affairs. Inherent in this belief is the commitment to treat all students with dignity and respect. In addition, service, programs, and activities will be delivered in a climate where everyone is treated in a courteous, professional manner. It is the responsibility of the Office of Enrollment Management and Student Affairs and all offices to cultivate within the Quinnite Nation an understanding of community through a strong sense of civic responsibility and good citizenship.

When students enroll at Paul Quinn College, they subscribe to the standards of personal conduct that the College considers fundamental to group living, and it is assumed they will take advantage of the opportunities to learn how to make prudent decisions regarding their own conduct.

Students assume total responsibility for their actions as they relate to the rules, regulations, and policies of the College, and maintain high standards of courtesy, integrity, and personal attire.

The College does not permit the use or possession of illegal drugs, alcoholic beverages, or firearms of any kind on the campus, at any College sponsored activity, or when representing the College.

### STUDENT AFFAIRS MISSION STATEMENT

The Office of Enrollment Management and Student Affairs seeks to provide an environment conducive for productive learning while emphasizing intellect with faith. This area further seeks to foster positive human relations, fellowship, and skills that assist in developing the total person. Students are channeled to learn responsibility, accountability, and discipline for functioning in an ever-changing world.

To achieve this mission in concert with the institutional mission, the office will work to fulfill the following objectives:

1. Provide a positive growth experience for all Paul Quinn College students with particular attention to the maintenance or development of high self-esteem, leadership skills, and civic responsibility.
2. Secure greater opportunities through involvement in every aspect of campus life while providing appropriate support mechanisms in the form of counseling, career development, student activities, intramurals, student government, and many others. All students are encouraged to respect diversity and value heritage.
3. Provide Paul Quinn College students with a quality learning experience by exposing them to positive role models, seminars, workshops, and speakers from the local community and the nation.
4. Implement organized forums where meaningful dialogue may be shared, thereby encouraging students to understand and explore viewpoints and experiences different from their own.
5. Focus, integrate, and locate resources to support student affairs programs and services in ways that foster community and outreach relationships.
6. Demonstrate resource accountability by documenting effective use of personnel, equipment, and facilities.
7. Provide a supportive, safe, and positive environment where students are encouraged to develop their maximum potential through participating in the programs, activities, and services offered through the Student Affairs division.
8. Promote Health and Wellness among the Paul Quinn College Family.
9. Vigorously reaffirm the commitment to multi-cultural diversity to create a positive atmosphere where people of all ages, ethnicity, and gender work cooperatively together, to develop an atmosphere that nurtures the practice of ethical behavior of the highest level throughout the institution.
10. Maintain a continuous process for expanding partnerships with other Student Affairs Divisions by activity networking with other members of the Texas Association of Developing Colleges (TADC).

## CODE OF CONDUCT AND DISCIPLINARY PROCEDURES

The Standards of Conduct exist to protect the persons who make up the College community, as well as the rights and property of the College. These standards also foster and enhance the academic mission of the institution. While the Standards of Conduct do not include all of the activities that may adversely affect the College community, they do apply to the conduct of all students and student organizations while on the premises of the College and off the campus as long as the student or groups maintain a student relationship with the College. The school's premises include all lands, buildings, and facilities owned, leased, or operated by the College. The College reserves the right to sanction currently enrolled students for violating the Standards of Conduct, even if said violations occur off campus.

Students enrolled at Paul Quinn College are expected to conform to regulations, federal and state laws, and city ordinances. Enrollment as a student in no way exempts any person from penalty in case of violation of local, state, or federal laws. Students who are penalized for violation of public laws are not exempted from penalty by college authorities if violation of that law is a violation of student's Standard of Conduct. The College's decision in disciplinary matters is independent of off-campus legal action, except that any student convicted of criminal misconduct, whether occurring on campus or not, may be suspended or expelled from the College.

**Students who violate any Paul Quinn College policy will be subject to disciplinary action** set forth in this Handbook. Situations may arise not specifically covered by college regulations, but which adversely affect the welfare of the College Community. In these instances, the President and the Vice President of Academic Affairs will evaluate the situation and take the appropriate action under the guidelines of this Handbook. Students will be afforded the review and appeal processes provided by this Handbook for any disciplinary action.

Students charged with policy violations of the Code of Conduct are officially notified in writing of the allegations. Students may request a hearing before the Paul Quinn College Disciplinary Committee. The committee is designed to adjudicate disciplinary complaints in a fair and non-prejudicial manner and will only hear appeals that include supporting evidence to substantiate the claim. The sanctions given as a result of a student being found in violation or responsible for a violation is one or more of the following:

- |                                   |   |
|-----------------------------------|---|
| 1. Expulsion                      | 6. Restitution to the college or community member   |
| 2. Suspension/Deferred Suspension | 7. Confiscation of prohibited items   |
| 3. Disciplinary/Social Probation  | 8. Censure  |
| 4. Written Warning                | 9. Removal from on-campus housing   |
| 5. Fine(s)                        | 10. Community Service/Educational sanctions in a College or other assigned community activity |

Refer to the current Student Handbook for further explanation on the Student Code of Conduct.

## STUDENT BEHAVIOR

Students at Paul Quinn, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical, and moral conduct possible. The commitment of its faculty, staff, and students to these standards contributes to the high respect in which the Paul Quinn degree is held. Students must not destroy that respect by failure to meet these standards.

The College has the responsibility and authority to establish standards for scholarship, student conduct, and campus life. Therefore, it cannot condone violations of local, state, or federal laws or conduct detrimental to students or to the College. Students, as adults, are presumed to know the law as to illegal conduct prohibited by municipal, state, or federal law and are governed thereby. In addition, students failing to follow the direction of a College official, who is acting within the scope of her or his responsibilities, may be subject to disciplinary action. The College expects students to be concerned with the physical and psychological wellbeing of others and cannot condone behavior that exploits another individual. Students and organizations are expected to comply with rules concerning the academic, social, and residential life of the College. They are expected to comply with directions of College officials. Students are responsible for the behavior of their guests while on Paul Quinn property and/or at Paul Quinn functions.

The Paul Quinn Student Conduct System has been put in place to ensure the protection and preservation of an academic environment on campus where all students are free to pursue their educational goals. The system encourages students to become better citizens and live up to the higher standard of behavior expected of all Paul Quinn students. Paul Quinn students are expected to act with honesty and integrity in personal, social, and academic relationships and with consideration and concern for the community, its members, and its property. We emphasize education by focusing on growth and development of the individual student, encouraging self-discipline, and fostering a respect for others.

The Paul Quinn Student Conduct System is not intended to mirror any court system. The policies and procedures used are not meant to resemble those in the criminal process. There is a fundamental difference in the nature of student discipline and that of criminal law. Student discipline is meant to maintain a positive living and learning environment. The process is designed to help students make positive choices for themselves, choosing self-responsibility instead of submitting to peer pressure, and to challenge them to accept responsibility for negative choices.

## **ILLEGAL SUBSTANCES**

The College does not condone violations of federal, state, or local laws regarding any illegal drugs, narcotics, or dangerous substances. The use, possession, or distribution of such substances, except as expressly permitted by law, is not permitted. The College does not permit the use or possession of illegal drugs, alcoholic beverages, or firearms of any kind on the campus, at any College sponsored activity, or when representing the College.

## **DISCIPLINARY REGULATIONS**

Students responsible for serious and/or multiple infractions of College regulations may be subject to disciplinary action including social probation, disciplinary probation, disciplinary suspension, or disciplinary expulsion. The campus disciplinary may enact social probation or disciplinary probation and may forward a recommendation for disciplinary suspension or disciplinary expulsion to the president. The president and/or the vice president and dean of the College may enact any of these sanctions when warranted.

### **SOCIAL PROBATION**

Social probation is a warning to a student regarding conduct standards. Its primary purpose is to serve as a period of time in which a student is asked to prove responsibility to himself/herself and the College. The terms of social probation include, but are not limited to, prohibiting said student from participating in extracurricular campus activities such as fraternity/sorority social activities and intramural and varsity sports. In addition, a student may hold no office of campus leadership. When an organization is placed on social probation, the organization may not sponsor social activities in the name of the organization, or in a manner that could reasonably be interpreted as sponsorship by the organization, for the period of the social probation.

### **DISCIPLINARY PROBATION**

Disciplinary probation is the most serious penalty - short of suspension and expulsion - that can be incurred by a student. During a period of disciplinary probation, any further infraction of College regulations will render the student liable to suspension or expulsion.

### **DISCIPLINARY SUSPENSION AND DISCIPLINARY EXPULSION**

Unfortunately, there are times when a student's conduct is deemed to require the most serious penalty to be exacted by officials of the College. This action may result from a series of less severe actions or from particularly egregious behavior, as determined by College officials.

Disciplinary suspension is a decision to temporarily discharge a student. The student will receive grades of W for the semester.

Disciplinary expulsion is a decision to permanently discharge a student. The student will receive grades of W for the semester and will not be allowed to apply for readmission.

When student behavior warrants either disciplinary suspension or disciplinary expulsion, the student's financial status will be treated as if the student withdrew (See Financial Regulations).

## **STUDENT LIFE**

Student Life is a vital extension of the classroom experience and it is an important component of the education and maturation process of students. The Office of Student Affairs' primary responsibility is to provide opportunities to strengthen the student's classroom experience through their participation in campus as well as community activities. In addition, the office offers an array of living-learning activities in order to learn self-discipline, time management skills, study skills, and organizational skills in order to manage their study, work, and social activities. The office also

seeks to develop high self-esteem, leadership skills, civic responsibility, appreciation of ethnic heritage, and respect for multi-cultural diversity in all students.

Students who enroll in Paul Quinn College, as well as their parents or guardians, are expected to abide by the educational philosophy and goals of the institution. Both parties also agree to accept the conditions defined in this student handbook.

When students begin their journey to greatness, living on or off-campus, they agree to adhere to the standards of personal conduct that the College considers fundamental to group living and learning as a community. It is expected that students will take advantage of the opportunities that college attendance affords them in order to learn to make prudent decisions regarding their own conduct. Students are responsible for their actions as they relate to the rules, regulations, and policies of the College, and are they expected to aspire to be servant leaders, and to maintain high standards of courtesy, integrity, and personal attire.

## STUDENT UNION BUILDING

The Comer and Isabell Cotrell Student Union Building (SUB) is the focal point of co-curricular activities at Paul Quinn College. The SUB is the hub of student life on campus. The following areas are located within the Student Union Building: dining hall, post office, Tiger's Den (television and recreational games lounge), the office of Student Affairs, Student Support Services, Health and Wellness Center, and meeting rooms. Students are encouraged to use the many facilities of the Student Union Building.

## CAMPUS CONDUCT

The College does not permit the use or possession of illegal drugs, tobacco, alcoholic beverages, or firearms of any kind on campus, nor are these items allowed at any College sponsored event or activity, or by any person when representing the College.

The College reserves the right to notify civil authorities whenever a student is suspected to be involved with or has been charged with a violation of civil and criminal law. The College reserves the right to suspend or dismiss a student when it is in the best interests of the College or the overall student body.

## DRESS CODE POLICY

All students are required to be dressed in business casual attire between the hours of 8:00 a.m. and 5:30 p.m., Monday through Thursday, and on Friday until after Chapel services, and during Saturday classes. If a student has a night or weekend course, or is attending an official College event he/she is expected to adhere to the dress code. The only exception to this rule is if you are enrolled in a physical education activity course and the professor requires you to wear gym attire. You may wear PQC apparel or the PQC purple wristband with jeans on Friday's AFTER Chapel/College Assembly. Wearing jeans on Friday with no PQC apparel is a dress code violation.

Hats, hoods, and do-rags are forbidden inside campus buildings AT ALL TIMES, even if you are leaving the premises. Do-rags are strictly forbidden in public areas. A student is not to be seen anywhere on campus (inside or outside) with a do-rag on his or her head. This extends to the common areas of the residence halls. Women are permitted to wear scarves inside the residence halls. Any student found to be in violation of this guideline will be subject to disciplinary action per the rules of the student code of conduct.

*Listed below are examples of attire considered **inappropriate** for public display:*

- Sheer garments without proper undergarments to obscure their transparency;
- Mini dresses or skirts which do not cover enough of the thighs while standing or sitting;
- Midriff blouses;
- Jeans, shorts, and Pajama pants
- Sagging pants;
- Shirts with profanity/indecent messages displayed;
- Hair Rollers; bedroom slippers;
- Halter tops, spaghetti straps tops or dress worn without a jacket, shrug or t-shirt to cover upper body area;
- Display of underwear; and
- Form fitting pants or skirts
- Visible boxing shorts (underwear)



Appropriate attention should be given to personal cleanliness and good grooming, including hair. Students are to present a clean, neat, and orderly appearance representative of the College's mission and values. It is the responsibility of the individual student to alert faculty and staff of special medical conditions that could prevent them from completing the standard dress code violations sanctions. The sanctions include: The President's Running Club, test of physical endurance, and/or a fine for each violation. Furthermore, Paul Quinn College will not be held responsible for any injury that occurs while completing the dress code violation sanctions.

**Note: Public display is defined as any location on the campus or at College sponsored off-campus events.**

## FIRE SAFETY

It is the responsibility of all members of the College community to be familiar with safety policies and procedures. Exit routes for existing buildings are posted in the halls; fire safety is discussed during residence hall meetings and at the beginning of each semester. The following items are prohibited from Paul Quinn College buildings: open flames such as candles, incense, appliances with exposed heating elements, appliances that overload the electrical system, fireworks (except as authorized by College maintenance). **Tobacco, lit or unlit, is not allowed on campus.**

Tampering with fire control equipment or alarm systems is strictly prohibited. Any person who disregards the right and property of others by tampering with fire control equipment or alarm systems (including causing a "false alarm") is not only in violation of College policy but is also subject to both civil charges and fines. Tampering with systems includes any vandalism or removal of batteries from smoke alarm systems or misuse of fire extinguisher. In the event of a malfunction of the system, maintenance should be notified immediately.

## FOOD SERVICE

Food service is provided in the cafeteria on the second floor of the Student Union Building. Students receiving dining room privileges must present their validated student ID card at all meals. **Students who fail to present ID cards must pay for their meals.** Student ID cards are college property and are non-transferable. The hours for the cafeteria are posted on the bulletin boards. The dining hall is open seven days a week, but is closed during select holiday periods. Please check the Academic Calendar to determine when the dining hall will be closed.

All Paul Quinn College students are expected to comply with specified rules and regulations governing campus facilities. Failure to do so will result in referral for disciplinary action.

### FOOD SERVICE RULES:

1. All persons are expected to form a line at the dining hall as they arrive, and no one will take a position other than at the end of the line. Food, dishes, silverware, or other equipment may not be taken from the cafeteria without the written permission of the dining hall manager. Violations will result in the charge of theft.
2. Students are prohibited from entering the kitchen and service areas.
3. All food and beverages must be consumed in the dining hall unless previously arranged with the manager on duty.
4. Men are to remove their hats when they enter a building. Males can be fined or otherwise disciplined for failure to remove head coverings.
5. Visitors are defined as persons who do not have a college approved meal plan.
6. Students are expected to behave appropriately when using the dining hall. This includes but is not limited to the following violations: sitting on tables, standing on chairs, playing music loudly, mistreating dining hall personnel.
7. Persons who fail to cooperate with cafeteria personnel or to comply with cafeteria regulations will lose their cafeteria privileges without compensation and may be referred for disciplinary action.
8. Student identification cards may not be used by anyone other than the person to whom it is issued. Students who use another student's identification card or students who allow others to use their identification card will lose their identification card and be will be charged with fraud.
9. Proper attire, including shirts with sleeves and shoes, must be worn in the cafeteria for all dining. Students who fail to dress appropriately may be denied access.
10. Students who are sick and cannot leave their rooms to have meals in the cafeteria should notify their resident assistant or professional staff so that staff may make arrangements for meals.
11. Only valid identification or cash will be accepted in the cafeteria. Notes will not be accepted for students who have lost or misplaced their identification card. Students must present their identification card when entering the cafeteria.
12. The College dress code is in effect for all meal period, except Saturday and Sunday.

## HEALTH SERVICES

Paul Quinn College is dedicated to promoting and maintaining the health of all enrolled students. The College Health Center is staffed with a full-time licensed vocational nurse, who serves as the Director of Health Services. The health fee entitles you to health care services and counseling care in the Health Center for minor accidents and illnesses. Only a limited supply of medication will be available on campus. Any off campus treatment will be the responsibility of the student. Students, who require emergency treatment during hours when the Student Health Center is not open, should contact campus security at 214.379.5599.

The following policies govern the Health Center Services:

1. No student is permitted to remain in a residence hall in any state of illness that might cause harm to another student or self.
2. All emergencies caused by illness, even those occurring during the night, should be reported immediately to the residence life staff.
3. Students, faculty and staff should care for their needs through the Health Center during office hours - 8:30 a.m. - 5:30 p.m. Monday-Friday.
4. The nurse is called to the residence hall only in an emergency; otherwise, the student goes to the health center.
5. Students who need service from the Health Center after office hours are to contact the residence hall staff.
6. At the earliest sign of colds, sore throat, upset stomach, rash, etc., students are encouraged to come to the Health Center for preventive and early cure medication.
7. Paul Quinn College has secondary accident and health insurance policies. Your primary health insurance would be any policy you or your parents have. In case of an accident on or off campus, contact the nurse or security.

**Office Hours:** 8:30 a.m. - 5:30 p.m. Monday – Friday  
**Telephone:** 214.379.5526

### **MENINGITIS VACCINATION POLICY**

Texas State Law requires the meningitis vaccine for all students under 30 enrolled in on-campus college classes. Documentation of the meningitis immunization must be dated 10 days prior to the move in date or the first day of classes. Students without the required documentation will NOT be allowed to move-in to the residence hall or begin attendance in class.

### **PROFESSIONAL COUNSELING**

The College provides counseling services through arrangements made with off-campus licensed psychologists and referrals to other local licensed counselors.

Students can receive discounted or free visits by first contacting the campus Nurse at 214.379.5526. The Nurse will make the arrangements with the appropriate provider and determine if the visit will be conducted on or off campus.

Students may receive counseling sessions that relate to depression, anxiety, ADD, ADHD, and bipolar disorder. Other major mental illnesses will be handled on a case-by-case basis. Students who need more sessions or intense treatment will be referred to an outside agency and the level of care will be predicated by the students' insurance coverage. Please note the student insurance offered by the College provides coverage for emergencies and medical care only.

All records and documents will be filed confidentially by the College Nurse and/or psychologist and maintained on-campus in accordance with HIPPA policies and guidelines.

### **ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) POLICY**

The College does not discriminate against students who have been diagnosed as positive for the Human Immune Deficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS). The latest policies and guidelines comply with the Center for Disease Control and Prevention and all approved College health policies. Information pertaining to individuals with AIDS or the virus is confidential and not shared with individuals/offices on or off campus. The College will refrain from discriminating against, will make reasonable accommodations for anyone who is HIV-infected, and will recognize that individuals diagnosed with AIDS are considered handicapped individuals according to the 1988 Supreme Court Ruling. Information regarding HIV/AIDS that may be contained in student records will not be released without the permission of the individual affected unless otherwise required by law.

### **IDENTIFICATION CARDS**

All registered students must have a Paul Quinn College identification card (ID card). The identification card is issued by The Office of Technology upon completion of the registration process and must be validated for the year. The identification card is used for identification, admission to college sponsored events, entrance to and use of college facilities (dining hall, library, fitness room, residence hall, etc.), and entrance to the campus. The identification card is non-transferable and must be surrendered upon withdrawal from the college. Students will be charged the appropriate fee to cover the cost of replacing a lost or damaged student I.D. card. Misuse of the Identification Card or failure to present it upon request may result in disciplinary action.

### **POSTAL SERVICE**

The Paul Quinn College postal service is located on the first floor of the Student Union Building. The postal service is a service activity that provides inter-campus mail services required for the preparation and delivery of all out-bound and incoming mail through the United States Postal Service. Paul Quinn College postal boxes are assigned upon payment of a fee. Students living on campus may stop by the Office of Student Affairs to be assigned a box. A student identification card is required to pick up UPS, Express Mail, Federal Express, Certified, Registered, and/or insured items.

### **STUDENT HEALTH INSURANCE**

Paul Quinn College students receive student health insurance at the time of enrollment. The College has obtained this insurance as a benefit for all students, who pay a nominal fee for the coverage at enrollment.

### **MOTOR VEHICLES ON CAMPUS**

- Motor vehicles must meet the requirements of the State of Texas.
- Students must have a valid Paul Quinn College parking sticker in order to receive parking privileges on campus.
- All vehicles must be registered in the Facilities Office.
- Students may park only in designated areas.
- All students must provide proof of insurance and a valid driver's license.
- The campus speed limit is 15 mph.
- The College assumes no responsibility or liability regarding students riding in public or private vehicles.

**Penalties for violating motor vehicle regulations are as follows:**

Violation:	Fines:
1. Parking Violations	\$ 25.00
2. Parking in Handicap Space w/o Decal	\$100.00
3. Fire lane and fire hydrant violations	\$ 50.00
4. Parking in a fire lane	\$ 50.00
5. Blocking a driveway	\$ 25.00
6. Double parking	\$ 25.00
7. Parking in designated disabilities space	\$100.00
8. Parking in a crosswalk or yellow-painted NO PARKING zone	\$ 25.00
9. Moving traffic violations (includes driving motorcycles and mopeds on sidewalks)	\$ 25.00
10. Failing to yield the right of way to a pedestrian	\$ 25.00
11. Parking outside the defined limits of a parking space (taking two spaces).	\$ 25.00
12. Parking on sidewalks or lawn	\$ 25.00
13. Parking a trailer or boat on campus without permission	\$ 25.00
14. Failure to properly display a parking permit.	\$ 25.00
15. Improper use of a Paul Quinn College citation	\$ 25.00
16. Bicycle violations	\$ 25.00
17. Parking in a "Reserved" parking space or area	\$ 25.00
18. Vehicle impoundment	\$ 25.00
Unpaid fines will be placed on the student's account. Fines must be received in the Paul Quinn College Business Office within (7) seven days. Appeals must be in writing and received by the Office of Safety and Security within 48 hours.	

Vehicles improperly parked on the grass, walkway, service roads, guest parking area, or in unauthorized parkways **will be fined**, and may be towed away at the owner's expense.

Unauthorized vehicles (vehicles which are not registered with campus security as evidenced by Paul Quinn College sticker) will be subject to a fine or may be towed at the owner's expense.

In addition to fines, speeding, reckless driving, drunk driving, improper or false registration of a vehicle on campus will result in additional disciplinary action such as written reprimand, suspension, expulsion or other appropriate remedy.

