

## CORRESPONDENCE AND DIRECTORY

Questions regarding the information provided in this Catalog may be addressed to the following offices at this address (all with the area code 706):

Paine College<br>1235 Fifteenth Street<br>Augusta, GA 30901-3182

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| :---: |
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| Ctr. for Advanced Professional Studies ......................396-7596 |
| Counseling Center..........................................821-8390 |
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| Department of Education .........................................396-7608 |
| Department of Humanities .......................................821-8326 |
| Department of Media Studies ...................................396-8132 |
| Department of Mathematics, Sciences and Technology 821-8287 |
| Department of Social Sciences ....................................821-8326 |
| Financial Aid .........................................................821-8262 |

## PAINE COLLEGE

## CATALOG

## 2020-2021



1235 Fifteenth Street
Augusta, Georgia 30901-3182
www.paine.edu

## MESSAGE FROM THE PRESIDENT

Dear Paine College Students:
Welcome to Paine College where we start, stay and finish strong!

We are pleased that you have chosen to start your educational experience at an institution that focuses on more than your academic growth. Along with intellectual pursuits, you are expected to sharpen your spiritual and social awareness. It is our mission to "provide a liberal arts education of the highest quality that emphasizes academic excellence, ethical and spiritual values, social responsibility, and personal development to prepare spiritually-centered men and women for positions of leadership and service." This commitment to your future is at the core of our purpose.

As a liberal arts institution, you will gain the knowledge and preparation to be equipped for graduate or professional school as well as occupations in the workforce. We want you to succeed in every aspect of your postsecondary experience at Paine College and afterwards, take your place in service to the larger community.

Guided by a quality faculty and caring staff, the entire Paine College family is willing to support your success and help you soar toward a bright future. You have taken the first steps on that journey. This is an exciting time to be a part of the Paine College community as we are engaging in a renewed strategic plan to expand our academic and student programs and further strengthen the atmosphere of excellence. We encourage you to begin with your end goal in mind. Start, stay, and finish strong!

Sincerely,

Cheryl Evans Jones, Ph.D.
President

## THE PAINE COLLEGE IDEAL

To love truth and to seek it above material things;
To ennoble and be ennobled by common fellowship;
To keep the energies of life at full tide;
To cultivate an appreciation of the beautiful;
To work well and play with zest;
To have an open, unprejudiced mind;
To live simply, practicing a reasonable economy;
To find joy in work well done;
To be an earnest disciple in the school of Him who brings the abundant life;
To work diligently for a better understanding of the White and Black races;
Such is the spirit and ideal of Paine College. To all who share this spirit and are eager for the pursuit of high things, we offer a hearty welcome.

The Paine College Ideal was originally established by a faculty committee appointed by President E. C. Peters in 1933. It was revised by the Board of Trustees at the Spring 2003 meeting.

## Contents

CORRESPONDENCE AND DIRECTORY ..... ii
MESSAGE FROM THE PRESIDENT ..... iv
THE PAINE COLLEGE IDEAL ..... v
INTRODUCTION ..... 3
ACADEMIC CALENDAR ..... 5
GENERAL INFORMATION ..... 13
FOUNDATIONAL STATEMENTS. ..... 16
FEES AND FINANCES ..... 26
FINANCIAL AID ..... 31
ADMISSIONS ..... 38
STUDENT AFFAIRS ..... 46
ACADEMIC REGULATIONS ..... 50
ACADEMIC PROGRAMS ..... 70
DEPARTMENT OF HUMANITIES ..... 71
DEPARTMENT OF MATHEMATICS, SCIENCES AND TECHNOLOGY ..... 82
DEPARTMENT OF SOCIAL SCIENCES ..... 95
DEPARTMENT OF BUSINESS ADMINISTRATION ..... 106
DEPARTMENT OF EDUCATION ..... 115
DEPARTMENT OF MEDIA STUDIES ..... 121
COURSE PREFIXES AND DESCRIPTIONS ..... 124
MILITARY SCIENCE ..... 172
HYBRID/BLENDED COURSES ..... 176
SUPPORT PROGRAMS ..... 177
PAINE COLLEGE BOARD OF TRUSTEES ..... 181
FACULTY ..... 183
ADMINISTRATIVE OFFICERS AND STAFF. ..... 190
NATIONAL ALUMNI ASSOCIATION OFFICERS ..... 196
INDEX ..... 198

## INTRODUCTION

This catalog provides basic information about Paine College. It includes the history, mission, goals, admissions standards and requirements, tuition and other costs, sources of financial aid, academic regulations, and descriptions of courses and programs of study. The catalog also includes rules and regulations which govern student life at Paine College, and information related to student affairs, organizations, and other activities of the campus. Additionally, it includes the name, rank, and educational background of each faculty member.

This catalog is intended primarily to guide Paine College students through their chosen academic programs. Although the college takes pride in a good student advising system, the individual student bears the main responsibility for his or her program, and this catalog should be the important and foundational source of information. Prospective students, parents, and high school counselors should find the information useful as well.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, Paine College reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar. It is especially important that all students realize their individual responsibility to keep apprised of current requirements for their particular degree programs.

## FEDERAL REGULATIONS COMPLIANCE STATEMENT

Paine College, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disability Act, Sections 503 and 504 of the Rehabilitation Act of 1967 and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in any of its policies, procedures, or practices. Nor does the College, in compliance with Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment because they are disabled veterans of the Vietnam Era, or because of their medical condition, their ancestry or their marital status. Nor does the College discriminate on the basis of citizenship, within the limits imposed by law or College policy. The College does not discriminate on the basis of sexual orientation. This nondiscrimination policy covers admission, access, and treatment in College programs and activities, and application for and treatment in College employment.

In accordance with College Policy and pursuant to Executive Orders 11246 and 11375, Section 503 of the Rehabilitation Act of 1973, and Section 402 of the Vietnam Era Readjustment Act of 1974, the College is an Affirmative Action/Equal Opportunity Employer.

In compliance with the provisions set forth in the Student Right-To-Know and Campus Security Act, Public Law 101-542, as amended, Paine College discloses information about completion or graduation rates and campus safety policies and procedures to current and prospective students and employees.

Information on completion and/or graduation rates may be obtained from the Institutional Research Office and campus safety data may be obtained from the Campus Safety Office and the institutional web page.


Paine College reserves the right to change [without notice] the academic calendar or fees, provisions, course offerings, or requirements in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation. Advising errors do not exempt students from the responsibility of meeting all degree requirements for graduation.

# ACADEMIC CALENDAR <br> YEAR 2020 - 2021 

SUMMER SEMESTER 2020
Classes Begin: May 18, 2020
Classes End: July 10, 2020

## MAY 2020 - SUMMER

Thursday - Friday May 14 - May 15
Monday May 18
Monday
May 25
Tuesday
May 26
Thursday
May 28
Friday
May 29
JUNE 2020 - SUMMER

| Thursday | June 4 |
| :--- | :--- |
| Wednesday | June 10 |
| Monday | June 22 |

JULY 2020 - SUMMER

| Saturday | July 4 | Independence Holiday (4 ${ }^{\text {th }}$ of July falls on a Saturday) |
| :--- | :--- | :--- |
| Monday | July 6 | Independence Holiday Observed |
| Friday | July 10 | Last day of classes for Summer Session |
| Monday | July 13 | Reading Day |
| Tuesday - Wednesday July 14-15 | Final Examinations for Summer Session |  |
| Friday | July 17 | Final Grades Due in the Office of the Registrar (5:00 p.m.) |

# ACADEMIC YEAR 2020-2021 <br> FALL SEMESTER 2020 

JULY 2020
Monday
Wednesday - Friday
Thursday - Friday
AUGUST 2020

## Monday

Friday
Friday
Wednesday

Friday
August 14
Friday
August 14
Monday

Wednesday
Wednesday

Monday

July 13
July 29 - July 31

July 30 - July 31

Residence Hall Applications Due for Fall 2020
New Student Registration
New Student Orientation
Residence Halls open for returning students (11:00 a.m. after registration is completed)

Faculty/Staff Fall Opening Conference
Faculty Development Workshop

First day of classes for Main Campus Fall and Fall I 2020 Late registration begins for Main Campus and Fall I 2020 (late fee assessed)

Last day for late registration for Fall I 2020
Last day for late registration for Main Campus Fall 2020
Last day for drop/add for Fall I \& Main Campus 2020 (5:00 p.m.)

Reinstatement begins for Fall I 2020 and Main Campus courses
Enrollment Certification due from faculty.
Fall I 2020 Semester \& Main Campus No Show Rosters due in the Office of the Registrar (5:00 p.m.)

## Opening Fall Convocation

Last day for Reinstatements for Fall I and Main Fall Campus 2020 courses (5:00 pm)

Last day to withdraw from a course without academic penalty and receive a "W" grade for Fall I 2020

| SEPTEMBER 2020 |  |  |
| :---: | :---: | :---: |
| Monday | September 7 | HOLIDAY - LABOR DAY (campus closed; no classes) |
| Tuesday | September 8 | Classes resume <br> First day to apply for May 2021 graduation for seniors |
| Tuesday - Tuesday | September 8-22 | Preliminary Senior Audits with Departmental Advisors |
| Monday | September 14 | Last day to assign "WF" or "WP" grades for Fall I 2020 |
| Friday | September 18 | Spring 2020-2021 Course Schedules due to Academic Affairs |
| Monday | September 21 | First day to register for Fall II 2020 Courses |
| Monday - Friday | September 21-25 | Mid-term Examinations for Fall 2020 Main Campus <br> Last day for students to submit work for removal of "I" grade From previous spring semester |
| Friday | September 25 | Last day to withdraw from class without academic penalty and receive a "W" grade for Fall Main Campus |
| Wednesday | September 23 | First day to schedule Senior Audit with Registrar's Office for graduating Seniors (preliminary audit with advisor required) |
| Tuesday | September 29 | Junior audits with departmental advisors only |
| Wednesday | September 30 | Last day of classes for Fall I 2020 |
| OCTOBER 2020 |  |  |
| Thursday - Friday | October 1-2 | Final Examinations for Fall I 2020 <br> Fall Break for Main Campus, full semester, 16-week courses only) |
| Monday | October 5 | Final Grades due for Fall I 2020 <br> Main Campus, full semester, 16 -week courses resume |
| Monday | October 5 | First day of classes Fall II 2020 <br> Mid-term grades due for Fall Main Campus 2020 |
| Friday | October 9 | Last day to drop/add for Fall II 2020 (5:00 p.m.) |
| Monday | October 12 | No show rosters for Fall II 2020 due in the Office of the Registrar by 5:00 p.m. |
| Wednesday | October 14 | Last day to apply for May 2021 graduation without penalty (after this date a late fee is applied) |
| Thursday | October 15 | Assessment Day (All Students, All Faculty, All Units) |
| Friday | October 16 | Reinstatement for Fall II 2020 begins <br> Last day for faculty to complete grade change removing "I" for the previous semester |

## OCTOBER 2020 (Continued)

Friday

Friday October 30

October 23

Last day for reinstatements for Fall II 2020 courses Spring 2020 advisement \& early registration begins and Spring I (for classes starting January 6, 2021)

Sophomore Proficiency Examination in English (SPEE)
Last day to withdraw from a course without academic penalty and receive a "W" grade for Fall II

Last day to assign a grade of "W" for Fall II courses
Last day to assign "WF" or "WP" grades for Fall II 2020 Spring Book Orders due to the Office of Academic Affairs

Last day to assign "WF" or "WP" grades for Main Campus
Thanksgiving Holiday begins with the close of classes on Nov. $24^{\text {th }}$. Spring 2021 early registration (for classes starting January 11, 2021)

Thanksgiving HOLIDAY - No Classes/Administrative Offices Closed

Last day of Classes for Fall II 2020
Spring 2021 Late registration begins
Reading Day (for Main Campus, full semester, 16-week courses

## BACCALAUREATE CONVOCATION

COMMENCEMENT
Final Examinations for Fall Main Campus 2020
Final Examinations for Fall II 2020

Grades Due in the registrar's office by 5:00 p.m. End of term for Fall Main Campus and Fall II 2020

Saturday December 12 Residence Halls Close (12 noon)
Monday-Wednesday December 14-January 1, 2021 -- HOLIDAY - Break (Students Only)
Wednesday December 16 Residence Hall Applications Due for Spring Semester 2021

NOTE: An intersession term will not be offered during the month of December 2020.

## ACADEMIC YEAR 2020-2021

## SPRING SEMESTER 2021, JANUARY 2021

| Friday | January 1 | HOLIDAY - New Year's Day Observance (Campus Closed) |
| :--- | :--- | :--- |
| Monday | January 4 | Spring Semester Registration for New and Returning <br> Students <br> (one-stop shop starts at 10:00 a.m. in Candler Hall) <br> Residence halls open at 10:00 a.m. <br> Administrative Offices Open; Faculty available for Advising |
| Tuesday | January 5 | Spring Semester Registration for New and Returning <br> Students <br> Continues in Candler Hall (one-stop shop starts at 10:00 a.m.) <br> New Student Orientation |
| Wednesday | January 6 | New Student Orientation |
| Thursday | January 7 | Faculty and Staff Spring Semester 2021 Opening Conference <br> (First Day) |
| Friday | January 8 | Faculty and Staff Spring Semester 2021 Opening Conference <br> (Second Day) |
| Monday | January 11 | First day of classes for Spring Main Campus and Spring I <br> Term, Spring Semester 2021 |
| Wednesday | January 13 | Spring Opening Convocation |
| Friday | Jant day for late registration for Spring Main Campus and Spring |  |


| FEBRUARY 2021 |  |  |
| :---: | :---: | :---: |
| Monday - Thursday | Feb. 1 - Feb. 4 | Spring I Mid-term Examinations |
| Monday - Sunday | Feb. 8 - Feb. 14 | HOMECOMING WEEK |
| Friday | February 12 | Founder's Day Convocation (10:30 a.m., No Classes After Convocation) |
| Monday | February 15 | Summer School schedules are due from departments. |
| Friday | February 19 | Last day to assign "WF" or "WP" grades for Spring I Term 2021 |
| Monday | February 22 | First day to register for Spring II Term 2021 |
| Tuesday-Friday | February 23-26 | Mid-term examinations for Spring Main Campus, Spring Semester 2021 |
| MARCH 2021 |  |  |
| Monday | March 1 | Classes Resume for All Students |
| Tuesday | March 2 | Mid-term grades due for Spring Main Campus, Spring Semester 2021 |
| Friday | March 5 | Final exams administered during the last class for Spring I courses |
| Friday | March 5 | Final grades due for Spring I courses |
| Monday | March 8 | First day of classes for Spring II courses |
| Thursday | March 18 | Last day to drop/add for Spring II courses 2021 (5:00 p.m.) Last day for students to submit work for removal of "I" Grades for the previous Fall semester |
| Wednesday | March 17 | Religious Emphasis Week <br> [See Office of Religious Life for Activities] |
| Friday | March 19 | No Show Rosters due in the Office of the Registrar (5:00 p.m.) Note to Departments: Summer Semester 2021 Book Orders due to the Office of Academic Affairs |
| Friday | March 19 | Summer 2021 and Fall 2021 advisement |
| Monday | March 22 | Reinstatement begins for Spring II Term 2021 |
| Tuesday | March 23 | Last day for Reinstatements for Spring II Term 2021 Sophomore Proficiency Examination in English (SPEE) |
| Thursday | March 25 | Last day to withdraw from a course without academic penalty and receive a "W" grade for Spring Main Campus, Spring Semester 2021 |

APRIL 2021

| Friday | April 2 | Good Friday |
| :--- | :--- | :--- |
| Sunday | April 4 | Easter Sunday |
| Monday - Friday | April 5-9 | Spring Break (All Students) |
| Monday | April 12 | Classes resume <br> Last day to apply for May 2021 Graduation; No applications <br> received after this date; Fee still applies |
| Monday | April 12 | Last day for assigning "WF" or "WP grades for Spring II Term <br> 2021 |
| Wednesday | April 14 | Last day for assigning "WF" or "WP" grades for Spring Main <br> Campus, Spring Semester 2021 |
| Wednesday | April 14 | Honors Convocation |
| Friday | April 23 | Last day of classes for Seniors |
| Monday-Tuesday | April 26-27 | Senior Examinations |
| Monday | April 26 | Last day of class for Spring II Term 2021 |
| Wednesday - Thursday April 28-29 | Spring II Term Exams |  |
| Friday | April 30 | Senior Final Grades Due |
| Friday | April 30 | Last day of classes for Spring Semester Main Campus |

MAY 2021

Monday
Monday - Friday
Tuesday - Friday

Saturday
Sunday
Monday
Monday

Tuesday

May 3
May 3 - May 7
May 4 - May 7

May 8
May 9
May 10
May 10

May 11

Reading Day
Senior Week
Final Examinations for Spring Main Campus, Spring Semester 2021

## BACCALAUREATE CONVOCATION

COMMENCEMENT
Late Registration available for Summer 2021
Residence Halls close at 4:00 p.m. for students not attending Summer Session (otherwise, residence halls are open for students continuing studies for Summer Session)

Final Grades due for Spring Main Campus and Spring II Term 2021 (5:00 p.m.)

Last Day for Faculty
Complete and Submit Outstanding Programs/Departmental
Requirements; Faculty Development Closing Conference

## SUMMER SESSION 2021

Classes Begin: May 17, 2021
Classes End: July 6, 2021
MAY 2021
Thursday - Friday

## Monday

Monday
Wednesday
Thursday
Monday

JUNE 2021
Tuesday
Monday

Friday

July 4
July 5
Tuesday
Wednesday
Thursday - Friday
Tuesday

June 18
June 1
June 7

Independence Holiday (4 $4^{\text {th }}$ of July falls on a Sunday)
Independence Holiday Observed
Last day of classes for Summer Session
Reading Day
Final Examinations for Summer Session
Final Grades Due in the Office of the Registrar (5:00 p.m.)

## GENERAL INFORMATION

## HISTORY OF THE COLLEGE

Paine College was founded by the leadership of the Methodist Episcopal Church South (MECS), now United Methodist Church, and the Colored Methodist Episcopal Church (CME), now Christian Methodist Episcopal Church. Paine was the brainchild of Bishop Lucius Henry Holsey, who first expressed the idea for the College in 1869. Bishop Holsey asked leaders in the Methodist Episcopal Church South to help establish a school to train Negro teachers and preachers so that they might in turn appropriately address the educational and spiritual needs of the people newly freed from the evils of slavery. Leaders in the Methodist Episcopal Church South agreed, and Paine Institute came into being.

On November 1, 1882, the Paine College Board of Trustees, consisting of six members, three from each Church, met for the first time. They agreed to name the school in honor of the late Bishop Robert Paine of the MECS who had helped to organize the CME Church. In December, the Trustees selected Dr. Morgan Callaway as the first President of the College and enlarged the Board from six to 19 members, drawing its new membership from communities outside of Georgia so that the enterprise might not be viewed as exclusively local.

Bishop Holsey traveled throughout the Southeast seeking funds for the new school. On December 12, 1882, he presented the Trustees of Paine Institute with $\$ 7.15$ from the Virginia Conference and $\$ 8.85$ from the South Georgia Conference. In that same month, Reverend Atticus Haygood, a minister of the Methodist Episcopal Church South, gave $\$ 2,000$ to support President Callaway through the first year. Thus, a $\$ 2,000$ gift from a white minister of the Methodist Episcopal Church South and $\$ 16$ raised by a CME minister - penny by penny from former slaves - became the financial base for the founding of Paine College.

In 1883, a Charter of Incorporation for The Paine Institute was granted, and the Trustees elected Dr. George Williams Walker as its first teacher. In January 1884, classes began in rented quarters located on Broad Street in downtown Augusta.

On December 28, 1884, the Reverend George Williams Walker was elected President of Paine Institute following the resignation of Reverend Callaway. In 1886, the College moved to its present site on Fifteenth Street.

The year 1888 was a very significant one for Paine College. Reverend Moses U. Payne, an MECS minister from Missouri, gave $\$ 25,000$ to Paine for the endowment. Also in 1888, Trustee W. A. Candler presented a resolution to the Trustees authorizing President Walker to employ John Wesley Gilbert, Paine's first student and first graduate, to become the first Black member of the faculty. The hiring of Mr. Gilbert launched Paine's continuing tradition of having a biracial faculty. President Walker died in 1910 after having headed Paine for twenty-six years.

The Paine Institute began with a high school component and gradually developed a college department. Initially, advanced students received special instruction on an individual basis, but by 1903 sufficient college-level work was provided to justify changing the school's name to The Paine College. Paine continued its high school department until 1945, because there was no public secondary school for Blacks in Augusta until that year.

Under the leadership of President Edmund Clarke Peters, 1929-1956, Paine College was accredited by the Southern Association of Colleges and Secondary Schools as a Class "B" institution in 1931 and then as a Class "A" institution in 1945.

President E. Clayton Calhoun served as President from 1956 to 1970. During his leadership, Paine was approved by the University Senate of The United Methodist Church in 1959, and the College was admitted to full membership in the Southern Association of Colleges and Schools in 1961.

Dr. Lucius H. Pitts was elected President of Paine College in 1971. He was the first alumnus and first Black President of the College. He died in his office in 1974. Dr. Julius S. Scott, Jr. served as President of the College on two separate occasions: 1975 to 1982 and 1988 to 1994. Paine alumnus, Dr. William Harris, served during the period of 1982 to 1988 . In 1994, Dr. Shirley A. R. Lewis became Paine College's first female president.

On January 1, 2008 Dr. George Cleveland Bradley began his tenure, serving as the fourteenth President of Paine College.

On September 14, 2014, Dr. Samuel Sullivan began serving as Acting President. This title was changed to Interim President on October 17, 2014. On April 23, 2016, Dr. Sullivan was elevated to President.

On June 1, 2017, Dr. Jerry Hardee was elected and began serving as the sixteenth President of Paine College.

On July 8, 2019, Dr. Cheryl Evans Jones was named Acting President following the retirement of Dr. Hardee. At the October 19, 2019 Board of Trustees meeting, Dr. Evans Jones was appointed President.

Paine College is a liberal arts institution offering courses and major programs in six departments:
Business; Education; Humanities; Media Studies; Mathematics, Sciences and Technology; and Social Sciences. The College remains a small, predominantly Black, coeducational, church-related school, gratefully related to its founding denominations and open to all.

Paine College's alumni have established an exceptional record of achievement. Included among Paine's distinguished graduates are:

Dr. Roland Harris
Dr. Clyde Williams
Dr. Jacqueline Carmicheal
Ruth Crawford

Dr. Charles Larke
Attorney Robert Bell

President of Knoxville College, 1995-1997
President of Miles College, 1971-1986
Professor at the University of Georgia and Biographer
Director of Shiloh Comprehensive Community Center, designer of the Paine College Flag, and former schoolteacher
First African American Superintendent of the Richmond County School System
Chair, 2000-2009, Paine College Board of Trustees and Founder of the Chairman's Club of the Annual Alumni Fund

There have been sixteen terms of presidents of Paine College:

| Morgan Callaway | $1882-1884$ | William H. Harris | $1982-1988$ |
| :--- | :--- | :--- | :--- |
| George Williams Walker | $1884-1911$ | Julius S. Scott, Jr. | $1988-1994$ |
| John D. Hammond | $1911-1915$ | Shirley A. R. Lewis | $1994-2007$ |
| D. E. Atkins | $1915-1917$ | George C. Bradley | $2008-2014$ |
| Albert Deems Betts | $1917-1923$ | Samuel Sullivan | $2016-2017$ |
| Ray S. Tomlin | $1923-1929$ | Jerry L. Hardee | $2017-2019$ |
| E. C. Peters | $1929-1956$ | Cheryl Evans Jones | $2019-$ Present |
| E. Clayton Calhoun | $1956-1970$ |  |  |
| Lucius H. Pitts | $1971-1974$ |  |  |
| Julius S. Scott, Jr. | $1975-1982$ |  |  |

Upon his retirement as President in 1994, Dr. Julius S. Scott, Jr., was elected President Emeritus by the Board of Trustees.