Any repeated violation of campus motor vehicle regulations will result in loss of on-campus parking and driving privileges.

Motor vehicle fines must be paid in the Bursar/Business Office within 7 days of receipt of ticket. Students with outstanding fines will not receive a transcript, cannot register for subsequent semesters, and are not eligible to graduate.

## CAMPUS SECURITY

The Security Station is located at the front entrance of the campus. It is open 24 hours a day. All reports or requests for security services should be directed to 214.379.5599. It is security's function to patrol the campus to ensure the safety of the students and the college's property and facilities. Security has the authority to issue fines for violations and is authorized to notify the Dallas Police and/or Fire Department during emergencies. Security officers have the authority to remove a student and his/her personal belongings from campus when directed to do so by the Administrative Officers of Paul Quinn College. Security has the authority to have unauthorized and illegally parked vehicles towed without notice, and the authority with the approval of the President, Office of Student Affairs, or the Office of the Chief Financial Officer to conduct searches of residence hall rooms when there is the suspicion of drugs, weapons, stolen items, any other illegal activity or potentially threatening behavior.

## CAREER CENTER

The Career Center offers a variety of services and programs for students and alumni in academic and career development. These services assist students in achieving their academic goals, meeting the expectations set forth by the College, and planning for life after graduation. Services include advice and resources for majors and careers, internships, graduate schools, student employment, and full-time job searches.

Another service offered is student employment. The Career Center works in conjunction with the Office of Financial Aid to execute a student employment program that includes a job network both on and off campus. Programs are held throughout the year to help students understand the application process and to present available opportunities. The program does not guarantee placement but serves as a centralized location for students seeking part-time work.

Graduate and professional school counseling is also available. The Career Center offers guides, references, and resources on this topic. For those students needing assistance with graduate exams such as the GRE, LSAT, MCAT and GMAT, preparation resources are available as well.

The Career Center also offers resume referrals, on-campus recruitment, and employer information sessions. Other resources include job search links, alumni network receptions, mock interviews, and career coaching for those who are active in their job search. In addition, the annual networking fairs provide valuable information and contacts.

The career center operates out of Student Affairs and the Student Support Services. Contact either department for assistance.

## MENTORING

The Academic and Student Affairs Offices partner to provide mentoring opportunities for Paul Quinn College students. Mentoring considers the demographic perspective of the student, and their educational needs and objectives. The overall goal of the mentoring program is to provide a comprehensive, coordinated system for bridging students' collegiate development from pre-college through graduation and ultimately career placement. Mentoring activities are planned with a student's major and potential career goals in mind. Successful mentoring relationships inform the spiritual, academic and career development of the student. Students interested in participating in the mentoring program should contact the Dean of Students, the Retention Manager, or the Vice President of Academic Affairs.

## RESIDENTIAL LIFE

Student housing is an important service rendered by any college. Consequently, the College places emphasis on the learning process that takes place within the residence halls. Residential life on campus is managed by a team that includes the Dean of Students and Residential Assistants.

Housing assignments for new students are made by the Dean of Students in late July and are determined by several factors, including roommate preference and information provided on the housing preference sheet. For the best housing and roommate matching possible, it is imperative that only the student fill out the housing form and that completed applications be submitted early in the Admissions process.

Those students wishing to room together must make their request known on their housing applications. Individuals without roommates will be paired up based on the information provided on their housing preference sheet. Assignments for upper-class students are made in the spring. The process is arranged through the Dean of Students' office, and students' classifications and GPAs factor into the rankings and selection procedures. Students can contact their Residential Assistant or the Dean of Students for more information. Room fees cannot be refunded after the semester begins.

Residence halls will be closed for Thanksgiving break, winter break, spring break and the summer break. Dates and times of hall closings and openings are listed on the housing contract and academic calendar and will be posted by the Office of the Dean of Students. All students are expected to move-out of the residence hall during scheduled breaks. Requests for housing during a break must be submitted to the Dean of Students as early as possible, no later than 14 days prior to the start of the break. The additional cost of remaining in the residence hall will be charged to the student's account. The campus cafeteria is not necessarily open to students who have made arrangements to remain in the residence hall during an official break. Questions regarding student housing contracts may be directed to the Dean of Students.

## INTERCOLLEGIATE ATHLETICS

The athletics policy of Paul Quinn College is based on the premise that athletics exist for the benefit of the students and not primarily to enhance the prestige and publicity of the College. Competitive sports conducted in an atmosphere of good sportsmanship and fair play can make a significant

contribution to the complete physical, emotional, moral, and mental development of the individual. They are thus an integral part of the educational process. Every attempt is made to provide a sports-for-all program.

Paul Quinn College sponsors men's and women's basketball. The programs are conducted under guidelines established by the Red River Conference and the National Intercollegiate Athletic Association (NAIA). Those who participate in intercollegiate athletics are required to observe and maintain the applicable academic standards of the college and be in compliance with the provisions of the Red River Conference and the NAIA.

Paul Quinn teams have won eighteen conference championships since 1983. The men's basketball team won the NSCAA National Championship in 1990 and 1995, and was runner-up in 1992. The men's track and field team won two Regional Red River Men's Track and Field Conference Championships in 2006 and 2007.

## INTRAMURALS AND STUDENT RECREATION

The Office of Student Activities/Intramurals coordinates student activities, oversees student organizations and provides programs that lead to the students' mental, social, emotional, physical, and spiritual development. Student activities include cultural, social, and intramural events that fit into the overall objective of the College to develop well-rounded individuals. College-sanctioned activities must be scheduled through the Office of Student Activities and Programs, which maintains the "Calendar of Events." Meetings and every scheduled event held by a student organization must be approved at least two weeks in advance and recorded on the Calendar of Events. The staff of the Office of Student Activities will provide assistance in the planning and scheduling of events.

All of the registration and approval procedures for student organizations and student activities are centralized through this office, as well as the registration process for student organizations and approval of student event calendars. The office also serves as a resource for officers, sponsors, and members in planning, scheduling and promoting events. In addition to maintaining a directory of all recognized student organizations, the office is also responsible for publishing items of particular interest to students and student organizations, including the student activity calendar and student newspaper.

When participating in college activities away from the campus, it is the student's responsibility to provide the necessary documentation and notification to the instructors.

The intramural program is conducted for both male and female students. Students participate in these activities on a competitive and recreational basis. For more information, call the Office of Student Affairs.

## STUDENT ORGANIZATIONS

Paul Quinn College has several recognized student organizations. Organizations vary in their individual purposes but all serve to contribute to the educational mission and purpose of the College. Please contact the Office of Student Affairs to obtain a complete list of student organizations or to start a new organization. Some organizations currently active on the campus are:

**Student Government Association (SGA)** is the official liaison between the student body and the College administration. Annual elections are held for the organization's officers. To ensure the professionalism and efficiency, the SGA is advised by the Dean of Students, who ensures the SGA is an effective vehicle for student leadership and participation in College decision-making.

**Class Organizations** include the four levels of student classification: senior, junior, sophomore and freshmen classes. Students must have a 2.5 GPA in order to run for office for any class organization.

**Vocal Ensemble** is a group of students with an interest in vocal performance, particularly Gospel music. The students volunteer to participate in campus events, including College Assembly, Homecoming, Founder's Day, and some off-campus performances.

**PQC Spirit Team** members support the Quinnite Spirit at most campus activities and also serve as a cheer squad for intercollegiate athletic contests that take place on campus.

## HONOR SOCIETIES

**Phi Delta Kappa** is an international association for professional educators.

**Alpha Chi National Honor Society**, founded at Southwestern University, Georgetown, Texas in 1922, recognizes achievement in general scholarship.

**Phi Eta Sigma National Honor Society** is a national honorary society that recognizes outstanding academic achievement among freshmen. Membership is open to all full-time freshmen who achieve a grade point average of 3.5 in either the first semester or both semesters of the freshman year.

**Sigma Beta Delta National Honor Society** an international honor society recognizing and promoting achievement in business, management and administration.

**Kappa Delta Pi National Honor Society** an international honor society in education for students dedicated to high standards in education. It is the oldest honor society in education in America.

## FRATERNITIES AND SORORITIES

There are five fraternities and three sororities at Paul Quinn. All chapters are members of the National Pan-Hellenic Council. The fraternities are Alpha Phi Alpha Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Iota Phi Theta Fraternity, Inc., Phi Beta Sigma Fraternity, Inc., and Omega Psi Phi Fraternity, Inc. The sororities are Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta, Inc., and Sigma Gamma Rho Sorority, Inc.

Policies governing fraternity and sorority life are formulated and implemented by the National Pan-Hellenic Council. Questions regarding the Paul Quinn College Greek system, sororities, or fraternities may be directed to the Office of Student Affairs.

Eligibility for membership in sororities and fraternities is governed by the following regulations:

1. General conditions
  - a. Only bona fide regular students (carrying at least three courses) may be pledged. Activity classes do not count toward this requirement.
  - b. A student may not be pledged to a fraternity or sorority until official registration for classes has been cleared by the Registrar's Office.
  - c. Only persons who are bona fide students at Paul Quinn at initiation time can be initiated.
2. Scholastic requirements
  - a. Students interested in participating in the intake process for any sorority or fraternity must have completed at least 30 semester hours of college work (at least 15 must be at Paul Quinn College).
  - b. Students must have a cumulative GPA of 2.50 or above.
  - c. Students must be free of disciplinary charges.
  - d. Students must satisfy any and all financial obligations to the College.

**Note: Individual organizations may have higher standards for admission.**

# **ACADEMIC POLICIES**



## FALL 2014

EVENT	2014-2015	2015-2016
Residence Halls Open NEW Students ONLY)	Saturday, August 2, 2014	Saturday, August 1, 2015
President's Welcome Address & Heritage Bell Ceremony: All students, faculty and staff invited	Sunday, August 3, 2014	Sunday, August 2, 2015
New Student Orientation	Mon., Aug. 4 - Tues. Aug. 5, 2014	Mon., Aug., 3 - Tues. Aug. 4, 2015
Financial Aid Authorization Dates	Monday, August 4, 2014	Monday, August 3, 2015
ACCUPLACER Testing/New Student Group Advising	Wed., Aug. 6, 2014 - Thurs., August 7, 2014	Wed., Aug. 5, 2015 - Thurs., August 6, 2015
New Student Group Advising		
FINAL FALL Term Online Registration for ALL Students ENDS	Friday, August 08, 2014	Friday, August 7, 2015
New Student Service Projects	Fri., Aug. 8 and Sat., Aug. 9, 2014	Fri., Aug. 7 and Sat., Aug. 8, 2015
Returning Student Move In	Saturday, August 9, 2014	Saturday, August 8, 2015
Returning Student Leadership Development Workshop	Sunday, August 10, 2014	Sunday, August 9, 2015
First Day of Class	Monday, August 11, 2014	Monday, August 10, 2015
Late Registration for All Students; \$250 LATE REGISTRATION FEE ADDED FOR CONTINUING STUDENTS		
Financial Aid Disbursement Dates	Monday, August 11, 2014	Monday, August 10, 2015
Last Day to Add Classes	Friday, Aug. 22, 2014	Friday, Aug. 21, 2015
Last Day to Drop Classes. A grade of "W" will be received for any class dropped after this date.	Tuesday, August 26, 2014	Tuesday, August 25, 2015
12th Class Day / Certification of Attendance: students who have not participated in their Fall classes are in jeopardy of losing financial aid funding.		
Lab Day, Campus Closure, Cafeteria or Branch Schedule	Monday, September 01, 2014	Monday, September 07, 2015
Fall Opening Convocation	Friday, September 5, 2014	Friday, September 11, 2015
Campus-wide Quinnite Gram: Extended Hours in Lib. & SSS	Tues. Sept. 30, Wed. Oct. 1 & Thurs., Oct. 2, 2014	Tues. Sept. 29, Wed. Sept.30 & Thurs., Oct. 1, 2015
Beginning of Fall Midterms	Saturday, October 04, 2014	Saturday, October 03, 2015
SPRING Term Early Advising Continuing Students BEGINS	Wednesday, October 15, 2014	Thursday, October 10, 2015
Midterm grades and updated attendance due in CAMS, hard copies to the Registrar's Office and the VPAA (maintain copies for your records);	Monday, October 13, 2014	Monday, October 12, 2015
Deadline to remove an Incomplete grade from previous Spring and Summer sessions; Incomplete grades not changed by instructor will revert to a final grade of F		
Last day to officially withdraw from a course and/or the College with a "W"; must be completed by 5:00pm	Friday, October 31, 2014	Friday, October 30, 2015
Homecoming Week Activities	week of October 26, 2014	week of October 25, 2015
Homecoming Convocation	Friday, October 31, 2014	Friday, October 30, 2015
Lady Tigers & Men's Homecoming Basketball Game	Saturday, November 01, 2014	Saturday, October 31, 2015
SPRING Term Online Registration for Continuing Students BEGINS	Monday, November 10, 2014	Tuesday, November 10, 2015
Freshman & Sophomore: Student Group Advising Sessions	Wed., Nov. 12 & 19 and Thur., Nov. 13 & 20, 2014	Wed., Nov. 10 & 17 and Thur., Nov. 12 & 19, 2015
Campus Wide Quinnite Gram: Extended Hours in Lib. & SSS	Tues. Nov. 11, Wed. Nov. 12 & Thurs., Nov. 13	Tues. Nov. 10, Wed. Nov. 11 & Thurs., Nov. 12, 2015 NO CLASSES Wednesday and Thursday
Last day of Fall Classes	Friday, November 21, 2014	
First Day of Final Exams	Saturday, November 22, 2014	Saturday, November 21, 2015
Admissions Application Deadline	Saturday, November 15, 2014	Sunday, November 15, 2015
Residence Hall & Cafeteria to close after dinner (end of Fall Semester)	Wednesday, November 26	Wednesday, November 25, 2015
Fall Grades & Attendance Records due in CAMS with Copies to AA and Registrar	Monday, December 01, 2014	Monday, November 30, 2015
Last Day for Faculty	Monday, December 01, 2014	Monday, November 30, 2015
Campus closed for Thanksgiving Holiday	November 27 - November 30	November 26 - November 29
SPRING Term Online Registration for Continuing Students ENDS	Sunday, November 30, 2014	Monday, November 30, 2015
Campus Closed for Christmas & New Year's Break	December 24 - January 1, 2015	December 24 - January 3, 2016

## SPRING & SUMMER 2015

Campus Reopens (Cafeteria Closed)	Friday, January 02, 2015	Monday, January 04, 2016
Faculty / Staff Institute (9:00am - 4:30pm)	January 5 - 6, 2015	January 11-12, 2016
NEW Student Move In ONLY	Sunday, January 4, 2015	Saturday, January 9, 2016
President's Welcome Address & Heritage Bell Ceremony: All students, faculty and staff invited	Sunday, January 4, 2015	Sunday, January 10, 2016
New Student Orientation	January 5 - 6, 2015	January 11-12, 2016
Financial Aid Authorization Dates	Monday, January 5, 2015	Monday, January 11, 2016
ACCUPLACER Testing (New Students)	Wednesday, January 7, 2015	Wednesday, January 11, 2016
SPRING Term Group Advising (Returning Students)	Tues. Jan. 6 & Thurs. Jan. 8	January 12 & 14, 2016
SPRING Term Online Registration for NEW students; continuing students will be charged a \$250 late fee	Monday, January 05, 2015	Monday, January 11, 2016
New Student Service Projects	Jan. 9 - 10, 2015	Jan. 15 and 16, 2016
Quinnite Winter Retreat	January 7 - 9, 2015	Jan. 13-15, 2016
Returning Students Move In	Saturday, January 10, 2015	Saturday, January 16, 2016
New and Returning Students: Refresh, Revive and Renew Day	Sunday, January 11, 2015	Sunday, January 17, 2016
College closed for Martin Luther King, Jr. Holiday Observance	Monday, January 19, 2015	Monday, January 18, 2016
SPRING Term FINAL Online Registration for ALL Students ENDS	Sunday, January 11, 2015	Sunday, January 17, 2016
First Day of Class	Monday, January 12, 2015	Tuesday, January 19, 2016
Financial Aid Disbursement Dates	Monday, January 12, 2015	Tuesday, January 19, 2016
Last Day to Add Classes	Friday, January 30, 2015	Friday, January 29, 2016
Beginning of Monthly Graduating Senior Class Meetings	Tuesday, February 03, 2015	Tuesday, February 02, 2016
Last Day to Drop Classes. Classes cannot be added. A grade of "W" will be received for any class dropped after 12th Class Day / Certification of Attendance: students who have not participated in their fall 2012 classes are in jeopardy of losing financial aid funding.	Wednesday, February 04, 2015	Wednesday, February 03, 2016
ETS Profile Exam for CORE Completers	Thursday, February 26, 2015	Thursday, February 25, 2016
Major Field Tests (for all juniors and seniors)	Friday, February 27, 2015	Friday, February 26, 2016
Campus Wide Quinnite Qram: Extended Hours in Lib. & SSS	Tues, Feb. 24, Wed., Feb. 25 & Thur. Feb. 26, 2015	Tues, Feb. 23, Wed., Feb. 24 & Thur. Feb. 25, 2016
Beginning of Mid-Term Exams	Saturday, February 28, 2015	Saturday, February 27, 2016
FAFSA Priority Deadline	Sunday, March 1, 2015	Tuesday, March 1, 2016
Monthly Graduating Senior Class Meetings	Tuesday, March 03, 2015	Tuesday, March 01, 2016
End of Mid-Term Exam Period; midterm grades and attendance report due in CAMS with hard copies to Last Day to remove Incomplete ("I") grade from the previous Fall semester	Friday, March 06, 2015	Friday, March 04, 2016
Cafeteria Begins Spring Break Hours After Dinner		
Beginning of Spring Break; no classes	March 9 - March 15, 2015	March 7 - March 13, 2016
Priority Admission Application Deadline (in time for May 1 Decision)	Sunday, March 15, 2015	Tuesday, March 15, 2016
Classes Resume; Cafeteria Open Regular Hours	Monday, March 16, 2015	Monday, March 14, 2016
Candidacy Application for May Graduation and \$135.00 Graduation Fee due to Registrar's Office by 5pm		
Fall Term Advising & Online Registration for Continuing Students BEGINS	Friday, March 20, 2015	Sunday, March 20, 2016
Honor's Convocation/Founder's Convocation	Friday, March 20, 2015	Friday, March 18, 2016
Freshman & Sophomore: Student Group Advising Sessions	Tues. March 24 & Thurs. 26, 2015	Tues. March 22 & Thurs. 24, 2016
	Tues. April 7, 14 & 21, 2015	Tues. April 5, 12 & 19, 2016
	Thurs., April 9, 16, & 23, 2015	Thurs., April 7, 14 & 21, 2016
Graduating Senior Class Meeting	Tuesday, April 07, 2015	Tuesday, April 05, 2016
Deadline to withdraw from a Spring course and receive grade of a "W"	Friday, April 10, 2015	Friday, April 08, 2016
Religious Emphasis Week	Week of March 30, 2015	Week of March 21
Admissions Application Deadline	Wednesday, May 15, 2015	Friday, May 15, 2016
Campus closed for Good Friday & Easter Holiday Weekend	Friday, April 03, 2015	Friday, March 25, 2016
Final Exams for Graduating Seniors (see individual instructors for schedule)	Monday, April 20, 2015	Monday, April 25, 2016

Commencement Rehearsal - Seniors Only	Tuesday, April 21, 2015	Tuesday, April 26, 2016
Final grades for Graduating Seniors due to Registrar's Office with copies to AA	Wednesday, April 22, 2015	Wednesday, April 27, 2016
Last Day of Spring Classes	Friday, April 24, 2015	Friday, April 29, 2016
Completed Graduating Senior Clearance Form due to the Registrar's Office by 5pm		
Beginning of Finals Week for Continuing Students	Saturday, April 25, 2015	Saturday, April 30, 2016
Advising & Online Registration for Continuing Students ENDS	Thursday, April 30, 2015	Saturday, April 30, 2016
"Priority" Admissions Notification	Friday, May 1, 2015	Sunday, May 1, 2016
Heritage Bell Ceremony / Senior Tea	Thursday, April 30, 2015	Thursday, May 05, 2016
End of Final Exam Week for Continuing Students	Friday, May 01, 2015	Friday, May 06, 2016
Graduating Senior Cookout		
Final Rehearsal for Commencement (All Participants)		
Residence Hall closes for all students, except graduating seniors		
Commencement	Saturday, May 02, 2015	Saturday, May 07, 2016
Residence Hall closes for graduating seniors		
Final Exams for Continuing Students	April 27 - May 1	May 2 - 6, 2016
All Spring grades and attendance reports for continuing students due in CAMS, with hard copies to registrar's	Monday, May 04, 2015	Monday, May 09, 2016
Professional Development Series for Faculty - these days will be used to analyze and report assessment data and to plan for the next school year in terms of modifying course content based on assessment results; distance learning training and course development will be offered for faculty confirmed to teach/develop new online courses.	May 5 - 7, 2015	May 10 - 12, 2016
End of year for faculty	Thursday, May 07, 2015	Thursday, May 12, 2016
Financial Aid Authorization Dates	Monday, June 1, 2015	Tuesday, May 31, 2016
Residence Hall Opens for Summer Bridge	Sunday, June 7, 2015	Sunday, June 5, 2016
President's Address and Heritage Bell Ceremony		
First Day of Summer Bridge and UB Classes	Monday, June 8, 2015	Monday, June 6, 2016
FINAL Advising & Online Registration for ALL Students BEGINS; \$250 LATE REGISTRATION FEE ADDED FOR	Saturday, June 20, 2015	Monday, June 20, 2016
End of Summer Bridge Program	Friday, July 17, 2015	Friday, July 15, 2016
End of UB Summer Program	Friday, July 24, 2015	Friday, July 22, 2016

Academic Affairs is responsible for all instruction, instructional support, faculty, student retention, institutional effectiveness and official student records housed in the Office of the Registrar's Office. Full-time and part-time faculty members of the college report to the Vice President of Academic Affairs. The following offices and programs also report to the Vice President of Academic Affairs: Zale Library, TRIO: Student Support Services and Upward Bound, Service Learning, and student honor societies.

Each student is responsible to know the requirements of their degree. Once enrolled, the student is meeting the degree plan and academic policies as listed in the catalog in effect at that time. The student remains on this catalog for subsequent enrollment. Students who have not been continuously enrolled for two long semesters are required to meet the requirements of the program in effect at the time of re-admission.

## MATRICULATION

An admitted student, approved to enroll by Enrollment Management and Financial Aid, is eligible to register for classes at Paul Quinn College when their status has been updated to matriculated. Only matriculated students may participate in academic advising and other phases of the registration process. During registration transfer students may request an abbreviated review of their transfer hours to determine which classes to enroll in during their first semester. Transfer credits will not be listed on the Paul Quinn College transcript until after the first semester is completed, and full advising session has been completed.

## ACADEMIC ADVISING

Academic advising establishes a collaborative relationship between student and advisor in which the student feels a sense of connection, support, and guidance. Effective advising is developmental and responsive. Advising encourages students to think critically, seek out resources, and develop action plans. It provides students with the information, resources, and encouragement they need to take personal responsibility for exploring options and making intentional and intelligent decisions. Ultimately, advising allows each student to achieve a meaningful and successful educational experience.

All students will experience an abbreviated advising session during registration. During the semester, all students are expected to schedule and complete a one-on-one advising meeting to thoroughly review the student's degree plan, progress in currently enrolled classes, and to identify course needs for the next semester. Continuing students who do not complete early advising prior to the beginning of new student registration must wait until all new students have completing the advising process.

Freshmen and sophomore students are advised by Freshman and Sophomore Class Advisors until they complete the core requirements. At the end of their sophomore year students transition to the Third and Fourth Year Advisors. Students who plan to major in teacher education are encouraged to schedule an advising appointment with the chair of the Teacher Education department during their second or third semester at the College.

## STUDENT ACADEMIC INTEGRITY POLICY

Academic integrity (honesty, responsibility, trust, fairness, hard work, respect, and the determination to translate personal and professional principles into behavior) is fundamental to learning and vital to the academic environment at Paul Quinn College. Students are expected to adhere to the standard of academic integrity policy set forth at the College. The faculty is also bound to adhere to the standard of academic integrity by outlining their policies related to the evaluation procedures and their expectations for academic integrity at the beginning of each course. Academic integrity is essential to a successful academic community.

### 1. Violations of Academic Integrity

- **Cheating:** the act of using or attempting to use any materials, notes, information, study aids, electronic equipment, or other assistance in any type of written or oral examination/evaluation which has not been authorized by the faculty. Also, presenting previously graded material with the intent of aiding oneself or another on any academic work which is considered in any way in the determination of a course grade.
- **Fabrication:** the act of inventing, counterfeiting, altering, forging, purchasing, or downloading materials, data or other information and submitting as your own work.
- **Facilitating Academic Dishonesty:** any students who knowingly or negligently allow their work to be used by other students or who aid others in any acts of academic dishonesty.
- **Plagiarism:** the act of intentionally or carelessly presenting work of another as one's own. This includes inaccurately or inadequately citing sources from publications or from the Internet.
- **Impersonation:** the act of allowing another person to take any examinations or to complete graded exams or assignments for another enrolled student under his/her name.

## 2. Sanctions for Academic Dishonesty

In concert with the Department Chair, the faculty will assign either a failing grade of zero on submitted paper, examination, project, or other material related to the offense or assign a failing (F) grade for the course in which the offense occurred. The Department Chair can make a recommendation to the Vice President of Academic Affairs for a more severe sanction.

The Academic Council (consisting of the Department chairs and the Vice President of Academic Affairs) may administer one or more of the following sanctions:

- Forced withdrawal from the class, with a grade of “F”, in the class in which the offense occurred;
- Suspension from the College for a specified period of time. While suspended, the student is prohibited from attending all classes and their student status is terminated, resulting in the loss of all campus privileges and activities. If the student violates any terms of the suspension, he/she will be subject to further discipline in the form of expulsion (permanent dismissal); or
- Dismissal from the College.

**Note:** **Forced withdrawal, suspension or dismissal will result in the student having to pay back Paul Quinn College all financial aid (federal, state, or institutional) awarded for that semester.**

## 3. Process for Offenses Against Academic Integrity

- **Responsibility of Faculty:** The faculty member must meet with student to present the evidence of the offense, give the student an opportunity to state his/her case, and make known the charges and possible sanctions which may be imposed and/or recommended to the Department Chair. If the student does not meet with faculty, the faculty shall notify the student of the offense by certified mail with copies to the Department Chair and Vice President of Academic Affairs. In concert with the Department Chair, the faculty shall proceed to assign a failing grade for paper, examination or project related to the offense; or assigns the failing grade for the course. The faculty may recommend to the Department Chair a more severe sanction.
- **Responsibility of Department Chair:** After reviewing the materials furnished and conducting an appropriate investigation, the Department Chair will forward materials along with the recommendation for suspension or dismissal to the Vice President of Academic Affairs. If forced withdrawal is the sanction, the Department Chair will forward the completed withdrawal to the Vice President of Academic Affairs, who will notify the student by certified mail.
- **Responsibility of the Vice President of Academic Affairs:** After receipt of the student's file, the Vice President of Academic Affairs will convene the Academic Council (Department Chairs and Vice President of Academic Affairs) for a hearing with the student of the offense and faculty member. After the hearing, the Academic Council will deliberate to support the recommendation of suspension or dismissal. The Vice President of Academic Affairs will inform Student Affairs and the President of the decision.

## 4. Right of Student to Appeal

- The student has the right to appeal, in writing, the allegation to the appropriate Department Chair within 24 hours or the next business day.
- Assignment of the failing grade of zero for the paper, examination, or project involved in the offense shall not be subject to appeal.
- Other sanctions (course failure, forced withdrawal, suspension or dismissal) may be appealed to the next higher level (Academic Council) up to the President.
- The student shall have the right to attend and participate in any classes until a decision is made on his/her appeal.

## LEARNERS ASSESSMENT PROGRAM

The Learners Assessment Program (LAP) at the College is designed to evaluate the academic readiness and performance of its students. The importance of this evaluation system is to guide effective approaches to the teaching-learning process; support academic standards; delineate areas of strengths and needed improvements within academic programs; and to assist with ensuring academic rigor that stimulates higher order learning. A combination of standardized testing and authentic assessments are used at various transition points in the measurement of student learning. The completion of all assessments is required of all students for graduation.

The Learners Assessment Program (LAP) consists of the following transition points:

For Admission Consideration	Scholastic Aptitude Test ( <b>SAT</b> ) or American College Test ( <b>ACT</b> ) and Placement Test
For Placement	Accuplacer or similar assessment (Education majors are required to submit passing scores for admission to the educator preparation program); In house writing assessment for transfer students
Course Credit by Exam	College Level Examination Program (CLEP). The 34 CLEP exams cover material taught in courses that are requirements in the first two years of college.
Beginning of Junior Year During Junior Year	The ETS Profile Exam Collect Authentic Classroom Assessments

	<b>MAJOR</b>	<b>TEST</b>
During Senior Year	Biology Business Administration Computer Science Education	Major Field Test, Biology Major Field Test, Business Administration Major Field Test, Computer Science Pre-TEExES Exam

### AUTHENTIC CLASSROOM ASSESSMENTS

Through the Office of Research and Institutional Effectiveness, random samples of classroom assessments are collected such as: mid-term examinations, research projects, reports, and final examinations and any other form of assessment deemed valuable.

### ASSESSMENT OF MAJOR CONCENTRATIONS

All students graduating from the College are required to take standardized tests in their major field of study no later than the semester prior to actual graduation. Evidence of the completion of this examination (i.e., presentation of scores) must be filed with the Registrar's Office prior to graduation.

### OFFICIAL GRADES OF THE COLLEGE

<b>SYMBOL</b>	=	<b>GRADE POINTS PER SEMESTER CREDIT HOUR</b>
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33

D	=	1.00
F	=	0.00

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### GRADES NOT INCLUDED IN THE GRADE POINT AVERAGE:

P	=	Passing (with "C" or above)
I	=	Incomplete
E	=	Exempt from College Assembly
AU	=	Audit
AW	=	Administrative Withdrawal
W	=	Withdrawal (student initiated)

### COURSE NUMBERING SYSTEM

0000	-	0999	Developmental courses
1000	-	1999	Freshman level courses
2000	-	2999	Sophomore level courses
3000	-	3999	Junior level courses
4000	-	4999	Senior level courses

Grade points earned for a course are calculated by dividing the total amount of grade points earned by the total amount of credit hours completed.

### REPEATED COURSE GRADE

When a course is repeated, all grades received are recorded on the transcript and only the higher grade counts in computing the cumulative grade point average. An "R" will appear next to a course that has been repeated. Certain courses must be repeated when a grade of "C" or higher is required to meet a pre-requisite or to meet a graduation requirement.

No credit is given for ENGL 1301 or ENGL 1302 in which the final grade is below a C (2.00). No credit toward graduation is given for any course in the major in which the final grade is below a C (2.0). In order to graduate from the College, a student must not only have earned the required numbers of hours, but also the required number of grade points.

### Change of Grades and Grade Disputes

The instructor of the course can change a final grade, and this change must be reported on a "Change of Grade Form." The form should be signed by the instructor and Department Chair (with proper documentation), then submitted to the Vice President of Academic Affairs for approval. Any grade change must be processed within one semester (module or term) from the time the original grade was recorded. A grade change will be reviewed only as valid documentation proves that errors in the calculation of the final grade were made and that all the grades obtained by the student were obtained during the semester in which the enrollment of the course occurred (no late work is allowed). No consideration will be given to any grade changes two semesters (modules or term) from the time the original grade was recorded. This policy is designed to protect the integrity of the College and to protect the faculty from external pressure for grade changes. *All grade changes, including a retroactive change to "W" and "I" grades, must be approved by the Vice President of Academic Affairs.* After the Change of Grade Form has been completed and signed by the Vice President of Academic Affairs, the form is submitted to the Registrar's Office, where the grade change is recorded.

A student may formally challenge a grade earned in a course by completing a "Student Request for Academic Resolution" form with the Office of Academic Affairs. However, the student must first attempt to resolve the grade dispute with the instructor. This grievance must be submitted in writing, together with all supporting documentation, before mid-semester grade evaluations are due in the term immediately following the semester in which the disputed grade was received. If the Vice President of Academic Affairs finds that the grievance is valid, a conference with the instructor involved in the dispute will be set. If no solution is reached at this conference, a committee of three instructors directed by the Vice President of

Academic Affairs will review the grievance and make a final decision within two weeks of the conference. The decision reached by this committee is final and no further appeal will be allowed.

The deadline for submitting grade changes or disputes to the Registrar's Office will be no later than the date that final grades are due in the semester following the one that contains the disputed grade. The same deadline will apply to changes in grades for students who have already graduated. No changes will be made in class rankings or graduation rankings based upon grade changes for students who have graduated. Any changes in distinction will be posted to the individual's record. If a change in distinction occurs, the student must return the original diploma to the Registrar's Office. Once the original diploma is received, another diploma will be ordered with the correct distinction.

It is the student's responsibility to discuss any grade dispute with the profession involved prior to contacting Academic Affairs or the Registrar's Office.

## **SCHEDULE CHANGES**

Once the regular registration period has ended, a student cannot change class sections, drop a class, enroll in a new class, or withdraw from all classes without approval. Requests for schedule changes are not official until updated and filed in the registrar's office.

If a course is dropped during the official, add/drop period, there is no penalty. The dropped course will not appear on the student's record. Courses withdrawn from after the Census Date are recorded as W. The published deadline for course withdrawal is listed in the academic calendar.

## **CLASS ATTENDANCE**

Student attendance and participation is central to academic success at Paul Quinn College. Learning activities may take place in and outside of the formal classroom. Consistent and punctual attendance in class and class related activities is expected of all students. A minimum of 10% of the final course grade is based on course participation and engagement. The course syllabus will explain the attendance expectations of the course, notification process, and if late work or make-up assignment submission is allowed. Before or immediately after a class absence, the student is responsible for communicating with their respective faculty member. Documentation of the absence may be required to support requests for make-up work.

Regular class participation and engagement are used to support the student retention efforts of the College. A student with excessive absences may be referred to the Retention Manager or Student Support Services for intervention purposes.

Dropping or officially withdrawing from a course is the responsibility of the student. Not correctly withdrawing from a course may result in a failing ("F") grade in the course.

A faculty member who believes a student will have difficulty in earning a passing course grade may have may recommend a student who has stopped attending a course be administratively withdrawn. Typically, excessive absence is defined as more than 5 absences in any one course.

## **CLASS STANDING**

The following number of hours is required:

Freshman	0 to 29 semester hours
Sophomore	30 to 59 semester hours
Junior	60 to 89 semester hours
Senior	90 or more semester hours

A student's classification is determined at the beginning of the fall and spring semester.

## **STUDENT STATUS**

Degree-seeking students taking 12 or more semester hours will be classified as full-time students.

Degree-seeking students taking fewer than 12 semester hours will be classified as part-time students.



A first time freshman is defined as a student with fewer than 15 college transfer credits and is either classified as a full-time or part-time student.

A transfer student has earned more than 15 college level transfer courses which may be applied to the general CORE curriculum, or the selected major.

A non-degree student is enrolled for limited academic work and does not plan to seek a degree. Non-degree students observe the same regulations concerning attendance, examination, and proficiency as regular students.

## **COURSE LOAD**

A student must be registered for no fewer than 12 semester hours during the fall or spring semester or six credit hours during the summer session to be classified as a full-time student. A normal course load for a full-time student is 12 to 18 semester hours per fall or spring semester.

A student with a 3.0 GPA or higher who wishes to take more than 18 hours must obtain approval from the Vice President of Academic Affairs. A course overload fee will be charged for each hour the student is enrolled over 18 credits.

## **Incomplete Grade Policy**

An incomplete grade "I" is to be assigned only for an unforeseen and extraordinary circumstance or situation which would have prohibited a student from completing a minor part of a course requirement such as – final exam, one major exam, completion of term paper or class project, part of the requirements of a laboratory. The extraordinary circumstances must be documented, in writing, and provided to the instructor. "The Report of Incomplete Grade" form must be completed by the instructor and submitted to the registrar's office, along with details on the course requirement that must be completed.

At the faculty's discretion, an "I" grade may be assigned to a student for an unforeseen and extraordinary circumstance or situation. An "I" grade may not be assigned as a substitute for a "D" or "F" grade. An "I" grade earned in any given term (semester/summer term) must be removed by the end of the eighth week of classes during the next regular semester (fall or spring); otherwise, the "I" grade will revert to a grade of "F."

When an "I" grade is assigned, the instructor shall provide a detailed description of the work to be completed by the student to the student. The assignment details are to be submitted with the required form to the Vice President of Academic Affairs. This documentation also includes signatures from the student, instructor, Department Chair, and Vice President of Academic Affairs; and is submitted to the Vice President of Academic Affairs. The original documents are filed in the registrar's office. Copies are maintained in Academic Affairs.

It is the student's responsibility to initiate the change of an incomplete grade within eight (8) weeks into the next regular semester.

## **AUDITING COURSES**

A student may audit a course, meaning they are enrolled as an observer or listener, with written approval of the instructor and the Vice President of Academic Affairs. Students must indicate their intention to audit the course at the time of registration. Approval is granted based on space availability. Once a course has been registered for audit, it may not be changed. No credit is granted for audited courses and the grade of audit does not affect the GPA. Students who are auditing a course are not required to prepare written assignments or take examinations. The fee to audit a single course is \$300.

## **ACADEMIC PROGRESS**

The College may withhold enrollment or further registration from any student who, in the judgment of the President or the Vice President of Academic Affairs, is considered incompetent in scholarship, demonstrates unwillingness to meet financial obligations, or is otherwise unable to continue work at the institution.

Students enrolled at Paul Quinn the College must show satisfactory academic progress toward the completion of a degree program to remain eligible for matriculation. All of the student's academic record will be considered in making a satisfactory progress.

Every student is expected to maintain an overall cumulative grade point average (GPA) of 2.0. Any student who earns below a 2.0 GPA during a semester will be placed on academic probation for the following semester. If he or she again fails to maintain a 2.0 GPA, they may be suspended

from the College for a minimum of one semester. After the initial suspension, the student may be re-admitted. If the student again fails to earn at least a 2.0 GPA, they may be suspended for one full academic year or dismissed from the College. Unless specifically approved by the President or the Vice President of Academic Affairs, a student on academic probation is denied the privileges of:

1. Participating in official extra-curricular activities;
2. Holding office in any student activities on the campus or representing the College in any official capacity;
3. Being initiated into a fraternity or sorority or any other social organization.

## GRADUATION REQUIREMENTS

A candidate for graduation must meet the following requirements:

1. Complete a minimum of 120 credit hours (see individual major requirement), including all general education core requirements;
2. Complete all coursework in the major as prescribed by the Department ;
3. Take the designated General Core Assessment
4. Pass the Texas Higher Education Assessment (THEA) or equivalent basic skills exam **[Education Majors only]**;
5. Take the appropriate Senior Exit Assessment Exam for the Major such as the Major Field Achievement Test (see individual major requirement);
6. Attain a cumulative grade point average of 2.0 on all College level courses including transfer credits or attain a cumulative grade point average of 2.5 for Teacher Education majors. ;
7. Complete at least 60 or more semester hours in residence at Paul Quinn College with fifteen semester hours in the area of concentration. The last 31 semester hours or 25% of the required hours for graduation must be done in residence at Paul Quinn College;
8. Satisfy all financial obligations with the Business Office;
9. Complete specified documents – Career Development Packet, Exit Survey, and Senior Clearance Form described in the Application for Graduation section;
10. Pay \$135.00 graduation fee in the Business Office. The fee partially covers the cost of the diploma, academic regalia, and commencement activities;
11. Meet the Chapel attendance requirements.

**Note: Only students who have completed all academic and financial requirements will be permitted to participate in graduation exercises.**

## LATIN HONORS FOR GRADUATION

A student who has a final cumulative grade point average of at least 3.20 will graduate cum laude. One who has a final cumulative grade point average of 3.50 will graduate magna cum laude. One who has a final cumulative grade point average of 3.80 and earns a proficiency rating of five (5) on the student writing portfolio will graduate summa cum laude.

## TRANSCRIPT REQUESTS

A student may formally request an official transcript, through the National Student Clearinghouse website. Detailed instructions are available on screen. The cost of each transcript is \$15.00 payable with a money order or credit card. Transcripts will not be provided for students who have outstanding financial obligations to the College. It normally takes five to seven working days to process a transcript request. Requests made during the College's registration periods will take longer.

## RESIDENCY REQUIREMENT

A minimum of 50 percent of a student's coursework must be completed in residence at Paul Quinn College. During a student's junior and senior year, at least 50 percent of his or her course work in a major must be earned at the College. Credit earned for college level courses through CLEP, AP, Credit by Exam, portfolio, and the like, will not be considered as "credits in residence."

## 60-HOUR POLICY

After earning 60 semester hours at a junior, community, or senior college, a student may not take additional work at a junior, community, or senior college and have it apply toward a degree from Paul Quinn.

## DOUBLE COUNTING

Courses taken to satisfy Core requirements may also be used to satisfy either major requirements or additional degree requirements, but not both. Departments, however, may restrict the number of Core courses that will count toward the major. Students should check with the chair of each department.

## GRADE POINT AVERAGE REQUIREMENT

An overall grade point average (GPA) of 2.00 is required for graduation. Education majors must earn an overall grade point average (GPA) of 2.75 to graduate. Transfer students must have a minimum GPA of 2.00 on their Paul Quinn work. The GPA is calculated on the total number of courses attempted; including courses repeated for a better grade (see section on Grades, Honors, and Class Standing). Transfer credits are not included in the calculation of the Paul Quinn College grade point average.

## GRADE REQUIREMENTS

No credit toward graduation is given for any course in which the final grade is below a D or 60%. Additionally, no credit toward graduation is given for ENGL 1301, 1302 or any course in the students major in which the final grade is below a C or 70%. In order to graduate from the College, a student must not only have earned the required numbers of hours, but also the required number of grade points. Current students may view course progress, midterm and final grades in the CAMS Student Portal.

## CHANGE OF NAME AND ADDRESS

It is the obligation of every student to notify the Registrar's Office of changes in name, phone number, mailing address and personal email **within 10 business days of the occurrence**. The college utilizes the PQC email address as the official mode of communication with enrolled students.

## COLLEGE ASSEMBLY / CHAPEL

As a part of the Spiritual Life of the campus students are required to attend weekly College Assembly/Chapel as a requirement for graduation. Attendance records are maintained by the Office of Student Affairs. The College Assembly or weekly Chapel service is designed to supplement and complement the total educational experience at the college. Emphasis is placed on the broad dimensions of the academic, social, cultural, and religious experiences. The opportunity is provided for students to apply these lectures/presentations to their daily lives. Degree-seeking students are required to attend at least 80% of the College Assembly sessions each semester. Exemptions related to off-campus work hours or hardships must be approved by the Dean of Students, and a substitute project will be assigned. Transfer students' requirements will be begin during the first semester that they enroll at Paul Quinn College. Attendance records will be maintained by the Dean of Students and recorded in the CAMS system. Additional information about Chapel service requirements can be obtained from the Dean of Students or the Office of Academic Affairs.

## TEXTBOOKS

Paul Quinn College students are responsible for having access to their textbooks and other supplies required and needed for their courses each term. Required supplies may be rented, purchased or borrowed from other students. Students may contact Academic Affairs or Student Support Services for assistance with textbooks and other supplies.

## "LEAVE NO QUINNITE" BEHIND RETENTION PROGRAM

The "Leave No Quinnite" Behind Retention Program is uniquely designed to retain all students who enter the Quinnite Nation to successfully graduate in four years or less. The program provides intrusive advising, academic advising, one on one goal setting, course progress tracking, seminars, guest speakers, and other resources that will enhance student engagement and retention. All students will experience selected aspects of

the retention program. Conditional admits, students on SAP probation, as well as other who are special designation. The retention program is housed in Academic Affairs and is coordinated by the College's Retention Manager.

## **WE OVER ME FARM AT PAUL QUINN COLLEGE**

The WE Over Me Farm at Paul Quinn College is a dynamic and innovative venture with three primary goals: to help address the lack of affordable, healthy food options available to economically depressed areas in the City of Dallas; to create a replicable model for achieving sustainable urban re-development built around providing safe food options to economically depressed communities; and to create a facility that will deliver preventative health care (that focuses on nutrition and exercise) to the underserved community surrounding the College.

The Farm is located on the two acres of campus that at one time housed the College football program. Among the items growing on the Farm are corn, tomatoes, blueberries, squash, herbs, bees, and greens. The produce will be used to feed students on the campus, restaurant-goers in Dallas, the Highland Hills/Paul Quinn College Community and young people from the southern sector of Dallas.

In addition to the food production, the College is building a Social Entrepreneurship curriculum around the Farm and using it as an agricultural lab. Students at the College do everything from planting and harvesting crops to managing the business operation to running the PQC Farmers' Market. The WE Over Me Farm at Paul Quinn College is just another example of the difference a Paul Quinn education will make in a student's life and in the community.