February 11, 2011, Dr. Shirley A. R. Lewis was elected President Emeritus by the Board of Trustees.
During interim periods, the following persons served as chief administrators and chairpersons of the interim committees:

Stewart B. Gandy, Chairman
Canute M. Richardson, Chairman
Canute M. Richardson, Acting President
Curtis E. Martin, Interim President
Samuel Sullivan, Acting President
Samuel Sullivan, Interim President
Jerry Hardee, President
Cheryl Evans Jones, Acting President
Cheryl Evans Jones, President

October - December, 1970
January - June, 1971
March - December, 1974
July 2007 - January, 2008
September 2014 - October 2014
October 2014 - May 2016
June 2017 - July 2019
July 2019 - October 2019
October 2019 - Present

# FOUNDATIONAL STATEMENTS 

## Faith Statement

Paine College was founded in 1882 through a cooperation of two Methodist bodies: the Colored Methodist Episcopal (CME) Church (now the Christian Methodist Episcopal Church) and the Methodist Church South (now The United Methodist Church). Paine was the brainchild of Bishop Lucius Henry Holsey, who asked leaders in the Methodist Episcopal Church South to help establish a school to train Negro teachers and preachers so that they might in turn appropriately address the educational and spiritual needs of the people newly freed from the evils of slavery. Leaders in the ME Church South agreed, and Paine Institute came into being. As a Methodist institution, Paine College ascribes to the beliefs and tenets of the Wesleyan tradition as practiced in the Methodist Church. Methodism has its roots as an evangelical renewal movement and a deep commitment to personal and social holiness.

The "Articles of Religion," the historic confessions of faith (i.e. both the "Apostles' Creed" and the "Nicene Creed"), in addition to the sermons and teachings of John Wesley, all state with unequivocal clarity, the profound truths that are inextricably connected to our Methodist heritage.
At Paine College among our spiritual values is an appreciation for our Methodist heritage in the fulfillment of our mission and educational philosophy.

## The Bible Is the Word of God

We affirm that the Bible is the Word of God and "contains all things necessary to salvation." The Bible is primary, authoritative, and informative in all matters of faith and practice. There is nothing like the written Word of God for showing you the way to salvation through faith in Christ Jesus. Every part of Scripture is God-breathed, showing us truth, exposing our rebellion, correcting our mistakes, and training us to live God's way. Through God's Word we are delicately crafted and equipped for salvation. (Article V)

## The Triune Nature of God

"There is but one living and true God, everlasting", who is the creator of everything that is, and that God is made manifest in "three persons, of one substance, power, and eternity - the Father, the Son and the Holy Ghost." (Article I)

## God the Father

God the Father is the Creator, who is the maker of heaven and earth, and everything that is seen and unseen. It is God's nurture that enabled us to have life.

## God the Son

Jesus Christ is the Son of God. He was with the Father when the world was created. It is through his death, burial, and resurrection that humankind is redeemed from sin.

## God the Holy Spirit

The Holy Ghost, being of one substance with the Father and the Son - is the Sustainer of humankind, who keeps us, directed in the way we should go, day to day. The Holy Spirit empowers us and gives us authority over our challenges. (Article IV - 1Timothy 1)

## Sin

Sin is the "corruption of the human nature of every person that naturally is engendered of the offspring of Adam, whereby [humanity] is very far gone from original righteousness, and of [their] own nature inclined to evil, and that continually." (Article VII)

## Free Will

The natural human condition "after the fall of Adam is such that man cannot turn and prepare himself, by his own natural strength and works, to faith, and calling upon God. We have no power to do good works, acceptable to God, without the grace of God in Christ preventing us, that we may have a good will, and working with us, when we have good will." (Article VIII)

## Sanctification

"Sanctification is that renewal of our fallen nature by the Holy Ghost, received through faith in Jesus Christ, whose blood of atonement cleanest from all sin; whereby we are not only delivered from the guilt, but washed from the pollution, saved from its power, and are enabled, through grace, to love God with all our hearts to walk in his holy commandments blameless." (Article XXV)

## Justification

Our "righteousness is accounted before God only for the merit of our Lord and Savior Jesus Christ, by faith, and not for our own works or deservings. Wherefore, that we are justified by faith, only, is a most wholesome doctrine, and very full of comfort." (Article IX)

## Eschatology

We believe that Jesus Christ died for the sins of the world, was buried and rose again on the third day. In the last days, he shall come again to "judge the quick and the dead" (Apostles Creed).

## Satan

"The devices whereby the subtle god of this world (Satan) labors to destroy the children of God or at least to torment whom he cannot destroy, to perplex and hinder them in running the race which is set before them - are numberless as the stars of heaven or the sand upon the seashore." (Sermons 42 "Satan's Devices")

## Heaven and Hell

"All persons stand under the righteous judgment of Jesus Christ, both now and in the last day. We believe in the resurrection of the dead; the righteous to life eternal and the wicked to endless condemnation." (Article XII)

## Christian Philosophy of Education

Paine College is a Historically Black College or University (HBCU) steeped in the Wesleyan Christian traditions and is committed to a liberal arts curriculum that focuses on ecumenism, multiculturalism, and critical learning. Its various degree programs are an outgrowth and commitment to this philosophy. Our
educational mission is to equip students for leadership and service practicing social justice, peace, and transformation primarily in the African American community, in the nation, and in the world. Our educational vision strives to honor diversity by integrating global awareness throughout every phase of the curriculum.

## Mission Statement

Paine College Mission Statement is reflective of the nature and purpose of the institution as a churchrelated liberal arts institution providing a high caliber education. The Mission Statement reflects the founding goals of the college and it is comprehensive in establishing the institution as grounded in Methodism and providing a basis for the institution's operational foci. The statement is current as it is periodically reviewed, evaluated and approved by the governing body with appropriate input from its various constituencies. The Mission also firmly ties the College to its Biblical Foundation Statement.

## Our Mission

Paine College is a private institution steeped in the tenets of Methodism that provides a liberal arts education of the highest quality. The College emphasizes academic excellence, ethical and spiritual values, social responsibility, and personal development to prepare spiritually centered men and women for positions of leadership and service.

## Our Vision

Paine College shall build on its Methodist heritage to achieve recognition as a premier liberal arts institution of higher education.

## Institutional Objectives

1. To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality.
2. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens.
3. To provide special educational opportunities in the basic skills which are essential for collegiate achievement.
4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.
5. To foster an understanding and appreciation of the Black heritage, its contribution to contemporary American culture, and its relationship with other people.
6. To develop Christian character, to promote commitment to moral and spiritual values, and to cultivate understanding of and respect for other religious traditions.
7. To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.
8. To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.
9. To foster a commitment to Paine College by developing an appreciation of its worth and contributing to its support and uplift.
10. To prepare students to compete as professionals in the global community.

## Ethical and Spiritual Values

## Excellence

Paine College's administrators, faculty, and staff are committed to instruction and research that ensures the transfer of knowledge that develops critical thinking skills in the individual learner. The college also sets high standards and expectations in all other aspects of its functioning - programs, personnel, and infrastructure.

## Appreciation of Heritage

The College community embraces, celebrates, and promotes the unique qualities and characteristics that make us what we are as individuals and as an institution.

## Integrity

Relationships and practices are based on ethical behavior and social justice.

## Fiscal Responsibility

Financial prudence must be practiced by all employees and students of the college. Our fundraising and spending must be motivated by an awareness of where we are fiscally and supported with welldocumented objectives.

## Service

All persons are treated in a courteous manner that is honest, responsive, and efficient. Developing altruism empowers the collegiate community to act in a way that benefits society.

## Strategic Goals and Objectives, 2014-2020

## Strategic Goals

## Goal 1 - Institutional Effectiveness and Academic Program Expansion

Devise and implement flexible curricula that incorporate emerging developments in social and technical practices and innovation, and that include the many perspectives of a pluralistic society. Provide priority academic and professional development opportunities for residents of the region. Effect hands-on opportunities through diverse teaching strategies and technologies, including internships, practica, research, and public service experiences that expose them to the myriad of emerging thought and practice. Prepare students to compete in graduate and professional schools as well as in the work force.

## Goal 2 -Student Recruitment, Engagement, Success, and Global Citizenship

Redesign admission requirements to bring them in line with those of peer institutions and institutions with similar missions. Identify viable student recruitment markets, engage in aggressive recruitment strategies, provide effective student support services, and monitor student progress and outcomes. Require students to be engaged intellectually, socially, and spiritually to meet the demands of leadership in a global society. Prepare students to serve globally through experiences that enhance their intellectual, social, and spiritual development while also broadening their global connections through learning opportunities that include the programmatic study of countries and cultures of the world, international travel, study abroad opportunities, and exposure to people of diverse backgrounds.

## Goal 3 - Technology Infrastructure and Innovation

Build on the College's significant strides with regards to technology infrastructure. For example, an Enterprise Resource Planning (ERP ${ }^{\text {TM }}$ ) system has been implemented, smart classrooms have been installed, videoconferencing equipment has been added, and a single sign-on system has been implemented. However, the College recognizes that for students to be competitive as they graduate, Paine College must use the latest technology and provide access to first rate training to all members of the community.

## Goal 4 - Facilities Enhancement

Maintain functional facilities and state-of-the-art equipment for teaching and living that attract students and improve their overall learning experience.

## Goal 5 -Productive Partnerships ("Friend" Raising)

Obtain additional resources (fiscal and other) necessary to support the College's mission and the scope of its programs and services. Devise and implement a viable structure for administrative, teaching, research, and service functions of the College and secure funding or reconfigure existing funding to support these functions. Secure funding to support high quality education and training services, relevancy, and outreach partnerships with government, regional public schools, business, and industry and community organizations.

## Strategic Objectives

## 1. Institutional Effectiveness and Academic Program Expansion:

- Increase the number of grants and contracts for research, training, and public service
- Increase post graduate placement rates
- Align faculty and staff salaries with average salaries for faculty and staff in the Southeastern region
- Pursue national or special accreditation for select programs
- Implement graduate programs


## 2. Student Recruitment, Engagement, Success, and Global Citizenship:

- Increase the quality of the academic profile of new incoming students
- Increase enrollment and completion rates across select academic programs
- Increase the number of students awarded external scholarships, fellowships, internships, and honors
- Increase the recruitment of diverse national and international students, faculty and staff
- Identify prime student markets and recruit therefrom
- Increase the number of students who engage in international opportunities
- Increase student participation in leadership, academics, and service through campus organizations
- Maintain a student assembly attendance average of at least $75 \%$ for the year
- Incorporate 21st century skills, global citizenship and service learning in the formal curriculum


## 3. Technology Infrastructure and Innovation:

- Provide state-of-the-art technology and infrastructure for academic and administrative use
- Increase the number of smart classrooms
- Expand the electronic library access and holdings
- Implement technology to support paperless document sharing via the Enterprise Resource Planning ${ }^{\text {TM }}$ system
- Establish a professional development training program
- Implement a campus-wide technology monitoring group (TAC - Technology Advisory Committee)


## 4. Facilities Enhancement:

- Implement the plan for strategic land acquisition
- Develop a plan for the acquisition of resources for academic facilities
- Establish and implement a campus beautification strategy
- Establish and implement "green" policies and practices


## 5. Productive Partnerships ("Friend" Raising):

- Increase community participation in campus-based activities
- Increase overall endowment via fundraising
- Increase revenue through strategic partnerships
- Increase revenue through grant approvals
- Increase non-institutional /non-discounted scholarships
- Increase endowment fund interest revenue
- Increase strategic agreements with government, business, and industry that lead to resource development

The Paine College Board of Trustees adopted the Strategic Goals and Objectives on October 19, 2013. The Strategic Goals and Objectives were extended to year 2020 during the Board of Trustees meeting held October 18-19, 2019. The Board of Trustees, on April 5, 2020, further voted to approve that the current 2014-2020 Strategic Plan remain in place until October 31, 2020.

## ACCREDITATION AND MEMBERSHIPS

Paine College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org] having been awarded Applicant Status by the TRACS Accreditation Commission on August 1, 2018. Candidate status was granted October 2018. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation, and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Other Accreditations and Memberships include:
The American Council on Education (ACE)
The Association of Collegiate Business Schools and Programs (ACBSP)
The Association of Private Colleges and Universities of Georgia
The Georgia Professional Standards Commission (GaPSC)
The National Association of Independent Colleges and Universities (NAICU)
The United Negro College Fund (UNCF)

## COLLEGE SUPPORT

Support for the College is provided by the two founding churches, The United Methodist Church and the Christian Methodist Episcopal Church. The General Board of Higher Education and Ministry of The United Methodist Church provides church support and grants through the Black College Fund, established in 1972. Support from the Christian Methodist Episcopal Church comes from the General Conference and Annual Conferences, essentially those in the Sixth Episcopal District, and conferences in the Second and Seventh Episcopal Districts. Baptist churches and organizations and other religious denominations provide consistent support. The College Fund/UNCF is a major source of funding for the College. Other resources are provided by higher education agencies of the federal government, the College's alumni and friends.

## COMMUNITY RELATIONS

Strategically located in a growing metropolitan area, Paine College seeks to share its resources with the community beyond its campus boundaries. These efforts include a sharing of facilities, faculties, and resources and take the form of dialogue and cooperative projects with community agencies. Such cooperative efforts extend to other educational institutions in this area-Augusta University and Augusta Technical College-in the form of faculty dialogue, faculty exchanges, and mutual sharing of cultural events. Some of the community agencies and institutions with which the College is currently affiliated are:

Bethlehem Community Center
Central Savannah River Area (CSRA) Business League
Richmond County Adopt-A-School Program
Savannah River Site
The American Cancer Society

The Greater Augusta Arts Council
The Twenty-First Century Augusta The United Way
Veterans Administration Hospital

## THE CAMPUS

Paine College has a 52-acre campus located in the heart of Augusta, Georgia. All the physical facilities of the College are located within a geographical area bounded by Fifteenth Street, Laney-Walker Boulevard, Beman Street, and Central Avenue. Most of the College buildings, including residence halls, classroom buildings, and the library, are located in the main campus area. The baseball complex, gymnasium, tennis courts, and the chapel/music building are also included in the campus area.

## ACADEMIC BUILDINGS

Collins-Callaway Library, completed in the spring of 1991, the facility is a spacious two-story building housing a variety of collections, equipment, individual and group study areas, computer and production laboratories and classrooms. The Library is named for Dr. Daniel A. Collins, a 1936 graduate of Paine College and former Chair of the Board of Trustees and Dr. Morgan Callaway, the first President of the College. The spacious two-story brick structure accommodates books, archives, periodicals, other nonprint collections, varied study spaces, computer laboratories, and classroom spaces.

Haygood-Holsey Hall, occupied and renovated in September 1977, is a multi-purpose structure that houses administrative and faculty offices, classrooms, seminar rooms, and computer labs.

George Williams Walker Science Building, dedicated October 30, 1956, houses the laboratories for biology, physics, and chemistry. The Walker Science Building was completely renovated during the summer of 1994.

Gilbert-Lambuth Memorial Chapel was completed in 1968. The basic design of the chapel's nave is cruciform, providing space to seat 1,200 persons in air-conditioned comfort. The rear section of this building houses the music program and an auditorium that seats 200 persons. A new sound system was added in 2007.

Mary Helm Hall, completed in 1918, contains classrooms, faculty offices, several administrative offices, and a computer laboratory. A major renovation was completed in 1981 and a partial renovation in 2008.

Warren A. Candler Building, completed in 1947, with renovations having been completed in 2000 and 2018), is a two-story brick structure that served as the College library through the Spring of 1991. The Peters Museum and the Candler Conference Center are on the second floor.

## STUDENT ACTIVITIES BUILDINGS

Edmund and Ethel Peters Campus Center, completed in 1969, houses the dining facilities of the College, the offices of the Vice President and Dean of Student Affairs and staff, Student Government Association, the post office, bookstore, and areas for recreation and relaxation.

## The David and Betty C. Peterson Health Education Activities Learning (HEAL) Complex,

 formerly known as the HEAL Complex and previously the Randall-Carter Gymnasium, is the athletic center of the campus. This complex houses the Athletic Director and athletic coaches. It is equipped with a gymnasium, weight room, film room, and numerous multi-purpose rooms. This facility serves as a major source of entertainment for students, faculty, staff and the community.
## RESIDENCE HALLS

Belle Bennett Residence Hall, occupied in September 1962, houses 50 men in air-conditioned comfort. The residence hall was furnished through the aid of the women's work of the Methodist Episcopal Church, South. Belle Bennett was completely renovated in 1993.

Berry-Gomillion Residence Hall, which accommodates 100 women, was occupied in 1987. This airconditioned, spacious facility is named for Dr. Evelyn Berry and the late Dr. Charles G. Gomillion, benefactors and members of the Paine College Board of Trustees.

Epworth Residence Hall includes accommodations for approximately 115 women in air-conditioned comfort. It symbolizes the interest of the young people of the former Methodist Episcopal Church, South who were members of the Epworth League. The building was constructed through gifts of the Epworth Leaguers. In the fall of 1978, it was completely renovated.

Ervin Residence Hall, completed in September 1967, is an air-conditioned building which houses 50 men. It is named for the late W. C. Ervin, business manager of the College from 1929 until his death in 1964.

Graham Residence Hall, opened for occupancy in the fall of 1971, is an air-conditioned building which accommodates 108 women. It was named for William L. Graham, '29, Paine College Registrar, Professor, and Vice President.

Emma C. W. Gray Residence Hall, opened in January 1962, accommodates 50 men. Most of the money for construction was contributed by the women of the Southeastern Jurisdiction of the United Methodist Church. This residence hall is named after a devoted servant of the Church who served Paine College for more than 30 years. It was completely renovated in 1995.

Hollis Residence Hall, occupied in September 1967, is an air-conditioned building which houses 50 men. It is named for Mrs. Rossie Thompson Hollis, an alumnus who served on the Board of Trustees.

Jackson House, which accommodates ten honors female students, was completely renovated in 2009 to include refinished hardwood floors, pre-wired cable and internet ports, and laundry facilities.

## OTHER BUILDINGS

The academic Department of Business Administration is located on Laney-Walker Boulevard. It houses the offices of faculty and staff of the Department.

Paine House, completed in 1968 and located on Beman Street, is the two-story residence of the President of the College.

The Paine College Alumni House is located on Beman Street. It houses offices of the Alumni Relations staff and the executive secretary of the Paine College National Alumni Association in addition to a reception area.

The Information Station is located on the campus just off of Laney-Walker Boulevard.
The Walker House is located on Laney-Walker Boulevard.
The McGinnis Building serves as a storage complex for the College.
The Weathers Building is located on Central Avenue and serves as maintenance facilities.

The Yerby House is located on Laney-Walker Boulevard. It is a replica of the childhood home of Frank G. Yerby, 1939, the internationally acclaimed author who wrote the Paine College Hymn.

## FEES AND FINANCES

This Fee Schedule is provided to assist students in understanding the fee structure for Paine College. It also provides pertinent due dates. In order to ensure a smooth registration, read this section thoroughly.

Students who are depending on financial aid for all or a portion of their resources must have their financial aid APPROVED and all requirements of the Financial Aid Office satisfied. Filing an application for financial aid does not constitute approval. Therefore, it is critical that students adhere to the financial aid due dates and deadlines. Students are encouraged to contact the Financial Aid Office as soon as possible.

## All students must clear any old balances

 before registering for classes. Students are required to pay tuition and fees prior to the first day of classes and/or enter into a payment plan with the controller's office.In order to secure a room, one must have paid the non-refundable room reservation fee of $\$ 250$ and have on account a minimum of one-half $(1 / 2)$ of the total of tuition, fees, room, and board by the first payment due date. Occupancy cannot be guaranteed if this deadline is not met.
Students living in the residence halls will be required to purchase the meal plan. Students will not be released from financial responsibility should they vacate the residence halls during the semester.

Payments may be made by Money Order, Cashier's Check, all major credit cards, or cash. Do not send cash by mail. Personal checks are accepted in accordance with the College's personal check policy. The student name and ID number should be included on all correspondences. Payments should be mailed and addressed to:

Paine College
Business Office
1235 Fifteenth Street
Augusta, Georgia 30901-3182

The College reserves the right to adjust tuition, fees, room, and board and revise pertinent College policies during the year should conditions so warrant.

## APPLICATION FEE

A non-refundable application fee of $\$ 25.00$ ( $\$ 45.00$ for international students) must accompany all applications for admission.

## NEW STUDENT ORIENTATION FEE

All new students are charged a new student fee of $\$ 117$. This fee covers expenses for orientation, meals, and activities. The $\$ 117$ fee is not waived for non-attendance during the opening activities.

## TUITION \& FEES

Paine College assesses student tuition and fees in support of quality academic offerings.

| FY 2020 - 2021 |  |  |
| :--- | :--- | :--- |
|  | Semester <br> Cost | Annual <br> Cost |
| Tuition | $\$ 5,602.50$ | $\$ 11,205$ |
| Fees | $\$ 945$ | $\$ 1,890$ |
| Technology and <br> Administrative Fees | $\$ 750$ | $\$ 1,500$ |
| Books | $\$ 7,297.50$ | $\$ 14,595$ |
| Total |  |  |

This amount does not include other fees students may be charged, if applicable. Paine College reserves the right to change tuition and fees without notice.

CAPS - Center for Advanced Professional Studies, Tuition for Returning Working Adults

| PROGRAM <br> TYPE | STUDENT <br> TYPE | LEVEL | TUITION | PALS <br> FEE |
| :--- | :--- | :--- | :--- | :--- |
| Less than <br> 56 credits | Non- <br> Military | Lower | $\$ 325$ | $\$ 250$ |
| More than <br> 56 credits | Non- <br> Military | Upper | $\$ 395$ | $\$ 250$ |
| Bachelors | Military |  | $\$ 325$ | $\$ 250$ |

OTHER FEES/EXPENSES

| Applied Music (Per semester) | $\$ 29.00$ |
| :--- | ---: |
| Credit by Examination Fee** | $\$ 75.00$ |
| Deferred Payment Fee | $\$ 84.00$ |
| Duplicate Degree (Per copy) | $\$ 50.00$ |
| Each Audit Course (Per semester) | $\$ 410.00$ |
| Graduation Fee | $\$ 227.00$ |
| Lab Fee (Per course) | $\$ 23.00$ |
| Late Application for Graduation Fee | $\$ 100.00$ |
| Late Registration for Semester | $\$ 100.00$ |
| Library Damage Book Fee | (Varies) |
| Library Late Return | (Varies) |
| Library Lost Book Fee | (Varies) |
| Lost Key | $\$ 75.00$ |
| Lost I.D. Card | $\$ 24.00$ |
| Official and Unofficial Transcript | $\$ 10.00$ |
| Hybrid/Blended Access Fee <br> (Per credit hour) | $\$ 67.00$ |
| Parking (annually) | $\$ 25.00$ |
| Part-Time Tuition (Per semester hour) |  |
|  |  |
| Residence Hall Lock Out Fee | $\$ 527.00$ |
| **Plus \$529.00 per credit hour |  |


| Single Room Occupancy | $\$ 1,000.00$ |
| :--- | :---: |
| Student Teaching Fee <br> (one-time fee for Elementary Education <br> Majors) | $\$ 250$ |
| Transcript Rush Order Processing | Fee |

For additional information concerning tuition and fees, students are advised to inquire with the Business Office.

## Payment Plan Terms

Fifty-percent of the current charges, not covered by financial aid, are due at registration, along with a signed payment plan for the current semester charges not covered by financial aid. The remaining balance for the current semester is due in four (4) equal remaining payments.

## Semester Payment Plan Terms

Fall
$1^{\text {st }}$ Payment
August 15
$2{ }^{\text {nd }}$ Payment $\quad$ September 15
$3{ }^{\text {rd }}$ Payment
$4^{\text {th }}$ Payment
October 15
November 15

## Semester Payment Plan Terms (Continued) Spring

| $1^{\text {st }}$ Payment | January 15 |
| :--- | :--- |
| $2^{\text {nd }}$ Payment | February 15 |
| $3^{\text {rd }}$ Payment | March 15 |
| $4^{\text {th }}$ Payment | April 15 |

## WITHDRAWAL POLICY

Any student who wishes to withdraw from the College must complete a withdrawal form that is available from the Registrar's Office. When a student is considering withdrawal, the College will provide any necessary counseling or assistance to the student prior to the withdrawal. The withdrawal is considered as official only after all signatures have been obtained and the Official Withdrawal from College form has been submitted to the Office of the Registrar. Signatures of the Director of Financial Aid, Chief Financial Officer, and the Vice President and Dean of Student Affairs are also required.
A student who withdraws from the College and does not follow the withdrawal procedures as outlined is not eligible for a refund on tuition.