## **INDEPENDENT STUDY / INTERNSHIPS**

The internship experience supports students to enter local businesses, community organizations and schools to engage in hands on learning experiences. Paul Quinn College provides the opportunity for certain students to earn credit toward degree completion via internship experiences. The internship course(s) must be identified before the internship begins, and be documented via the Request for Independent Study form. All majors have some type of internship experience. Teacher Education majors complete students teaching, as well as in school observation hours.

A typical internship experience should earn three (3) academic credits and last a minimum of three (3) weeks with the student working 16 hours per week in the internship. Or three credits can be earned over a 15 week period with the student working three (3) hours per week in the internship. The number of hours worked per week varies with the length of the internship. An internship experience that provides more than three (3) academic credits will require a proportional increase in the number of hours spent working in the internship per week, as well as an increase in the length and depth of internship assignments.

The successful internship is documented through the Request for Independent Study form, sign-in / sign-out sheets, a written journal, and a culminating written research paper, and oral presentation. The specifics of the required documentation will be negotiated between the instructor of record and the student completing the internship.

No more than six (6) hours of academic credit earned via an internship may be awarded. Exceptions to this guideline must be approved by the Vice President for of Academic Affairs. Academic credit is awarded for the completion of the student internship, and the letter grade options are only Pass (P) or Fail (F).

Interns who receive a failing grade, cannot repeat the same internship experience; unless the student's major is student teaching (successful completion is required by the state of Texas for initial teacher certification). This policy applies to on- and off- campus internship experiences. Eligibility for internships is determined by the sponsoring organization and/or the instructor of record.

The Student Teaching experience is not the same as the internship experiences described above. The documentation collected over the experience differs and is maintained by the teacher education program. Contact the Teacher Education program for more information on the student teaching experience.

## **LIBRARY SERVICES**

The library subscribes to electronic databases providing access to ProQuest newspapers online, as well as Reference USA/infoUSA, JSTOR (Journal Storage), and the TexShare Card Program (Texas State Library and Archives Commission) that focuses on the sharing of library holdings (academic, public, and special libraries) throughout the state. The consortium provides students and faculty with access to more than 28,281 e-

books, electronic resources and 10,588 journals in addition to traditional print collections available through the Inter Library Loan System (ILLS). Remote access to all electronic resources is available to library users with Internet connectivity. Library staff members are available to assist students with finding appropriate research materials for class assignments.

## LEAVE OF ABSENCE

A Leave of Absence allows an admitted and/or matriculated student to maintain their admission status until the next academic year begins (fall term). A typical leave of absence is awarded for one long semester, and will not extend longer than a fall and spring semester. A student granted a leave of absence for a fall term may return in the spring, or the following fall semester. A student granted a leave of absence for the spring, is expected to return in the fall semester, or must request an extension on their approved leave time. Once a student has been away from the College for more than one year, or two long semesters, the approved leave of absence expires, and the student must apply for readmission and will be held to the programs and policies in place at the time of re-enrollment.

A Leave of Absence may be needed to fulfill military service obligations, medical leave or family obligations.

In order for a student to avoid financial obligations resulting from withdrawing from classes prior to meeting attendance requirements, a request for leave must be submitted prior to the posted Census Date of the semester in which the leave of absence is requested. A request for leave, or a request to completely withdraw from the institution will be considered after the Census Date, however, the student will be responsible for any and all unmet financial obligations resulting from leaving prior to earning all awarded financial aid.

Before submitting a leave of absence request to the College, students must consult with the Retention Manager and the Office of Enrollment Management to determine if a leave of absence is appropriate in their situation. Leaves of absence are granted for one semester, although in unusual circumstances a petition may be filed for an extension. A maximum of six semester credit hours or four quarter hours may be transferred to the college for work taken at other institutions while on a leave of absence.

The College acknowledges that circumstances may arise that do not allow students to meet the timelines for requested leave of absence. In these situations, students may apply for an emergency leave of absence. In order to qualify for the emergency leave of absence, a student must complete the emergency leave of absence form, present written documentation of the emergency, and receive the signature of approval from the Vice President of Academic Affairs and the Office of Enrollment Management.

## WITHDRAWAL

In order to completely withdraw from the College within any term, a student must meet with their academic advisor to obtain a withdrawal form and to begin the withdrawal process. No refund will be considered unless the withdrawal form with appropriate signatures is completed and presented to the Business Office. Refunds will be made according to the policy outlined in the Financial Regulations section.

A student who formally withdraws from all classes, prior to the published withdrawal deadline will receive grades of "W" in all courses.

Students who miss the published deadline to withdraw from a course, may file a written request for an exception to be considered. Petitions will not be considered unless the student provides evidence of extraordinary circumstances that prevented the student from dropping the course by the published deadline. Not being aware of the published deadline does not meet the requirement for an exception to be considered. Requests for exceptions to this policy are to be submitted to the Vice President of Academic Affairs.

Administrative withdrawal from a course may result from habitual delinquency in class or any other circumstance that prevents the student from fulfilling the purpose of the class. The College reserves the right to cancel the registration of any student. In such a case, the pro rata portion of tuition will be returned. However, students withdrawing due to disciplinary issues forfeit the right to a refund.

## MEDICAL WITHDRAWAL

Medical withdrawals are only granted to students in the rare case where their physical, mental, or emotional health prevents them from continuing studies at the College. Medical withdrawal may be granted only for the current semester, and it is the sole responsibility of the student requesting a medical withdrawal during any semester to complete and submit all required paperwork as soon as reasonably possible. A retroactive medical withdrawal may be considered only in the event that the illness or condition prevented the student from submitting required paperwork prior to the end of the semester. Students granted a medical withdrawal will receive the grade of W in all attempted classes.

All requests for medical withdrawals must be accompanied by a medical professional's letter of recommendation for withdrawal and documentation of illness. This letter must include a medical diagnosis, the time frame during the semester in which the illness or medical condition occurred, and an explanation of how the illness prevented the student from being able to continue with his/her academic requirements.

Upon return to the College, the student must present documentation that states the student has been treated by the same or another referred medical professional and in his/her expert opinion the student's condition has improved to the point that he/she can handle the demands of college life.

### **EMERGENCY WITHDRAWAL**

Extreme personal circumstances, such as call-up to active military duty, may constitute grounds for emergency withdrawal from school after the official withdrawal deadline. Emergency withdrawal must be caused by circumstances beyond the student's control and be of an extenuating nature that cause the student to be unable to complete the current semester.

Documentation of the circumstances must be provided before an emergency withdrawal will be considered and must be provided at the time the emergency arises. Students granted any type of emergency withdrawal will receive the grade of W in all attempted classes.

**THE  
CURRICULUM  
AND DEGREE  
PROGRAMS**

Students seeking a Paul Quinn College Bachelors of Arts Degree enroll in a rigorous, well-rounded course of study that starts with Paul Quinn's Core Curriculum. The Core Curriculum is designed to acquaint students with a Christian liberal arts focus, a broad range of knowledge and to encourage students to explore new areas of interest. With the Core Curriculum, all students are expected to develop their written, verbal and quantitative abilities. The liberal arts curriculum is designed to provide a knowledge base that is broad and deep, and instills students with the values of service, leadership, accountability and integrity.

## CORE CURRICULUM REQUIREMENTS FOR ALL DEGREES

All Paul Quinn students beginning studies after May 1, 2014 must complete the following courses in the Core and First-Two Years Curriculum.

Category	Class	Credits	Credits (STEM Majors)
Life Science	BIOL 1308 General Biology I or Chem I or Physics I	3	4
Institutional Option	BUSA 1302 Social Entrepreneurship	3	3
Communication	COMM 1311 Intro to Public Speaking	3	3
Social Science	ECON 2302 Principles of Microeconomics	3	3
Communication	ENGL 1301 Composition I	3	3
Communication	ENGL 1302 Composition II	3	3
Institutional Option	FUND 1303 Intro to Quinnite Servant Leadership	3	3
Social Science	GOVT 2305 American Govt I (Federal)	3	3
Social Science	HIST 2301 US History I	3	3
Social Science	HIST 2302 US History II	3	3
Foreign Language / Philosophy / Culture	HUMA 1315 Art Appreciation	3	3
Math	MATH 1301 College Algebra OR MATH 2412 Pre-calculus	3	4
Foreign Language / Philosophy / Culture	PHIL 2306 Introduction to Ethics	3	3
	FINA 1301 Personal Finance	3	3
	Total hours in CORE	42	44
Life Science	BIOL 1309 General Biology II or Chem II or Physics II	3	4
various	PSYC 2319 Social Psychology or MATH 2411 Calculus I	3	4
Math/Science	MATH 1303 Basic Statistics or STEM MATH or Lab Science	3	4
various	ENGL 2331 or Upper Level Humanities or Literature or MATH 2414 Calculus II	3	4
Foreign Language / Philosophy / Culture	SPAN 1312 Elementary Spanish II or Advanced Spanish II	3	3



<b>Social Science</b>	<b>GOVT 2306 Texas Govt</b>	<b>3</b>	<b>3</b>
	<b>Total Remaining Hours in First Two Years</b>	<b>18</b>	<b>22</b>
	<b>Total Credits Completed in First Two Years</b>	<b>60</b>	<b>66</b>

## LIBERAL ARTS ABILITIES

The College's liberal arts education is intended to help develop these abilities:

**Reasoning**—the ability to analyze and synthesize arguments, to question assumptions, to evaluate evidence, to argue positions, to draw conclusions, and to raise new questions; varieties of reasoning include quantitative, scientific, ethical, and aesthetic:

*Quantitative*—the ability to use mathematical reasoning as a tool of analysis and as a means of conveying information

*Scientific*—the ability to understand and to use the scientific method

*Ethical*—the ability to analyze the principles and assumptions of moral claims and to make informed and reasoned moral arguments

*Aesthetic*—the ability to analyze visual, performing, or literary art

**Communication**—the ability to express ideas, arguments, and information coherently and persuasively orally, and in writing

**Historical Consciousness**—the ability to understand the achievements, problems, and perspectives of the past and to recognize their influence upon the course of events

**Social & Cultural Awareness**—the ability to engage perspectives other than one's own.

## MAJORS

**Majors:** A major at Paul Quinn is a specialized course of study required of all students, offering the opportunity to focus in depth on a particular discipline. Specific requirements for the major can be found under the appropriate department of instruction. Students may major in a subject only with the consent of the department chair. Students are expected to declare a major by the end of the sophomore year. All work to be applied toward the major must be approved in advance by the department chair.

**Minors:** Paul Quinn College does not currently offer minors

## Writing Across the Curriculum

Given that writing is a process that grows through discovery, learning and sharing, Paul Quinn's goal is to transform students into writers who are considered the most exceptional writers among graduates from the best colleges. Graduates of Paul Quinn will regard writing as an activity that is to be practiced continuously as part of one's mission to be an effective servant leader. Through a writing-rich curriculum, called Writing Across the Curriculum, the College will enhance each student's academic performance so that he or she may extend the reach of success in his or her chosen career. Writing Across the Curriculum is administered by the Office of the Writing Program.

## THE WRITING PROFICIENCY PORTFOLIO

Demonstration of writing proficiency through the Paul Quinn Student Writing Portfolio is a requirement for advancing through the core curriculum and for graduation. Writing portfolios allow the college to collect student writing samples, so students, faculty and staff, can analyze, evaluate and track each student's writing proficiency throughout his/her undergraduate career. Writing portfolios also encourage students to assess their own writing and look for ways to improve as they move from one writing-intensive course to the next. All students, traditional or transfer, should fulfill the writing portfolio requirement.

Each student's portfolio will include the following:

- Essay from the admissions application: Once a student is admitted to Paul Quinn College, an electronic file with his/her name and student identification number is created as the start of his/her portfolio.

- WritePlacer exam and results: This is added to the electronic file after the student takes the test.
- Two formal writing assignments from each WR course taken: Instructors should assess and submit two writing assignments (one from the beginning of the semester; the other from the end of the semester) for each student to the Writing Program in electronic form. The Writing Program will provide an assessment form.
- Informal writing assignments from each WR course taken: Instructors should assess and submit 3 to 6 samples from informal writing assignments for each student to the Writing Program in electronic form. The Writing Program will provide an assessment form.
- Three essays resulting from the Universal Prompt Exam: Students should sign up to complete this task in the Writers' Hub at the end of each semester.
- Reflective essays that students write prior to each evaluation, including one that will serve as the opening personal statement for the portfolio.
- Feedback from faculty, writing center mentors: The Writing Program will provide feedback forms, which are to be placed with a clean final (electronic) version of each formal writing assignment. Students should provide the instructor with the final clean version after it has been graded, so that it reflects recommendations from the instructor.

Student Writing Portfolios will be evaluated by a group of volunteer readers at least three times while they are students at Paul Quinn College. The first evaluation will come when a student completes the First Year Experience Program, or at the end of the second year of enrollment. The next evaluation will happen in the second semester of the student's third year of enrollment. The third evaluation will take place at the end of the first semester of the student's fourth year of enrollment. Students enrolled for more than four years will have their portfolios evaluated during each additional year of enrollment.

When a student's portfolio is complete, which should happen during a student's final year of enrollment, it will be assessed and the student will be notified whether they have met the writing proficiency requirement for graduation. If not, the student will be required to do additional work on his or her writing, either in courses or in the Writing Center and to submit additional papers to the portfolio for reassessment.

Each time a student's portfolio is evaluated, it will be done using the following five-point scale:

- 5 = Exceptionally proficient
- 4 = Highly proficient
- 3 = Proficient
- 2 = Slightly below proficient
- 1 = Well below proficient

Students whose writing is "slightly below proficient" will be **recommended** to register for a Writing Enrichment Seminar provided by the Writing Program through the Writers' Hub. Students whose writing is "well below proficient" will be **required** to take the Writing Enrichment Seminar.

**Transfer Students:** Students who transfer into the College will have their writing portfolio schedule determined by an academic adviser, the Director of the Writing Program and the Vice President of Academic Affairs. Transfer students who seek to transfer credits in ENGL 1301 Composition I, must take and pass the in-house writing assessment. Once the assessment is passed, the transfer credit will be accepted and listed on the students Paul Quinn College transcript.

For more information, consult the Office of the Writing Program on the lower level of the John Hurst Adams Administration Building.

## Academic Programs

The academic programs of the College are organized as follows:

### General Education

Core & First Two Years Curriculum  
Summer Bridge Program

### Agriculture Management (to be fully implemented Fall 2015)

### Business Administration

Accounting (changing to Finance Fall 2015)  
Entrepreneurship  
Marketing (to be fully implemented Fall 2015)  
Management  
Fundraising & Philanthropy

### Education

#### Post-Baccalaureate Teacher Certification

EC-6  
Secondary English, Language Arts  
Secondary Mathematics  
Secondary History

### Health & Wellness

### Legal Studies

### Liberal Arts

Communications  
History  
Humanities  
Mathematics (coming Fall 2015)  
Political Science  
Psychology

### Religious Studies (coming Spring 2015)

### Urban Studies (coming Fall 2015)

### Science and Technology\*

Biology (as of Fall 2011, the Biology major is closed to new and returning student enrollment)  
Computer Science (as of Fall 2011, the Computer Science major is closed to all student enrollment)

Within these units are the academic departments and programs through which the curriculum of the College is administered. The courses listed here are displayed to demonstrate the typical course requirements for a specific major. A student's approved degree plan will include the required courses that a student is required to take to complete their specific degree. Substitutions to required courses are reviewed and approved in exceptional circumstances.

## General Education

### General Education Goals

- Provide a diverse liberal arts background to develop effective basic skills (reading, writing, math and communication)
- Preparation for servant leadership in chosen major and in under-resourced communities

### Mission Statement for General Education

General Education program is to provide students with a curriculum that will enable them to use basic skills think critically to solve problems and be adept at bringing their knowledge and unique experience and perspective into new settings; they will be able to communicate effectively; they will be able to understand the diversity of the human experience; as well as understand both personal and social responsibilities.

### Learning Outcomes for General Education

- A. Demonstrate effective writing skills using appropriate forms, conventions and styles
- B. Speak articulately in varied settings

- C. Interpret and analyze various types of written information
- D. Use mathematical reasoning or techniques to solve problems
- E. Think critically, applying information or problem solving skills
- F. Demonstrate technology literacy skills
- G. Demonstrate laboratory techniques
- H. Understand both local and global citizenship
- I. Recognize the role of diversity related to culture, ethnicity, gender, class, sexual orientation or ability
- J. Engage in ethical reasoning to address societal problems
- K. Demonstrate an understanding of money management principles

**Evaluated by: ETS Proficiency Profile Exam, course embedded assignments**

### **CORE CURRICULUM & FIRST TWO YEARS CURRICULUM**

<b>Class</b>	<b>Credits</b>	<b>Credits (STEM Majors)</b>
BIOL 1308 General Biology I or Chem I or Physics I	3	4
BUSA 1302 Social Entrepreneurship	3	3
COMM 1311 Intro to Public Speaking	3	3
ECON 2302 Principles of Microeconomics	3	3
ENGL 1301 Composition I	3	3
ENGL 1302 Composition II	3	3
FUND 1303 Intro to Quinnite Servant Leadership	3	3
GOVT 2305 American Govt I (Federal)	3	3
HIST 2301 US History I	3	3
HIST 2302 US History II	3	3

HUMA 1315 Art Appreciation	3	3
MATH 1301 College Algebra OR MATH 2412 Pre-calculus	3	4
PHIL 2306 Introduction to Ethics	3	3
FINA 1301 Personal Finance	3	3
<b>Total hours in CORE</b>	<b>42</b>	<b>44</b>
BIOL 1309 General Biology II or Chem II or Physics II	3	4
PSYC 2319 Social Psychology or MATH 2411 Calculus I	3	4
MATH 1303 Basic Statistics or STEM MATH or Lab Science	3	4
ENGL 2331 or Upper Level Humanities or Literature or MATH 2414 Calculus II	3	4
SPAN 1312 Elementary Spanish II or Advanced Spanish II	3	3
GOVT 2306 Texas Govt	3	3
<b>Total Remaining Hours in first two years</b>	<b>18</b>	<b>22</b>
<b>total credits completed in first two years</b>	<b>60</b>	<b>66</b>

## **Business Administration & Legal Studies Goals (Accounting/Finance, Management, Marketing and Legal Studies Program)**

- To provide students with a broad background for careers in law, court administration, business, accounting, human resources management, entrepreneurship, marketing or graduate level programs in law, business administration or other related fields.
- To provide students with a quality, well-rounded education that will allow them to positively impact the business and legal community.

### **Business Administration**

#### **Mission Statement for Business Administration: Accounting/Finance**

The mission of the Accounting concentration is to prepare students for careers as professional accountants. The program provides students with the knowledge and skills needed for entry level work positions in business and the public sector. In addition, the program prepares students to enter graduate school for a MBA or MS in business or related fields.

#### **Mission statement for Business Administration: Management Concentration**

The mission of the Business Administration: Management program is to provide a broad business background and the professional skills that students will need for a career in business or the public sector. Specifically, the program provides training for career options that include: human resources management, entrepreneurship, or business ownership. In addition, it also prepares students to enter graduate school for a MBA or MS in business or related fields.

#### **Program Learning Outcomes for Business Administration**

1. Interpret the key concepts and practices in the core business functions (*Accounting, Marketing, Management, Entrepreneurship, Statistics, and the Business Legal system*)
2. Apply accepted business principles to analyze business problems to develop realistic solutions
3. Effectively communicate business information verbally and in writing to various audiences
4. Analyze quantitative and qualitative data to develop effective business decisions
5. Students will apply principles of business ethics and social responsibility to resolve ethical dilemmas that could be used to improve business opportunity and development in underserved communities

*Evaluated by: Major Field Achievement Exam (Business Administration), course embedded assignments and exam questions, and graduating senior survey*

## **BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: ACCOUNTING**

(126.5 Credit hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Business Administration: Accounting will need to complete the following courses:

ACCT 2301 Principles of Accounting I  
ACCT 2302 Principles of Accounting II  
ACCT 3310 Managerial Accounting  
ACCT 3314 Intermediate Accounting I  
ACCT 3315 Federal Tax Accounting  
ACCT 3325 Intermediate Accounting II  
ACCT 4320 Cost Accounting  
ACCT 4328 Auditing  
BLAW 3324 Business Law  
BUSA 3302 Business Communications  
BUSA 3322 Business Statistics  
BUSA 4305 Leadership: President Sorrell  
BUSA 4321 Business Ethics and Social Responsibility  
BUSA 4322 Advanced Statistics  
BUSA 4323 Business Policy and Strategy  
COSC 1301 Computer Applications  
ECON 2301 Principles of Microeconomics  
ECON 2302 Principles of Macroeconomics  
ECON 3320 Money and Banking  
FINA 3313 Finance  
ACCT 4300 Internship in Accounting  
MGMT 4302 Small Business Management  
SPAN 1302 Elementary Spanish II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## **BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: ENTREPRENEURSHIP**

(126.5 Credit hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Business Administration: Entrepreneurship will need to complete the following courses:

ACCT 2301 Accounting I  
ACCT 2302 Accounting II  
BLAW 3324 Business Law  
BUSA 1303 Social Entrepreneurship II  
BUSA 3302 Business Communications  
BUSA 4309 Negotiations  
BUSA 4321 Business Ethics and Social Responsibility  
ECON 2301 Microeconomics  
ECON 2302 Macroeconomics  
ECON 3320 Money and Banking  
ENTR XXXX Advanced Social Entrepreneurship  
ENTR XXXX Principles of Entrepreneurship  
ENTR XXXX Raising Capital and Identifying Investors  
ENTR XXXX Social Entrepreneurship Internship I  
ENTR XXXX Social Entrepreneurship Internship II  
FINA XXXX Business Finance  
MATH 1303 Basic Statistics  
MGMT Special Topics: Leadership  
MGMT XXXX Small Business Management  
MKTG 3301 Principles of Marketing  
SOCI XXXX Social Problems and Community Development  
SPAN 1302 Elementary Spanish II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.



## **BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: MANAGEMENT**

(130.5 Credit Hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Business Administration: Management will need to complete the following courses:

ACCT 2301 Principles of Accounting I  
ACCT 2302 Principles of Accounting II  
BLAW 3324 Business Law  
BUSA 3302 Business Communications  
BUSA 3322 Business Statistics  
BUSA 4305 Leadership: President Sorrell  
BUSA 4322 Advanced Business Statistics  
BUSA 4323 Business Policy and Strategy  
COSC 1301 Computer Applications  
ECON 2301 Principles of Microeconomics  
ECON 2302 Principles of Macroeconomics  
ECON 3320 Money and Banking  
FINA 3313 Business Finance  
MGMT 3310 Product and Operations Management  
MGMT 3314 Principles of Management  
MGMT 3315 Human Resources Management  
MGMT 3317 Organizational Behavior  
MGMT 4302 Small Business Management  
MGMT 4303 Industrial Labor Relations  
MGMT 4307 Managerial Economics  
MGMT 4325 Internship in Management  
BUSA 4321 Business Ethics and Social Responsibility  
SPAN 1302 Elementary Spanish II

Management majors will select one (1) elective from the list below:

MKTG 3301 Principles of Marketing  
BUSA 4309 Topical Seminar: Negotiations

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## **BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: FUNDRAISING & PHILANTHROPY**

(130.5 Credit Hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Business Administration: Fundraising & Philanthropy will need to complete the following courses:

ACCT 2301 Accounting I  
ACCT 2302 Accounting II  
BLAW 3324 Business Law  
BUSA 1303 Social Entrepreneurship II  
BUSA 3302 Business Communications  
BUSA 4304 Topical Seminar: Leadership  
BUSA 4309 Negotiations  
BUSA 4321 Business Ethics and Social Responsibility  
ECON 2301 Microeconomics  
ECON 2302 Macroeconomics  
ECON 3320 Money and Banking  
FUNR XXXX Advanced Fundraising I  
FUNR XXXX Advanced Fundraising II  
FUNR XXXX Alumni and Donor Relations  
FUNR XXXX Grant Proposal Writing  
FUNR XXXX Internship Fundraising & Philanthropy I  
FUNR XXXX Internship in Fundraising & Philanthropy II  
FUNR XXXX Introduction to Fundraising and Philanthropy  
FUNR XXXX Prospect Research  
HUMA 1303 African American Experience II  
MATH 1303 Basic Statistics  
MKTG 3301 Principles of Marketing  
SPAN 1302 Elementary Spanish II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## LEGAL STUDIES

### **Mission Statement for Legal Studies**

The mission of the Legal Studies Program is to prepare students for entry into a law career, court administration, or corrections by providing students with the skills needed for career success and graduate study.

### **Program Learning Outcomes for Legal Studies**

1. Evaluate procedural legal problems
2. Demonstrate an awareness of the significance of the law and the rule of law
3. Identify and analyze legal issues, fundamental concepts and principals in the various categories of law
4. Develop oral communication and advocacy skills
5. Engage in legal research and writing
6. Identify comparative law perspectives

**Evaluated by: Legal Studies Departmental Exam, Mock Trial Rubric, course embedded exam questions, a writing assignment**

## BACHELOR OF SCIENCE – LEGAL STUDIES

(123.5 Credit Hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Legal Studies will need to complete the following courses:

COSC 1301 Computer Applications  
LGLS 2301 Introduction to Legal Studies  
LGLS 2302 Law and Politics  
LGLS 2304 Constitutional Law  
LGLS 3302 Criminal Evidence  
LGLS 3325 Criminal Procedure  
LGLS 3327 Logic Reasoning, Legal Philosophy  
LGLS 3328 Business Law  
LGLS 4303 Legal Research and Writing  
LGLS 4311 Criminal Investigations  
LGLS 4315 Family Law  
LGLS 4316 Mock Trial

Legal Studies majors will select nine (9) electives from the list below:

LGLS 2315 Criminology  
LGLS 2321 Victimology  
LGLS 2323 Law, Psychology and Morality  
LGLS 3300 Law in Literature  
LGLS 3321 Administrative Law  
LGLS 3326 Juvenile Delinquency  
LGLS 3330 Internship  
LGLS 3331 International Law  
LGLS 3332 Peace, War and Treason  
LGLS 3334 Negotiations  
LGLS 3335 Special Topics  
LGLS 4301 Introduction to Law Enforcement  
LGLS 4307 Probation, Penitentiary and Parole  
LGLS 4325 Torts  
LGLS 4331 National Security Law  
LGLS 4332 Comparative Law  
LGLS 4333 Moot Court  
LGLS 4339 Internship II  
LGLS 4435 Property, Wills and Estates  
LGLS 4436 Civil Procedure  
SPAN 1302 Elementary Spanish II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## EDUCATION

### **Education Program Goals**

- Recruit and retain talented teacher candidates dedicated to becoming certified, highly qualified educators in urban environments
- Continuously integrate state and national teacher educator standards into the program design, learning outcomes and assessment

### **Mission Statement for Education**

The Teacher Education Division of Paul Quinn College will increase the number of certified teachers prepared to teach diverse learners in urban environments

### **Post-Baccalaureate Program**

The post-baccalaureate program is designed for adults who already have completed a bachelor's degree (or higher) who wish to enter teaching. The program provides undergraduate coursework to prepare future teachers for the TExES Certification Exam. Post-baccalaureate students enroll and complete courses with undergraduate students in teacher education.

### **Program Learning Outcomes for Early Childhood through Sixth Grade (EC-6)**

1. Demonstrate knowledge of content areas with appropriate grade level considerations
2. Evaluate the needs of students to determine the appropriate teaching strategy
3. Identify and interpret the Texas Essential Knowledge and Skills (TEKS) and the appropriate competency domains
4. Demonstrate appropriate uses of technology in instructional delivery
5. Explain the role of assessment in effective teaching and learning
6. Evaluate the teacher's role in society as a school and community leader

**Evaluated by: TExES Certification pre-test, course embedded assignments and the graduating senior survey**

## POST-BACCALUARATE PROGRAM FOR TEACHER CERTIFICATION

The following are the typically courses needed for a post-baccalaureate candidate to complete in order to be prepared to take the TExES Teacher Certification exam. The specific required courses will be determined by the review of the undergraduate degree transcript.

BIOL 1425 General Biology II  
BIOL 2401 Human Anatomy I  
BIOL 2402 Human Anatomy II  
COSC 1301 Computer Applications  
EDUC 3101 Preparation for State Exam, PPR  
EDUC 3102 Preparation for State Exam, Content  
EDUC 3300 Instructional Strategies I  
EDUC 3301 Human Development and Learning  
EDUC 3302 Technology in Teaching  
EDUC 3305 Intro to English as a Second Language  
EDUC 3310 Instructional Strategies II  
EDUC 4001 Student Teaching Seminar  
EDUC 4300 Instructional Strategies III  
EDUC 4304 Assessment in Learning  
EDUC 4305 Classroom Management  
EDUC 4393 Children's Literature  
EDUC 4501 Student Teaching, Elementary  
GEOG 1303 World Geography (3 Credit Hours)  
GOVT 2302 American Government II  
MATH 1350 Math for Elementary Teachers I  
MATH 1351 Math for Elementary Teachers II  
READ 3301 Emergent Literacy  
READ 3304 Reading in the Elementary School  
SPED 3301 Exceptional Learner  
SPAN 1302 Elementary Spanish II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## HEALTH & WELLNESS

### **Health & Wellness Program Goals**

- Recruit and retain students who are committed to impacted their own personal health and wellness, and that of their family and community
- Create a center for Health and Wellness that will serve as a learning laboratory for students in the program to help fellow students and community member reach their own health and wellness goals

### **Mission Statement Health & Wellness**

The Health and Wellness program will graduate students prepared to assume professional roles in coaching, community health organizations and similar careers that improve the health and wellness of individuals, families and communities, especially under-resourced communities.

### **Learning Outcomes for Health & Wellness**

- A. Demonstrate knowledge of key concepts in health and wellness with specific attention to differences in cultural, gender, age and socioeconomic characteristics
- B. Utilize technology to identify, organize and communicate health and wellness information
- C. Assess and interpret data to create unique strategies in response to challenges in health and wellness
- D. to improve personal, family and community health disparities
- E. Create, implement and evaluate a personal health and wellness plan that seeks to maintain and improve key health and wellness traits and characteristics, including physical activity, healthy weight maintenance, nutrition, mental health and spiritual fitness.

## BACHELOR OF SCIENCE – HEALTH & WELLNESS

(120 Credit Hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Health & Wellness will need to complete the following courses:

BIOL 1425 General Biology II  
BIOL 2401 Human Anatomy & Physiology I  
BIOL 2402 Human Anatomy & Physiology II  
ENTR 2XXX Principles of Entrepreneurship  
HLTH 2329 Intro to Health and Wellness  
HLTH 2230 Personal & Community Health  
SPAN 1302 Elementary Spanish II  
HLTH 3XXX General Nutrition & Physical Activity  
HLTH 3340 Human Behavior, Mental Health & Sexuality  
HLTH 33xx Fitness and Health  
HLTH 43XX Assessing, Planning, and Evaluation for Health Professionals  
BUSA/ENTR/MGMT Upper level elective  
PHED 3302 Sociology of Sports  
PHED 3304 Physiology of Exercise  
PHED 3308 First Aid  
PHED 4301 Organization & Administration of Physical Education and Athletic Programs  
PSYC 3313 Abnormal Psychology  
HLTH 3XXX Culture and Food  
HLTH 33xx Epidemiology  
HLTH 33xx Drugs, Environment and Health  
HLTH 33xx Health and Stress Management  
HLTH 43xx Special Topics in Health and Wellness  
HLTH 43xx Consumer Health  
KINS 33xx Motor Learning and Development (EDUC 3301 Human Development & Learning)  
KINS 33XX Kinesiology and Biomechanics  
PHED 4304 Coaching Interscholastic Sports  
PHED 3340 Athletic Training  
HLTH 43xx Leadership in Health and Wellness  
HLTH 43xx Trends and Controversies in Health and Wellness  
PHED 4398 Entrepreneurial Internship in Health & Wellness  
PHED 4399 Experiential Internship in Health & Wellness

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.



## LIBERAL ARTS

### Liberal Arts Program Goals

- Recruit and retain students who are committed to impacted their own personal health and wellness, and that of their family and community
- Create a center for Health and Wellness that will serve as a learning laboratory for students in the program to help fellow students and community member reach their own health and wellness goals

### **Mission Statement Liberal Arts**

The Health and Wellness program will graduate students prepared to assume professional roles in coaching, community health organizations and similar careers that improve the health and wellness of individuals, families and communities, especially under-resourced communities.

### **Learning Outcomes for Liberal Arts**

- F. Demonstrate knowledge of key concepts in health and wellness with specific attention to differences in cultural, gender, age and socioeconomic characteristics
- G. Utilize technology to identify, organize and communicate health and wellness information
- H. Assess and interpret data to create unique strategies in response to challenges in health and wellness
- I. to improve personal, family and community health disparities
- J. Create, implement and evaluate a personal health and wellness plan that seeks to maintain and improve key health and wellness traits and characteristics, including physical activity, healthy weight maintenance, nutrition, mental health and spiritual fitness.

## BACHELOR OF SCIENCE – LIBERAL ARTS

(120 Credit Hours)

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Liberal Arts will need to complete the following courses:

### Science

BIOL 1425 General Biology II  
BIOL 2401 Human Anatomy & Physiology I  
BIOL 2402 Human Anatomy & Physiology II

### Math

MATH 1302 Basic Statistics OR MATH 1350  
MATH 1303 College Trigonometry or MATH 2311 Calculus I or MATH 1351

### English

ENGL 2311 Advanced Writing

### Humanities

HUMA 1303 AA Experience II OR Music OR Art Appreciation  
SPAN 1302 Elementary Spanish II

### Social Science

Upper Level History Course  
ECON 2301 Principles of Microeconomics  
Upper Level Psychology Course

### Quinnite Servant Leadership

BUSA 1303 Social Entrepreneurship II OR ENTR 23XX Principles of Entrepreneurship  
BUSA 4321 Business Ethics & Social Responsibility  
BUSA 4304 Special Topic: Leadership

### Concentration or Electives (Communications, History, Psychology, Humanities, Mathematics)

Upper Elective  
Upper Elective  
Upper Elective  
Upper Elective  
Upper Elective  
Upper Elective  
Upper Elective  
Internship I  
Internship II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## SCIENCE AND TECHNOLOGY

### Department of Science and Technology Department Goals

- To educate students for success in the teaching profession, graduate study, and the scientific and industrial community
- To provide an academically rigorous program that supports students to master the technology, practical applications and instrumentation currently used in the field of Science and Technology

### Mission Statement for Biology

The biology program will effectively teach and assess Biology courses in the general academic core and prepare biology majors to enter the teaching profession, graduate study, various professional schools, and scientific and industrial communities. Students majoring in Biology will demonstrate an understanding of the fundamental concepts that characterize Biology and its related disciplines.

### Biology Program Goals

- To provide a background that will allow students to be successful in the teaching profession, graduate study, various professional schools as well as the scientific and industrial community
- To provide a program that is academically rigorous that allows students to master the technology, the applications and the instrumentation used in the field

### Program Learning outcomes for Biology

1. Demonstrate an understanding of matter and energy in organisms
2. Analyze the relationship between structure and function on both the cellular level and the organism level
3. Explain the growth, classification and diversity in organisms
4. Interpret how genetic information is transmitted in organisms and population
5. Model effective use of instrumentation and technology used in the field

*Evaluated by: Major Field Achievement Exam (Biology), term paper, and course embedded exam questions, and graduating senior survey*

## **BACHELOR OF SCIENCE – BIOLOGY\***

(129.5 Credit Hours)

\*Biology is closed to new students

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Science – Biology will need to complete the following courses:

BIOL 1425 General Biology II  
BIOL 2401 Human Anatomy & Physiology I  
BIOL 2402 Human Anatomy & Physiology II  
BIOL 3411 Genetics  
BIOL 3420 General Botany  
BIOL 4111 Biology Seminar  
BIOL 4301 Special Projects in Biology  
BIOL 4411 General Microbiology  
BIOL 4420 Cell Biology  
CHEM 1411 General Chemistry I  
CHEM 1412 General Chemistry II  
CHEM 2411 Organic Chemistry I  
CHEM 2412 Organic Chemistry II  
CHEM 4421 General Biochemistry  
COSC 1301 Computer Applications  
MATH 1303 Basic Statistics  
MATH 2311 Calculus I  
PHYS 3411 General Physics I  
PHYS 3412 General Physics II

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.

## **Computer Science Program Goals**

- To provide a background that would allow students to be successful in the teaching profession, graduate study, various professional schools as well as the scientific and industrial community
- To provide a program that is academically rigorous that allows students to master the technology, the applications and the instrumentation used in the field

## **Mission Statement for Computer Science**

The Computer Science Program offers students a background in digital computing, with courses designed to prepare students for careers in computing or further study in computer science or a related field. Students majoring in Computer Science will demonstrate an understanding of computer applications, computer software and computer hardware.

## **Program Learning Outcomes for Computer Science**

1. Produce specific programs and program documentation to demonstrate a solid foundation in programming languages, data structures and algorithms
2. Formulate and solve problems using basic computer science techniques and methodologies
3. Design, implement, and apply a computerized solution to a real life problem using appropriate tools
4. Communicate effectively

*Evaluated by: Major Field Achievement Exam (Computer Science), Course embedded assignments related to programming skills, and the Graduating Senior Survey*

## **BACHELOR OF SCIENCE IN TECHNOLOGY – COMPUTER SCIENCE\***

(126.5 Credit Hours)

\*Computer Science is closed to new students.

In addition to the core curriculum, students seeking a Bachelor of Science Degree in Technology – Computer Science will need to complete the following courses:

COSC 1301 Computer Applications (3 Credit Hours)  
COSC 1421 Introduction to Computer Science in JAVA (4 Credit Hours)  
COSC 2313 Assembly Language Programming (3 Credit Hours)  
COSC 2412 Advance Computer Programming in JAVA (4 Credit Hours)  
COSC 3314 C / C++ Programming (3 Credit Hours)  
COSC 3326 Programming Languages (3 Credit Hours)  
COSC 3327 Data Structures (3 Credit Hours)  
COSC 3415 Discrete Computational (4 Credit Hours)  
COSC 3353 FORTRAN Programming (3 Credit Hours)  
COSC 4313 Computer Organization and Architecture (3 Credit Hours)  
COSC 4314 System Analysis and Design (3 Credit Hours)  
COSC 4320 Database System Design (3 Credit Hours)  
COSC 4321 Operating Systems (3 Credit Hours)  
ECON 2301 Microeconomics (3 Credit Hours)  
MATH 2311 Calculus I (3 Credit Hours)  
MATH 2312 Calculus II (3 Credit Hours)  
MATH 2322 Linear Algebra (3 Credit Hours)  
MATH 3322 Differential Equations (3 Credit Hours)

Computer Science majors will select three (3) electives from the list below:

COSC 4300 Parallel Processing (3 Credit Hours)  
COSC 4301 Computer Networking (3 Credit Hours)  
COSC 4302 Numerical Methods (3 Credit Hours)  
COSC 4303 Numerical Analysis (3 Credit Hours)  
COSC 4306 Artificial Intelligence (3 Credit Hours)

### Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites

# Directory

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B.S., Accounting, Paul Quinn College

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B.A., English, University of North Carolina at Chapel Hill

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Ph.D., Religious Studies, Southern Methodist University  
M.S., History & Theology, Abilene Christian University  
B.A., Biblical Texts, Abilene Christian University

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M.L.S., St. John's University  
B.S., Business Administration, Livingstone College

**Dr. David Hamrick**, Cataloging and Reference Librarian  
Ph.D., Musicology, University of North Texas  
M.M., Musicology, University of North Texas  
M.S., Library Science, University of North Texas  
B.A., Music, Oklahoma Christian University

**Candice Birks**, Retention Manager and Coordinator of Academic Advising  
B.A.A.S., Human Services, University of North Texas -- Dallas.  
Certification in mediation/dispute resolution.

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M.L.A., Texas Christian University  
B.S. Psychology, Converse College

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Ph.D., Higher Education, Ohio State University

**Jessika Lara**, Enrollment Management Officer  
B.S., Business Administration - Management, Paul Quinn College

**Kessel Thompson**, Director of External Affairs  
M.S., College Student Personnel Services, Miami University  
B.S., Engineering Technology, Texas A&M University

**Glenda Davis**, Campus Nurse  
B.S., Organizational Behavior, Paul Quinn College  
Vocational Nurse, PA Reitz School of Vocational Nurse (LVN)

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**Kessel Thompson**, Athletic Director  
M.S., College Student Personnel Services, Miami University  
B.S., Engineering Technology, Texas A&M University

**Maurice West**, External Affairs & Men's Track & Basketball Coach  
M.Ed., Education Administration, Alabama State University  
B.S., History and Health, Paul Quinn College

## **Operations Management**

**Darryl White**, Assistant Director of Technology  
M.S., Computer Information Science, Southern University at New Orleans  
B.S., Computer Information Science, Southern University at New Orleans

## FACULTY

### **Bassey Akpan, Associate Professor of Computer Science**

D.B.A., Computer Information Systems, Argosy University  
M.S., Computer Science, Southern University  
B.S., Electrical Engineering, Southern University

### **Dr. Samuel Eguae, Associate Professor of Biology**

Ph.D., Biological Sciences, University of North Texas  
M.S., Microbiology, Pittsburg State University  
B.S., Biology/Chemistry, Pittsburg State University

### **James Ervin, Assistant Professor of History**

M.A., History, Texas Southern University  
B.S., Political Science, Tuskegee University

### **Dr. Michael Greene, Division Chair, Business and Legal Studies**

Ph.D., Economics, University of New Hampshire  
Ph.D., Religious Ethics, Southern Methodist University  
B.A., Economics, Columbia University

### **Charles Keeley, Instructor, Physical Education**

M.S.S., Sports Coaching, United States Sports Academy  
B.S., Electrical Engineering, Florida A&M University

### **Ann Mathews, Associate Professor of History**

M.A., History, Howard University  
B.A., History, Texas Southern University

### **Myra McIntosh, Esq., Associate Professor of Legal Studies**

J.D., Georgetown University Law Center  
B.S., Business Administration (Finance), Howard University

### **Michael J. Myers, Instructor, Education and Government**

M.S. Ed. Education Policy, The University of Pennsylvania  
M.P.A., Binghamton University State University  
B.S., Criminal Justice; Minor in Religious Studies, State University of New York College

### **Dr. Hushang Poorkarimi, Associate Professor of Mathematics**

Ph.D., Mathematics, University of Texas at Arlington  
M.S., Applied Mathematical Science, Jackson State University  
B.S. Applied Mathematical Science, University of Tehran

### **Colleen White, Assistant Professor of English**

M.A., Journalism, University of Mississippi  
B.A., Mass Communication, Wiley College

## PART-TIME FACULTY

### **George Bush, Adjunct - Psychology**

M.A., Counseling Psychology, Ball State University  
B.S., Political Sciences / Economics, Bishop College

**Dexter Dumas, Adjunct - Education**

M. Ed., Education -Administration/Mid Management Certification, Texas A&M University  
B.S., Psychology, University of Arkansas  
Generic Special Education (Certification), Texas Women's University

**Carolyn E. Griffen, Adjunct - Business Administration**

M.B.A., Accounting, University of Phoenix  
B.S., Business Administration, University of Phoenix

**Felicia Grimes, Adjunct - English**

M.Ed. Reading Education, Prairie View A&M University  
M.A.Ed. Curriculum and Technology, University of Phoenix  
B.S. English / Secondary Education, Paul Quinn College

**David Hamrick, Reference Library Cataloguer, Adjunct - Information Literacy**

Ph.D., Musicology, University of North Texas  
M.M., Musicology, University of North Texas  
M.S., Library Science, University of North Texas  
B.A., Music, Oklahoma Christian University

**Vickie Hester, Adjunct - Education**

M.S., Education, Instructional Design, Western Governor's University  
Post Baccalaureate Degree, Elementary Education, Western Governor's University

**Adreana Julander, Adjunct - Business Administration**

M.S., Statistical Science, Southern Methodist University  
B.S., Mathematics, Southern Utah University

**Jim Jordan, Adjunct - Legal Studies**

J.D., Texas Tech University  
B.A., Political Science, University of Virginia

**Victor Lander, Adjunct - Legal Studies**

J.D., University of Texas School of Law  
B.A., Political Science, Morehouse College

**Mary Catherine Loving, Adjunct - English**

Ph.D. in Humanities (major in literature), University of Texas at Dallas  
M.A. in Humanities (major in literature), University of Texas at Dallas  
B.A. in Interdisciplinary Studies, University of Texas at Dallas

**Clarice Medley-Weeks, Adjunct - Information Literacy**

M.L.S., Library Science, St. John's University  
B.S., Business Administration, Livingstone College

**Vinson Primas, Adjunct - Business Administration**

M.S. Management (Operations), Rensselaer Polytechnical Institute  
B.S. Computer Information System, Grambling State University  
C.S.S. Administration and Management, Harvard University