The following schedule will be adhered to when applying credit(s) to the student's account:

## Credit

Withdrawal before the $1^{\text {st }}$ day of classes $100 \%$
Withdrawal during $1^{\text {st }}$ week $90 \%$
Withdrawal during $2^{\text {nd }}$ week $80 \%$
Withdrawal during $3{ }^{\text {rd }}$ week $80 \%$
Withdrawal during $4^{\text {th }}$ week $70 \%$
Withdrawal during $5^{\text {th }}$ week $70 \%$
Withdrawal during $6^{\text {th }}$ week $60 \%$
Withdrawal during $7^{\text {th }}$ week $50 \%$
Withdrawal during $8^{\text {th }}$ week $50 \%$
Withdrawal after the $8^{\text {th }}$ week NO CREDIT
There is no reduction in tuition, fees, and room and board made for days absent at the beginning of the semester.
Note: Any recipient of Title IV funds that withdraws prior to the end of the term will be subject to the "Return of Title IV Funds" policy. Refer to the Financial Aid Student Consumer Information Guide.

## Official Withdrawal

Students wishing to officially withdraw from the college during the academic semester should:

- Obtain an Official Withdrawal from College Form from the Office of the Registrar, located in Haygood-Holsey Room 112. The date of pickup is noted on the withdrawal form and is considered the official date of intent to withdraw and subsequently, the effective withdrawal date.
- Complete the top portion of the form, as well as, sign and date it. The Registrar's Office maintains a copy of the Official Withdrawal from College Form that records the student's name, ID number, and effective withdrawal date.
- Secure signatures from the following offices:
- Vice President and Dean of Student Affairs, located in Peters Campus Center Second floor
- Director of Financial Aid, located in Haygood-Holsey Room 104
- Controller of Fiscal Affairs, located in Haygood-Holsey Room 106
- Provost and Vice President of Academic Affairs, located in Haygood-Holsey Room 117
- Registrar (this is the last person from which a signature is secured), located in HaygoodHolsey Room 112
- Return the completed form to the Registrar's Office within three (3) days from pick-up.

Students who fail to return the completed form within three (3) days, are contacted. Students who fail to respond to attempted contact within three business days will be withdrawn effective the date the form was originally picked up.

For a student who is unable to pick-up an Official Withdrawal From College Form, the date the student notifies the Registrar's Office of his/her intent to withdraw via telephone at (706) 821-8303 or the date of receipt of the intent to withdraw submitted to the Registrar's Office via fax transmittal, email, U.S. mail, or courier service will be posted to the students record as the official withdrawal date. Each notification is attached to an Official Withdrawal from College Form and circulated for appropriate signatures. Notification of withdrawn students will be provided by the Office of the Registrar to pertinent offices for review and necessary adjustments.

## Administrative Withdrawal

Paine College reserves the right to administratively withdraw any student who fails to meet financial obligations as required. Every effort will be made to notify students of
impending administrative withdrawal due to financial noncompliance. Students administratively withdrawn will be issued all grades of "W" with an effective withdrawal date as of the date withdrawn. Students residing on campus will be required to vacate the campus residence. See section on "Other Regulations" regarding administrative withdrawal and tuition refund.

## Unofficial Withdrawal

For students who do not officially withdraw from the college:

- Instructors submit a grade of 'NF' at mid-term and or final grade submission with a last date of attendance for all courses enrolled.
- Once all grades of 'NF' have been received, the student's most recent last date of attendance is considered as the unofficial withdrawal date.
- Based on the unofficial withdrawal date determined in the method above, a portion of the student's aid may be returned.


## REFUND POLICY

Refunds will be made in accordance with the following refund regulations.

Institutional funds (scholarships, tuition waivers, or grants) are not convertible to cash.

Only students with credit balances are eligible for refunds, and a student's refund cannot exceed the credit balance. A credit balance occurs when funds that are credited to a student's account (such as cash, federal and state financial aid, scholarships, credits, etc.) exceed the amount of charges such as tuition, fees, room, and board.

THE STUDENT IS LIABLE FOR ANY REFUND THAT IS GENERATED BY A FINANCIAL AID OVER AWARD. The student can prevent over awards by reporting all
external awards (scholarships, grants, stipends, tuition waivers, etc.) to the Office of Financial Aid immediately. The external awards should be in writing on the letterhead of the donor or agency. Students with pending scholarships and credit balances are advised to request that the institution hold their credit balance until ALL scholarships are posted to their account.

To receive a refund, the student's account must be overpaid, and a refund must be requested at the Business Office.

Student refunds will be issued within 14 days of a credit balance and after institutional charges have been met.

Refunds can be picked up at the Business Office window Monday - Friday between 9 a.m. until 4 p.m. Students are typically notified via email when refunds are available at the cashier's window. Students who would like refunds mailed, must leave a self-addressed stamped envelope with the Business Office.

Note: It should be noted that most financial aid is not on the student's account at the beginning of the semester. However, the school is required to send monthly billing statements as long as the student has a balance. Therefore, students should not become alarmed if the first statement does not have any financial aid listed.
All necessary paperwork should be on file in the Financial Aid Office to ensure that there will be no delays in receiving financial aid. Please keep copies of all receipts and check stubs for personal records.

## OTHER REGULATIONS

In case of suspension, administrative withdrawal, or unofficial withdrawal, no refund on tuition will be allowed.

Any expense incurred in an emergency by the College for a student, such as medicine, hospitalization, or damages, etc., will be charged to the student's account.

Official and unofficial transcripts are processed at $\$ 10$ per request. Transcripts will be released only when accounts are cleared.

All seniors applying for graduation must pay a NON-REFUNDABLE fee of $\$ 227.00$ regardless of participation in the ceremony by the deadline as specified by the Office of the Registrar. The fee covers select graduation
activities, announcements, caps, gowns, Paine College stoles, tassels, Paine College zipper pulls, and diploma covers (activities and items are subject to change without notification). Fees paid for services by members of special groups, e.g., Alpha Kappa Mu Honor Society, are also NON-REFUNDABLE.

Residence hall deposits are refunded only when admission is denied and the student is notified.

## HYBRID/BLENDED COURSES

Tuition for hybrid/blended classes is the same as the face-to-face counterpart with an additional fee of $\$ 67.00$ per credit hour fee assessed. Tuition must be paid no later than the first day of hybrid/blended instruction.
tuition and fees are subject to change without notice

## FINANCIAL AID

Paine College offers scholarships, grants, loans, and part-time employment from various funding sources to assist eligible students in meeting their educational expenses. The largest sum of support comes from the Federal Government through Title IV. Financial Aid is determined by the information the applicant and his or her family provide on the Free Application for Federal Student Aid (FAFSA) form, which must be filed annually. Paine College recommends that students complete financial aid applications as early as October 1, but definitely by March 31 of the year in which the funds are needed. Although the March 31 date is strongly encouraged, students can complete a FAFSA through the end of the award year. To be considered for federal financial aid at Paine College, a student must meet the following criteria:

1. Have a high school diploma, GED, or high school education in a home school setting
2. Be a United States citizen or eligible noncitizen
3. Have a valid Social Security Number
4. Be admitted and enrolled as a regular student in a degree-seeking program of study
5. Register with Selective Service, if you are a male between 18 and 25 years of age and living in the United States
6. Not have been convicted of a drug offense
7. Not have been in default on any federal educational loan or owe a refund on any federal grant
8. Establish and maintain eligibility for programs for which aid is received
9. Demonstrate satisfactory academic progress (SAP), as follows:

## SATISFACTORY ACADEMIC PROGRESS FOR THE DISBURSEMENT OF FINANCIAL AID

Federal regulations [34CFR 668.16 (e)] require schools to have a Satisfactory Academic Progress Policy to carry out the statutory requirement that a student must be making satisfactory progress to be eligible for financial aid under the Student Financial Aid Program. The policy must be cumulative and it must include any periods of enrollment during which the student did not receive aid from the Student Financial Aid Program. Students applying for aid are subject to these regulations.

The Satisfactory Academic Progress Policy for students receiving financial aid under the Student Financial Aid Program includes the following:

- Qualitative Measure - grade point average
- Quantitative Measure - maximum timeframe in which a student is expected to complete his or her program of study

Qualitative Measure (Grade Point Average): A financial aid recipient is required to meet the grade point average standards as stated below:

| CUMULATIVE <br> HOURS <br> ATTEMPTED | MINIMUM <br> CUMULATIVE <br> GPA REQUIRED |
| :---: | :---: |
| $0-27$ hours | 1.7 |
| $28-59$ hours | 1.8 |
| $60-93$ hours | 2.0 |
| 94 and above | 2.0 |

## Quantitative Measure (Grade Point Average):

The maximum time frame for a student to complete his or her academic program of study is:

| ENROLLMENT | MAXIMUM | MAXIMUM |
| :---: | :---: | :---: |
| STATUS | NUMBER | NUMBER OF |
|  | OF | SEMESTERS |
|  | ACADEMIC |  |
|  | YEARS |  |
|  |  |  |


| FULL-TIME | 6 | 12 |
| :--- | :---: | :---: |
| THREE <br> QUARTER-TIME | 7 | 14 |
| HALF-TIME | 11 | 22 |
| LESS THAN <br> HALF-TIME | 31 | 62 |

## To maintain Satisfactory Academic Progress, a student must:

- Earn $67 \%$ of the cumulative hours attempted during the academic year

Examples: (all hours are rounded to the next whole number)

If a student attempted 12 hours in the Fall and 13 hours in the Spring, the student would be expected to successfully complete at least 17 hours to be making progress. ( 12 hours Fall + 13 hours Spring $=25$ attempted hours, therefore 25 hours attempted $x 67 \%=$ 16.75 rounded to 17 hours)

If a student attempted 12 hours in the Fall and 6 hours in the Spring, the student would be expected to successfully complete at least 13 hours to be making progress. ( 12 hours Fall + 6 hours Spring $=18$ attempted hours, therefore 18 hours attempted $\times 67 \%=$ 12.06 hours rounded to 13 hours)

Earn the minimum cumulative grade point average required per cumulative hours attempted

## Example:

If a student attempted a total of 0-27 hours Fall and Spring, then the student would be expected to earn a minimum cumulative grade point average of 1.7 to be making progress.

- Not exceed the $150 \%$ maximum time frame extended for degree completion

Example:
A student in the program of study which requires 124 hours of completion would
be allowed to have 186 attempted hours and receive financial assistance (124 x $150 \%=186$ ).

The Satisfactory Academic Progress Policy reflects the institution's academic regulations as they relate to the following:

## A. Course Repeats, Incompletes, Withdrawals, and Enhancement Courses will be counted as hours attempted.

B. Cumulative Hours Attempted is defined as all credit hours attempted at Paine College with a grade assignment of A, B, C, D, F, NF, WF, WP, W, NC, S, U, I, K, or CP. Audited courses are not counted towards hours attempted or hours completed. Course Credit by Examination will be counted towards overall hours attempted.
C. Cumulative Hours Earned is defined as credit hours successfully completed with grade assignments of $\mathrm{A}, \mathrm{B}, \mathrm{C}$, or D and will be counted towards hours attempted and earned.
D. Transfer Hours Accepted towards the degree must be reflected on the Paine College transcript and will be counted towards hours attempted and earned.

## E. Monitoring Progress

Satisfactory Academic Progress is evaluated at the end of each semester.

## F. Financial Aid Warning

Students are placed on Financial Aid Warning for one semester and may continue to receive financial aid. If the student is not making satisfactory academic progress at the end of each semester, a warning or probation status will enable continued receipt of financial aid. Students who are placed on a warning status do not have to submit an appeal.

## G. Financial Aid Probation

Students are placed on Financial Aid Probation for one academic semester if they fail to meet the qualitative and/or quantitative standard. Students are informed in writing of their probationary status by the Financial Aid Office. Students who are placed on probation may continue to receive financial aid in the probationary period, however, they must submit an appeal, which includes documentation with information as to why he/she failed to make satisfactory academic progress. Students are also required to submit an Academic Plan from his/her Academic Advisor for the probationary period. At the conclusion of the probationary period, students must meet the qualitative and quantitative standards in order to avoid being placed on financial suspension.

## H. Financial Aid Suspension

Students are placed on Financial Aid Suspension if they fail to meet the minimum SAP standards following the probationary period. Eligibility for future financial aid ceases. Students are financially responsible for all charges incurred. The Financial Aid Office notifies students in writing of their suspension status, alternative financing options, and guidelines for appealing the suspension.

## I. Appeals Process

Students placed on Financial Aid Suspension may appeal to the Committee on Financial Aid Satisfactory Academic Progress. To appeal, students must submit typed written explanations along with supporting official documentation detailing the mitigating or extenuating circumstances which resulted in the noncompliance of the SAP standards. Incomplete appeals will not be considered. Each appeal will be considered on its own merit. Students will receive written notification of the

Committee's decisions. All decisions made by the Committee are final. Students approved for reinstatement of financial aid will be placed on probation for a period of one academic year. Financial aid will be awarded based on available funding at the time of reinstatement. Students not approved for reinstatement must clear all SAP deficiencies at their own expense before additional reinstatement consideration is extended.

## HYBRID/BLENDED COURSES

Financial aid is available to degree-seeking, academically eligible, qualified students enrolled in hybrid/blended courses. The hybrid/blended courses must be approved by an Academic Advisor and the student may not accumulate any more than 48 credits of hybrid/blended courses. No more than $40 \%$ of the required hours of major courses can be taken in a hybrid/blended format.

## FINANCIAL AID APPLICATION PROCEDURES

1. A Free Application for Federal Student Aid (FAFSA) must be completed online at www.fafsa.ed.gov each year. On the application, Paine College should be designated as the college to receive the federal needs analysis report. The Paine College school code is 001587.
2. If selected for verification, the verification process must be completed.
3. Financial aid award letters will be prepared after all documents have been received in and approved by the Financial Aid Office.

## FINANCIAL AID VERIFICATION

A random number of financial aid applications are selected for verification each academic year. When a student is notified by the Paine College Financial Aid Office that he or she has been selected for verification, a signed copy of the parents,' student's, and/or spouse's federal income tax return, a verification worksheet, and other requested documentation must be submitted. If untaxed income is received, a statement of those benefits from the issuing agency must be submitted to the Financial Aid Office. Federal regulation 34 CFG 668.16(f) requires a school to identify and resolve discrepant information before disbursing Federal Student Aid funds. In regard to conflicts in taxable income, the following must be resolved:

- Whether a person was required to file a tax return
- What the correct filing status for a person should be
- Married filing separately, both claimed "Head of Household"
- Student claimed self as exemption, but so did parent
- Net assets $=\$ 0$ but income generated from assets on return

Resolution requires approved written documentation.

Federal regulation 34 CFR 668.16(g) requires an institution to refer to the Office of the Inspector General any credible information indicating that an applicant for Title IV aid may have engaged in fraud or other criminal misconduct in connection with his or her application. Examples include false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures of certifications, and false statements of income.

The Paine College Financial Aid Office will not make an offer of financial assistance until all discrepant information is resolved.

Financial aid awards are not finalized until the application and verification processes have been completed.

## TYPES OF FINANCIAL AID

Major sources of financial aid are listed below; however, students are encouraged to contact the Financial Aid Office for possible alternative sources. The Free Application for Federal Student Aid should be used to apply for the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal Work Study Program, and for Federal Direct Loans.

## The Federal Pell Grant Program

An entitlement program providing grants to eligible students.

## The Federal Supplemental Educational Opportunity Grant Program (FSEOG)

A program that awards grants up to $\$ 4,000$ per academic year to eligible students. Preference will be given to those who will receive the Federal Pell Grant and have a zero EFC (Estimated Family Contribution) as indicated on the Student Aid Report (SAR) to be given top priority.

## The Federal Work Study Program

 Offers part-time employment to eligible students. Students may work a maximum of twenty (20) hours per week on or off-campus.
## The Federal Direct Loan Program

Provides variable interest rate, long-term, deferred payment loans to eligible students. The maximum loan amount for a dependent student per year is $\$ 5,500$ for freshmen with no more than $\$ 3,500$ of this amount in subsidized loans; $\$ 6,500$ for sophomores with no more than $\$ 4,500$ of this amount in subsidized loans; and $\$ 7,500$ for juniors and seniors with no more than $\$ 5,500$ of this amount in subsidized loans. The maximum loan amount for an independent student and a dependent student whose parents have applied for and were denied a PLUS loan due to adverse credit, per year is $\$ 9,500$ for freshmen with no more than $\$ 3,500$ of this
amount in subsidized loans; $\$ 10,500$ for sophomores with no more than $\$ 4,500$ of this amount in subsidized loans; and $\$ 12,500$ for juniors and seniors with no more than $\$ 5,500$ of this amount in subsidized loans.

## The Federal Direct PLUS Loan Program

Provides variable interest rate loans to parents of dependent students.

NOTE: Dissatisfaction with, or non-receipt of the educational service being offered at this institution does not excuse the student from repayment of any loan made through the federal family education loan program/federal direct loan program.

## The Georgia HOPE Scholarship Program

Provides grant assistance to qualified full-time and part-time students who are attending accredited institutions within the state. Recipients are expected to maintain a 3.0 HOPE grade point average in college in order to renew.

## The Georgia Tuition Equalization Grant Program

Provides grant assistance to legal residents of Georgia that are enrolled full-time at eligible accredited private colleges and universities in the State of Georgia.

## PAINE COLLEGE SCHOLASTIC SCHOLARSHIPS, GRANTS, AND TUITION WAIVERS

Recipients of a Paine College Scholastic Scholarship, Grant, or Tuition Waiver must complete the FAFSA annually, meet satisfactory academic standards and apply for all external resources for which they are eligible. Paine College Scholastic Scholarships, Grants and Tuition Waivers are not convertible to cash, are subject to availability of funds, and will be applied only after all external resources have been exhausted.

## SCHOLARSHIP SELECTION AND RENEWAL CRITERIA

## Selection Criteria for Incoming Students

Scholastic scholarships are granted annually to eligible freshmen and transfer students through the Admissions Office. The amount of the scholarship will be based on the ACT or SAT score and cumulative high school grade point average in a college preparatory curriculum. Once the initial scholarship award is made, a student cannot apply to upgrade a scholastic scholarship. Scholastic scholarships are extended for a period of eight consecutive semesters for four-year programs of study and ten consecutive semesters for five-year programs of study. Summer semesters are excluded. Renewal is only to confirm continued eligibility for the existing scholarship.

## Presidential Scholarships

Presidential Scholarships cover tuition, comprehensive fees, room, and board. The awards are based on high academic achievement and a standardized test score. Students receiving a Presidential Scholarship must earn at least 30 credit hours each academic year with a minimum cumulative grade point average of 3.3 in order to maintain eligibility. Deficiencies may be cleared during the next academic term at the expense of the recipient.

## Academic Scholarships

Academic Scholarships ranging from $\$ 500$ to $\$ 5,000$ are available. Awards are based on the cumulative high school grade point average and a standardized test score. Students receiving an Academic Scholarship must earn at least 30 credit hours each academic year with a minimum cumulative grade point average of 3.0 in order to maintain eligibility. Deficiencies may be cleared during the summer term at the expense of the recipient.

## Transfer Scholarships

Students entering Paine with at least 24 hours of transferable credit and a cumulative grade point average of at least 3.0 in all college work may be eligible for a transfer scholarship. The Transfer Scholarship cannot exceed one-half the
total cost of tuition. Students receiving a Transfer Scholarship must earn at least $\mathbf{3 0}$ credit hours each academic year with a minimum cumulative grade point average of 3.0 in order to maintain eligibility. Deficiencies may be cleared during the summer term at the expense of the recipient.

## Central Savannah River Area (CSRA) Tuition Scholarship

CSRA Scholarships are awarded to high school students with a 3.0 grade point average and residing in the CSRA by selection. The scholarship is renewable by maintaining a cumulative grade point average of 3.0 while earning at least 30 credit hours per academic year.

## Music Scholarship

Music Scholarships are awarded to full-time students at Paine College. A student must perform in music-related activities, must maintain a minimum 2.5 grade point average, and complete a minimum of 15 credit hours each semester. The renewal requirements are:

- The recipient must be enrolled as a fulltime student every academic semester.
- The recipient must maintain a minimum cumulative GPA of 2.0 each academic year.
- The recipient must be making satisfactory progress towards completion of a degree program.
- The recipient must apply for all external funding identified by any college personnel.
- The recipient must actively participate in all College sponsored programs identified to promote the development of culture, leadership and spirituality.


## CHURCH-RELATED GRANTS

## United Methodist/Christian Methodist

 Episcopal GrantEach student of either denomination is eligible for a grant of $\$ 1500$ per academic year.

## United Methodist/Christian Methodist Episcopal Minister's Grant

A minister of either denomination is eligible for a grant of $\$ 800$ per academic year.

## United Methodist/Christian Methodist <br> Episcopal Minister's Dependent Grant

A dependent of a minister of either
denomination is eligible for a grant of $\$ 1,000$ per academic year.

## OTHER GRANTS

## Alumni Dependent Grant

Dependents of alumni of Paine College are eligible to receive a grant of $\$ 500$ per academic year.

## Athletic Grant

A student must meet the minimum requirements of the College as established for satisfactory progress in order to receive financial aid. In addition, the student must meet the minimum requirements established by NCAA for Division II institutions to receive an athletic grant.

## The College Fund/UNCF Remission Grant

 The dependent of a President of a College Fund/UNCF college is eligible for a full tuition grant.
## Sibling Grant

Families with two or more dependent children from the same household that are simultaneously enrolled at Paine College are invited to apply for the Sibling Grant each academic year. Each sibling will have to be dependents from the same household and will receive one-fourth of total tuition. The Sibling Grant is contingent on all siblings maintaining satisfactory academic progress, full-time enrollment (minimum 12 credit hours) each semester, dependent as defined by the U.S. Department of Education, and completion of the Free Application for Federal Student Aid (FAFSA). The Sibling Grant cannot be converted to cash and it is awarded based on the availability of funds.

## TUITION WAIVERS

## Dependent Tuition Waiver

Paine College will provide fully paid tuition to academically qualified biological or adoptive dependents of regular, full-time employees, employed for one full year ( 12 months), when verification of dependent status is presented and approved. The waiver is contingent on completion of a FAFSA, the student maintaining satisfactory academic progress, and approval by the Vice President of
Administrative and Fiscal Affairs. The waiver is not valid for tuition overloads or student fees.

## Spousal Tuition Waiver

Paine College will provide fully paid tuition to an academically qualified spouse of regular, full-time employees, employed for one full year ( 12 months), when verification of spousal status is presented and approved. The waiver is contingent on completion of a FAFSA, student maintaining satisfactory academic progress, and approval by the Vice President of
Administrative and Fiscal Affairs. The waiver is not valid for tuition overloads or student fees.

## Staff Tuition Waiver

Permanent full-time employees who qualify for admission to the College may take courses at no cost, after being employed by the College for one full year ( 12 months). The Staff Tuition Waiver is contingent on the completion of a FAFSA, approval of the employee's immediate supervisor and the Vice President of Administrative and Fiscal Affairs. The Staff Tuition Waiver is valid on a "space available" basis. Tuition paying students have preference for final class assignments.

A student may qualify for only one Paine College grant, scholarship, or tuition waiver during any enrollment period.

Recipients of Church-Related and Other Grants must be enrolled full-time and must maintain satisfactory academic progress.

Scholarship Assistance Center
A scholarship assistance center is available to students to search and apply for various forms of financial aid assistance including UNCF scholarships. Students should see staff in the Office of Financial Aid for additional details.

The information contained in this section on financial aid is subject to change to reflect current institutional policies and changing federal and state regulations. Check with the Financial Aid Office for current practices reflecting changes.

## ADMISSIONS

## CRITERIA

Students are admitted to Paine College on the basis of scholastic achievement, academic potential, educational purpose, and personal characteristics.

## APPLICATION DEADLINES

 All applications are accepted on a yearround/rolling basis within academic calendar parameters.| Fall Semester | July 1 (rolling target) |
| :--- | :---: |
| Spring Semester | Dec. 1 (rolling target) |
| Summer Session | May 1 (rolling target) |
| CAPS | Year-round/Rolling |
| (Center for Advanced Professional Studies) |  |

Failure to meet the identified deadlines may prevent the student from being admitted for the desired semester.

As soon as all documents for the admission process have been received, the application will be evaluated and applicants will be notified of the action taken. Applicants must submit the "Intent to Enroll" card upon acceptance to the College.

## DESCRIPTION OF APPLICANTS

First-time freshman students are those individuals who are about to complete or have completed an accredited secondary school within the last five years and have no previous college credits.