**Damon Sayles, Adjunct - Computer Science**

M.S., Educational Technology Leadership, Texas A&M University

B.A., Mass Communication, Texas State University

**Luis Felipe Saez, Adjunct - Physical Science/Mathematics**

Ph.D., Physics, The Graduate Center of the City University of New York

M. Phil., Physics, The Graduate Center of the City University of New York

M.S., Licenciado en Ciencias con Mencion en Fisica, Universidad de Chile

**Michael J. Sorrell, Adjunct - Business Administration**

J.D., Duke University

M.A., Public Policy, Duke University

B.A., Government, Oberlin College

**Ben Thompson, Adjunct - Business Administration**

Ph.D., Finance, Walden University

M.B.A., Finance, Dallas Baptist University

B.S., Economics, University of Texas at Arlington

**Doretha Wilson-Jackson, Adjunct – Reading / Teacher Education**

M.A., Education, Atlanta University

B.S., Health and Physical Education, Prairie View A. & M. University

# Chronicle of AME Bishops

In the

State of Texas

Jabez P. Campbell	1866-1868	Henry Y. Tookes	1948
James A. Shorter	1868-1872	John A. Gregg	1948
John M. Brown	1872-1876	Joseph Gomez	1948-1956
Thomas H.D. Ward	1876-1880	Howard Thomas Primm	1956-1960
Richard H. Cain	1880-1884	William F. Ball, Sr.	1960-1964
Alexander W. Wayman	1884-1888	Odie Lee Sherman	1964-1972
Abram Grant	1888-1892	John Hurst Adams	1972-1980
Benjamin F. Lee	1892-1896	Henry Wendell Murph	1980-1984
Josiah H. Armstrong	1896-1898	Rembert E. Stokes	1984-1988
Moses B. Salter	1898-1904	James Haskell Mayo	1988-1989
Evans Tyree	1904-1912	Robert Lee Pruitt	1989-1991
Charles S. Smith	1912-1916	John R. Bryant	1991-2000
Joshua H. Jones	1916-1920	McKinley Young	2000-2004
William D. Johnson	1920-1928	Gregory G.M. Ingram	2004 – 2012
William S. Brooks	1928-1934	Vashti Murphy McKenzie	2012 -
George B. Young	1934-1948		

## Former Presidents of Paul Quinn College

Bishop J. M. Brown (1872-1876)

Bishop R. H. Cain (1876-1880)

H. T. Keiling (1880-1883)

I. M. Burgan (1883-1891)

N.A. Banks (1891-1892)

H. T. Keiling (1892-1896)

I. M. Burgan (1896-1904)

W. J. Laws (1904-1908)

D. A. Butler (1908-1911)

I. M. Burgan (1911-1914)

J. K. Williams (1914-1924)

J. F. Williams (1924-1926)

N.A. Banks (1926-1928)

Dean Mohr (1928-1932)

A.S. Jackson (1932-1939)

J. W. Yancy II (1939-1942)

George Davis (1942-1943)

George Singleton (1943-1946)

Nannie Bell Aycock (1946-1951)

Sherman L. Green, Jr. (1951-1953)

Frank R. Veal (1953-1956)

John H. Adams (1956-1962)

L. H. McCloney (1962-1969)

Stanley E. Rutland (1969-1976)

Reuben D. Manning (1976-1978)

William D. Watley (1979-1981)

L.H. McCloney (1981-1982)

Norman W. Handy (1982-1984)

Warren W. Morgan (1984-1992)

Winston D. Powers (1992-1992)

Lee E. Monroe (1992-2001)

Dwight J. Fennell (2001-2005)

John K. Waddell (2006-2007)

Michael J. Sorrell (2007–present)

# **Course Descriptions**



# COURSE DESCRIPTIONS

## **ACCT 2301, Principles of Accounting I (3 semester hours)**

This is an introduction to the study of the principles of accounting as applied to business entities as well as fundamental procedures in analyzing and recording business transactions. Journal, ledgers, and preparation of income statements are emphasized. Prerequisites: Sophomore standing and completion of MATH 1301 College Algebra. Required in Accounting and Management.

## **ACCT 2302, Principles of Accounting II (3 semester hours)**

This involves a study of accounting procedures and practices in partnerships and corporations, cost data, and budgetary control in business decisions and financial reports. Prerequisites: ACCT 2301 Principles of Accounting I. Required in Accounting and Management.

## **ACCT 3310, Managerial Accounting (3 semester hours)**

This involves a study of the measurement and analysis of accounting data appropriate to managerial decision making, including comprehensive budgeting, statistical cost estimation, cost-volume-profit analysis, gross profit analysis, and capital planning. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective for the Management degree plan.

## **ACCT 3314, Intermediate Accounting I (3 semester hours)**

This involves a study of application of generally accepted accounting principles in accounting and reporting for business entities. Students are introduced to the conceptual framework underlying financial accounting and reporting. Accounting and reporting for cash, short-term investments, receivables, liabilities, inventories, and plant assets are covered. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

## **ACCT 3315, Federal Income Tax Accounting – Individual (3 semester hours)**

This is an overview of income tax laws and regulations, income legislation, treasury and court decision, income tax problems and returns, and social security and self-employed taxes. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

## **ACCT 3324, Accounting Information System (3 semester hours)**

This is an introduction to system design, system analysis, and implementation. Emphasis is placed on business resource planning systems and control. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

## **ACCT 3325, Intermediate Accounting II (3 semester hours)**

This is an in-depth study of accounting for long-term investments, earning per share, revenue recognition, contributed capital, pensions, and leases. Also included are segment reporting, inter-period tax allocation, and interim reporting. Prerequisites: ACCT 3314 Intermediate Accounting I. Required in Accounting.

## **ACCT 4300, Internship in Accounting (3 semester hours)**

This course is designed to provide an introduction to a career in accounting and/or business. The internship includes mentoring experiences, field observations and the opportunity to participate in real world accounting work. Required course in Business Administration: Accounting degree plan. Prerequisite: ACCT 3314, Intermediate Accounting I.

**ACCT 4310, Governmental and Non-Profit Accounting (3 semester hours)**

A study of the role financial reporting plays in fulfilling government's duty to be publicly accountable in a democratic society, and a study of the accounting concepts that are applicable to governmental activities of a non-business nature, hospitals, universities, and other non-profit entities. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

**ACCT 4320, Cost Accounting (3 semester hours)**

This course emphasizes the study of accounting procedures for material, labor and manufacturing expenses for both job order and process cost systems. Special attention is given to the distribution of service area cost and the cost of by-products and joint products. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in the Accounting degree plan. This course can be used as an elective in the Management degree plan.

**ACCT 4321, Advanced Accounting (3 semester hours)**

This involves a study of international trade and finance, tariffs, barriers to trade, foreign exchange transactions, balance of payment and consolidated financial statements of parents and subsidiaries. Students are also introduced to business combination, mergers, type of mergers, and liquidation of partnership. Prerequisites: ACCT 3314 Intermediate Accounting I. Required in the Accounting degree plan.

**ACCT 4328, Auditing (3 semester hours)**

This involves a study of auditing procedures used by internal auditors, independent public accountants, and preparation of working papers. Prerequisites: ACCT 3325 Intermediate Accounting II. Required in the Accounting degree plan.

**BIOL 1424, General Biology I (4 semester hours)**

An introductory course that emphasizes the molecular and metabolic aspects of biology. The course will also cover the molecular basis of disease and how the disease process affects man. Three hours of lecture and two hours of laboratory per week. Laboratory fee. Prerequisites: None. Required General Core course.

**BIOL 1425, General Biology II (4 semester hours)**

An introductory biology course that emphasizes animal and plant kingdoms and their relationships to their environment. Three hours of lecture and two hours of laboratory per week. Laboratory fee. Prerequisite: BIOL 1424 General Biology I. Required in Biology, Early Childhood, and Physical Education degree plans.

**BIOL 2401, Human Anatomy and Physiology I (4 semester hours)**

The anatomy and physiology of cells, tissues and organs, the architectural plan of the human body and the integument, skeletal, muscular, and nervous systems. Laboratory Fee. Prerequisite: BIOL 1424 General Biology I. Required in Biology, Early Childhood, and Physical Education .

**BIOL 2402, Human Anatomy and Physiology II (4 semester hours)**

A study of the circulatory, digestive, respiratory, excretory, reproductive, and endocrine systems of the human body. Laboratory Fee Prerequisite: BIOL 1425 General Biology II or Department al approval. Required in Biology, Early Childhood, and Physical Education degree plans.

**BIOL 3411, Genetics (4 semester hours)**

Principles of genetics and their application to living organisms. Prerequisite: BIOL 1425. Laboratory Fee. Required in the Biology degree plan.

**BIOL 3420, General Botany (4 semester hours)**

Introduction to the study of plants with emphasis on structure, functions, distribution, economic importance, and phylogenetic relations. Prerequisite: BIOL 1424. Laboratory Fee. Required in the Biology degree plan.

**BIOL 4111, Biology Seminar (1 semester hour)**

Required of majors and minors in the biological sciences. Reports and discussions of current literature in the biological sciences. May be repeated for credit with different topics for a maximum of three times. Prerequisites: Approval by the Department Chairperson. Required in the Biology degree plan.

**BIOL 4301, Special Projects in Biology (3 semester hours)**

Directed research and study in the field of the student's interest and preparation. A minimum of 45 laboratory hours per semester credit. Prerequisite: A major in Biology with advanced standing and permission of the Department Chairperson. Laboratory Fee per semester hour. Required in Biology degree plan.

**BIOL 4411, General Microbiology (4 semester hours)**

Topics cover microbial structure and function, growth and reproduction, sterility and disinfectants, preservation, and taxonomy. Laboratory topics will include isolation and study of pure cultures and enumeration and control of bacterial populations. Laboratory fee. Prerequisites: BIOL 1425 General Biology II. Required in Biology degree plan.

**BIOL 4420, Cell Biology (4 semester hours)**

A study of the structure, organization, physiochemical activities, and extra cellular environment of the cell. Laboratory Fee. Prerequisites: CHEM 4421 General Biochemistry and BIOL 3420 General Botany. Required in Biology degree plan.

**BLAW 3324, Business Law (3 semester hours)**

This course focuses on the principles of laws applicable to business, which includes the role of law in such areas as contracts and sales, agency, partnerships, bankruptcy, negotiable instruments, torts, and other legal subjects. Cross listed with LGLS 3328 Business Law. Required in the Accounting, Management and Legal Studies degree plans.

**BUSA 1301, Introduction to Business (3 semester hours)**

This course surveys the entire field of business; builds vocabulary and broadens the students' perspective of the business field and aids in selecting a field of vocational speculation. Prerequisites: None. General Elective.

**BUSA 1302, Introduction to Social Entrepreneurship I (3 credit hours)**

This course will explore the challenges and rewards of engaging innovative entrepreneurial practices and endeavors to address social needs both globally and in the US, through private and public nonprofit, for profit, government, non-government and/ or public institutions. A special emphasis on urban needs will be introduced. Required General Core course.

**BUSA 1303, Introduction to Social Entrepreneurship II (3 credit hours)**

This course will extend the concepts, practices and endeavors introduced in BUSA 1302 to issues related to health and wellness. Prerequisite: BUSA 1302. Required General Core course.

**BUSA 2200, Social Media and Its Uses (2 credit hours)**

This course will explore how web-based technologies add to and transform traditional media uses. It will also address the appropriate uses and its continuous development. This will include the exchange and creation of user-generated content in moving from traditional media monologues into social media dialogues. General Elective

**BUSA 2300, Special Topics in Economic Development I (3 credit hours)**

This course represents an integrated approach to understanding, reflecting, and problem solving using the knowledge of organizational structure, a variety of resources and leadership skills to solve societal and economic problems. Key scientific concepts including health, wellness, human development and/or nutrition will be examined. Additionally entrepreneurial and marketing endeavors will be explored in the context of ethics and social responsibility while supported by developing a computer literacy background. General Elective

**BUSA 2304, Introduction to Internship: College Guided Internship I (3 credit hours)**

This course represents a college directed interdisciplinary field internship focusing on business-related skills, scientific concepts, and/or an understanding of the interrelationship between nutrition, wellness and human development. General Elective.

**BUSA 3302, Business Communications (3 semester hours)**

Analysis of all types of business letters. Writing of forceful and effective business letters, adhering to the best forms of English usage and practice, and the application of practical psychology in the construction of the letter. Prerequisite: ENGL 1301 Composition I and ENGL 1302 Composition II. Students should have basic typing skills and familiar with keyboard and the Internet. Required in the Accounting and Management degree plans.

**BUSA 3322, Business Statistics (3 semester hours)**

This course will use statistics to solve business and economic problems. Descriptive and inferential statistics; probability, regression analysis, Chi-Square, ANOVA and MANOVA techniques are some of the tools that will be used in practical problem solving. Required in the Accounting and Management degree plans.

**BUSA 4304, Topical Seminar on Leadership I (3 semester hours)**

Advanced topics in management/leadership and topics not adequately covered in the published curriculum. Prerequisite: Consent of the instructor. Minimum of nine credit hours of coursework in subject area, and junior or senior classification. Required in the Management degree plans.

**BUSA 4305, Topical Seminar on Leadership II (3 semester hours)**

Advanced topics in management/leadership and topics not adequately covered in the published curriculum. Prerequisite: Consent of the instructor. Minimum of nine credit hours of coursework in subject area, and junior or senior classification. Business Elective

**BUSA 4321, Business Ethics and Social Responsibility (3 semester hours)**

Helps students comprehend ethical issues, theories, and issues related to businesses at local, national, and international levels. Business Elective

**BUSA 4322, Advanced Business Statistics (3 semester hours)**

Course coverage includes multivariate and logistic regression, analysis of variance, times series analysis, and forecasting. A central aim of the course is to provide students with the skills to perform and present statistical analyses of data pertaining to fundamental trends in business and the economy. Prerequisite: BUSA 3322 Business Statistics. Required in the Accounting and Management degree plans.

**BUSA 4323, Business Policy and Strategy (3 semester hours)**

Study and analyze comprehensive business cases with an emphasis on decision-making processes using skills and techniques from previous courses. Prerequisite: Senior standing and consent of instructor Required in the Accounting and Management degree plans.

**BUSA 4325, Internship (3 semester hours)**

Supervised work experience in a business-related position with a public agency, private business, or organization. Required in the Management degree plans.

**CHEM 1411, General Chemistry I (4 semester hours)**

Study of atomic and molecular structure, periodicity, stoichiometry, chemical reactions, thermochemistry, bonding, states of matter, gas laws, and solutions. Prerequisite: concurrent enrollment in MATH 1301 College Algebra. Laboratory Fee. Required General Core Science option. Not an option but mandatory for the Biology, Early Childhood and Physical Education degree plans.

**CHEM 1412, General Chemistry II (4 semester hours)**

A continuation of Chemistry I. Study of chemical kinetics, equilibrium, acid-base chemistry, chemical thermodynamics, electrochemistry, radiochemistry, and descriptive inorganic chemistry. Prerequisites: CHEM 1411 or the equivalent and approval of the Department Chairperson. Laboratory Fee. Required in the Biology, Early Childhood, and Physical Education degree plans.

**CHEM 2411, Organic Chemistry I (4 semester hours)**

Theory of the covalent bond; classes, nomenclature, structure and properties of carbon compounds, reaction mechanisms, syntheses, stereochemistry, and spectroscopy. Prerequisite: CHEM 1412. Laboratory Fee. Required in the Biology degree plan.

**CHEM 2412, Organic Chemistry II (4 semester hours)**

Continuation of Chemistry 2411. Advanced concepts of synthesis and reaction theories of common classes of organic compounds including aliphatic and aromatic systems, and carbon compounds and their derivatives. Prerequisite: CHEM 2411 Organic Chemistry I. Laboratory Fee. Required in the Biology degree plan.

**CHEM 4421, General Biochemistry (4 semester hours)**

A study of the bio-molecules including amino acids, enzymes, the metabolism of bio-molecules, and the generation and utilization of energy. The laboratory will include the analysis of bio-molecules, techniques in chromatographic methods, electrophoresis, and UV-V is spectroscopy. Prerequisites: CHEM 2412 Organic Chemistry II and approval of the Department Chairperson. Laboratory Fee. Required in the Biology degree plan.

**CHIN 1301, Mandarin Chinese (3 credit hours)**

This course offers an introduction to the Mandarin Chinese language and the development of the four language skills: listening comprehension, speaking, reading, and writing. The course emphasizes speaking simple contemporary Mandarin Chinese with correct pronunciation and intonation. In addition, intensive drills on sounds and tones, vocabulary, and sentence patterns in meaningful contexts will be used in order for the students to communicate appropriately and accurately in authentic contexts. General Core Foreign Language option. Required of all Scholars.

### **COSC 1301, Computer Applications (3 credit hours)**

This course is an introduction to the use of computers as a data processing and problem solving tool for business purposes. Fundamental concepts, technology and theory, use of existing word processing programs, spreadsheets, database and presentation packages, including integration with the Internet, to solve various business oriented problems will be examined. This course incorporates current business end-user application software packages applied to contemporary problems to enhance productivity and critical thinking skills. Required in all degree plans.

### **COSC 1421, Introduction to Computer Programming in JAVA I (4 semester hours)**

This course is an introduction to programming using Java. The course covers the fundamentals of object-oriented programming utilizing the Java programming language for general purpose business programs and interactive World Wide Web-based Internet programs. Fundamentals of problem solving, algorithms, and programming. Emphasis is given to problem solving through programming including data types, control structures, use of existing libraries and modular algorithm design. Extending to procedural and object-oriented programming. This course has a required lab component. This course is required for the major or minor in computer science. Prerequisites: COSC 1301 Computer Applications. Required in the Computer Science Degree plan.

### **COSC 2313, Assembly Language Programming (3 semester hours)**

A study of assembly language programming and its applications. The course includes addressing techniques, index registers, concepts of paging, machine organization to facilitate modes of addressing, program linkage, and other topics. Writing and debugging programs. Three lectures and laboratory sessions per week. Prerequisite: COSC 2412 Advanced Computer Programming in Java II. Required in the Computer Science Degree plan.

### **COSC 2412, Advanced Computer Programming in JAVA II (4 semester hours)**

This course is a continuation of COSC 1421 (Java Programming II). The focus is on the development of client-server applications and advanced GUI. Topics include Java features (such as enums, autoboxing, and generic types), multithreading, collections, files, advanced multimedia and GUIs, internationalization, and web programming (including database use, networking, security, servlets, Java Server Pages, JavaBeans, and Remote Method Invocation). An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development, especially abstraction and encapsulation using object-oriented programming. It covers such standard topics as control structures, subroutines, objects, multidimensional arrays, pointers, logical records, searching, sorting algorithms, binary file I/O, linked lists, and recursion. This course has a required lab component. This course is required for the major or minor in computer science. Prerequisites: COSC 1421 Introduction to Computer Programming in JAVA I. Required in the Computer Science Degree plan.

### **COSC 3314 C/C++ Programming (3 semester hours)**

A study of the fundamentals of the C/C++ Programming language. The course includes structured programming and problem solving techniques. Writing and debugging programs. Three lectures and laboratory sessions per week. Prerequisite: COSC 2313 Assembly Language Programming. Required in the Computer Science Degree plan.

### **COSC 3326 , Programming Languages (3 semester hours)**

This course is a formal definition of programming languages, including specification of syntax and semantics. Scope of declarations, storage allocation, group statements, binding time of constituents, subroutines, and tasks. Data description, run-time representation of program and data structure. An examination of the syntax, semantics, and usage of a selected programming language. Introduction to flowcharting: Developing a flowchart, flowcharting problems, and programming flowcharts. Programming techniques: Step 1; given, Step 2; analyzes, Step 3; flowchart, Step 4;

program, and Step 5; run job. Three lectures and laboratory sessions per week. Prerequisite: COSC 3314 C/C++ Programming Languages. Required in the Computer Science Degree plan.

### **COSC 3327, Data Structures (3 semester hours)**

A study of formal specifications and representation of lists, arrays, trees, graphs, multilinked structures, string, and recursive pattern structures. Analysis of associated algorithms. Sorting and searching, file structures. Three lectures and laboratory sessions per week. Prerequisites: COSC 3314 C/C++ Programming. Required in the Computer Science Degree plan.

### **COSC 3353, Fortran Programming (3 semester hours)**

A study of the FORTRAN programming languages and its applications. Topics include; FORTRAN programming language: Coding form, kinds of programs, specification statements, control statements, expression statements, and I/O statements. Three lectures and laboratory sessions per week. Prerequisite: COSC 2412 Advanced Computer Programming in JAVA II. Required in the Computer Science Degree plan.

### **COSC 3415, Discrete Computational Structures (4 semester hours)**

This computer science course has a lecture and a laboratory component. The subjects included in this course are: Introduction to sets, relations, propositional and predicate logic, number systems, Boolean algebra, finite state machines, computability, graphs, and trees. Prerequisite: COSC 2412 Advanced Computer Programming in JAVA II and MATH 2311 Calculus I. Required in the Computer Science Degree plan.

### **COSC 4300, Parallel Processing (3 semester hours)**

This course covers the theory and practice of parallel processing, including characterization of parallel processors, models for memory, algorithms, and inter-process synchronization. Issues in parallelizing, serial computations, efficiency, and speedup analysis. The course will include programming exercises using one or more concurrent programming languages, on one or more parallel computers. Prerequisites: COSC 4313 Computer Organization and Architecture and COSC 4321 System Analysis and Design. Required in the Computer Science degree plan.

### **COSC 4301, Computer Networking (3 semester hours)**

This course covers a study of storage and retrieval systems. Topics include information storage and retrieval system models, internal information structures and organization, storage allocation and representation, algorithms to create, alter, and destroy structured information, direct access storage devices, and data structure and file organization. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 4321 System Analysis and Design. Required in the Computer Science degree plan.

### **COSC 4302, Numerical Methods (3 semester hours)**

This course covers a study of numerical analysis techniques. Taylor series, finite difference calculus, interpolation and extrapolation, roots of equations, solution of algebraic and transcendental equations, curve fitting and functional approximation, and numerical differentiation and integration. Computer applications are emphasized. Three lectures and laboratory sessions are held per week. Prerequisites: COSC 3314 C/C++ Programming, MATH 2311 Calculus I, and MATH 2322 Linear Algebra. Required in the Computer Science degree plan.

### **COSC 4303, Numerical Analysis (3 semester hours)**

A study of roots of polynomials, interpolation, functional approximation, numerical differentiation and integration, numerical solutions of ordinary differential equations, linear systems of equations, difference equations and error analysis. Study gives special consideration of computer applications for problems arising in science and engineering. Three lectures and laboratory sessions are held per week. Prerequisites: COSC 4302 Numerical Math, and MATH 2312 Calculus II. Required in the Computer Science degree plan.