First-time freshmen students are expected to have a minimum grade point average (GPA) of 2.0 on a 4.0 scale with 16 units of college preparatory courses from a school accredited by a state or regional accrediting agency.
Social Sciences (one history) 3 units
Electives 3 units

Electives may include work in foreign languages, fine arts, health and physical education, and other courses that are consistent with the Paine College curriculum.

Continuing students are students who are first -time students to Paine College but have earned less than 28 transferrable credit hours from an institution of higher education which is accredited by an approved U.S. Department of Education accrediting agency with the accrediting agency being in good standing. Continuing students follow the application process for first-time students. Additionally, continuing students will be required to submit official transcripts for all previously attended institutions for transfer credit evaluation purposes and a completed transfer approval form from the most recent institution attended.

Transfer students are students who have earned more than 28 transferrable credit hours from an institution of higher education which is accredited by an approved U.S. Department of Education accrediting agency with the accrediting agency being in good standing.

Readmit Students are students who previously attended Paine College and have experienced a break in enrollment for at least one semester. Readmit students must complete an application for readmission noting all schools attended during their break in enrollment. Readmit students who have attended will follow the application process for that of a transfer student. Upon readmission, if entering under a new academic year, students will be required to move to the current catalog year for degree program requirements.

The units must include:

| English | 4 units |
| :--- | :--- |
| Mathematics | 3 units |
| Natural Sciences | 3 units |

## EARLY ADMISSION PROGRAM

Early admission may be granted to academically talented and mature students following completion of grade eleven.

## DUAL ENROLLMENT

Motivated high school students may enroll in Paine College's Dual Enrollment program and earn college credit while earning high school credit. To be admitted to the Dual Enrollment program students should submit the following items to Paine College along with setting up an account and profile at GA Futures, https://www.gafutures.org/

1. Admissions Application (completed, accepted, and approved)
2. Official high school transcript and a weighted 2.5 and above GPA.
3. Paine College Dual Enrollment Application with parent signature.
4. Completion of the Student Participation Agreement (SPA) with the Georgia Student Finance Commission

## TRANSFER STUDENTS

A transfer student is one who has attended a post-secondary institution that is accredited by an approved U.S. Department of Education accrediting agency with the accrediting agency being in good standing. Applicants may be accepted at Paine College following a review of their official transcript(s) from ALL other institutions. All students must have a cumulative GPA of a 2.0 on a 4.0 scale.

A transfer student who has completed fewer than 28 transferrable semester credit hours of college work at another post-secondary institution accredited by an approved U.S. Department of Education accrediting agency (with the accrediting agency being in good standing) must meet the general admission criteria for a first-time freshman applicant.

## CAPS - Center for Advanced Professional Studies

Paine College offers a collegiate environment for adult learners entitled CAPS - meaning the Center for Advanced Professional Studies. It extends the College's learning community beyond the core partnership of faculty and traditional degree students, furthering the educational mission of Paine College in a welcoming setting for working and adult learners. To be admitted to the institution and classified as a CAPS student, an applicant must (mandatory requirements) meet one of the first three conditions involving age, high school or GED completion, or military service and all students must meet the requirement of documented transferable postsecondary coursework already completed at the undergraduate level:

- Be at least 25 years of age or older at the time of enrollment, or
- Have graduated from high school or received a GED at least five years prior to the date of enrollment at Paine College, or
- Be an active-duty military service member or spouse of an active-duty military service member
- ------- AND $\qquad$
- To be classified as a CAPS student at admission as of Fall 2020, prospective students must have completed and documented an earned 30 to 60 semester credit hours of transferable postsecondary coursework at the undergraduate level.


## APPLICATION PROCEDURES

## First-Time Freshman Students and Continuing Students

The admission application must be submitted by the deadline of the desired enrollment term. All supporting documents should be submitted at least TWO weeks prior to the beginning of the
semester in which the applicant expects to enter. Applicants must submit the information below:

- Completed Paine College Application for Admission
- Non-refundable application fee of $\$ 25$ (\$45 for international students)
- SAT or ACT score reports
- Official high school transcript demonstrating graduation with a minimum grade point average (GPA) of 2.0 on a 4.0 scale with 16 units of college preparatory courses from a school accredited by a state or institution accredited by an approved U.S. Department of Education accrediting agency (with the agency being in good standing) (final transcript or GED).

Advanced placement credit acceptability and equivalency is determined by the Office of the Registrar. Students may be awarded course credit for Paine College courses listed in the Academic Catalog following the receipt of official documentation that the student scored at least three (3) on the advanced placement (AP) test. Course credit for AP credit will be officially posted to the academic record only after official enrollment and after the close of the add/drop period for the semester of enrollment. Students who participated in Dual Enrollment during high school must submit official college transcripts in order to receive course credit (grades of " C " or higher are transferrable).

## TRANSFER STUDENTS AND CONTINUING STUDENTS

The admission application must be submitted by the deadline of the desired enrollment term. All supporting documents should be submitted at least TWO weeks prior to the beginning of the semester in which the applicant expects to enter. Applicants must submit the information below:

- A completed Paine College application
- Non-refundable application fee of $\$ 25$ (\$45 for international students)
- Official transcripts from all postsecondary institutions previously attended
- Completed Transfer Approval Form from the last institution attended verifying good academic standing

Applicants who have completed less than 30 semester credit hours of college work at another post-secondary institution which is accredited by an approved U.S. Department of Education accrediting agency must also submit an official final high school transcript and/or official GED score along with SAT or ACT scores.
Standardized test scores are not required for applicants who have been out of high school for five years or longer. Failure to submit information about all college work will result in academic sanctions which may include dismissal and denial of admission. Advanced placement credit acceptability and equivalency is determined by the Office of the Registrar. Students may be awarded course credit for Paine College courses listed in the Academic Catalog following the receipt of official documentation that the student scored at least three (3) on the advanced placement (AP) test. Course credit for AP credit will be officially posted to the academic record only after official enrollment and after the close of the add/drop period for the semester of enrollment.

Transcripts submitted by the student are NOT ACCEPTABLE. Official transcripts must be received from all institutions attended for official review and possible acceptance. Electronic transcripts received via the National Student Clearinghouse, National Student Clearinghouse Exchange, EScrip-Safe, Joint Services Transcript (JST), and Parchment are considered official transcripts. Transcripts must provide conclusive grades. If courses on the transcript are showing as register, pending, or in progress, an updated transcript must be submitted that has grades posted or the courses dropped.

Courses with the grade of "C-" or lower are not transferable; remedial or sub-collegiate courses and/or units are not transferable. Accepted course credit for officially enrolled students will be officially posted to the Paine College transcript two weeks after the last day of the add/drop period. No course will be officially accepted or credited to the Paine College program of study or Paine College transcript without receipt of an official transcript from the previously attended institutions.

A minimum of 31 semester credit hours, not including common core curriculum hours, must be completed at Paine College from the required courses for a single major in order to earn a degree from Paine College. The final transcript for auditing purposes serves as the official record for verification purposes. The final course required to complete graduation requirements must be taken at Paine College.

The computation of cumulative, term, and major grade point averages will only include academic work completed at Paine College. Transfer credit is not included.

Paine College awards semester hour credit only. See section entitled Policies on Awarding Transfer Credit and Evaluation of Academic Records in this catalog.

The degree requirements outlined in the Paine College Catalog at the time of entry are those which are to be met by all transfer students with the exception of requirements found in conflict with agencies such as the Professional Standards Commission, etc.

## TRANSIENT OR EXCHANGE STUDENTS

Paine College students who take courses at another accredited college or university and wish to have these credits counted toward their degree are considered Transient Students. The contents of such courses MUST be equivalent to the Paine College courses. The College will accept a maximum number of nine semester credit hours in which grades of at least " C " are
earned (grades of "C- "and below are not acceptable). To receive approval for transient status students must have written permission from the advisor and:

- Be in good academic standing (2.0 minimum grade point average) and eligible to return
- Submit a copy of the course description from the other institution to their academic advisor for prior approval of course work
- Complete a "Transient or Exchange Student" application form
- Submit completed and approved "Transient or Exchange Student" application form to the Office of the Registrar

The student will also be required to gain admission/approval at the institution where the course is to be taken.

No course will be accepted without prior approval.

The procedures outlined must be completed by the STUDENT prior to the end of the final examination period before the transient or exchange status is to become effective.

Students from other institutions applying for entrance as transient or exchange students must:

- Present a transient form signed by the designated college officials approving the course(s) to be taken and certifying that the applicant is a student in good standing eligible to return to that institution
- Completed the Paine College Application for Admission
- Non-refundable application fee of \$25/\$45 for international students.
- Provide all required registration information.

After course completion, students must request an official transcript to be sent to their home
institution. All transcript costs and processing times apply.

## RE-ADMISSION

Students whose attendance has been interrupted for one semester or more and who wish to return must apply for re-admission. Applications should be submitted to the Office of Admissions thirty (30) days prior to the beginning of the semester in which enrollment is desired. Applications for re-admission should be secured from and returned to the Admissions Office upon completion. Students who have been suspended or dismissed for academic reasons should refer to the sections on Academic Suspension and Academic Dismissal. Students who have attended other institutions during the period of enrollment interruption will be required to submit the following additional documents as a part of the readmission process:

- Completed Paine College Application for Admission
- Non-refundable application fee of \$25/\$45 for international students
- Transfer approval form from the most recent institution attended
- Official transcripts of all institutions attended


## SPECIAL AND PART-TIME STUDENTS

## Special Student:

A special student is a non-degree seeking student.

## Part-time Student:

A part-time student is one who is enrolled for fewer than 12 semester hours. These students must:

- Complete and submit an application form, along with the application fee to the Admissions Office
- Submit official transcripts of all high school or college work.

When a non-degree seeking student desires to change enrollment status to degree seeking, all requirements for new freshmen or transfers must be met. Students requesting upper-level courses must submit a college transcript verifying that prerequisites have been met. (See appropriate section on Application Procedures or Transfer Students).

## VETERANS

The following guidelines and requirements are set for students who receive Department of Veterans Affairs (VA) Benefits under Provisions of Chapters 30, 31, 32, 33, 35 and 38 , or Chapter 1606, Title 10, U.S. Code. Failure to comply with these guidelines may result in the termination of benefits. Eligible students must have completed all college admissions requirements and must be fully admitted into a degree program before Enrollment Certification (VA form 22-1999) can be submitted to the Veterans Administration. To enable veterans to apply for formal educational programs leading to the award of a degree, Paine College is able to grant academic credit according to the recommendations listed in the "Guide to the Evaluation of Educational Experiences in the Armed Services," which is published by the American Council on Education.

Any student expecting to receive VA Educational Benefits is required to notify the VA Certifying Official in the Registrar's Office prior to the close of registration for a given semester. VA benefits are provided for courses of study, which have been noted on VA form $22-1990$ or 22-5490. Students will not be certified to receive VA Benefits for courses of study not identified on this form.

A veteran (or his/her dependent) desiring to change their major must, for VA purposes, complete VA Form 22-1995 or 22-5490 (which may be obtained from the VA Certifying Official in the Registrar's Office or accessed via
www.gibill.va.gov and submitted to the Veterans Administration. A copy of the form must also be filed with the VA Certifying Official on campus. The form should be submitted online using the secure internet access of PaineNet. If the student has received pay for the number of required elective courses, he/she will not be eligible to receive VA funds for his/her enrollment in additional elective courses except by written consent of the Department of Veterans Affairs. It is the responsibility of the students to notify the VA Certifying Official of any changes in their enrollment (e.g., degree program, credit hours, withdrawing from class or school).

Eligible veterans may receive equivalent credit for physical education activity courses upon presentation of a copy of his/her separation papers (DD214) to the VA Certifying Official in the Registrar's Office. A veteran has the option to enroll in these activity courses without receiving equivalent credit, if desired. Once credit is awarded for these courses based on military service, the physical education activity courses may not be taken as electives.

## INTERNATIONAL STUDENTS

Students from countries other than the United States are important to the College community and are encouraged to apply. A student is considered an international student if he or she is not a citizen of the United States. The College has been authorized under federal law to enroll non-immigrant alien students and to issue I-20 forms.

International students applying for admission to Paine College, in addition to meeting the admissions criteria and following the application procedures, must submit the following:

1. A Paine College application and application fee of $\$ 45$ in the form of an international money order in U.S. dollars; or a check from a bank in the United States
2. A recommendation form from an individual who can verify the applicant's academic ability
3. A brief autobiographical essay
4. GCE scores and course work indicating at least 5 passes at the "Ordinary" level; one of those passes must be in English; students from non-English speaking countries must provide a certified translation of their high school certificate and transcript; the cost of translation is the applicant's responsibility; You must complete at least 5 IGCSE/GCSE/GCE O-Levels, and at least 3 academic GCE A-Level exams to be considered for admission
5. TOEFL score of 90 ( 60 minimum required) or ESL score (Students for whom English is not the native language are required to exhibit proficiency in the English language.) Applicants already in the United States may submit either the TOEFL, SAT, ACT or English Proficiency Examination (ESL) scores. Information concerning these tests and other requirements for international students are available from the Admissions Office. The SAT/ACT score is required for all incoming freshmen who are already in the United States. The SAT/ACT will be waived for some international students if there is evidence the test is not offered in the student's country. However, these students will be required to take the test during the first semester they are enrolled at Paine College.
6. A statement of financial responsibility identifying the person(s) financially responsible for the applicant's needs during his or her stay in the United States. This statement will include verification of salary from the employer or a funds availability statement from the appropriate financial institution.

The full range of financial aid is not available for international students, so they should be
prepared to finance their education at Paine College.

A $\$ 5,000$ fund is required to be deposited to the student's account before classes begin and before an I-20 can be issued for international students who do not have additional financial aid or scholarship awards.

## POLICIES ON AWARDING TRANSFER CREDIT AND EVALUATING ACADEMIC RECORDS

Courses with grades of "C" and above will be accepted for transfer only from institutions that are accredited by an approved U.S. Department of Education accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and that offer at least an associate degree. Credit will not be accepted from institutions that are candidates for accreditation or from members of the ACICS (Accrediting Council for Independent Colleges and Schools). Courses with the grade of "C-" or lower are not transferable; remedial or sub-collegiate courses and/or units are not accepted.

An official evaluation (Evaluation of Transfer Credit or Academic Assessment) will be done by the Office of the Registrar once fully accepted, providing all supporting official documents are on file. Official documents include but are not limited to official transcripts, test scores, and official documents required for admission. Electronic transcripts received via the National Student Clearinghouse, National Student Clearinghouse Exchange, EScrip-Safe, Joint Services Transcript (JST), and Parchment are considered official transcripts. The official evaluation will be made accessible to the Financial Aid Office to assist with the determination of classification for the purposes of awarding financial aid. The evaluation is also made accessible to Student Support Services and academic department advisors so that courses to be used to satisfy program graduation requirements can be determined and properly credited and recorded on the program sheet to be shared with the student. Those
accepted in the major must be placed on the eight-semester program of study within thirty (30) days of enrollment.

To enable veterans to apply for formal educational programs leading to the award of a degree, Paine College is able to grant academic credit according to the recommendations listed in The Military Guide, which is published by the American Council on Education. Veteran students must provide an official copy of the Joint Services Transcript (JST) for the purpose of official evaluation and academic credit.

Students may also be granted academic credit using the College Level Examination Program (CLEP). Credit by examination will be awarded to students who earn acceptable scores on general and/or subject examinations of the College Level Examination Program. In order to be eligible to be granted credit, students must score at or above the $50^{\text {th }}$ percentile on the College Level Examination Program (CLEP) exam.

Each academic department evaluates credit based on department standards.

All students may be granted Advance Placement (AP) credit. Advanced Placement credit acceptability and equivalency is determined by the Office of the Registrar. Students may be given course credit for Paine College courses listed in the Academic Catalog following the receipt of official documentation that the student scored at least three (3) on the AP test. Students interested in Advanced Placement (AP) credit are responsible for having their score reports sent to the Office of Admissions and Office of the Registrar.

Upon enrollment, two weeks after the add/drop period, as noted on the Academic Calendar, all transfer work accepted will be officially posted to the academic transcript.

Paine College awards semester hour credit only. Therefore, transfer students from quarter hour system colleges will only receive the equivalent
semester hour credit for quarter hour work accepted. Quarter hours will be converted to semester hours by dividing quarter credits by 1.5 and rounding to the nearest whole semester hour; and posted to the academic record as follows:

## Quarter Hour to Semester Hour Conversion Table

| Quarter Credits | Semester Credits |
| :---: | :---: |
| 1 | $1 / 3$ |
| 2 | $11 / 3$ |
| 3 | 2 |
| 4 | $22 / 3$ |
| 5 | $31 / 3$ |
| 66 | 4 |
| 30 | 20 |
| 45 | 30 |
| 90 | 60 |

The computation of cumulative, term, and major grade point averages will only include academic work completed at Paine College. Transfer credit is not included.

## STUDENT AFFAIRS

Student life and development are expanded as well as enhanced through programs and services focused on intellectual, moral, cultural, social and healthy living experiences. Student Affairs' services are primarily supportive and individually oriented. A wide range of personal assistance services are provided to enable the student to realize his or her maximum educational potential. Programs are designed to:

- Extend the students' classroom experience through seminars, workshops and discussion groups in topic areas and formats outside of common curriculum and major courses
- Provide opportunities for creative and cultural growth
- Build leadership skills
- Develop productive and stimulating recreational interests
- Improve the quality of life for students
- Improve retention and graduation rates


## NEW STUDENT ORIENTATION

All freshmen and transfer students are required to participate in all activities planned and designated as New Student Orientation.

Readmitted, non-degree, and transient students may be required to attend some sessions. All new students should contact the respective Office of Student Affairs and Office of Academic Affairs for more information.

New Student Orientation occurs prior to the first week of each semester and provides an opportunity to become familiar with College rules and regulations as well as academic requirements. This is also a time, when students
become acquainted with the staff and facilities of the College. Social events and other activities are arranged to assist students in adjusting to their new environment. Some sessions are targeted to parents.

## COUNSELING

Counseling \& Wellness Center services are available to all students (full and part-time) of Paine College. Services include individual and group counseling (e.g., mediation, stress management, health and wellness), individual and group testing, and activities designed to enhance experiences as a college student. Appropriate referrals are available as needed. Confidentiality and privacy are at the forefront of all services.

## DISABILITY SERVICES

By practice and policy Paine College makes reasonable accommodations for students with properly documented disabilities that may adversely impact academic performance. Although Paine College operates no specifically structured academic programs for individuals with disabilities, Disabilities Services provides support with communication between faculty and students who are eligible to receive reasonable accommodations.

## RESIDENCE LIFE

The College provides on-campus housing facilities for registered students. Three residence halls for women (e.g., Graham Hall, Berry Gomillion Hall, and Jackson House) and three for men (e.g., Ervin Hall, Hollis Hall, and Gray Hall) provide a home away from home for residential/boarding students. Each residence hall is administered by a director who is responsible for management and supervision,
programming, facilitation of student development, emergency intervention, community health, smooth operations, counseling, and promoting an environment that is safe, well-maintained, and conducive to studying. Resident assistants help the directors with management, as well as, the coordination of residence hall activities.

Residence hall programming involves the creation, planning, implementation, and evaluation of a variety of activities in order to provide social interaction and educational enrichment. Emphasis is placed on maintaining a living-learning environment that stimulates the social, intellectual, athletic, and cultural development of students. Residents have opportunities to interact with and learn from each other and to become more involved and responsible members of the residence hall community as they gain a greater awareness of self and others.

## CAREER SERVICES

The Office of Career Services is the central location for career planning and job search assistance on the Paine College campus for students and alumni. Career Services provides access to professional and career development, job opportunities, internships and networking opportunities in order that students may explore career choices and nurture career goals.

Career Services coordinates on-campus job interviews, career panels, resume boot camps, and mock interviews with local employers and alumni. Career Services also sponsors career fairs during the academic year which brings employers and graduate schools to campus to talk to students about careers, internship opportunities, and graduate school. Students also have the opportunity to participate in offcampus events. These events are open to all majors and afford ideal settings for students to make contact with potential employers.

The Office of Career Services provides resume writing assistance, cover letter assistance, mock interviews, and job search assistance. Career Counseling and the IStart Strong Interest Inventory are also available to assist students with choosing majors and careers. In addition, The Office of Careers Services houses the Michael L. Thurmond Career Information Library that contains employer directories, labor market information, college catalogs, and computer and print access for internships and employment opportunities.

The Office of Career Services is committed to empowering individuals to enter the competitive and evolving global arena with confidence and competence.

## STUDENT ACTIVITIES

The Student activities staff plans and implements diverse leadership, governance, educational, cultural, social and recreational programs (i.e., intramural sports, kickball, dodgeball, basketball, flag football, powder puff football, billiards, game nights, fashion shows, trivia night) which extend and enhance the classroom experience. Registered student organizations, including the Student Government Association and Royal Court, are instrumental in sponsoring a broad range of activities throughout the year.

## STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is composed of full-time, registered students and elected officers of the student body. Elected officers represent the student body, plan social activities, and promote open communication between students, administrators, and the College Board of Trustees.

## STUDENT ORGANIZATIONS

Registered student organizations exist to promote school spirit; provide positive, constructive services to the College and community; give insight into specific fields of study; and promote ideals of academic excellence, citizenship, and leadership. Students must meet requirements as outlined in the Paine College Student Handbook for leadership in registered student organizations. Some of the organizations include:

- Brother to Brother
- Business Club
- Commuter Student Association
- Drama Club
- English Club
- History Club
- International Student Association
- Mahogany Essence Dance Team
- Marketing Club
- N.A. A.C.P.
- N.A.B.A.
- National Pan-Hellenic Council
- Paine College Cheerleaders
- Pre-Alumni Council
- Psychology Club
- Sisters on a Mission
- Sociology Club
- Student Government Association
- Wesley Fellowship


## FRATERNITIES AND SORORITIES

Among the many student organizations at Paine College are eight nationally chartered Greeklettered fraternities and sororities. These service organizations exist to encourage good scholarship, provide service to the College and community, improve social relationships, foster high moral and ethical conduct, and exemplify the ideal college student. A chapter of the National Pan-Hellenic Council assists in regulating fraternity and sorority activities at the College. These organizations must meet College and national guidelines. The fraternities and sororities are:

- Alpha Kappa Alpha Sorority, Inc.
- Delta Sigma Theta Sorority, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Zeta Phi Beta Sorority, Inc.
- Alpha Phi Alpha Fraternity, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Omega Psi Phi Fraternity, Inc.
- Phi Beta Sigma Fraternity, Inc.


## HEALTH SERVICES

Health Services are managed through the Counseling \& Wellness Center. Medical services are provided by off-campus partners, who are contracted with Paine College to provide limited health care in an efficient, ethical, and confidential manner to the campus community and present preventive medical programs designed to promote good physical wellness. Mental health services are available through certified counselors who work in the Counseling Center. The Immunization Record Form and Medical History Forms must be submitted to the Office of Student Affairs prior to enrollment. All students must ensure that these documents are kept current. Any changes should be submitted as soon as possible. The Immunization Record Form and Medical History Forms are provided online and in the Office of Student Affairs. Medical procedures are outlined in the Student Handbook.

## ATHLETICS

Intercollegiate athletic competition plays an important role in the lives of students. The present athletic program includes eleven varsity teams. Women's teams compete in five sports: basketball, volleyball, softball, track, and crosscountry. Men's teams compete in six sports: basketball, baseball, volleyball, golf, track, and cross-country. Paine College is a member of the Southern Intercollegiate Athletic Conference (SIAC) of the National Collegiate Athletic Association (NCAA) for Division II Schools.

## INTRAMURALS

An intramural program is provided for all students who may participate as individuals, a class, club, fraternity, sorority, or other organization. The intramural program begins during the fall semester and continues throughout the school year. All students are encouraged to participate in some phase of the program.

Activities include flag football, basketball, softball, tennis, bowling, track and field, and several individual sports (e.g., kickball, dodgeball, and basketball).

Additional information concerning student affairs can be found in the Student Life Policy Manual and/or the Student Handbook in addition to contacting professional staff in the administrative unit.

## ACADEMIC REGULATIONS

## THE SEMESTER SYSTEM

The academic year is divided into two periods of sixteen weeks each, Fall and Spring Semesters. There is also a Summer Session. Students may enter the College at the beginning of either semester or the Summer Session.

Credit for courses is recorded in semester credit hours. A credit hour involves for each one hour of classroom or direct faculty instruction a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester is required as institutionally established and equivalent. A majority of the courses offered by the College meet three times per week for one semester and carry three semester credit hours. Many laboratory science courses carry four semester credit hours and usually include a laboratory component.

The College also utilizes a split semester term for courses offered through CAPS - the Center for Advanced Professional Studies and for hybrid/blended courses. All courses must meet the equivalent of 750 contact minutes per credit value of the course.

## ACADEMIC LOAD REGULATION

The regular, recommended course load for fulltime students is 15 credit hours per semester. However, students may enroll in up to 18 credit hours without additional costs. These credits include all Paine College credits, credits for hybrid/blended courses, and co-enrollment credits. To be considered full-time and receive full financial aid, a student must be enrolled in a minimum of 12 semester credit hours at Paine College. In the summer, financial aid may be awarded for a total of six credit hours of coursework as the threshold for eligibility.

Students who have a minimum cumulative grade point average (CGPA) of 2.5 may be permitted to take additional semester credit
hours for a total of 19-21 when approved by the faculty advisor, department chair, and the Provost and Vice President of Academic Affairs. For consideration of overload status, all credits enrolled through co-enrollment, transient, and Paine College are included in the $19-21$ credit hours course load. If the student's record permits the taking of 19 to 21 hours, the required cost for each additional hour must be paid. A strong written justification and recommendation approved by the advisor, the department chair, and Provost and Vice President of Academic Affairs is required for enrollment in more than 21 credits including all Paine College credits and transient credits during a single semester. All Paine College courses shall be counted in the regular total for campus credits.

## STUDENT CLASSIFICATION

Students are expected to complete an average of 31 semester credit hours per academic year. To allow for reasonable variations, classifications are determined on the following basis:
$\begin{array}{ll}\text { Freshman } & 0-27 \text { hours } \\ \text { Sophomore } & 28-59 \text { hours } \\ \text { Junior } & 60-93 \text { hours } \\ \text { Senior } & 94 \text { hours and above }\end{array}$

## DEGREE REQUIREMENTS

The College offers major programs in fields leading to two degrees: Bachelor of Arts and Bachelor of Science. (For a list of majors, see the section titled Academic Programs.)

Candidates for a degree must have completed all the academic requirements of the College as defined in the Paine College Catalog for the year and term of their first enrollment.
However, students with a break in enrollment and attempting to meet graduation requirements may be required by program faculty and the Provost and Vice President of Academic Affairs
to move to a more current catalog year with an updated curriculum due to the discontinuation of some courses or the determination of an outdated program detrimental to the integrity of Paine College. Students should also be aware that some programs (ex. the Education Preparation Program, Business Administration) are governed by requirements of external agencies and, thus, these programs must remain current with state, regional, or national regulations in order to make recommendations for graduation, licensure, accreditation, etc. Students should check with their adviser for content requirements.

## GRADUATION REQUIREMENTS

Candidates for degrees must file an application for candidacy by the specified deadline listed in the Academic Calendar and have an official degree audit completed by the Registrar before the final examination period in the semester prior to the one in which all requirements for graduation will be met. Application for graduation is completed online via PaineNet. Additionally, a degree audit completed with an academic advisor and signed by the Academic Department must be submitted to the Office of the Registrar by the specified deadline to complete the application process. Students who apply after the deadline will be subject to a late application for graduation fee. This fee must be paid at the time of application. Late applications will not be accepted past the deadlines for late application for graduation, as outlined on the Academic Calendar. Students should be aware that:

- Advising errors do not exempt students from the responsibility of meeting all degree requirements for graduation
- All requirements MUST be met by deadline as specified by the Office of the Registrar to participate in the graduation ceremonies
- If one does not meet the requirements for graduation in time to participate in graduation ceremonies, the student must
reapply for graduation candidacy for the next official graduation ceremony
- They must maintain a copy of their Program Advisement Sheet and Monitoring Program Sheet, which is to be updated with each contact with the adviser and further, use it to monitor progress toward graduation.

Graduation requirements include a minimum of 56 semester credit hours of the Common Curriculum, designated semester hours for the major, and/or electives or a minimum total of 124 semester credit hours.

Students must complete the following requirements for graduation:

- Common Curriculum, major requirements, and electives to bring the total semester credit hours for graduation to a minimum number of 124 semester credit hours
- Submission of all official transcripts of work completed at other institutions by the deadline as specified by the Office of the Registrar to ensure credit towards degree
- A major in one of the fields (the specified sequence of course work)
- A minimum of 31 semester credit hours (not including Common Curriculum hours) of academic study to count toward a degree MUST be completed at Paine College with the final transcript for auditing purposes serving as the official record for verification purposes
- Final course must be taken at Paine College
- A cumulative grade point average of 2.0 in all courses taken at the College ( 2.5 for the Elementary Education Program major) and 2.5 in all courses in the major with no grade less than a "C" in any course designated (*) as a major course (designated by each major)
- A passing score on the Sophomore Proficiency Examination in English; (to be completed during the sophomore year and/or before graduation)
- A passing score on the Senior Comprehensive Major Field Examination
- Completion of all course requirements by the date the semester ends as stipulated by the calendar for the main campus
- Complete senior project/field paper or thesis
- Clearance of all financial obligations to the College
- Note: While the sequence of courses of individual programs of study for established majors is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.
- Approval by the faculty and Board of Trustees

The Registrar's Office presents candidates for graduation to the Provost and Vice President of Academic Affairs who presents the candidates to the faculty. This process entails certification that each candidate will have met all academic requirements for the degree prior to graduation. The President shall present the candidates to the Board of Trustees for approval. A student who fails to receive approval for graduation has the right to appeal, in writing, to the Office of Academic Affairs. Failure to fulfill all requirements will not qualify one for an appeal.

## AWARDING OF DEGREES

Degrees for all students (main campus and the Center for Advanced Professional Studies) will be awarded during the annual graduation ceremony held in May after students have met all requirements for graduation as described in the College Catalog. Degrees for students who have completed requirements and who do not choose to participate in the ceremony will be
mailed upon request and at the expense of the student.

The Center for Advanced Professional Studies (CAPS) students who complete graduation requirements at the end of the Spring II term and main campus students who complete graduation requirements at the end of the summer session will be required to reapply for the next year's graduation. (See graduation requirements). Degrees will be awarded at the graduation ceremony held during the following May. It is at this time that the conferral of degree date is officially noted on the academic transcript.

## DUPLICATE DEGREES

If, due to circumstances, a graduate finds it necessary to request a copy of a previously awarded degree, the copy may not bear the same signatures as the original degree and will be marked as "Re-issued." All duplicate degrees will be ordered in the name at the time of attendance. Duplicate degrees are ordered once a year; therefore, orders must be submitted to the Office of the Registrar by March 1 of the calendar year to receive the degree within the year. Order forms can be found under Forms and Documents on the Office of the Registrar's webpage. Both the form and $\$ 50.00$ processing fee must be received before the degree order is processed. The duplicate degrees will be ordered by April 1. Requesters will be notified when the order has been received.

## COMMON CURRICULUM

The Paine College Common Curriculum defines the purpose and method of the College's requirement for basic education. In terms of structure, the course work is organized into five thematic categories with specified outcomes:

1. Communication (Literacy - Written, Oral, Technology, 12 credit hours)
a. Oral Communication: Students will be able to prepare (macrostructure) and deliver (microstructure) audience-centered speeches/presentations using effective verbal and non-verbal skills.
b. Written Communication: Students will be able to produce writing that responds appropriately to a variety of rhetorical contexts, which flows logically, has relevant supporting details, ethically incorporates credible sources, and uses the correct structures of composition (grammar, syntax, vocabular, punctuation, etc.).
c. Computer Literacy: Students will be able to use different operating systems and the appropriate software applications (MS Word, Excel, PowerPoint, Access) to complete tasks and produce information.

## 2. Critical Thinking \& Quantitative Reasoning (14 credit hours)

a. Students will be able to apply the steps of the scientific method to research (data collection, data analysis/interpretation and making decisions) and clearly represent the problem and its solution visually.
b. Students will be able to solve problems using mathematical models, algebraic formulas, and statistical methods.
3. Spiritual \& Philosophy (7 credit hours)
a. Students will be able to create a moral argument based on a global perspective, considering the varying structure of systems.
b. Students will be able to discuss the scope of religion and faith in social relationships.
4. Global Awareness (Culture, History, Diversity, Foreign Language, Citizenship, Heritage, Community \& Health and Wellness) \& Social Values (23 credit hours)
a. Students will be able to analyze the similarities and differences between cultures and heritages by including customs, practices, historic relevance, diversity, artistic expression and values through written and oral communication.
b. Students will be able to develop registers within a foreign language to present in writing and orally.
c. Students will be able to apply principles of ethics, social development, and health and wellness in their daily attitudes, behaviors, and interactions while participating in a local/communitybased project using a theoretical framework.
5. Financial Literacy (0 credit hours) Students will be able to apply core financial management principles and procedures in their personal lives and various contexts. Note: The thematic category content is presented within an existing course in another category; the credit hour is accounted for in the Global Awareness \& Social Values thematic category within the course, EDU 101 Preparing for Excellence.

This structure is designed to create coherence, emphasize the value-based nature of the curriculum, and make the College's conception of its mission highly visible. The requirements are listed below:

Common Curriculum Courses
Hours
Communication ( $\mathbf{1 2}$ hours)
ENG 101, Composition I, 3 hrs
ENG 102, Composition II, 3 hrs

CSC 100, Computer Applications \& Programming, 3 hrs
ENG 242, Fundamentals of Speech Communication, 3 hrs

## Critical Thinking \& Quantitative Reasoning (14 hours)

## Science Majors:

Choose the course sequence (BIO or CHEM):
BIO 111, Principles of Biology I, 4 hrs
BIO 112, Principles of Biology II, 4 hrs
OR
CHE 120, General Chemistry I, 4 hrs
CHE 121, General Chemistry II, 4 hrs

## Non-Science Majors:

Choose Two Courses
ESC 101, Environmental Science, 4 hrs Fundamentals
BIO 102, Principles and Applications, 4 hrs of Biological Science
PHS 101, Principles and Applications, 4 hrs of Physical Science
PHS 110, Intro. to Atmospheric Science, 4 hrs
And then, choose:
PSY 201, Intro. To Psychology, 3 hrs
OR
SOC 201, Intro. To Sociology, 3 hrs

## And then, select:

Choose the appropriate course requirement for
the departmental major (Business,
Humanities, Mass Media, Arts,
Religion/Philosophy, Social Sciences, and Education):
MAT 122, College Algebra, 3 hrs
OR
MAT 126, Precalculus, 3 hrs

Spiritual \& Philosophy (7 hours)
PHI 230, Problems of Philosophy, 3 hrs
OR
PHI 234, History of Western Philosophy, 3 hrs AND

REL 230, Essentials of the Christian Faith, 2 hrs REL 231, Religions of the World, 2 hrs

Global Awareness \& Social Values (23 hours) ART 120, Art Appreciation, 3 hrs OR
MUS 120, Music Appreciation, 3 hrs
AND
ENG 232, Introduction to Literature, 3 hrs HIS 112, World History, 3 hrs
HIS 104, African American History, 3 hrs

## Plus, choose a language sequence:

FRE 220, Elementary French I, 3 hrs and
FRE 221, Elementary French II, 3 hrs
OR
SPA 220, Elementary Spanish I, 3 hrs and SPA 221, Elementary Spanish II, 3 hrs

## AND

EDU 101, Preparing for Excellence, 1 hr PHI 220, Values and Society, 2 hrs
PED 120, Fundamentals and Techniques of Activities I, 1 hr
PED 121, Fundamentals and Techniques of Activities II, 1 hr OR
HED 225, Personal and Community Hygiene, 2 hrs

## Financial Literacy (0 hours)

Students will be able to apply core financial management principles and procedures in their personal lives and various contexts. Note: The thematic category content is presented within an existing course in another category; the credit hour is accounted for in the Global Awareness \& Social Values thematic category within the course, EDU 101 - Preparing for Excellence.

## Total Common Curriculum Credit Hours: 56 hours

## Disclaimer Statement Concerning Core Courses in History and English:

HIS 103 -- Not applicable for students entering after Spring 2020*
**ENG 242 -- Required for students entering after Spring 2020

## COLLEGE ASSEMBLY/CONVOCATION

The purpose of the assembly/convocation is to disseminate information of mutual concern to the Paine College family and to present educational, cultural, campus information, and other programs to students.

Each student is expected to attend all Each student is expected to attend all assembly/convocation programs as these programs are an integral part of the College experience. (They represent the affective component of the curriculum.) A student may miss a maximum of two assemblies per semester without penalty. A student who misses more than the two allowed programs will have one-half semester credit hour added to the graduation requirements for each absence beyond the limit.

Staff members in the Office of Student Affairs monitor and document compliance with the assembly/convocation policies.

As the Center for Advanced Professional Studies (CAPS) admission status generally provides educational opportunities for working adults, these students are eligible for exemption from the College Assembly requirement. In order to be exempt, a CAPS student must provide written document to the Office of Student Affairs and Enrollment Management each Fall and Spring semester. The documentation should include the name of the student, LION ID number, place of employment and work schedule. The student will receive notification of exemption approval via email within seven (7) days of document submission. In some cases, additional documentation may be requested. Completion of the exemption process is the responsibility of the student and is not automatically granted because a student is enrolled as a CAPS student and taking evening and/or night courses. A
copy of the approval will be forwarded to the Office of Academic Affairs.

## SOPHOMORE PROFICIENCY EXAMINATION IN ENGLISH (SPEE)

Paine College requires students to pass all English courses in the Common Curriculum with a grade of "C" or better and, further, that students pass the Sophomore Proficiency Examination in English (SPEE), a writing competency test, at the completion of the English course sequence. The student is reminded that passing the SPEE is a requirement for graduation as well as participation in the graduation ceremonies. Students who have not completed the SPEE will not be allowed to graduate and will not be permitted to participate in the graduation ceremonies. While the SPEE must have been passed in order to graduate, students are expected to pass the SPEE as sophomores.

All students who were enrolled at Paine in the Fall of 1981-1982 and thereafter are required to pass the Sophomore Proficiency Examination in English as a criterion for graduation. The examination is offered during the Fall and Spring semesters and the summer term. Students are urged to attend the proficiency examination review sessions in the semester in which they plan to take the examination. Students may take the examination as often as needed to pass.

## SENIOR COMPREHENSIVE MAJOR FIELD EXAMINATION

To ensure that all graduates possess an appropriate level of competence in the major field, and to gather data relative to the preparation of majors, and curriculum and program strength, Paine College requires all students to pass a written comprehensive assessment in the major field as a requirement for graduation and for participation in the graduation ceremonies. The comprehensive
assessment encourages students to synthesize material in the discipline. The major field examinations are given only once per semester at a time determined by the department.

## GRADING SYSTEM/QUALITY POINTS

| Grade | Description | Quality <br> Points |
| :---: | :--- | ---: |
| A | Excellent $(90-100 \%)$ | 4.0 |
| B | Good $(80-89 \%)$ | 3.0 |
| C | Satisfactory $(70-79 \%)$ | 2.0 |
| D | Poor $(60-69 \%)$ | 1.0 |
| F | Failure $(59 \%$ and below) | 0.0 |
| NF | Failure due to unsatisfactory | 0.0 |
|  | class attendance | 0.0 |
| WF | Withdrew - failing | 0.0 |
| W | Withdrew - without penalty | 0.0 |
| WP | Withdrew - passing, no penalty | 0.0 |
| NC | Non-credit | 0.0 |
| S | Satisfactory | 0.0 |
| U | Unsatisfactory | 0.0 |
| I | Incomplete | 0.0 |
| V | Audit - no credit | 0.0 |
| K | Credit by examination | 0.0 |
| CP | Continued in Program | 0.0 |

Course credit is awarded for earned semester credit hours only.

## CUMULATIVE GRADE POINT AVERAGE (CGPA)

The cumulative grade point average is calculated by dividing the total number of quality points earned by the total number of hours attempted. The total of hours attempted includes only hours for grades of A, B, C, D, F, WF and NF. All other grades, including grades of "W" and "WP", do not calculate into the sum of hours attempted or quality points earned. Additionally, transfer credit accepted is not included in the computation of the cumulative grade point average or major field grade point average.
In computing the ratio of quality points to attempted semester credit hours, the hours for a repeated course will be counted only once. The
highest grade earned in a repeated course during or after the Fall 1982 semester will determine the number of credits and quality points if the course has been or is repeated and a higher grade was or is earned.

## INCOMPLETE GRADES

If, for an extenuating circumstance (illness, death in the family, etc.), a student is unable to complete the work of the course by the end of the semester, a grade of "I" may be given. This work must be completed by two weeks after mid-term of the subsequent semester or the "I" will be changed to a grade of " $F$ " automatically at the end of the semester. Additionally, the grade removal paperwork must be submitted and processed by the grade change deadline (one week after the work is submitted) as noted in the College academic calendar. The "I" grade is only issued if the majority of the requirements are successfully met and one to two requirements are not submitted due to illness, etc. The appropriate form must be filed with the Office of Academic Affairs and the Office of the Registrar.

If the student does not enroll for the next term, the requirements to satisfy the Incomplete "I" must be completed by the deadline specified in the Academic Calendar of the next term of the enrollment.

## GRADE CHANGES

A grade will be changed only if an error in computation has been discovered. Grade changes must be made prior to mid-term of the following semester. Faculty must exhaust extreme care in grade computations and in entering students' grades. These errors adversely impact students and will be monitored by Department Chairs and the Office of Academic Affairs. Grade changes must be processed by the required deadline as noted in the College academic calendar.

## ADDING AND DROPPING CLASSES

The last day for adding/dropping a course will be a date specified in the College Academic Calendar as the last day for class changes and is the official end of the drop/add period. Students can add and drop courses via the online registration system, referred to as PaineNet. (Also, see the section on Withdrawals from a Course.)

## SUBSTITUTION OF COURSES

Substitutions in courses are made only in cases where the same credit hours and type can be demonstrated and the specified outcomes for the course can also be gained by the substitution course.

It is the responsibility of students to follow the curriculum requirements of the selected major.

Course substitutions will be allowed for courses taken at Paine and repeated at another institution only if the course was failed at Paine College and the course qualifies as a substitute course. For courses completed at other institutions, no quality points are earned towards the calculation of the cumulative or major field grade point averages.

All requests for course substitutions must be submitted with a strong justification which addresses the type of course and prescribed outcomes of the course. The request must receive approval from the faculty advisor, the respective Department Chair, and the Provost and Vice President of Academic Affairs. Course Substitution Forms can be obtained by the Faculty Advisor from the Office of Academic Affairs.

## REPETITION OF COURSES

Courses in which students have earned a "C" or better and courses numbered above 100 cannot be repeated. See section on cumulative grade point average regarding courses and cumulative GPA computation.

## AUDITING COURSES

Classes may be audited on one of two levels: formal or informal.

Regularly enrolled students and persons not regularly enrolled at Paine may formally audit courses by paying a fee for each semester credit hour, provided permission is obtained from the Provost and Vice President of Academic Affairs as well as the faculty member teaching the course. The names of those auditing a course will be recorded on the rolls and the letter "V" (Audit, no credit) will be placed on the transcript as a grade if expectations of the course are met. These expectations shall be spelled out upon entering the course.
Regularly enrolled students may audit a class on an informal basis, provided permission is obtained from the faculty member teaching the course. The names will not be recorded on rolls and they will not be permitted to change status from informal audit to formal audit or enrollment for credit.

Students or other persons may not change status from credit to audit or vice versa during or after the start of a course. If credit is desired for a course which has been audited, one must reenroll for credit and complete the course with a satisfactory grade. Students auditing a course who have formally enrolled are expected to attend class regularly and to complete assignments. Those auditing who do not attend class regularly will be dropped from the class with a grade of "W".

## Zero credit will be given for audited courses.

## FINAL EXAMINATIONS

Final examinations in all courses are on scheduled days at the end of each semester. Copies of these examinations are filed with Department Chairs and the Provost and Vice President of Academic Affairs. Grades are filed with the Registrar. Students MUST take final examinations during the final examination
period as scheduled and should refrain from requesting early or late examinations.

## Students who enroll in a course and never attend:

After the close of the add/drop period, faculty are asked by the Registrar to report students who have not attended class and are on the class list. Students who have not attended courses for which they have registered will be dropped from the class list.

## Students who stop attending class(es):

Students who stop attending a class will be issued a failing grade of ' NF ' accompanied by a last date of attendance. The grade of 'NF' is computed in accordance with the grade scale of the institution. (See Grading System/Quality Points).

## Students attending a course for which they have not officially registered:

Students attending courses for which they have not registered must meet financial obligations for official enrollment in the course, or the student will not be permitted to attend the class.

Students are expected to attend all classes, laboratory and tutoring sessions for which they are registered.

Students required to miss class for health, or institutionally arranged field trips, and other academic or athletic off-campus activities are advised to contact the course instructor prior to departure if at all possible. Students are responsible for arranging to make-up for any class(es) missed, excused or unexcused.

## COURSE CREDIT BY EXAMINATION

Students who have acquired knowledge in informal and non-traditional ways may be awarded college credits based on performance on advanced placement or other examinations. This policy permits a student to request an examination in selected courses listed in the Paine College Catalog and related to the
student's educational program. Credit by examination will be listed as such on the transcript, along with the course number, title, and semester hours of credit. The grade assigned is not included in computing the grade point average or major grade point average.

Only one credit by examination can be taken per semester and up to four credit hours can be earned. Students can only receive nine credits during their four years at Paine. Students may not take examinations for courses in which they have previously enrolled or others in their planned educational program. Students who feel that they have sufficient knowledge in a specific course to pass it by examination should follow the guidelines below:

## GUIDELINES FOR CREDIT BY EXAMINATION

1. Students must make a formal application to the faculty advisor. The application should include:

- Title of course for which the examination is to be given
- Reason for request
- Prior experience which subsumes course content (documentation required)

2. Approval must be given by the appropriate Department Chair and the Provost and Vice President of Academic Affairs prior to the administration of an examination.
3. Examinations will be administered only once.
4. Students must score at least 70 percent.
5. Date of examination will be decided by the department.

A department may use any one of the following tests:

- College Level Examination Program (CLEP)
- Examinations produced by professional societies with published national norms
- Tests developed by a department and deemed equivalent to published test (must be approved by the Office of Academic Affairs prior to administering the test)

Applicable tuition and fees for the course in addition to a fee of $\$ 75$ will be charged for each examination. A copy of the examination, the receipt of payment of all fees, the student's examination papers, and the number of semester credit hours MUST be submitted by the Department Chair to the Provost and Vice President of Academic Affairs.

## STUDENT RECORDS AND RELEASE OF INFORMATION

Students may have access to their own educational records during regular office hours by contacting the Registrar's Office (there is a cost for transcripts). A student may appear in person or send a written request, including signature, to view their academic record. Students who appear in person and those who send a written request may be asked to provide additional forms of identification or information verifying identity. Copies will not be furnished. However, grades in the form of an unofficial transcript will be provided to students and eligible parents at the cost of $\$ 10.00$ per transcript, provided there is no outstanding financial obligation to the College. Currently enrolled students also have free access to their grades via the College's secure online PaineNet. The student identification number and password are required to access the records. Another person may not see a student's educational record unless written permission is given by the student. A parent or guardian who is providing one-half or more of the student's financial support may obtain access to the educational record if said written statement is on file with the College. Faculty and designated staff of the College may have access to student educational
records in the performance of their regular duties. If an educational record contains information on more than one student, then a student desiring access may review only such parts relating to that student. Students have the right to challenge the content of their educational records to ensure that the records are not inaccurate, misleading, or in violation of any rights. Any evidence regarding an inaccurate or misleading record should be presented by the student in writing to the Office of the Registrar. The written notification must be provided within 30 days of discovery. The evidence will be presented to the Vice President of Academic Affairs for review. Written findings and resolution, if any, will be provided to the student within 30 days of receipt of a written appeal.

The release of all student information is governed by institutional policies and the Family Educational Rights and Privacy Act (FERPA) of 1974. Paine College considers the following information to be directory level information which may be released without permission from the student:

- Name
- Address
- Date of birth
- Place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of the athletic teams
- Degrees and awards received
- Dates of attendance

Students who desire that any or all of this information be withheld must submit a written request to prevent disclosure. This request is submitted to the Office of the Registrar within three days following the close of formal registration each semester.

## TRANSCRIPTS

A fee of ten dollars $\$ 10$ (additional fees may apply) is charged for each copy of a transcript issued. Requests for transcripts MUST be made online via the Paine College website through the National Student Clearinghouse. Transcripts and grade reports will be withheld if a student has ANY outstanding financial obligations to the College. Students can access online transcript ordering by visiting www.paine.edu, selecting "Quick Links" and clicking "Online Transcript Ordering". Effective March 20, 2015, requests made by walk-in, mail, fax and email are not acceptable.