**COSC 4306, Artificial Intelligence (3 semester hours)** This course is a study of the basic concepts and techniques of artificial intelligence (AI). The capabilities of AI software and hardware, and the use of AI in future programming languages and computer systems will be addressed. Three lectures and laboratory sessions will be held per week. Prerequisite: COSC 3327 Data Structures. Required in the Computer Science degree plan.

**COSC 4313, Computer Organization and Architecture (3 semester hours)**

This course covers an introduction to the organization and design of hardware features of computers. Includes, computer architecture, logic design, codes, number representations, arithmetic, and an introduction to assembly language programming concepts. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 3326 Programming Languages. Required in the Computer Science degree plan.

**COSC 4314, System Analysis and Design (3 semester hours)**

This course is an analysis of software and systems, including specification techniques, software design methodologies, performance measurement, validation and verification, and quality assurance techniques. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 4321 Operating Systems. Required in the Computer Science degree plan.

**COSC 4320, Database System Design (3 semester hours)**

Information structures and external storage, file processing, and information retrieval. Introduction to database system concepts, including multiple file organization, data independence, and languages for data description and manipulation. Prerequisites COSC 3314, C/C++ Programming and MATH 1302 College Algebra or MATH 2311 Calculus I. Required in the Computer Science degree plan.

**COSC 4321, Operating Systems (3 semester hours)**

This course covers an introduction to the principles of operating systems. Discussion of various operating systems, in terms of memory management, processor management, device management, and information management will be conducted. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 3327 Data Structures. Required in the Computer Science degree plan.

**ECON 2301, Principles of Microeconomics (3 semester hours)**

This course involves the analysis of the role of price systems in the resource allocation in free market economy. Topics include the determination of price and output in different forms of market structure, the theory of consumer demands, and the theories of marginal productivity and income determination. Prerequisites: MATH 1301 College Algebra. Required in the Accounting, Management and Computer Science degree plans.

**ECON 2302, Principles of Macroeconomics (3 semester hours)**

This course involves the study of the measures and determination of national income, price-level, inflation, unemployment, and the role of monetary and fiscal policy. Prerequisites: ECON 2301 Micro-Economics. Required in the Accounting, Management and Computer Science degree plans.

**ECON 3320, Money and Banking (3 semester hours)**

This involves the study of money supply, financial intermediation and the role of banks and non-bank financial institutions in money supply process. Topics also address the determination of interest rates, the Federal Reserve System, and conduct of monetary policy. Prerequisites: ECON 2301 Micro-Economics and ECON 2302 Macro-Economics. Required in the Accounting and Management degree plans.

**EDUC 1001, College Assembly (Attendance is a graduation requirement)**

The College Assembly or weekly Chapel service is designed to supplement and complement the total educational experience at the college. Emphasis is placed on the broad dimensions of the academic, social, cultural, and religious experiences. The opportunity is provided for students to apply these lectures/presentations to their daily lives. Effective fall 2010, degree-seeking students are required to attend at least 80% of the sessions **each semester**. Exemptions related to off-campus work hours or hardships must be approved by the Dean of Students, and a substitute project will



be assigned. Transfer students' requirements will be begin during the first semester that they enroll at Paul Quinn College. Attendance records will be maintained by the Dean of Students and recorded in the CAMS system. Additional information about Chapel service requirements can be obtained from the Dean of Students or the Office of Academic Affairs. Required of all students.

### **EDUC 2301, Introduction to Education (3 semester hours)**

Students are provided information concerning the field of education, schools and students, teachers and the teaching profession, parental and community involvement and governance of schools. Additionally, the requirements for admission to the teacher education program are presented. Pre-requisite: ENGL 1301. Required in the Early Childhood and Physical Education degree plans.

### **EDUC 3101, Preparation for State Exam (PPR, EC-12) (1 semester hour)**

This course offers a systematic focus on the teaching strategies and professional responsibilities needed to successfully pass the state Pedagogy and Professional Responsibilities exam (PPR) for EC-12 grade levels. Pre-requisite: Admission to Teacher Education program completion of 12 hours in major courses. Required in the Early Childhood and Physical Education degree plans.

### **EDUC 3102, Preparation for the State Exams (Content- EC-6) (1 semester hour)**

This course focuses on the content and strategies needed to successfully pass the required content exam for the teacher certification area of Early Childhood – 6<sup>th</sup> grade. Pre-requisite: Admission to the Teacher Education program; completion of English, math, science and social science CORE requirements. Required in the Early Childhood degree plan.

### **EDUC 3300 Instructional Strategies I (3 semester hours)**

This course is part one in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching reading, language arts and social studies to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching reading, language arts and social studies. Pre-requisite: EDUC 2301 Introduction to Education and READ 3301 Emergent Literacy; or READ 3304 Reading in the Elementary School. Required in the Early Childhood degree plan.

### **EDUC 3301, Human Development & Learning (3 semester hours)**

This course focuses on developmental theories applied to learning and teaching in school settings. Theorists such as Piaget, Freud, Erickson, Maslow and Pearce will be covered. Included also are current philosophies and practices for the exceptional child. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood and Physical Education degree plans.

### **EDUC 3302, Technology In Teaching (3 semester hours)**

This course is an introduction to educational technology. Students will explore the theory behind incorporating technology into an effective lesson, and will utilize multimedia equipment and the Internet to design effective lesson plans, assessment tools and other instructional materials. Pre-requisite: COSC 1301 Computer Applications I. Required in the Early Childhood and Physical Education degree plans.

### **EDUC 3305, Introduction to English as A Second Language (3 semester hours)**

This course is designed to introduce the general classroom teacher candidate to the theory, concepts, research, and best practices required to plan supportive classroom instruction for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced. Candidates will be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood.

**EDUC 3310 Instructional Strategies II ( 3 semester hours)** this course is part two in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching the fine arts, physical education, health

and music to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching art, physical education, health and music. Pre-requisite: Completion of Introduction of Education and Instructional Strategies I. Required in the Early Childhood degree plan.

### **EDUC 4300, Instructional Strategies III (3 semester hours)**

This course is part three in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching math, science and technology to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching math, science and technology. Pre-requisite: Completion of Introduction of Education, College Algebra, Math for Elementary Teachers I and II, and Instructional Strategies I. Required in the Early Childhood degree plans.

### **EDUC 4001, Student Teaching Seminar (1 semester hour)**

This course provides opportunities for student teachers to discuss the clinical experience. Reinforcement and feedback are provided to enable the student teachers to experience success. Some of the topics covered are: lesson plans, classroom management strategies, working with the cooperating teacher use of technology, current issues in education and other topics. Prerequisite: Student Teaching Clearance. Required in the Early Childhood and Physical Education degree plans.

### **EDUC 4304, Assessment in Learning (3 semester hours)**

This course focuses on techniques involved in the development of tests, collecting data; analysis of data, interpreting data, assessment (performance and portfolio) of students, legal and ethical considerations, descriptive statistics, outcomes based accountability assessment and other topics. Pre-Requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood degree plan.

### **EDUC 4305, Classroom Management (3 semester hours)**

This course presents an examination of the relationship between the teacher, pupil, and classroom environment in the early childhood grades through 12<sup>th</sup> grade. Topics covered included teacher as instructional leader, identification of learning, leadership and teaching styles, instructional planning methods, use of technology/audio visual aids in classroom management, effective teaching strategies for diverse student populations, etc., Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood and Physical Education degree plans.

### **ENGL 4393 / EDUC 4393, Children's Literature (3 semester hours)**

This course is a study of literature suitable for pre-school and elementary school children, including criteria for judging and selecting children's books. Storytelling and dramatization are also covered. Prerequisite: ENGL 1302 Composition II and EDUC 2301 Introduction to Education. Required in the Early Childhood degree plans.

### **EDUC 4501, Student Teaching Elementary (5 semester hours)**

Students participate full-time for twelve weeks in all phases of teaching in an elementary school, under the joint supervision of the college and the school. Periodic meetings are held with the cooperating teacher and the college supervisor of student teaching. Assessments of the student teaching experience are done on an on going basis and at the end of the experience. Feedback is provided to the student teacher in order to make the experience productive. Pre-requisite: Student Teaching Clearance. Required in the Early Childhood degree plan.

### **EDUC 4503, Student Teaching All Levels (5 semester hours)**

Students participate full-time for twelve weeks in all phases of teaching in grades Pre-K-12 under the supervision of the college and school. Periodic meetings are held with the cooperating teacher and college supervisor of student teaching. Assessments of the student teaching experience are done on an on-going basis and at the end of the experience. Feedback is provided to the student teacher in order to make the experience productive. Pre-requisite: Student Teaching Clearance. Required in the Physical Education degree plan.

**ENGL 1301, Composition I (3 semester hours)**

In this course, students will have the opportunity to read, discuss, and analyze a variety of essays that will serve as patterns for their own writing. Methods of development will be studied as students experiment with improving their own skills. A grade "C" or better is required to pass this course. Required General Core course.

**ENGL 1302, Composition II (3 semester hours)**

This course is a continuation of writing practice and application. Besides continued study of essays, with an emphasis on persuasive and argumentative writing, students will also be introduced to critical analysis of literature. Documented essays and the research paper will be the focus of this course. Students will continue to analyze and employ various strategies in their expositions. A grade of "C" is required to pass this course. Prerequisite: ENG 1301 Composition I. Required General Core course.

**ENGL 1103L, Composition Laboratory (1 semester hour)**

A coordinated course with Composition I or Composition II that develops a student's language usage and helps students become confident in their writing. The lab focuses on mastery of standard sentence structure and the basic elements of English grammar necessary for students to build and write correct sentences, paragraphs, and essays for college. This course does not count towards a degree plan.

**ENGL 1311, Speech I (3 semester hours)**

The student will learn effective oral communication through speech preparation and group/panel discussion. Emphasis is on preparation, enunciation, language selectivity, and general delivery. Required General Core course.

**ENGL 1312, Speech II (3 semester hours)**

This course will further develop the strategies and techniques taught in ENGL 1311. Mastery of various skills such as vocal delivery, diction, articulation, body language, performance and presentation will be stressed. This course will also look at effective communication flow in groups or organizations. Prerequisite: ENGL 1311 Speech I. Required General Core course.

**ENGL 2320, World Literature (3 semester hours)**

A chronological survey of selected multicultural masterpieces of world literature from ancient to modern periods with emphasis on literary and historical analysis. Prerequisite: ENGL 1302 Composition II. Required General Core course.

**FINA 1000, Financial Literacy Seminar (.50 credit hour)**

This seminar series will introduce students to the foundations of money, investment and wealth management. Personal finance management, financial options, credit management, banking, interest, home ownership and federal income taxes are some of the topics that will be covered. General elective course.

**FINA 1301, Personal Finance (3 semester hours)**

This course will address financial literacy by examining topics such as personal goal setting, career planning, consumer skills, budgeting, banking services, savings, investing, credit and homeownership. Required General Core course.

**FINA 1302, Introduction to Investment Strategies (3 semester hours)**

This course introduces students to the fundamentals of basic investment strategies, particularly as they relate to portfolio management. Topics include the concepts of risk and return, portfolio theory, asset allocation, and asset pricing models with an emphasis on equities, fixed income, and

derivative securities. Investment decision-making skills are developed and sharpened through classroom lectures, discussions, homework assignments, and case studies. General elective course.

**FINA 3313, Business Finance (3 semester hours)**

This is an introduction to the principles of financial management. Primary focus is on the role of financial manager and the tools used in making investing and financing decision in order to maximize the value of the firm Areas examined include profit planning, risk of a portfolio, capital budgeting techniques, time value of money, management of short-term and long-term funds, cost of capital, optimal capital structure and liquidity versus profitability. Prerequisites: ACCT 2301 Principles of Accounting, ACCT 2302 Principles of Accounting II, ECON 2301 Micro-Economics, and ECON 2302 Macro-economics. Required in the Accounting and Management degree plans.

**FUND 1303, Introduction to Quinnite Servant Leadership (3 semester hours)**

This course is an introduction into the Quinnite community. It will explore the life of a Quinnite Scholar, the history and future of the AME Church, the history of Paul Quinn College, the history of Bishop College and the economics of a Quinnite education. In addition, this course will explore the role of service learning and character in becoming ethical servant leaders. Required General Core course.

**FUND 1304 - Winning! College Academic Success Skills** - This is a required course for first-time freshmen, transfer students with 15 hours or less, and conditionally admitted students. It is designed to expose students to essential skills and information necessary for successful matriculation at Paul Quinn College. Reflecting a broad series of topics, this course will enhance student outcomes and retention. Designed to help the student create greater success in college and in life, most topics conform to one or the following areas: acclimation to college life, organization/planning, skills acquisition, and communication. The course is team-taught and includes explanatory presentations, discussions, computer-assisted instruction, collaborative grouping and other meaningful presentation models. The student will explore many proven strategies for generating greater academic, professional, and personal achievement through various approaches including guided journaling and reflective writings. (3 semester hours)

**HUMA 1302, African American Experience and History I (3 semester hours)**

This course will explore the contributions of African people to the culture and history of an emerging American nation from pre-history on the African continent through Reconstruction. Required General Core course.

**HUMA 1303, African American Experience and History II (3 semester hours)**

This course will survey the historical developments of African Americans that have had the greatest influence on the American experience since the Reconstruction era. Required General Core course.

**GEOG 1303, World Geography (3 semester hours)**

An introduction to modern geography, including regions and nations of the world, major types of land surfaces, climatic regions, water and mineral resources, and world distribution of populations. Map study will be given importance. No prerequisites required. Required in the Early Childhood degree plan.

**GOVT 2301, Government I (American Government) (3 semester hours)**

A study of the federal government of the United States emphasizing the origins of the United States Constitution, its amendments, the principles of federalism, judicial interpretations, and political party developments. Required General Core course.

**GOVT 2302, Government II (Texas & Federal Constitution) (3 semester hours)**

This course is the study of the constitutional structure, function and role of government in Texas and at the national level. The course includes an examination of Texas public education laws. General Elective course. This course fulfills legislative requirements for Teacher Certification.

**HLTH 2302, Health & Wellness (3 semester hours)**

The Fundamentals of Health course is designed to provide students with information and skills needed to achieve and maintain optimal wellness. The course will examine the emotional, physical, and spiritual dimensions of health and wellness. Major topics covered: health and wellness, stress, stress management, physical health, nutrition, body image, mental health, sexuality, alcohol/drug use. Students will also examine health and wellness issues which plague people of color, such as diabetes, high blood pressure and HIV/AIDS in order to counteract these issues in their personal, family and community lives.

**HIST 2301, United States History I (3 semester hours)**

This course will offer a general survey of the social, political, and economic history of the United States to 1877. Required General Core course.

**HIST 2302, United States History II (3 semester hours)**

This course will offer a general survey of the social, political, and economic history of the United States since 1877. Prerequisite: HIST 2301 United States History I. General elective course.

**HUMA 1302, African American Experience I (3 credit hours)**

This course will explore the contributions of African people to the culture and history of an emerging American nation from pre-history on the African continent through Reconstruction. Required General Core course.

**HUMA 1303, African American Experience II (3 credit hours)**

This course will survey the historical developments of African Americans that have had the greatest influence on the American experience since the Reconstruction era. Required General Core course.

**LGLS 2301, Introduction to Legal Studies (3 semester hours) (Prerequisite for other major core classes)**

This course is as an overview of the criminal justice system including law enforcement, court systems, prosecution and defense, the trial process, and corrections, criminal offenses and penalties. Basic legal theories of the criminal law will also be introduced. Students will learn the common legal defenses for crimes and the elements the prosecution has to prove for certain crimes. The lecture program will be supported by problem-solving tutorials aimed at enabling students to give legal advice as to criminal liability and the resolution of procedural problems. It provides students with an overview of the structure and operations of American law and the American legal system. It offers examples of the types of topics treated in depth in substantive legal studies courses. This course introduces the student to the nature, functions, limitations and operations of law as an institution in modern society. Required in the Legal Studies degree plan.

**LGLS 2302, Law and Politics (3 semester hours)**

This course examines law as an integral part of the political process. Topics include American legal culture; legal socialization; legal decision-makers; the politics of formulating legal policy; the politics of implementing legal policy; and the effect of legal decisions on the operation of the political process. Lecture and intensive class discussion. Required in the Legal Studies degree plan.

**LGLS 2304, Constitutional Law (3 Semester Hours)**

Cases introduce general principles of federal constitutional law, including government authority and its distribution under the constitution; the judicial function in constitutional cases; powers delegated to the national government, and powers of the states in areas of federal authority; and

intergovernmental relations. Rights, privileges, and immunities under the constitution; national citizenship; due process; equal protection; and the contract clause are also covered. Required in the Legal Studies degree plan.

### **LGLS 2315 Criminology (3 semester hours)**

This course is the study of criminals and the offenses they committed. Students will explore the philosophical and psychological aspects of a criminal and his anti-social, ill-fated behavior. Students will critically examine the spectrum of scientific theories and psychiatric diagnoses that seek to delineate and explain human violence. Elective option in the Legal Studies degree plan.

### **LGLS 2321, Victimology (3 semester hours) [formerly CJUS 4322]**

This course is designed to acquaint students with the plight of victims in the Criminal Justice systems. Required in the Legal Studies degree plan. Elective option in the Legal Studies degree plan.

### **LGLS 2323, Law, Psychology, and Morality: An Exploration through Film, Art, and Music (3 semester hours)**

This seminar will deal with subjects at the intersection of law, psychology, and morality using film, art and music as 'text.' Subjects include: responsibility and community, love and redemption, reconstructing the claims of family, gender and sexual identity, narratives of justice and injustice, the lawyer's identity, patriarchy and misogyny, and race and the subculture of poverty. Elective option in the Legal Studies degree plan.

### **LGLS 3300, Law in Literature (3 Semester Hours)**

This course is designed to help students explore various historical, social, economic and political injustices throughout the world and critically scrutinize how a person's reality is inevitably shaped by the legal system that exist in his or her culture. Students will analyze the begging questions of what is divine law, why do we have the law and what does *justice* mean? Students will study the devastating psychological and social effects of a legal climate based on oppression, which ultimately induces violent and/or nonviolent reactions by an individual(s) in an effort to hopefully transform it into a more ideal system for everyone. The student will endlessly ponder the way the law works- its authority, legitimacy, psychology, bureaucracy, procedure, and finally is there such a notion as street justice. This course will provide an opportunity to think about law, justice, and morality, to read engaging work of fiction and non-fiction, and to examine the law from a humanistic and philosophical perspective. Elective option in the Legal Studies degree plan.

### **LGLS 3302 Evidence (3 semester hours)**

This course is a study of laws that govern the admissibility and exclusion of evidence for establishing or contesting facts in trials, administrative hearings and other court proceedings. Topics covered include the relevance of evidence; the hearsay rule and its exceptions; examination of witnesses, cross-examination, and impeachment; competency of witnesses; opinion, expertise, and experts; scientific and demonstrative evidence; writing; the best evidence rule and authentication; privileges of witnesses; judicial notice; presumptions; among other subjects relating to the regulation of proof at trials. Required in the Legal Studies degree plan.

### **LGLS 3321, Administrative Law (3 Semester Hours)**

An examination of the role and operation of government agencies, including the procedures agencies are required to follow, public participation and hearing requirements, and the standards and mechanisms governing judicial review of agency decisions. Elective option in the Legal Studies degree plan.

### **LGLS 3325, Criminal Procedure (3 semester hours)**

This course is an examination of the Fourth, Fifth, and Sixth Amendments of the United States Constitution, which govern the interaction of the police and suspects in a criminal investigation. From search warrants to coerced confessions, the course will examine the constitutional doctrines developed to regulate police behavior, and the admissibility of any subsequent seized evidence by law enforcement in a court proceeding. Required in the Legal Studies degree plan.

**LGLS 3326, Juvenile Delinquency (3 semester hours) (formerly CJUS 3326)**

This course will study the history and philosophy of the juvenile court system; the juvenile justice process in modern social context; definition of delinquency; the substantive law governing juvenile conduct; intake; waiver or certification; pre-trial detention; hearing; and adjudication proceedings. Elective option in the Legal Studies degree plan.

**LGLS 3327, Logical Reasoning, Legal Thought and Philosophy (3 Semester Hours)**

This course is designed to teach students to analyze arguments, to recognize flaws in logic and draw conclusions through inference and deductive reasoning. Students will explore a standard technique that has been developed to organize thinking about decision-making problems and to solve them. Students will also consider strategic interactions between parties and considerations related to imperfect information. Students will also study the significance of the rule of law. Considers the questions: What is law? Why does law have authority? What is the relation between law and morality? What is justice? Is breaking the law ever justified? Required in the Legal Studies degree plan.

**LGLS 3328, Business Law (3 semester hours)**

This course focuses on the principles applicable to business, which includes the role of law in such areas as contracts and sales, agency, partnerships, bankruptcy, negotiable instruments, torts, and other legal subjects. Crosslisted with BLAW 3324 Business Law. Required in the Legal Studies degree plan.

**LGLS 3330, Internship 1 (3 semester hours)**

This course is designed to provide an introduction to a career in the legal field. Forty-five hours of introductory field observations are required. Elective option in the Legal Studies degree plan.

**LGLS 3331, International Law (3 semester hours)**

This course introduces fundamental questions and principles of international law. Topics include the creation and interpretation of treaties, the role of custom in international law, the use of force and the laws of war, transnational crime and extradition, the growth and codification of international human rights law, the relationship between international and domestic law; and state sovereignty as manifested in sovereign immunity and other doctrines. Also students are introduced to the great variety of international organizations increasingly influencing the development of international law, including the United Nations, the European Union, NATO, the permanent and ad hoc international criminal courts, the WTO, NAFTA, the Organization of American States, the World Bank, and others. Elective option in the Legal Studies degree plan.

**LGLS 3332, Peace, War, and Treason (3 semester hours)**

This seminar investigates whether and how the laws of war constrain different actors. It provides a historical overview as well as an exploration of the different purposes of the laws of war. The class covers the means and methods of war as well as protection of civilians and issues surrounding prisoners of war. It also addresses such issues as the scope of liability during conflict; the differing constraints over international and non-international armed conflict; terrorism and the future of humanitarian law; as well as the environmental regulation of conflict. A study of both international and domestic legal standards regarding the treatment of refugees, torture victims and those seeking political asylum. This seminar will explore the international law that governs criminal behavior that transcends national borders. The seminar will cover general issues of accountability, the concepts of terrorism, genocide, war crimes and crimes against humanity. It will examine questions of command responsibility and superior orders, as well as the nature and scope of the current war on international terrorism. Elective option in the Legal Studies degree plan.