Students may obtain official or unofficial copies of their Paine College transcript. Unofficial copies bear the watermark statement of "unofficial transcript". Hold for pick-up requests by other than the student, are accepted only when the student has provided written, signed permission. Currently enrolled students in good academic standing may print an unofficial copy of their transcript at no cost using the secure PaineNet system.

Transcripts are processed in the order in which they are received. Requests are typically processed within 5-7 business days (attendance dates prior to 2000) and 3-5 business days (attendance dates 2000 and later) from the date received in the Office of the Registrar excluding delivery time. Processing time begins from the date the request is cleared by the Business Office. This processing time does not apply to holidays, school closings and peak periods such as Registration and Commencement. Please visit the Office of the Registrar's webpage for additional processing options. Additional costs may apply.

Paine College assumes the responsibility of mailing the transcript by the final business day of the processing time frame (with the exceptions as noted above), but does not assume responsibility for delivery of the transcript by the U.S Postal Service or other delivery methods such as Federal Express. Please visit the office
of the Registrar's webpage for additional delivery methods. Additional costs may apply.

Transcripts to be picked up will be held no later than 30 days. After said date, transcripts will be destroyed. Requests for transcripts to be resent will require submission of a new request and payment. All processing times and payment policies will still apply.

## ACADEMIC HONESTY

Paine College recognizes honesty and integrity as necessary to the academic purpose and function of the Institution. The College, therefore, expects a high standard of individual honesty and integrity in all academic endeavors from each student.

Academic dishonesty includes cheating on examinations, plagiarism, forgery, collusion, and credential misrepresentation, inclusive of Internet documents and sources. Students found guilty of academic dishonesty are subject to disciplinary action including loss of credit ("F" for the course), suspension, or immediate dismissal from the College at any time.

## Definitions:

Cheating on examinations or assignments includes giving, receiving, offering or soliciting information on tests or written assignments and using notes or books other than those explicitly permitted by the faculty person during an examination.

Plagiarism is the failure to acknowledge the author of a passage one is quoting, paraphrasing or summarizing; failure to give credit to the source when one borrows information not considered to be public knowledge; and using or quoting from the work of another student or other sources including the Internet without proper acknowledgement.

Forgery is willfully misrepresenting or altering a document with intent to defraud. It is a crime punishable by law. Its most common occurrence among students includes, but is not limited to, falsification of degree, misrepresentation of signatures (especially those of academic
advisors) on official documents of the College and/or the attempt to cash checks that are not lawfully their own.

Collusion includes cooperation of student(s) with staff personnel in securing confidential information/material (tests, examinations, etc.); bribery by student(s) or staff personnel to change examination grades and/or grade point average(s); cooperative efforts by student(s) and student assistant(s) to gain access to examinations or answers to examinations for distribution; resubmission of term papers and/or reports that have been previously submitted by oneself and/or peers, and cooperation of students and faculty/staff to obtain credit, financial aid, etc. for courses they did not take or did not complete.

Credential misrepresentation involves, but is not limited to, the use of false written statements in order to gain admission to or employment at Paine College while a student, using falsified statements and distributing false printed materials. Additionally, conduct manifestly intended to deceive or mislead involves credential misrepresentation.

## DISCIPLINARY ACTION PROCEDURES

When a faculty or staff member has substantial evidence that a student has engaged in dishonest conduct which requires action within the bounds of his or her jurisdiction, the faculty or staff member shall notify the student in writing of the violation and the action taken Policy Manual 1 and/or 2) within twenty-four (24) hours. A copy of such notification should be submitted to the Provost and Vice President of Academic Affairs. If the conduct requires disciplinary action beyond the authority (Policy Manual 36) of the faculty or staff member, a written report should be made to the Provost and Vice President of Academic Affairs and the Dean of Student Affairs within twenty-four (24) hours. A copy of this written report must be given to the student. The Provost and Vice President of Academic Affairs will determine the penalty(ies) in discussion with the faculty
person for violations within forty-eight (48) hours of receipt of the report based on the number and severity of the violation(s) committed by the individual student.

The Provost and Vice President of Academic Affairs will send a copy of the notification of the decision to the student and faculty or staff member involved in this process.

Penalties may include (but are not limited to) the following:

1. Failing grade on work for which the violation was committed*
2. Dropping the grade earned in a course by one letter grade*
3. Failure of the course
4. Suspension from the course
5. Suspension from Paine College
6. Permanent dismissal from Paine College
*Penalties will be applied by faculty in cooperation with the Office of Academic Affairs, the Provost and Vice President of Academic Affairs.

## APPEALS

A student has the right to appeal the decision for disciplinary action assigned by a faculty person, staff member, or the Provost and Vice President of Academic Affairs. In the case where the decision is made by a faculty or staff member, the appeal should be made to the Provost and Vice President of Academic Affairs.

Decisions made solely by the Provost and Vice President of Academic Affairs may be appealed to the Academic Affairs Appeal Board which consists of a designee of the President, two faculty members (one appointed by the Vice President of Academic Affairs and one elected by the faculty), and two students appointed by the Student Government Association. A student who is dissatisfied with the decision of the Academic Affairs Appeal Board may appeal through the Provost and Vice President of Academic Affairs to the President.

All appeals must be made by the deadline stated in the letter of notification.

## Grade and Attendance Records Appeals

Good communication between faculty and students will make disputes between them infrequent, but if disagreements occur, it is College policy to provide a mechanism whereby a student may formally appeal faculty decisions. If the dispute is determined to be based upon a faculty member's professional judgment, such as the evaluation of a test, a thesis, or performance in class, the student is entitled to have, in turn, the Department Chair, or Provost and Vice President form an opinion about the dispute and advise the instructor of their opinion, but the faculty member, after considering the advice of the administrators, shall retain complete academic freedom, making the final determination on the matter.

In the event of Grade and Attendance complaints or disputes, the student must first appeal to the faculty member involved for a resolution to the matter and must do so no later than 30 days after the first class day of the next semester. Exceptions will be granted in which appeals may be considered after this time period given extenuating circumstances. A grade dispute monitoring form may be retrieved by the student from the Office of Academic Affairs to help guide the formal appeals process. An additional explanation of complaint may also be attached for further clarification. Or the student may simply place their concern in writing.

If a complaint or dispute is not satisfactorily resolved, the student may appeal to the department chair of the academic department in which the complaint or dispute is centered. If a formal complaint is to be registered, it should be made in writing stating the specific issues. The faculty member will respond with a written statement to the department chair. The Department Chair will then make the resolution or advisement known in writing to the student.

If a resolution of the matter is not reached, the student or the faculty member may appeal in writing to the Provost and Vice President of Academic Affairs. The Department Chair's written recommendation in addition to all previous materials will be submitted to the Provost and Vice President of Academic Affairs. The Provost and Vice President of Academic Affairs will review all previous materials and any additional oral presentations for the student and faculty member in order to render a decision and notify both the student and faculty member of the decision. The student may appeal the Provost's decision to the Academic Affairs Appeals Board.

In the case of an appeal by the student, the Provost and Vice President of Academic Affairs will forward all materials and any additional oral presentations for the student and faculty member along with her/his rendering to the Academic Affairs Appeals Board. After a thorough review, the Academic Affairs Appeals Board makes a recommendation to the Provost and Vice President of Academic Affairs who will inform the student and all persons involved in the appeal process of the final disposition of the matter within five business days.

The decision of the Provost and Vice President of Academic Affairs is final.

## SENIOR HONORS

The following honors may be awarded at graduation to students enrolled full-time at Paine College for the final two years (unless requirements of graduation can be completed in less than full-time status during the last year of enrollment) if at least half of the hours required for graduation have been taken at Paine College. A student whose cumulative grade point average ranges from:

1. 3.30 to 3.49 will be graduated Cum Laude
2. 3.50 to 3.79 will be graduated Magna Cum Laude
3. 3.80 to 4.00 will be graduated Summa Cum Laude

First and second-level honor students (valedictorian and salutatorian) must have completed two-thirds of the common curriculum requirements and two-thirds of the major field requirements on the main campus. Center for Advanced Professional Studies Students cannot take precedence over a Main Campus student when receiving first and second-level honors.

## DEAN'S LIST

At the end of each semester, students who have earned a grade point average of at least 3.6 and less than 4.0 are placed on the Dean's List. The students on this list must have been enrolled in a minimum of 15 semester credit hours, and must not have been under disciplinary action.

## HONOR ROLL

At the end of each semester, students who have earned a grade point average of at least 3.3 and less than 3.6 are placed on the Honor Roll. These students must have been enrolled in a minimum of 15 semester credit hours and must not have been under disciplinary action.

## GOOD STANDING AND ACADEMIC PROGRESS

All students permitted to register each semester are considered in good standing with the College. The expected institutional cumulative grade point norm is 2.0 ; however, students are considered to be making satisfactory progress if they maintain the minimum cumulative grade point average as indicated below:

## Attempted Hours Cumulative Grade of Regular CR Work <br> 20-27 hours <br> 1.7 <br> 28-59 hours <br> 1.8 <br> 60-93 hours <br> 2.0

94 hours and above 2.0

Students enrolled in Student Support Services Programs are making satisfactory progress if they maintain the minimum standards set by those programs.

The total number of hours will include those attempted at Paine College and those accepted from another institution as transfer credit. To be eligible for graduation, students must have a cumulative grade point average of 2.0 ( 2.5 for Education majors) and a cumulative average of 2.5 in the major field with no grade lower than a "C."

A student's eligibility for financial aid may be affected for failure to remain in good academic standing (see Financial Aid).

## WARNING

1. Students will be sent scholastic warning letters if the grade point average for any semester is less than 2.0.
2. Students will be sent scholastic warning letters if the cumulative grade point average at the end of any semester is less than 2.0.

A maximum course load of 13 semester credithours and reduced involvement in extracurricular activities are among the recommended courses of action to increase the student's success levels.

## PROBATION

Satisfactory academic progress is determined after a student has attempted 20 hours of regular credit work. If a student's cumulative grade point average (CGPA) is not satisfactory at the end of the semester thereafter, the student is automatically placed on academic probation. Students who are on academic probation are restricted to a maximum of 13 credit hours per semester. Extra-curricular activities may also be restricted.

## ACADEMIC SUSPENSION

Students who fail to earn the minimum CGPA at the end of the probationary semester will be placed on academic suspension for the next academic semester. When suspended, the student is not permitted to enroll for a minimum of one regular academic semester (not including the summer term). The suspended student must apply for reinstatement. If reinstated, the student must earn a semester GPA of 2.0 for classes taken during re-enrollment or raise his/her CGPA to the minimum cumulative grade point average for the attempted hour of regular credit work (see Good Standing and Academic Progress).

## ACADEMIC DISMISSAL

After being reinstated following suspension, a student is subject to dismissal actions if he/she fails to achieve the minimum cumulative GPA for the number of hours attempted or fails to earn a term GPA which reflects progress toward the minimum cumulative GPA leading to academic good standing. The initial period of dismissal is for one year. After a second academic dismissal, a student may not apply for re-admission until a five-year period has elapsed. Any student who has been dismissed for academic deficiencies for the second time may petition in writing to the Enrollment Management Committee for permission to reenroll. After a third dismissal, the student will be ineligible to reapply to Paine College.

## APPEAL

A student who is suspended or dismissed from the College may appeal, in writing, to the Enrollment Management Committee through the Provost and Vice President of Academic Affairs within 10 business days of the date on the letter of dismissal. Documentation stating specific reason(s) for appealing must be provided by the student when submitting the letter of appeal.

The letter of appeal can be emailed to appealletter@ paine.edu or mailed to:

Provost and Vice President of Academic Affairs Paine College
1235 Fifteenth Street
Augusta, GA 30901

## READMISSION

Dismissed students requesting readmission to the College must petition, in writing, the Committee on Enrollment Management at least one month before the beginning of the semester they plan to attend. Students who are readmitted will be on academic probation, and will have two semesters to reach the required minimum cumulative grade point average, provided they maintain the average necessary for satisfactory progress as defined under the probation section. Students who fail to achieve cumulative minimum GPA within two semesters may be allowed to continue if term GPAs are above 2.0 and the student is making substantial progress. Upon readmission, when entering under a new academic year, students may be required to move to the current Catalog year for degree program requirements.

## RETENTION PROGRAM

Persistence Matters, the retention, progression, and graduation program at Paine College, was developed to establish frameworks and intervention strategies across departments to enable admitted students to successfully address academic challenges. The program targets students who exhibit unsatisfactory grade outcomes across courses with special attention given to common curriculum courses that require completion before taking major level courses. Student success initiatives take the form of intrusive advising, active engagement with professors and advisors, maintaining currency with academic program requirements, following programs of study, tailored supplemental instruction, tutoring across a
diverse array of subjects, academic mindset and study skills workshops, and early alerts at points across the semester. students admitted to the College either as first-time freshmen or transfer students. Students who experience academic challenges will also be entered into the program, so that an individualized success program can be developed. Cross-departmental collaborations and referrals are implemented in order to address within classroom challenges to satisfactory academic outcomes. With primary academic instruction followed by tutoring, the retention program works collaboratively with academic departments to conduct student checks involving course scheduling, grades, advising, academic audits, attendance, and other forms of academic support. The academic progress of students who have been placed on warning, probation, or readmitted following an appeal receive concentrated assistance and progress monitoring.

In conjunction with the Office of Financial Aid, scholarship recipients are monitored and tracked to ensure that they retain their scholarship eligibility.

Through a system of planned program of activities, Persistence Matters aggressively implements retention, successful academic progression, and graduation strategies.

## WITHDRAWAL FROM A COURSE

To withdraw from a course a student must:
Obtain an Official Withdrawal from Course Form from the Office of the Registrar. The pickup notification date is noted on the withdrawal from course form and is considered the official date of intent to withdraw from the course and subsequently, the effective withdrawal date. Complete the top portion and procure signature from the academic advisor.

Submit the form with an advisor's signature to the faculty member for signature and appropriate grade issuance.

Once received, the faculty member returns the completed form to the Office of the Registrar within three business days.

A student who withdraws by the non-punitive deadline as specified in the academic calendar will receive a grade of "W". The grade of "W" will not be used in computing the grade point average. A student that withdraws after the non-punitive deadline as specified in the academic calendar will receive a grade of "WP" or "WF". If the student is passing at the time of withdrawal, the grade assigned will be "WP", and if failing, "WF". The "WF" is computed in the grade point-average until the course is repeated and a higher grade is earned.

## WITHDRAWAL FROM THE COLLEGE

## Official Withdrawal

Students wishing to officially withdraw from the college during the academic semester should:

- Obtain an Official Withdrawal from College Form from the Office of the Registrar, located in Haygood-Holsey Room 112. The date of pickup is noted on the withdrawal form and is considered the official date of intent to withdraw and subsequently, the effective withdrawal date.
- Complete the top portion of the form, as well as, sign and date it. The Office of the Registrar maintains a copy of the Official Withdrawal from College Form that records the student's name, ID number, permanent address, phone number, and reason for withdrawal and effective withdrawal date.
- Secure signatures from the following offices:
- Vice President and Dean of Student Affairs, located in Peters Campus Center Second floor
- Director of Financial Aid, located in Haygood-Holsey Room 104
- Vice President of Administrative and Fiscal Affairs, located in Haygood-Holsey Room 106
- Provost and Vice President of Academic Affairs, located in Haygood-Holsey Room 117
- Registrar (this is the last person from which a signature is secured), located in HaygoodHolsey Room 112
- Return the completed form to the Registrar's Office within three (3) days from pick-up date displayed on withdrawal form.

Students who fail to return the completed form within three (3) days, are contacted. Students who fail to respond to attempted contact within three business days will be withdrawn effective the date the form was originally picked up.

For a student who is unable to pick-up an Official Withdrawal From College Form, the date the student notifies the Registrar's Office of his/her intent to withdraw via telephone at (706) 821-8303 or the date of receipt of the intent to withdraw submitted to the Registrar's Office via fax transmittal, email, U.S. mail, or courier service will be posted to the students record as the official withdrawal date. Each notification is attached to an Official Withdrawal from College Form and circulated for appropriate signatures. Notification of withdrawn students will be provided by the Office of the Registrar to pertinent offices for review and necessary adjustments.

## Unofficial Withdrawal

For students who do not officially withdraw from the college:

- Instructors submit a grade of ' NF ' at mid-term and or final grade submission with a last date of attendance for all courses enrolled.
- Once all grades of 'NF' have been received, the student's most recent last
date of attendance is considered as the unofficial withdrawal date.
- Based on the unofficial withdrawal date determined in the method above, a portion of the student's aid may be returned.


## RETURNING TO COLLEGE

Students who wish to return to Paine College after withdrawing must complete the necessary readmission application and procedures obtained from/through the Admissions Office (see Readmission in the Admission's section of this Catalog) and processed through the Admissions Office.

If the student is dismissed from the College, the student must meet the readmission guidelines as stipulated in the sections of this Catalog entitled Academic Suspension, Probation, Readmission, and Academic Dismissal.

## ASSESSMENT AND PLACEMENT

New freshmen are required to take assessments in reading, writing and mathematics during May, June or July, or prior to the completion of the registration process in the first semester of their matriculation. Transfer students may also need to participate in assessments as determined by the evaluation of their transcripts. The purpose of these tests is to determine a student's ability to succeed in academic courses.

Paine College reserves the right to terminate the enrollment of students if their placement examination performance suggests that the College is unable to service their identified learning needs. Students in this category will be appropriately counseled by officials of the college and every effort will be made to assist them in locating an educational institution more suitable to their educational needs and performance level.

## ADVANCED PLACEMENT

Students who enter the College with advanced placement credits earned while in high school may receive college credit if they present scores of at least " 3 " on the tests that are taken following the completion of the courses. Additional details regarding advanced placement may be obtained by contacting the Registrar. Advanced placement credit acceptability and equivalency is determined by the Office of the Registrar. Students may be given course credit for Paine College courses listed in the Academic Catalog following the receipt of official documentation that the student scored at least three (3) on the advanced placement (AP) test. Course credit for AP credit will be officially posted to the academic record only after official enrollment and after the close of the add/drop period for the semester of enrollment.

## INDEPENDENT STUDY

A student may be allowed to take a course as an independent study, due to some exceptional circumstances beyond the student's control, in a semester in which the course is not being offered.

## INDEPENDENT STUDY GUIDELINES

1. The student has senior status, with a minimum 2.5 GPA, and the course is needed for graduation. Students who are not seniors may petition to take a course as an Independent Study under special circumstances.
2. The student is not currently enrolled in another type of Independent Study course and will not exceed the total credit hours allowed for independent study ( 9 overall and 6 in the major).
3. The student has not previously taken the course.
4. A faculty member agrees to assume the responsibility of directing the course as an Independent Study for a qualifying
student due to an exceptional circumstance. The faculty member is also responsible for ensuring the proper enrollment of the student.
5. A signed copy of the course syllabus must be submitted with the request for an Independent Study.

## INDEPENDENT STUDY STEPS

1. A faculty member may agree to direct an Independent Study for a student who has a minimum grade point average (GPA) of 2.5 .
2. Students requesting to complete an Independent Study should have a classification of senior. Students who are not seniors may petition to take a course as an Independent Study under special circumstances. Under special circumstances permission will be given to students who have lower classifications.
3. A maximum of three (3) credit hours per semester can be earned. Credit hours should be based on hours needed to complete the project and to achieve the requisite learning outcomes based on measures of best practice.
4. The maximum number of credits that can be earned in the combined categories of conference courses and independent study is nine (9) credits total.

## INTERNSHIP

An Internship is an assignment in which a student will work under supervision in a professional environment. The assignment duties and responsibilities MUST be related to the academic major. It provides an opportunity for students to apply theory to a specific work assignment.

## INTERNSHIP GUIDELINES

The specific guidelines governing internships are established by the respective program subject to review by the Curriculum Committee and approved by the Provost and Vice President of Academic Affairs. Students should obtain the syllabus, internship guidelines, etc. from the program area in charge of the internship.

The placement of students, the assignment of supervisors, monitoring and evaluation are the responsibility of the program.

Internships outside of the Paine College community (area) may or may not be allowed and constitute a significant cost to the student.

## COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program is available to all qualified Paine College students. This program allows a student who has completed two semesters of study as a freshman, or one semester as a transfer student above the freshman level, to alternate a semester (or two semesters) of paid employment in his or her major field of concentration with a similar period of study until the senior level (a minimum of three work periods).

Thus, the student is able to integrate classroom work with practical on-the-job experience while studying for the undergraduate degree. It should be noted that students who enter the program as sophomores, do not graduate in the normal period of four years because of the requirements of alternating work and study periods.
A student may, upon application and approval, receive college level credit for this experience. All co-op students (credit and noncredit) must register and pay the appropriate fees prior to beginning the assignment.

Upon graduation and after completing the prescribed co-op period, the student, in addition to having attained the degree, also has accumulated 15 or more months of experience in his/her area of professional interest.

## SUMMER SESSION

Paine College offers summer sessions commensurate with the institutional academic calendar. Students enrolling in summer school may take a maximum of 15 credit hours including all sessions, if the schedule of classes allows such.
To receive financial aid, a student must be enrolled in a minimum of six (6) semester credit hours for the summer semester.

Only students who are enrolled in laboratory science courses may be permitted to take 16 semester hours when approved by the faculty adviser, Department Chair, and the Provost and Vice President of Academic Affairs. Such permission will be granted only in special cases.

## INTERSESSIONS

Courses may be offered during the months of December and May, and, when offered, are referred to as Intersession and Maymester, respectively. These courses are offered via traditional delivery and based on prior approval through the Office of Academic Affairs, Provost's Office, and may include hybrid/blended delivery methods. Practicum, internship, conference courses, independent study and other similar arrangements are not permitted enrollments during the Intersession. All Intersession courses must meet the same content requirements and rigor as all other courses offered at the College during regular term sessions as measured by approved coursebased assessments.

Check with your advisor or the Office of Academic Affairs about the availability of Intersession courses.

## INSTRUCTIONS ON FILING A COMPLAINT WITH TRACS AND ANY RELEVANT GOVERNMENT AGENCIES

An individual may make an inquiry to TRACS regarding complaint procedures or about issues and concerns that could be considered complaints at which time TRACS will direct the individual to the TRACS website at www.tracs.com with instructions on downloading the packet containing the Policies and Procedures for Complaints Against Member Institutions, the TRACS Complaint Information Sheet, and the TRACS Complaint Processing Form. However, the TRACS response and its obligations to meet the specific timetables outlined in these procedures will begin only after the complainant submits all documents required in the TRACS Complaint Information Sheet.

## ATTENDANCE POLICY FOR SUMMER SCHOOL

Students must attend all classes during the summer term(s) due to the compact nature of the classes. Consistent with the overall attendance policy, students should understand that missing a day of classes equates to missing more than one "50 minute" class period and thus, the lengthy class sessions will not allow for absenteeism.

## CLASS ATTENDANCE

Students should attend ALL classes for courses in which they are registered. Therefore, students are expected to participate in course activities in order to develop themselves and to contribute to their classes. Faculty will begin recording the student's absences the class session immediately following the student's registration; however, students will be held responsible for all class-work beginning with the first day of class. Students will be allowed to be absent the equivalent of one class period ( 50 minutes) equivalent to eh credit value of the class plus two additional 50 minute periods. Students are cautioned that classes meeting
more than 50 minutes (e.g., classes meeting twice per week for three or more credits) result in the equivalent of $1+$ absentees each time the student is absent. A special caution is issued for summer school courses. When a student has exceeded the limited number of absences, he or she may remain in class only at faculty discretion. The faculty will consider appropriate documentation for emergencies when such documentation is presented on the day the student returns to class. Three tardies shall constitute one absence. A student is tardy when less than fifteen minutes of a class session is missed. If the student misses fifteen or more minutes of a class session, this is considered an absence. Absences incurred the day preceding or immediately following a school holiday carry a double penalty. Faculty persons shall submit a request to the Vice President of Academic Affairs to withdraw a student who has exceeded the allowed absence limit. The student shall be notified in writing by the Vice President of Academic Affairs and shall receive the grade of W, WP, or WF. Absences for official school business shall not be counted against the allowed absences, providing the student presents proper documentation notifying the faculty person.

## STUDENT CONDUCT AND DUE PROCESS

Students are expected to abide by all Paine College policies, rules, regulations, and standards, and by laws of the City of Augusta, Richmond County, State of Georgia, and the Federal Government. Under the authority of the Board of Trustees, the President has delegated the responsibility and authority for establishing and enforcing regulations governing student life. The President has further delegated this responsibility and authority to the Vice President and Dean of Student Affairs. Violations of the Student Code of Conduct are subject to Disciplinary action as outlined in the Student Handbook.

## ACADEMIC PROGRAMS

## THE CURRICULUM

The curriculum of the College is designed to provide opportunities for sound intellectual, moral, social, physical and spiritual growth under Christian influences. It is also designed to meet the needs of the individual student and to assist the student in acquiring scholarly habits of work and study; to cultivate cultural qualities; to develop leadership potential; to serve the community creatively in attitude; and to develop initiative, self-expression, self-confidence, and creative thinking.

Lower-level courses consist of 100 and 200 level courses. Upper-level courses consist of 300 and 400 major specific offerings.

## COMMON CURRICULUM

The Common Curriculum is the basic course work required of all students.

## MAJORS

A major is a declared area of specialized study requiring a sequence of courses beyond the Common Curriculum. The courses provide a framework for a comprehensive understanding of the field in preparation for a career or entrance into graduate or professional school.

A student may major in one of the following areas leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree:

1. Biology (B.S.)
2. Business Administration (B.S.)
3. Chemistry (B.S.)
4. Elementary Education (B.S.)
5. English (B.A.)
6. History (B.A.)
7. Mass Communications (B.A.)
8. Mathematics (B.S.)
9. Philosophy and Religion (B.A.)
10. Psychology (B.A.)
11. Sociology (B.A.)

## Declaration of a Major

At the beginning of the first semester of the sophomore year, a student must declare the area in which he or she expects to major by completing the Declaration of Major Form in the Registrar's Office. No later than the registration period for the second semester of the sophomore year, he or she must have consulted with the chair of the Department in which this major is to be taken. At that time, the Department Chairperson will assign the student an advisor who will be the counselor for the student throughout the remainder of his or her undergraduate training. The student may, however, request a change of advisor. The student may also change his or her major by following the Change of Major procedures.

## Change of Major

In order to change a major, the student must:

1. Obtain the "Change of Major Form" from the Registrar's Office
2. Obtain the signature of the officials indicated on the form
3. Return the form to the Registrar's Office

Once a major is changed, the student is required to complete coursework for the current
Academic Catalog for the new major assigned.

## MINORS

A minor is a field of study outside of the major area of study. Minors are not required. A minor consists of at least eighteen hours of upper-level courses in a specific field. Some minors may also have prescribed courses that must be taken. Minors are available in the following areas: Biology, Chemistry, Philosophy, Religion, Physics, English, History, Mathematics, Psychology, and Sociology.

## DEPARTMENT OF HUMANITIES

MAJORS<br>ENGLISH<br>HISTORY<br>PHILOSOPHY AND RELIGION<br>MINORS ENGLISH HISTORY PHILOSOPHY AND RELIGION

## MISSION

The Department of Humanities' mission is to provide a socially relevant and ethically informed liberal arts education that will help students become more profoundly aware of self and realize more completely what it is to be human. By offering general education courses and more advanced programs in the visual and performing arts, philosophy and religion, languages and literature, the Department exposes students to the dynamic foundations of contemporary culture, develops the aesthetic appreciation and critical thinking skills and enables them to make valuable contributions to their communities, our nation, and the world.

The Department of Humanities offers courses in the following areas: Art, English, Foreign Languages, History, Philosophy, Religion, and Music. Students may major in English, History, or Philosophy and Religion. Minors are offered in English, French, History, Philosophy, Religion, and Spanish.

## GOALS

The goals of the Department of Humanities are to:

1. Strengthen the communication skills of students;
2. Help students develop religious convictions and philosophical thoughts as they seek to understand and
appreciate the cultural heritage as embodied in the humanities;
3. Provide opportunities for development in the arts; and,
4. Promote the development of Christian character.

## ENGLISH MAJOR

The English Major Program strives to enhance students' oral and written communication skills and to cultivate students' knowledge and appreciation of literature. The Unit teaches students to demonstrate the ability to read thoughtfully and critically, to analyze critically, and to express their ideas logically, clearly, and precisely. It seeks to build and refine students' ability to communicate effectively, to explore their thoughts and feelings and to become aware of how others think, write and speak.

In addition, the Unit seeks to help students to read and write about literature. Through the study of literature, students gain insight into experiences, thinking, and feelings different from their own, and they come to perceive the likeness among people as well as differences determined by such circumstances as gender, race, and class.

In their study of literature, students learn various ways of interpreting and analyzing literature. They are introduced to the major genres of literature-poetry, drama, fiction, and nonfiction and trace the basic history and development of the English language and of the

British, American, World, and African
American literary traditions.

## ENGLISH MAJOR PURPOSE

The English unit through innovative and modern methods of teaching reading and writing skills, as well as critical thinking and analytical techniques, strives to build a solid foundation for future professionals, atop which diverse scholars from all walks of life can not only find their voice, but contribute their thoughts and ideas to their classrooms, the United States, and most importantly, the vast ocean of voices of the global community of which they are invaluable members.

## ENGLISH MAJOR OBJECTIVES <br> Students who successfully complete a major in English will:

1. Express themselves appropriately, effectively, and creatively through speech and writing
2. Understand and appreciate literature of the world through the study of the major literary movements and authors
3. Know and use the major facets of literary analysis
4. Pursue graduate study, teaching, and other related careers

The English Unit offers traditional and innovative courses to meet the needs of both English majors and non-majors. The Department offers a program of study leading to the Bachelor of Arts in English. The Department supports the Common Curriculum by teaching basic composition and literature.
Required and elective courses in British, American, and African American literature also include diverse writers who by reason of race, class, and gender have been excluded from the mainstream of literary study. In addition to helping students embrace the richness of these traditions, the Department offers courses which
invite students to appreciate the richness of other literary traditions.

The specific course sequence for majors and graduation requirements are listed further below in some detail.

## ENGLISH MAJOR PROGRAM LEARNING OUTCOMES

1. Knowledge in the Field: Upon completion, graduates with a bachelor's degree in English will be able to critically examine major literary works, genres, and periods of British, American, and world literature.
2. Research: Upon completion, graduates with a bachelor's degree in English will be able to produce clearly written, concise literary analyses that reflect research from credible sources.

## 3. Language and Composition: Upon

 completion, graduates with a bachelor's degree in English will understand and apply various components and features of language including syntax, diction, style, and structure.4. Communication: Upon completion, graduates with a bachelor's degree in English will be able to effectively construct and deliver clear, well organized presentations that address literary and/or critical issues.

## DECLARATION OF MAJOR AND COMMON CURRICULUM COURSES

Prospective majors may be granted preliminary English major status pending completion of departmental requirements. Requirements include passing the Sophomore Proficiency Examination in English (SPEE). Prospective majors must also complete ENG 101, ENG 102, and ENG 232 with grades of "C" or better. Final declaration will be granted upon completion of these requirements.

## MAJOR FIELD REQUIREMENTS IN ENGLISH

In addition to the common curriculum courses of English 101, 102, and 232, 51 hours are required of all English majors of which 27 hours must be in literature. English majors must complete courses in the major with a grade of "C" or better. The following courses must be taken to meet the 51-hour requirement:

## English Major Courses Hours

ENG 234 - World Literature in Trans I 3
ENG 235 - World Literature in Trans II 3
ENG 300 - Advanced Composition 3
ENG 311 - His of the English Lang 3
ENG 324 - British Lit: Beowulf to 17843
ENG 325 - British Lit Since 17843
ENG 330 - American Lit 1608-1870 3
ENG 331 - American Lit Since 18703
ENG 332 - Black Literature 1760-1900 3
ENG 333 - Black Literature of the 20th Cent 3
ENG 410 - Literary Criticism 3
ENG 421 - Public Speaking 3
ENG 430 - Shakespearean Drama 3
ENG 454 - Senior Sem. in Reading and Res 3
ENG 455 - English Research Project 3
English Electives* 6
*Selected in consultation with an English advisor.

## MINOR FIELD REQUIREMENTS

In addition to English 101, 102, and 232, the following courses must be taken to meet the 18hour requirement for a minor in English:

## Courses

Hours
ENG 234 World Literature in Translation I or
ENG 235 World Literature in Translation II 3
ENG 300 Advanced Composition 3
ENG 330 or ENG 331 American Literature 3
ENG 324 or ENG 325 British Literature 3
English Electives* 6
*Selected in consultation with an area coordinator.

## HISTORY MAJOR PURPOSE

History as the impetus for the gathering of all knowledges will task the student in the History Unit in the exploration, excavation, and critique of Western and global history. The majors in the History Unit will research and interrogate events, epochs, movements, and perspectives that shared the world stage, and shaped the world. The major will engage in profound exchange of ideas through discourse with the historians of history through reading, responding to in-depth research, and writing relevant analyses of the agencies and institutions that are central to our historical evolution and our present human condition.

## HISTORY MAJOR OBJECTIVES

The objectives for students majoring in History are to acquaint students with the major ideas and themes of humankind's social, political, economic and intellectual heritage; help students gain an understanding of the present in relationship to the past; provide an education in various areas of history, political science, and other social sciences necessary for the teaching of social sciences in secondary schools; provide students, especially history majors, with a sound background in historical research, both oral and written; encourage and assist students to improve their communicative skills.

## HISTORY MAJOR PROGRAM LEARNING OUTCOMES

1. Content Knowledge: Upon completion, graduates with a bachelor's degree in history will be able to identify significant historical and current events from the United States, Europe, and non-Western civilizations, and establish meaningful connections among them.

## 2. Critical Thinking and Reasoning: Upon

 completion, graduates with a bachelor's degree in history will be able to evaluate historical andcurrent events using social, cultural, economic, technological and political assessments.
3. Research: Upon completion, graduates with a bachelor's degree in history will be able to produce a properly researched and well-argued historical analysis.
4. Communication: Upon completion, graduates with a bachelor's degree in History will be able to deliver clear, well-organized, effective, and formal oral presentations of conducted research.

## REQUIREMENTS FOR HISTORY MAJORS

A history major must complete at least 48 semester hours of history in addition to the common curriculum required courses HIS 103, 104, and 112 and SOC 201.

History majors are also required to complete a directed project of historical inquiry during the senior year while enrolled in HIS 461.
Prerequisites include a passing grade in HIS 460.

All history majors are required to pass a comprehensive departmental examination that includes components from World History, United States History, and African American History. Seventy-five percent is considered a passing score.

Students majoring in history are expected to take courses as outlined below:

Common Curriculum Requirements: 56 hrs

All history majors are required to have a 2.5 GPA and a minimum grade of ' $C$ ' or better for all history common curriculum courses and all other required courses taken in Sections I-V in the history curriculum.

General Electives 23
Total Credit Hours 124

## HISTORY MINOR

The minor in history requires the completion of 18 semester hours in the history curriculum in addition to History 103, 104, and 112.

## PHILOSOPHY AND RELIGION MAJOR

The aim of the Philosophy and Religion program is to clarify and deepen the student's understanding of the religious dimensions of human culture and experience as well as to develop their analytical skills and critical thinking.

The program further seeks to reinforce religious influence rather than the development of the doctrine of a certain religion. We endeavor to help students appreciate the fundamental roles played by philosophical inquiry in the Eastern and Western worlds. Since religion is a major factor in human culture, having shaped both the lives of its adherents as well as the societies of which it is a part, students will study religion as a human phenomenon and begin to understand humanity in its deepest and fullest dimensions.

Since religiosity finds expressions in a variety of forms, the program therefore offers a wide range of courses treating diverse aspects of religion and philosophy in cultures around the world. The courses explore religion and philosophy texts and thinkers, and seeks to engage the student to think of the variety of ways in which religion leaders and philosophers have formulated values, addressed matters of conviction, and acted out their relationship to the world of spirit as well as ways in which culture, tradition, and experience intersect.

## PHILOSOPHY AND RELIGION MAJOR PURPOSE

The Philosophy and Religion unit will utilize the dialectic methodology to engage students in contemplation and critical research and thinking through various theoreticians' concepts and ideas in global philosophical and theological perspectives in ancient and contemporary traditions.

## PHILOSOPHY AND RELIGION MAJOR OBJECTIVES

A student who has successfully completed a major in philosophy and religion will be able to:

1. Understand, analyze, and critically evaluate a wide range of philosophical issues and texts in the history of philosophy/religion with an increased sensibility to conceptual subtleties and linguistic nuances
2. Express herself/himself clearly, cogently, and critically in his/her written work
3. Understand the influence of the Bible on history, law, American community life, and culture
4. Develop an expertise in interpreting the plurality of religions in their historical settings, and critically to appreciate the influence religions exert in shaping experience and society
5. Identify and analyze the secondary literature relevant to philosophical/religious topics
6. Recognize informal logical fallacies as well as criteria for well-formed definitions

## PHILOSOPHY AND RELIGION MAJOR PROGRAM LEARNING OUTCOMES

1.1 Content Knowledge: Philosophy -Upon completion, graduates with a bachelor's degree in Philosophy and Religion (with a concentration in Philosophy) will be able to demonstrate understanding of and insight into the categories, technical vocabulary, wellknown examples, and historical data, essential to World Philosophy.

### 1.2 Content Knowledge: Religion --

Upon completion, graduates with a bachelor's degree in Philosophy and Religion (with a concentration in Religion) will be able to demonstrate understanding of and insight into the categories, technical vocabulary, wellknown examples, historical data, etc. essential to church history, philosophical discourse, biblical history, and dogma.

### 2.1 Ethics: Philosophy --

Upon completion, graduates with a bachelor's degree in Philosophy and Religion will be able to demonstrate an understanding of social and moral principles in a global society.
2.2 Critical Reading: Religion -Upon completion, graduates with a bachelor's degree in Philosophy and Religion will be able to interpret the Biblical text theologically, literally, and historically by applying the exegetical methods of literary and narrative analysis, form criticism, source criticism, and historical analysis.

> 3. Communications, Writing \& Research: Common --
> Upon completion, graduates with a bachelor's degree in Philosophy and Religion will be able to demonstrate proficiency in the use of academic tools and research methods, in critical reading, critical thinking, and logic. Thereby, presenting supportive, effective arguments both orally and in writing, to produce a scholarly thesis driven Senior Field Paper.
4. Critical Thinking, Reasoning and Logic: Common --
Upon completion, graduates with a bachelor's degree in Philosophy and Religion will be able to demonstrate the ability to formulate clear definitions, to work effectively with concepts, and to organize their ideas logically, communicate effectively with others thinking philosophically, expressing their ideas, insights and questions, and to listen openly to others and craft examples and draw analogies that can help illuminate general, abstract claims.
5. Comparative Analysis: Common -Upon completion, graduates with a bachelor's degree in Philosophy and Religion will be able to identify and compare major religious and philosophical traditions.

## MAJOR FIELD REQUIREMENTS FOR PHILOSOPHY AND RELIGION MAJOR WITH PHILOSOPHY MINOR

Required courses for the Philosophy and Religion major with a Philosophy concentration are PHI 234, 240, 330, 334, 335, 336, 338, 431, 432, 435, and 436; and REL 430.
Additionally, fifteen (15) hours of Philosophy and Religion electives are required with a grade of ' C ' or better. 17 hours of free electives are also needed to meet the 124 -credit hour requirement. The minimum major field grade point average (GPA) of 2.5 is calculated using all major courses and required major electives.

NOTE: A grade of "C" or better is required for all courses in the major and for all support courses (a total of 51 hours)

## MAJOR FIELD REQUIREMENTS FOR PHILOSOPHY AND RELIGION MAJOR WITH RELIGION MINOR

Required Courses for the Philosophy and Religion major with a Religion concentration are REL 220, 221, 333, 334, 335, 430, 432, 434, 435, 436; PHI 240, 234 and 431. Additionally, twelve (12) hours of Philosophy and Religion electives are required. The minimum major field
grade point average (GPA) of 2.5 is calculated using all major courses and required major electives.
NOTE: A grade of "C" or better is required for all courses in the major and for all support courses (a total of 51 hours)

## FOREIGN LANGUAGES

Foreign Language courses assist students in understanding, speaking, reading, and writing a foreign language. The students also learn the essential facts of the culture and civilization of the specified language and an appreciation of the literature of the language.

The objectives of the Foreign Language courses are to teach students to:

1. Understand, speak, read and write a foreign language
2. Know the essential facts of the culture and civilization of the target language
3. Know and appreciate some of the literature of language

## GENERAL LANGUAGE REQUIREMENTS

All students are required to demonstrate a proficiency in a modern language that is not their native tongue. This may be done by successfully completing French 220 and 221 or Spanish 220 and 221, or by demonstrating proficiency through examinations.

If a student transfers to Paine having completed a full academic year of college credit in a foreign language generally accepted by an institution of higher education which is accredited by an approved U.S. Department of Education accrediting agency, Paine will accept that credit as fully satisfying foreign language requirements. If a student transfers to Paine with at least one-half of an academic year of college credit in a foreign language not taught at Paine, that language will be accepted if the student completes an academic year of credit in that language at an accredited institution.

## MINOR FIELD REQUIREMENTS IN SPANISH

| Courses | Hours |
| :--- | ---: |
| SPA 322 Intermediate Spanish I | 3 |
| SPA 323 Intermediate Spanish II | 3 |
| SPA 342 Conversational Spanish | 3 |
| SPA 343 Adv Conversation and Comm | 3 |
| SPA 426 Survey of Spanish Literature I | 3 |
| SPA 427 Survey of Spanish Literature II | 3 |
| SPA 440 Afro-Hispanic Literature | $\underline{3}$ |
| Total Hours | $\mathbf{2 1}$ |

## MINOR FIELD REQUIREMENTS IN FRENCH

| Course | Hours |
| :--- | ---: |
| FRE 322 Intermediate French | 3 |
| FRE 323 Intermediate French II | 3 |
| FRE 342 Conversational French | 3 |
| FRE 343 Adv. Conversation and Comm. | 3 |
| FRE 426 Survey of French Literature I | 3 |
| FRE 427 Survey of French Literature II | 3 |
| FRE 440 Afro-French Literature | $\underline{3}$ |
| Total Hours | $\mathbf{2 1}$ |

Native speakers of French and Spanish, or other students fluent in either language, can challenge 220 and 221 courses by demonstrating proficiency through examination.

## COURSE SEQUENCE FOR THE ENGLISH MAJOR

|  |  |  | Fall Semester | CRESHMAN YEAR |  | CR |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  | Spring Semester |  |  |  |
| ENG | 101 | Composition I | 3 | ENG | 102 | Composition II | 3 |
| ENG | 242 | Fund of Speech Communication | 3 | SOC | 201 | Introduction to Sociology | 3 |
| EDU | 101 | Preparation for Excellence | 1 | MAT | 122 | College Algebra | 3 |
| PHI | 220 | Values and Society | 2 | HIS | 104 | African American History | 3 |
| CSC | 100 | Computer Applications \& Programs | 3 | FRE | 221 | Elementary French II OR |  |
| HIS | 103 | Survey of U.S. History | 3 | SPA | 221 | Elementary Spanish II | 3 |
| FRE | 220 | Elementary French I OR |  | PED | 121 | Fund and Tech of Activities II | 1 |
| SPA | 220 | Elementary Spanish I | 3 |  |  |  |  |
| PED | 120 | Fund and Tech of Activities I | $\underline{1}$ |  |  |  | $\mathbf{1 6}$ |

HIS 103 Not applicable for students entering after Spring 2020
ENG 242 Required for students entering after Spring 2020

## SOPHOMORE YEAR

|  |  | Fall Semester | CR |  | Spring Semester | CR |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG | 232 | Introduction to Literature | 3 | REL | 231 | Religions of the World | 2 |
| REL | 230 | Essentials of Christian Faith | 2 | HIS | 112 | World History | 3 |
| PHI | 230 | Problems of Philosophy OR |  | BIO | 102 | Prin. and App. Biological Science | 4 |
| PHI | 234 | History of Western Philosophy I | 3 | ENG | $300^{*}$ | Advanced Composition | 3 |
| PHS | 101 | Prin.\& App. Physical Science | 4 | MUS | 120 | Music Appreciation OR | 3 |
|  |  | General Elective | 3 | ART | 120 | Art Appreciation |  |
|  |  | General Elective | $\underline{3}$ |  |  | General Elective | $\underline{\mathbf{3}}$ |
|  |  |  | $\mathbf{1 8}$ |  |  |  | $\mathbf{1 8}$ |

## JUNIOR YEAR

| JUNIOR YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ENG | 234* | World Literature in Translation I | 3 | ENG | 235* | World Literature in Translation II | 3 |
| ENG | 324* | British Lit. from Beowulf | 3 | ENG | 325 | British Literature since 1784 | 3 |
| ENG | 330* | American Lit. 1608-1870 | 3 | ENG | 331* | American Literature since 1870 | 3 |
| ENG | 332* | Black Literature 1760-1900 | 3 | ENG | 333* | Black Literature of the 20th Cent. | 3 |
| ENG | 421 | Public Speaking | 3 |  |  | General Elective | $\underline{2}$ |
|  |  | General Elective | $\underline{3}$ |  |  |  |  |
|  |  |  | 18 |  |  |  | 14 |
|  |  |  | ENI | R YE |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ENG | 311* | History of the English Language | 3 | ENG | 455* | English Research Project | 3 |
| ENG | 430* | Shakespearean Drama | 3 | ENG | 410 | Literary Criticism | 3 |
| ENG | 454* | Senior Sem. in Reading/Res. | 3 | ENG | 340 | African Literature | 3 |
|  |  | General Elective | $\underline{3}$ | ENG | 437 | The Modern Novel | $\underline{3}$ |
|  |  |  | 12 |  |  |  | 12 |

Total Credit Hours: $\mathbf{1 2 4}$----- * Indicates the courses used to calculate 2.5 GPA for the major courses. A grade of "C" or better is required in all major courses and major electives.
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that $\mathrm{s} / \mathrm{he}$ must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE HISTORY MAJOR

|  |  |  | FRESHMAN YEAR |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Fall Semester |  | CR |  | Spring Semester | CR |  |  |
| EDU | 101 | Preparing for Excellence | 1 | HIS | $104^{*}$ | African American History | 3 |
| ENG | 101 | Composition I | 3 | MAT | 122 | College Algebra | 3 |
| HIS | $112^{*}$ | World History | 3 | ENG | 102 | Composition II | 3 |
| FRE | 220 | Elementary French I OR |  | HIS | 103 | Survey of U.S. History | 3 |
| SPA | 220 | Elementary Spanish I | 3 | SOC | 201 | Introduction to Sociology | 3 |
| ENG | 242 | Fund of Speech Communications | 3 | PED | 121 | Fund and Tech of Activities II | 1 |
| CSC | 100 | Computer Applications and Prog. | $\underline{3}$ | FRE | 221 | Elementary French II OR |  |
|  |  |  |  | SPA | 221 | Elementary Spanish II | $\underline{3}$ |
|  |  |  | $\mathbf{1 6}$ |  |  |  | $\mathbf{1 6}$ |

HIS 103 Not applicable for students entering after Spring 2020
ENG 242 Required for students entering after Spring 2020

| SOPHOMORE YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester |  |  | CR |  |  | Spring Semester | CR |
| PSY | 201 | Introduction to Psychology | 3 | ENG | 232 | Introduction to Literature | 3 |
| PHI | 220 | Values and Society | 2 | MUS | 120 | Music Appreciation OR |  |
| PHS | 101 | Fund and Tech Activities I | 1 | ART | 120 | Art Appreciation | 3 |
| PHS | 101 | Prin. \& App. Physical Sci. OR |  | BIO | 102 | Prin. \& App. of Bio. Science | 4 |
| PHS | 120 | Intro to Atmospheric Science | 4 | HIS | 104* | African American History | 3 |
| REL | 230 | Essentials of the Christian Faith | 2 | HIS | 223* | U.S. History Since 1865 | 3 |
| HIS | 222 | U.S. History to 1865* | 3 |  |  | General Elective | $\underline{2}$ |
|  |  | General Elective | $\underline{3}$ |  |  |  |  |
|  |  |  | 18 |  |  |  | 18 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ECO | 231* | Macroeconomics | 3 | GEO | 231 | World Regional Geography | 3 |
| HIS | 402* | History of Sub-Saharan Africa | 3 | HIS | 310* | Georgia History | 3 |
| HIS | 348* | Women in US History | 3 | HIS | 330* | Medieval Europe | 3 |
| HIS | 311* | Latin American History | 3 | PHI | 230 | Problems of Philosophy | 3 |
|  |  | General Elective | $\underline{3}$ |  |  | General Elective | $\underline{3}$ |
|  |  |  | 15 |  |  |  | 15 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| HIS | 332* | Late Modern Europe | 3 | HIS | 440* | United States Diplomatic History | 3 |
| ENG | 460* | Historical Methodologies | 3 | POS | 410* | International Relations | 3 |
| REL | 231* | Religions of the World | 2 | HIS | 461 | History Research Project | 3 |
| POS | 330* | United States Government | 3 |  |  | General Elective | $\underline{3}$ |
|  |  | General Elective | $\underline{3}$ |  |  |  |  |
|  |  |  | 14 |  |  |  | 12 |