**LGLS 3334, Negotiations (3 semester hours)**

Through a combination of theoretical analysis, case-studies, and simulations, this course will address the following issues: Negotiating across and behind the table; strategies and tactics in diplomacy and international negotiations; multilateral negotiations; cross-cultural dimensions of negotiations; the concept of power in negotiations; designing and drafting agreements; and ethics in negotiations. This course, by combining theory

and practice, aims to improve both the participants' understanding of negotiation and their effectiveness as negotiators. Elective option in the Legal Studies degree plan.

### **LGLS 3335, Special Topics: Understanding the Legal Field (3 semester hours)**

This course will expose the student to the variety of specialties in the legal profession by introducing the student to practitioners of the various specialties. This course will also go in some depth on selected areas of the profession, specifically criminal law and civil law, exploring the differences. This course will also enable the student to understand the functions of the individual participants in the legal process by viewing and commenting upon Court proceedings. Additionally, visiting legal practitioners will be asked to discuss their particular areas of law from a practical viewpoint. Elective option in the Legal Studies degree plan.

### **LGLS 4301, Introduction to Law Enforcement (3 semester hours) [formerly CJUS 4301]**

An overview of the law enforcement system, including the organization and functions of local, state, and federal enforcement agencies involved in the administration of criminal justice. Other topics to be discussed are centralized versus decentralized police systems and the history of the World Police Organization. Elective option in the Legal Studies degree plan.

### **LGLS 4303, Legal Research and Writing (3 Semester Hours) (Techniques of Legal Research and Investigative Practices Prerequisite)**

This course introduces students to the way lawyers analyze and frame legal positions in litigation, conduct legal research, and present their work in writing and in oral argument. Students actively learn research and writing skills by preparing initial and final drafts of memoranda and briefs and by becoming familiar with accessing both print and electronic research materials. Required in the Legal Studies degree plan.

### **LGLS 4305, Probation, Penitentiary and Parole 3 semester hours) [formerly CJUS 4305]**

The processes of probation and parole in the United States in terms of its historical development, philosophy, and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. This course also considers the legal, political, and social implications of the practice of capital punishment in America, with an emphasis on contemporary legal issues. The course will frame contemporary questions by considering some historical perspectives on the use of the death penalty in America and by delving into the moral philosophical debate about the justice of capital punishment as a state practice. Doctrinal topics to be covered include the role of aggravating and mitigating factors in guiding the decision to impose life or death; challenges to the arbitrary and/or racially discriminatory application of the death penalty; the ineligibility of juveniles and persons with mental retardation for capital punishment, limits on the exclusion and inclusion of jurors in capital trials; allocation of authority between judges and juries in capital sentencing; and the scope of federal habeas review of death sentences, among other topics. Students will examine the concepts of rehabilitation, deterrence, and punishment in the criminal justice system. Elective option in the Legal Studies degree plan.

### **LGLS 4315, Family Law (3 semester hours)**

A study of legal and attendant practical, social, legislative, and economic problems involved in the organization, operation, and dissolution of the family. Husband/wife (and other adult), parent/child and family/state relationships are considered critically in light of new developments in social structure, morals and technology. Required in the Legal Studies degree plan.

### **LGLS 4316 Mock Trial (3 semester hours) (Capstone Course)**

This course seeks to examine the nature, functions, dynamics, and ethics of such tasks as interviewing, investigation, examination and cross-examination of witnesses, argument, and from the prosecution and criminal defense advocacy, both in and out of the courtroom. It is designed to teach students to evaluate and prepare a case for trial. Students will develop trial techniques and skills by reenacting real life scenarios in a mock courtroom setting. This course Students will also examine the litigation of systemic criminal justice issues, including race bias issues, eyewitness identification issues, forensic issues, and issues pertaining to the suppression of exculpatory information by the government. Required in the Legal Studies degree plan.



**LGLS 4425, Torts (3 semester hours)**

Introduction to the law of torts, which covers a miscellaneous group of civil wrongs against persons and their interests in property, other than breach of contract, for which a court of law affords a remedy in the form of an action for money damages. Included are wrongs committed intentionally, and injuries resulting from negligence. Subjects covered are the law of assault, battery, false imprisonment, trespass to land and personal property, intentional and negligent infliction of mental distress, and negligent injuries to person and property. Elective option in the Legal Studies degree plan.

**LGLS 4330, Internship 2 (3 semester hours)**

This course is designed to supplement the legal studies courses with experiences at agencies/ government facilities/ law firms to provide broad-based participation in field observations and volunteer work. The basic requirements include eighty (80) hours of practical experiences within the professional organization. Elective option in the Legal Studies degree plan.

**LGLS 4331, National Security Law**

This course is an introductory examination of U.S. national security law. We will study questions relating to the exercise of military force, the conduct of intelligence operations, and the detention of enemy combatants. In considering those questions, special attention will be paid to (1) how to allocate decision-making authority among the President, the Congress, and the courts; (2) how to strike the proper balance, substantively, between security and liberty, and, procedurally, between secrecy and transparency; and, (3) how to reconcile domestic law and policy objectives with international obligations and norms. We will be guided by domestic sources of law — the Constitution and such statutes as the National Security Act, the War Powers Resolution, the Foreign Intelligence Surveillance Act, the USA PATRIOT Act, and the Military Commissions Act — and by international sources of law as well — the U.N. Charter and the Geneva Conventions. Elective option in the Legal Studies degree plan.

**LGLS 4332, Comparative Law (3 semester hours)**

An introduction to the characteristic features and functioning of non-common law legal systems. This course seeks to provide American lawyers with a basic framework for understanding foreign legal systems. Elective option in the Legal Studies degree plan.

**LGLS 4333, Moot Court (3 semester hours)**

This course combines a substantive review of key appellate litigation doctrines concerning appellate jurisdiction, standards of review, and other topics, with an intensive advocacy component, including motion and brief writing. The course considers each stage of the appellate litigation process, beginning with a general overview, moving to the various bases for appellate jurisdiction in the federal courts, then discussing standards of review, and concluding with an intense review of the anatomy of an appellate brief. U.S. Supreme Court practice will also be considered. Students will brief and argue moot appellate cases. Elective option in the Legal Studies degree plan.

**LGLS 4435 (formerly 3301), Property, Wills and Estates (3 semester hours)**

This course deals with characteristic arrangements under American law for the creation and transfer of rights to control and exploit property. The relationships of these arrangements to efficient resource use, the pattern of wealth distribution, and other social concerns will be explored as they are reflected in both judicial decision-making and legislative reform. The course will explore such subject matters as easements, adverse possession, restrictive covenants, wills and various will substitutes, inter vivos and testamentary trusts, future interests in real and personal property, and problems arising in the administration of decedents' estates and trusts. Elective option in the Legal Studies degree plan.

**LGLS 4436, Civil Procedure (3 semester hours)**

This class introduces students to the rules governing the conduct of civil litigation in the United States. It covers personal jurisdiction, subject matter jurisdiction and notice, and the Erie doctrine, which sets standards for deciding when federal courts must apply state law. Also the course traces civil litigation chronologically from the pleadings and defenses to joinder of claims and parties, and finally to the effect of prior decisions. Primary focus is on the Federal Rules of Civil Procedure, although common-law and statutory antecedents are studied when important to understanding modern rules. Elective option in the Legal Studies degree plan.

**MATH 1300, Introduction to College Mathematics (3 credit hours)**

This course is designed to develop an understanding of fundamental operations using percentages, statistics, measurements, geometric figures, integers, algebraic expressions, polynomials, and rational numbers required for college readiness. Word problems associated with these subjects are also studied. Additional support and tutoring is available through the Center for Student Success and Student Support Services. This course does not satisfy the general education or elective credit requirement.

**MATH 1301, College Algebra (3 semester hours)**

This is a study of algebraic equations and inequalities, the real number system, complex numbers, relations and functions, rational functions and conic sections, exponential and logarithmic functions, matrices and determinants, and the binomial theorem. Prerequisite: Satisfactory SAT, ACT, or placement test scores. Required General Core course.

**MATH 1302, College Trigonometry (3 semester hours)**

This is a study of circular measure, trigonometric functions, equations and identities, Laws of Sine and Cosine, simple solutions of triangles, De Moivre's theorem, vectors, the dot product, exponential and logarithmic functions, rotation of axes, polar coordinates, polar equation of conic, and plane curves and parametric equations. Pre-requisite: MATH 1301 College Algebra. Required General Core Math Option.

**MATH 1303, Basic Statistics (3 semester hours)**

A study of elementary statistics including the examination of frequency distributions and measures of central tendency, and the calculation of tests of significance and simple correlation. Pre-requisite: MATH 1301 College Algebra. Required in the Biology degree plan.

**MATH 1350, Math for Elementary Teachers I (3 semester hours)**

Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek EC-6th grade teacher certification. Pre-requisite: Math 1301 College Algebra. Required in the Early Childhood degree plan.

**MATH 1351, Math for Elementary Teachers II (3 semester hours)**

Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek EC-6th grade teacher certification. Pre-requisite: MATH 1350 Math for Elementary Teachers I. Required in the Early Childhood degree plan.

**MATH 2311, Calculus I (3 semester hours)**

This is an introduction to functions and relations, limits and continuity, graphs, derivatives, the integration of algebraic functions, product and quotient formulae, higher order derivatives, and maxim and minima. Prerequisite: MATH 1302 College Trigonometry. Required in the Biology and Computer Science degree plans and is a Math option for the General Core.

**MATH 2312, Calculus II (3 semester hours)**

Continuation of MATH 2311 that includes differentiation and integration of trigonometric functions, exponential and logarithmic functions, Rolle's Mean Value Theorems, areas and volumes, and various techniques of integration and reduction. Prerequisite: MATH 2311 Calculus I. Required in the Biology and Computer Science degree plans.

**MATH 2322, Linear Algebra (3 semester hours)**

A study of abstract systems, vector spaces, linear transformation matrices, linear equations and determinants, canonical form for similarity, metric concepts, combinatorial equivalence, and functions of matrices. Prerequisite: MATH 1302 College Trigonometry. Required in the Computer Science degree plans.

**MATH 3322, Differential Equations (3 semester hours)**

The solutions of equations of the first order and other degree applications, Laplace, transform solutions in series, and partial differential equations. Prerequisite: MATH 2312 Calculus II. Required in the Computer Science degree plans.

**MGMT 3310, Production And Operations Management (3 semester hours)**

Management of the production function focusing on productivity, quality and profitability including production design, resource requirement planning, facility location and distribution system design. Prerequisite: BUSA 3322 Business Statistic. Required in the Management degree plan.

**MGMT 3314, Principles of Management (3 semester hours)**

Management philosophy, planning, organizing, supervising, staffing, controlling, and decision-making processes. Required in the Accounting and Management degree plans.

**MGMT 3315, Human Resource Management (3 semester hours)**

Principles, policies, and practices involved with administering to personnel department, such as recruitment, employment, placement, training, evaluation, promotion, retirement, records, reports, supervision, and management. Prerequisite: MGMT 3314 Principles of Management. Required in the Management degree plan.

**MGMT 3317, Organizational Behavior (3 semester hours)**

An analysis of interpersonal relations and interactions, group dynamics, development of effective work groups and influence of the organization system on behavior. Prerequisites: MGMT 3314 Principles of Management. Required in the Management degree plan.

**MGMT 4302, Small Business Management (3 semester hours)**

Principles and problems of organizing and operating a small business, with special emphasis on personal qualifications, capital requirements, location, and sources of assistance. MGMT 3314 Principles of Management. Required in the Management degree plan.

**MGMT 4303, Industrial Labor Relations (3 semester hours)**

An analysis of the labor relations process, background of rights and responsibilities of labor and management, negotiation and administration of the labor agreement, collective bargaining issues, and emerging labor relations process. Prerequisite: MGMT 3314 Principles of Management. Required in the Management degree plan.

**MGMT 4307, Managerial Economics (3 semester hours)**

A study of the individual firm apart from that of the entire industry. The topics include the pricing process, the nature of the market, changes in the prices of the agents of production by the individual firm, problems and policies of business planning, forecasting dynamics, conditions, and business risks. Prerequisite: MGMT 3314 Principles of Management. Required in the Management degree plan.

**MGMT 4309, Topical Seminar (3 semester hours)**

Advanced topics in management/leadership and topics not adequately covered in the published curriculum. At least Junior Status. Prerequisite: Consent of the instructor. Required in the Management degree plan and can also be an elective for the Accounting degree plan.

**MGMT 4325, Internship in Management (3 semester hours)**

Supervised work experience in a business-related position with a public agency, private business, or organization. Required in the Management degree plan.

**MKTG 3301, Principles of Marketing (3 semester hours)**

Topics include researching and analyzing customers, understanding the competitive environment, segmenting the market, strategic positioning, pricing, communications, and distribution strategies. Principles and methods of marketing and analysis of market structure. Dynamic nature of American business studied, taking into consideration factors that produce changing business patterns. Required in the Accounting and Management degree plans.

**PHED 1103, Cardiovascular Health and Physical Development I (1 credit hour)** This course is designed to develop and/or improve basic aerobic skills, and to improve cardiovascular fitness, coordination, strength, and rhythm through modeling of fitness techniques and participation in fitness activities. Required General Core course.

**PHED 1104, Cardiovascular Health and Physical Development II (1 credit hour)**

This course is designed for engagement in a personalized fitness plan. Barriers to personal fitness will be discussed and assessed and personal fitness progress will be tracked to support the development of lifelong commitment to physical activity and fitness. Topics covered include: cardiovascular fitness, strength training, flexibility and aerobic skills. Required General Core course.

**PHED 3302, Sociology of Sports (3 semester hours)**

This course offers a sociological and psychological interpretation of modern sports. The course includes an in-depth analysis of rules, crowd response, and sociological demands of the athlete. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

**PHED 3303, History and Principles of Physical Education (3 semester hours)**

This course includes a brief history and review of major objectives of the Area of Physical Education. Basic principles of the profession, as well as the sources of these principles, are included. This course is designed to serve as an introductory course for all students interested in pursuing careers related to Physical Education. Required in the Physical Education degree plan.

**PHED 3304, Physiology of Exercise (3 semester hours)**

This course covers a study of the physiological effects of exercise upon the human body and the relationship of these effects to physical education programs and athletics. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

**PHED 3305, Tests, Measurements, and Evaluation in Physical Education (3 semester hours)**

This course is designed to assist prospective teachers of Physical Education in developing the skills to test, measure, and evaluate students who participate in their programs. It will enable the individual to understand essential statistical techniques, relevant measurement theory, and available tests which enables the creative instructor of Physical Education to develop valid methods of testing, measuring, and evaluating students. Pre-requisite: MATH 1301 College Algebra and EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

### **PHED 3306, Physical Education for Special Individuals (3 semester hours)**

This course embraces adapted, corrective, and developmental physical education activities. Adapted activities will be presented for the mentally, physically, emotionally, and socially handicapped, with corrective physical education activities and body mechanics, and with developmental physical education and physical fitness. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

### **PHED 3307, Kinesiology (3 semester hours)**

This course places emphasis upon the analysis of both structural and functional human motion. The course also includes scientific information concerned with the mechanical laws of nature and their effects upon physical education. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

### **PHED 3308, First Aid (3 semester hours)**

This course is designed to provide students with the knowledge and skills to recognize and provide basic care for injuries and sudden illness until competent medical personnel arrive. Students will be exposed to standard procedures for dealing with head to toe examinations, shock signs, head, neck and spinal injuries, strokes, bleeding response, burn care, poisoning, splints, CPR and other emergency responses. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

### **PHED 3309, Physical Education Strategies (3 semester hours)**

This experience is designed to assist the prospective teacher to develop plans, materials, strategies and present physical education concepts to students in grades Pre-K-12 and other settings (recreation centers, senior citizens facilities, etc.) State and national standards are incorporated into the lessons. Classroom presentations and field experiences are required. Pre-requisite: Admittance to Teacher Education program and completion of 12 hours in physical education major. Required in the Physical Education degree plan.

### **PHED 3101 Preparation for State Exam, Content**

This course focuses on the content and strategies needed to successfully pass the required content exam for the teacher certification area of physical education. Pre-requisite: Admission to the Teacher Education program; successful completion of 18 credit hours of physical education major courses. Required in the physical education degree plan.

### **PHED 4301, Organization & Administration of Physical Education Programs, Including Athletics (3 semester hours)**

This course provides information and experiences relative to basic principles involved in organizing, supervising, developing, managing and administering physical education programs, including athletics in Elementary, Middle, and Secondary schools, as well as, college. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

### **PHYS 1415, Physical Science (4 semester hours)**

This course is a survey of the Physical Sciences for non-science majors. The topics included in the course are physics, chemistry, geology, and astronomy. The Physics unit will present the concept of measurement in relativity and the nuclear age. The unit in chemistry will start with the chemical elements and end with the basic understanding of the ozone, and the atmosphere, and pollution. The Geology unit will include topics from the basic concepts and techniques of environmental geology. The final unit will cover basic concepts in Astronomy from the motion in the heavens to cosmology. This course includes a laboratory. Laboratory Fee. Required Science General Core option.

### **PHYS 3411, General Physics I (4 semester hours)**

An algebra-based treatment of the laws of mechanics, heat, and sound. Focused attention is given to the solution of mathematical problems illustrating natural laws. This course is designed for all Non-Technical Science majors. Prerequisite: MATH 1301 College Algebra. Laboratory Fee. Required science option in the Biology, Computer Science, Early Childhood and Physical Education degree plans.

**PHYS 3412, General Physics II (4 semester hours)**

The second part of the algebra-based course of PHYS. 3411. This course will include the following areas of coverage: electrostatics, magnetism and charges in motion, optics, and special relativity and introduction to modern concepts in physics. Prerequisite: PHYS 3411 General Physics I. Laboratory Fee. Required in the Biology degree plan.

**PSYC 2301, Introduction to Psychology (3 semester hours)**

Introduction to Psychology surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to human experience. Required General Core course.

**READ 1300 - Introduction to Reading Comprehension and Effective Writing (3 credit hours)**

This course will address improving reading comprehension, vocabulary building and effective writing for college readiness. Emphasis is placed on determining main ideas, critical thinking skills and evaluating the writer's technique. Study skills will also be included. Additional support is available through the Writing Program Resources and tutoring services through the Center for Student Success and Student Support Services. This course does not satisfy the general education or elective requirements.

**READ 3301, Emergent Literacy (3 semester hours)**

This course teaches the skills essential for nurturing early literacy development (oral language, reading and writing) for young children. Areas of focus include: research theories, developmental trends and instructional materials, methods and strategies for grades EC-6. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood program degree plan.

**READ 3303, Reading in the Content Areas (3 semester hours)**

This course is designed to study theories, research, processes, strategies, practical applications, as well as the selection, administration and evaluation of assessment instruments appropriate for diagnosing and correcting classroom reading difficulties. Strategies are presented for teaching reading across the curriculum. Required in the Physical Education degree plan; reading elective for Early Childhood degree plan.

**READ 3304, Reading in the Elementary School (3 semester hours)**

This course is designed to prepare the EC-6 grade teacher to understand the English/Language Arts and Reading TEKS, strategies for instruction, current research, lesson planning, monitoring/assessment of instruction and use of a variety of reading programs/materials. Required in the Early Childhood program degree plan.

**REAL 2300, Principles of Real Estate (3 semester hours)**

A survey of real estate principles, including real estate market, financial, investment, and legal analysis. Home ownership and real estate investment for personal benefit are emphasized. General or Business elective

**RELI 1301, Ethics (3 semester hours)**

This course provides a general framework for studying historical and contemporary Christian ethical beliefs. The course objective is to sharpen critical thinking skills and dimensions of decision making in selected areas, and to identify new ways of communicating Christian values in a pluralistic society. Required General Core course.

**RELI 2313, Survey of the Old Testament (3 semester hours)**

This course offers an exploration of the historical, cultural, and theological background of the Old Testament as expressed in the Law, Prophets, and other writings.

**RELI 2323, Survey of the New Testament (3 semester hours)**

This course is an introduction to the New Testament studies focusing on the origin of Christianity and the New Testament's social, political, and cultural settings. General elective course.

**RELI 3330, The Ministry of the Black Church (3 semester hours)**

This course examines the historical and sociological role that the minister has played in the Black community. Focus is on the way the special leadership styles and posturing affects the Black Church. General elective course.

**RELI 4301, Introduction to Theology (3 semester hours)**

This course covers the study of theological leaders and issues including developments in Christian theology during the twentieth century.

**RELI 4330, Topical Seminar in Theology (3 semester hours)**

A seminar which focuses on selected topics related to Christian theology. Prerequisite: REL 4301 Introduction to Theology. General elective course.

**RELI 4333, Topical Seminar in Old Testament Studies (3 semester hours)**

A seminar on selected topics related to the Old Testament. General elective course.

**RELI 4343 Topical Seminar in New Testament Studies (3 semester hours)**

A seminar on selected topics related to the New Testament. General elective course.

**SOCI 1301 Introduction to Sociology (3 semester hours)**

Introduction to Sociology This course is an introduction to the scientific study of social factors that influence human behavior. It includes analysis of culture and socialization processes, social interaction, human sexuality, deviance, social stratification/inequality, race relations, global interdependence, and gender in the context of everyday social life. General elective course.

**SPAN 1301, Elementary Spanish I (3 semester hours)**

This is an intensive first semester of the elementary foreign language courses, which fully integrates audio-visuals and computer technologies. The course is designed to teach the student pronunciation, vocabulary, grammar and sentence structure. The primary purpose of this course is to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. General elective course. Required General Core course.

**SPAN 1302, Elementary Spanish II (3 semester hours)**

This is an intensive second semester of the elementary foreign language courses, which fully integrates audio-visuals and computer technologies. The course is designed to continue to teach the student pronunciation, vocabulary, grammar and sentence structure. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 1301 Elementary Spanish I. General elective course.

**SPAN 2301, Intermediate Spanish I (3 semester hours)**

This is the first semester of an intensive intermediate foreign language course, which fully integrates audio-visuals and computer technologies. This course is an in-depth review of the grammar learned in the first year Spanish. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 1302 or approval by the instructor. General elective course.

**SPAN 2302, Intermediate Spanish II (3 semester hours)**

This is the second semester of an intensive intermediate foreign language course, which fully integrates audio-visuals and computer technologies. This course is a continuation of an in-depth review of the grammar learned during the first year Spanish and the first semester of the intermediate Spanish course. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to continue to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 2301 Intermediate Spanish I or approval by the instructor. General elective course.

**SPED 3301, Exceptional Learners (3 semester hours)**

An introduction to major areas of exceptionality, focusing on legislation and research requiring an appropriate education for all children. Students will acquire information related to intervention strategies, methods, materials and adaptations, as well as being made aware of other available personnel and related services required and dictated by legislation. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood degree plan.