Total Credit Hours: 124 ----- * Indicates the courses used to calculate 2.5 GPA for the major courses. A grade of "C" or better is required in all major courses and major electives.
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that $\mathrm{s} / \mathrm{he}$ must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE PHILOSOPHY AND RELIGION MAJOR MINOR IN PHILOSOPHY

| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ENG | 101 | Composition I | 3 | ENG | 102 | Composition II | 3 |
| PHI | 230 | Problems of Philosophy | 3 | PHI | 220 | Values and Society | 2 |
| CSC | 100 | Computer Appl. \& Program. | 3 | MAT | 122 | College Algebra | 3 |
| HIS | 103 | Survey of U.S. History | 3 | HIS | 104 | African American History | 3 |
| ENG | 242 | Fund. of Speech | 3 | FRE | 221 | Elementary French II OR |  |
|  |  | Communication |  | SPA | 221 | Elementary Spanish II | 3 |
| FRE | 220 | Elementary French I OR |  | PED | 121 | Fund and Tech of Activities II | 1 |
| SPA | 220 | Elementary Spanish I | 3 |  |  |  |  |
| EDU | 101 | Prep for Excellence | 1 | REL | 230 | Essentials of the Christian Faith | $\underline{2}$ |
| PED | 101 | Fund. Tech of Activities I | $\underline{1}$ |  |  |  |  |
|  |  |  | 17 |  |  |  | 17 |


| SOPHOMORE YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester |  |  | CR |  |  | Spring Semester | CR |
| REL | 231 | Religions of the World | 2 | HIS | 112 | World History | $\underline{3}$ |
| MUS | 120 | Art Appreciation | 3 | PHI | 234* | History of Wester Philosophy | 3 |
| REL | 220 | Old Testament | 3 | PHI | 240* | Critical Thinking | 3 |
| PHS | 101 | Prin. And App. Physical Science | 4 | ESC | 101 | Environmental Science Fund | 4 |
| SOC | 201 | Introduction to Sociology | $\underline{3}$ | ENG | 232 | Introduction to Literature | $\underline{3}$ |
|  |  | General Elective | $\stackrel{-18}{ }$ |  |  | General Elective | $\underline{2}$ |
|  |  |  |  |  |  |  | 18 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PHI | 330* | African American Philosophy | 3 | PHI | 335* | Social \& Political Philosophy | 3 |
| PHI | 334* | History of Phil in the U.S. | 3 | PHI | 431* | Ethics | 3 |
| REL | 434* | Black Religion | 3 | REL | 370* | Preaching Missiology | 3 |
| REL | 360* | Church History | 3 | REL | 334 | Christian Classics | 3 |
|  |  | General Elective | 3 |  |  | General Elective | 3 |
|  |  |  | 15 |  |  |  | 15 |
|  |  |  | SEN | IOR YEA |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PHI | 435* | Contemp. Issues in Phil | 3 | PHI | 436* | Contemp. Issues in Phil (Sr. Field) | 3 |
| PHI | 338* | Logic | 3 | REL | 430* | Philosophy of Religion | 3 |
| REL | 335* | Major Religions | 3 | REL | 333* | Hebrew Prophecy \& Modern Appl. | 3 |
| PHI | 336* | Modern Philosophy | 3 | PHI | 432* | Aesthetics | 3 |
|  |  |  | 12 |  |  |  | 12 |

Total Credit Hours: 124 ---- * Indicates the courses used to calculate 2.5 GPA for the major courses. A grade of "C" or better is required in all major courses and major electives.
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that $\mathrm{s} / \mathrm{he}$ must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE PHILOSOPHY AND RELIGION MAJOR

 MINOR IN RELIGION|  | FRESHMAN YEAR |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Fall Semester Freshman | CR |  | Spring Semester Freshman | CR |  |  |  |
| ENG | 101 | Composition I | 3 | ENG | 102 | Composition II | 3 |
| PHI | 230 | Problems of Philosophy | 3 | PHI | 220 | Values and Society | 2 |
| CSC | 100 | Computer Appl. \& Program. | 3 | MAT | 122 | College Algebra | 3 |
| HIS | 103 | Survey of U.S. History | 3 | HIS | 104 | African American History | 3 |
| ENG | 242 | Fund. of Speech Comm. | 3 | FRE | 221 | Elementary French II OR |  |
|  |  |  |  | SPA | 221 | Elementary Spanish II | 3 |
| FRE | 220 | Elementary French I OR |  | PED | 121 | Fund and Tech of Activities II | 1 |
| SPA | 220 | Elementary Spanish I | 3 |  |  |  | $\underline{17}$ |
| EDU | 101 | Prep for Excellence | 1 | REL | 230 | Essentials of the Christian Faith | $\underline{2}$ |
| PED | 101 | Fund and Tech of Activities I | $\underline{1}$ |  |  |  | $\mathbf{1 7}$ |

HIS 103 Not applicable for students entering after Spring 2020
ENG 242 Required for students entering after Spring 2020

## SOPHOMORE YEAR

|  | Fall Semester |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| REL | 231 | Religions of the World | CR |  |  | Spring Semester |  | CR

Total Credit Hours: $\mathbf{1 2 4}$
*A grade of "C" or better is required for all major courses.
*Indicates the courses used to calculate 2.5 GPA for the major courses.
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

# DEPARTMENT OF MATHEMATICS, SCIENCES AND TECHNOLOGY 

MAJORS<br>BIOLOGY<br>CHEMISTRY<br>MATHEMATICS<br>MATHEMATICS WITH A COMPUTER SCIENCE CONCENTRATION<br>MINORS<br>BIOLOGY<br>CHEMISTRY<br>MATHEMATICS

## GOALS

The Department of Mathematics, Sciences and Technology is organized into three areas:
Biology; Chemistry, Physics and Environmental
Science; and Mathematics and Computer
Science. The goals of the Department are to:

1. Carry out the vision, mission, and goals of the College
2. Help students achieve academic excellence in the mathematics, sciences and computer technology
3. Provide a thorough foundation in mathematics, sciences and computer technology in the context of a liberal arts education
4. Develop an appreciation for knowledge of the scientific method
5. Give students an understanding of the roles mathematics, sciences and computer technology play in modern life
6. Provide pre-requisite courses and other preparation for entry into medical school, graduate school, teaching, and other areas which require knowledge of the mathematics, sciences and computer technology
7. Provide opportunities for undergraduate research
8. Provide scientific resources for the College and the community
9. Increase the number of highly qualified minority scientists and teachers of natural sciences and mathematics
10. Provide global perspectives on the applications of the sciences, engineering, mathematics, and computer technology

## MAJORS

Majors in the Department are in biology, chemistry and mathematics. The minimum major core hours required for a major within the Department, exclusive of Common Curriculum and support course hours are:

37 hours for students majoring in preprofessional biology

37 hours for students majoring in chemistry

40 hours for students majoring in mathematics

58
hours for students majoring in mathematics with a concentration in computer science

## MINORS

Minors are offered in each of the departmental areas.

## BIOLOGY MAJOR PURPOSE

The purpose of the Biology program is to prepare students for successful careers and professions in the biological sciences and for entry into medical, graduate, and health related professional schools.

## BIOLOGY MAJOR OBJECTIVES

The objectives for students majoring in Biology are to:

1. Develop an understanding of life through a comprehensive study of the concepts, methodologies and principles of biology
2. Provide a broad education and strong foundation in the biological sciences
3. Provide effective science experiences which will prepare students for:
a. Matriculation into graduate schools
b. Matriculation into professional schools of dentistry, allied health sciences, medicine, veterinary medicine, nursing and pharmacy
c. Matriculation into industry employment
4. Provide the courses required to meet common curriculum requirements for non-science majors
5. Develop interests in specialized subjects in the field of biology
6. Increase the number of highly qualified minority biologists and biology teachers

## BIOLOGY MAJOR PROGRAM LEARNING OUTCOMES

1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine problems involving the fundamental principles and concepts of biology, molecular biology, and ecology.
2. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine various components relating to the anatomy and taxonomy of plants, animals, and human organ systems.
3. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Biology will be able to solve scientific problems using quantitative and qualitative reasoning.
4. Research: Upon completion, graduates with a bachelor's degree in Biology will be able to conduct scientific, ethical, and publishable research.
5. Communication: Upon completion, graduates with a bachelor's degree in Biology will be able to deliver clear, well- organized, oral presentations of conducted research.

## MAJORS AND MINORS

In addition to a major in Biology, Paine College offers the biology minor.

Students majoring in biology are encouraged to take a minor in an appropriate supporting area, such as chemistry, mathematics, sociology or psychology.

## BIOLOGY MAJOR

The Biology major offers courses in preparation for graduate work, medicine, dentistry, and veterinary medicine, in addition to pharmacy, allied health sciences, and nursing. Complete
lists of courses suggested in each area of interest are available from academic advisors.

For students interested in medicine, dentistry, veterinary medicine, pharmacy and graduate programs, the completion of the bachelor's degree at Paine College prior to entry into the professional school is strongly advised.

A student who expects a strong recommendation from Paine College should earn at least a 3.0 ("B") average for all courses taken at Paine.

It is the responsibility of the student to check and follow the specific requirements of the professional school(s) of interest.

Required courses for Biology majors are BIO 111 and BIO 112 (common curriculum hours); BIO 220, BIO 227, BIO 320, BIO 321, BIO 322, BIO 425 and BIO 431; and eight (8) hours of biology elective courses at or above the 200 level. Four semesters of Biology Seminar (BIO 470, BIO 471, BIO 472 and BIO 473) are required of all biology majors. A grade of "C" or better is required for all courses in the Major and for all support courses.

Additional courses required are CSC 100 and MAT 122 or MAT 126 (common curriculum hours); CHE 120, CHE 121 CHE 334, CHE 335 and CHE 421; MAT 220; and PHY 201 and PHY 202. For students planning careers in biology, MAT 335 is strongly recommended. Biology majors are urged to elect chemistry, mathematics or physics as a minor.

## MAJOR FIELD PAPER REQUIREMENT IN BIOLOGY

Biology majors are required to conduct an original experimental research investigation and report the results orally and in a formal written report. Students must begin work on the major field project by the beginning of their junior year. An acceptable report must be completed one month prior to the end of the semester that the student is enrolled in BIO 473. See course description for BIO 473 for further details.

## BIOLOGY EXIT EXAMINATION

Senior Biology majors are required to take a written exit examination prior to graduation. The Biology Exit Examination consists of the following two parts:

Part A consists of the standardized test entitled "Biology Major Field Test" from the Educational Testing Service (ETS). Based on performance in this part, students may be awarded bonus points which contribute to overall score.

Part B consists of a Department-produced section. This Department-produced section will be composed by the Biology Faculty. It consists of 150 multiple choice questions and covers not only BIO 111/112, but course content from each of the following Biology Major Core Courses: BIO 220, BIO 227, BIO 320, BIO 321, BIO 322, BIO 425, and BIO 431. Students should have taken at least five, but preferably all of these core courses before taking the exit examination. There will be an approximately equal number of questions from each area. Students must score at least $70 \%$ or above on Part B in order to have a passing score. A passing score on this examination must be recorded at least one month prior to the expected date of graduation.

## BIOLOGY MINOR

A minor in biology requires at least 18 hours of Biology courses ( 200 level or above) beyond BIO 111, BIO 112, CHE 120 and CHE 121.

## REQUIREMENTS FOR BIOLOGY MAJORS

BIO 220 Human Anatomy and Physiology I 4
BIO 227 Vertebrate Zoology 4
BIO 320 Plant Physiology 4
BIO 321 Genetics 4
BIO 322 Cell Biology 4
BIO 425 Ecology 4
BIO 431 Microbiology 4

| BIO 470 Seminar I/ Intro Seminar | 0 |
| :--- | :--- |
| BIO 471 Seminar II/Inter Seminar | 0 |
| BIO 472 Seminar III/Adv Seminar | 0 |
| BIO 473 Seminar IV/Sr Field Seminar | 1 |

Electives in Biology Hours
(at least 8 hours at 300+ level) *
BIO 202 Scientific \& Medical Terminology 2
BIO 221 Human Anatomy \& Physiology II 4
BIO 226 Invertebrate Zoology 4
BIO 303 Histology 4
BIO 310 Systematic Botany 4
BIO 329 Entomology 4
BIO 441 Embryology 4
BIO 450 Independent Research 2-4
BIO 460 Special Topics 1-4

## SUPPORT COURSES

(Grade of C or better is required in all support courses)

## Chemistry <br> Hours

CHE 120 General Chemistry I
CHE 121 General Chemistry II
CHE 334 Organic Chemistry I
CHE 335 Organic Chemistry II
CHE 421 General Biochemistry

## Physics

PHY 201 College Physics I
PHY 202 College Physics II
Mathematics
MAT 220 Calculus I

## Hours

The required major field grade point average (GPA) of 2.5 for the Biology major is computed using the biology major core courses, and biology electives.

## CHEMISTRY, PHYSICS, AND ENVIRONMENTAL SCIENCE OBJECTIVES

The objectives for students majoring in Chemistry, and/or minoring in Physics and Environmental Science are to:

1. Prepare students to meet professional goals for:
a. Employment in government and industry
b. Matriculation into graduate programs
c. Matriculation into medical, dental, healthcare, and professional schools
2. Give students in other majors a background in chemistry and physics
3. Increase the number of highly qualified minority chemists and chemistry teachers
4. Increase the number of minority graduates in the environmental professions

## MAJORS AND MINORS

Minors are available in chemistry, physics and environmental science. The Department urges its majors to take a minor in an appropriate supporting area, such as biology, mathematics, or physics.

## CHEMISTRY MAJOR PURPOSE

The purpose of the Chemistry Program is to prepare:
(a) Students majoring in Chemistry for the successful pursuit of entry into graduate, medical, pharmacy, and other professional schools.
(b) Students seeking careers in academics, industry, and government in which chemistry is an essential component; and
(c) Students majoring in other disciplines with a basic science education.

## CHEMISTRY MAJOR PROGRAM LEARNING OUTCOMES

1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Chemistry will be able to examine the principles of structures, nomenclature, stoichiometry, and acidbase chemistry to predict chemical properties and reactivity.
2. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Chemistry will be able to solve scientific problems using quantitative and qualitative reasoning.
3. Instrumentation: Upon completion, graduates with a bachelor's degree in Chemistry will be able to examine theoretical concepts of instruments and critique data generated in instrumental chemical analyses.
4. Research: Upon completion, graduates with a bachelor's degree in Chemistry will be able to conduct scientific, ethical, and publishable research.
5. Communication: Upon completion, graduates with a bachelor's degree in Chemistry will be able to present scientific, ethical, and publishable research.

## REQUIREMENTS FOR THE CHEMISTRY MAJOR

Required chemistry courses for students in chemistry are CHE 120 and CHE 121 (Common Curriculum hours), CHE 233, CHE 334, CHE 335, CHE 336, CHE 436, CHE 437, and eight hours of chemistry electives. Four semesters of chemistry seminar are also required (CHE 470, CHE 471, CHE 472 and CHE 473).

Additional courses required within the Department are CSC 100 and MAT 122 or MAT 126 (Common Curriculum hours); MAT 220, MAT 221 and MAT 222; BIO 111 and BIO 112; and PHY 201 and PHY 202.

A grade of " $C$ " or better is required for all courses in the major and all support courses.

## CHEMISTRY EXIT EXAMINATION REQUIREMENT

Majors in Chemistry are required to take a written exit examination prior to graduation. A passing score on this examination of $70 \%$ or higher must be recorded at least one month prior to the expected date of graduation.

## MAJOR FIELD PAPER REQUIREMENT FOR CHEMISTRY MAJORS

Majors in Chemistry are required to conduct a research project (laboratory, field, or clinical) and report the results orally and in a formal written report. Students must begin work on the major field project by the beginning of their junior year. An acceptable report must be completed at least one month prior to the expected date of graduation. See course description for CHE 473 for further details.

## CHEMISTRY MINOR

A minor in chemistry requires a minimum of 18 hours in chemistry courses beyond CHE 120 and CHE 121.

## REQUIREMENTS FOR THE CHEMISTRY MAJOR

Common Curriculum ..... Hours
CHE 120 General Chemistry I ..... 4
CHE 121 General Chemistry II ..... 4
CSC 100 Computer Applications and Prog. 3
MAT 122 College Algebra or MAT 126 Precalculus ..... 3
Chemistry Core Hours
CHE 233 Quantitative Analysis ..... 4
CHE 334 Organic Chemistry I ..... 4
CHE 335 Organic Chemistry II ..... 4
CHE 336 Instrumental Analysis ..... 4
CHE 436 Physical Chemistry I ..... 4
CHE 437 Physical Chemistry II ..... 4
CHE 470 Seminar I/Intro Seminar ..... 0

## CHE 471 Seminar II/Inter Seminar <br> 0

CHE 472 Seminar III/Adv Seminar ..... 0
CHE 473 Seminar IV/Sr Field Seminar ..... 1

Chemistry Electives (12 hours should be selected from the following):
Courses

Hours

CHE 421 General Biochemistry 4
CHE 422 Inorganic Chemistry 4
CHE 423 Organic Analysis 4
CHE 425 Organic Preparation 3
CHE 450 Independent Research 1-4
CHE 460 Special Topics 1-4

## SUPPORT COURSES

( A grade of C or better is required in all support courses)

## Biology Hours

BIO 111 Principles of Biology I4

BIO 112 Principles of Biology II

## Mathematics Hours

MAT 220 Calculus I
MAT 221 Calculus II 4
MAT 222 Calculus III

## Physics Hours

PHY 201 College Physics I 4
PHY 202 College Physics II

A grade point average (GPA) of 2.5 is required for the Chemistry major. The GPA is computed using the Chemistry Core Courses and Chemistry electives.

## MATHEMATICS WITH A CONCENTRATION IN COMPUTER SCIENCE OBJECTIVES

The objectives for students majoring in of the Mathematics and Computer Science are to:

1. Give students an understanding of the role and utility of mathematics and the skills to apply the principles of mathematics in their experiences
2. Improve the ability of students to use logical, quantitative reasoning
3. Give students who are planning careers in mathematics a rigorous foundation in the concepts and methods of modern mathematics
4. Meet common curriculum requirements for non-science majors
5. Increase the number of highly qualified minority mathematicians and mathematics teachers
6. Provide students in mathematics and computer science with the technology and applications necessary for postbaccalaureate study and/or the work force

## MAJORS AND MINORS

Paine College offers a major in Mathematics as well as a major in Mathematics with a concentration in Computer Science.

The Mathematics major is designed to give the student experience in both abstract thinking and applicable mathematics sufficient for mathematics-related employment or graduate study. Additionally, the Computer Science concentration is designed to give the student experience in abstract thinking, computer programming, and mathematics sufficient for computer-related employment or graduate study.

## MATHEMATICS MAJOR PURPOSE

The purpose of the mathematics and Mathematics with a concentration in Computer Science programs are to provide students with a balanced curriculum in theory and applications that ensure the development of computational, problem solving, critical reasoning, and technological skills essential for the pursuit of (1) an undergraduate major in fields other than Mathematics IComputer Science; (2) graduate
studies in Mathematics\Computer science; and (3) related careers in teaching, industry or government.

## MATHEMATICS WITH A CONCENTRATION IN COMPUTER SCIENCE LEARNING OUTCOMES

1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Mathematics will be able to solve problems in calculus, linear algebra, and differential equations.
2. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Mathematics or Mathematics/Computer Science will be able to determine the validity of a given argument and construct mathematical proofs independently
3. Research: Upon completion, graduates with a bachelor's degree in Mathematics or Mathematics/Computer Science will be able to conduct scientific, ethical, and publishable research.
4. Communication: Upon completion, graduates with a bachelor's degree in Mathematics or Mathematics/Computer Science will be able to present scientific, ethical, and publishable research.
5. Computer Science Theory and Knowledge: Demonstrate mastery of Computer Science in the following core knowledge areas of Algorithms, Data Structures, and Complexity, Programming Languages and Compilers, Software Engineering and Development, Computer Hardware and Architecture.
6. Computer Science Programming: Apply problem-solving skills and the knowledge of computer science to solve real problems employing programing using languages such as Java and C++.

## MATHEMATICS MAJORS

Required mathematics courses for students majoring in Mathematics are MAT 220, MAT 221, MAT 222, MAT 309, CSC 226, CSC 230 or CSC 340, MAT 322, MAT 334, MAT 335,MAT 344, MAT 442, MAT 450, MAT 472 and MAT 473, and two mathematics elective, which may include other computer science courses (200 level or above), but may not include MAT 300, MAT 314, or MAT 340.

Additional support courses required within the Department are PHY 201 and PHY 202.

A grade of "C" or better is required for all major and support courses. All required courses and electives, excluding PHY 201 and PHY 202 are used to calculate the major GPA.

## MATHEMATICS WITH CONCEMTRATION IN COMPUTER SCIENCE

Required courses for students in Mathematics with a concentration in Computer Science are MAT 220, MAT 221, MAT 222, MAT 309, MAT 334, MAT 335, MAT 344, MAT 442, MAT 450, MAT 472, MAT 473, CSC 226, CSC 230, CSC 231, CSC 250, CSC 340, CSC 341, CSC 462, one three credit hour mathematics elective 200 level and above and one three credit hour computer science elective 200 level and above..
Additional courses required are the PHY 201 and PHY 202.

## MAJOR FIELD EXAMINATION REQUIREMENT IN MATHEMATICS

Majors in Mathematics and Mathematics Computer Science Concentration are required to pass ( $70 \%$ accuracy or above) a written examination developed by the Department of Mathematics covering all required mathematics and computer science core courses. The test is
normally given once during the Fall and once during the Spring Semesters of the Senior Year.

## MAJOR FIELD PAPER REQUIREMENT IN MATHEMATICS

Majors in Mathematics and Mathematics with a concentration in Computer Science are required to select a mathematical topic beyond the normal course work and write an expository paper on the approved topic. An acceptable paper must contain significant mathematics with appropriate mathematical symbols. In addition, the student must make an oral presentation before the mathematics faculty. This requirement must be completed at least one month prior to the end of the semester that the student is enrolled in MAT 473 (see course description for MAT 473 for further details).

## MATHEMATICS MINOR

In order to obtain a minor in mathematics, a student must complete at least 18 hours in Mathematics including MAT 220, MAT 221 and MAT 222 and at least two math courses numbered 300 or above.

## REQUIREMENTS FOR MATHEMATICS MAJOR

| Mathematics Core | Hours |
| :--- | ---: |
| MAT 220 Calculus I | 4 |
| MAT 221 Calculus II | 4 |
| MAT 222 Calculus III | 4 |
| MAT 309 Discrete Mathematics | 3 |
| MAT 322 Real Analysis | 3 |
| MAT 335 Statistics | 3 |
| MAT 334 Linear Algebra | 3 |
| MAT 344 Number Theory | 3 |
| MAT 442 Differential Equations | 3 |
| MAT 450 Modern Algebra | 3 |
| MAT 472 Seminar I | 0 |
| MAT 473 Seminar II | 1 |
| MAT elective (numbered 200 or above*) | 3 |
| MAT elective (numbered 200 or above*) | 3 |

*May include other computer science courses (200 level or above) May not include MAT 300 or MAT 314

## SUPPORT COURSES

(Grade of C or better required in all support courses)

Physics<br>Hours<br>PHY 201 College Physics I 4<br>PHY 202 College Physics II 4

A grade point average (GPA) of 2.5 is required for Mathematics Majors. This GPA is computed using the Mathematics core courses and electives.

## REQUIREMENTS FOR MATHEMATICS MAJORS WITH A CONCENTRATION IN COMPUTER SCIENCE

Mathematics Core Hours
MAT 220 Calculus I ..... 4
MAT 221 Calculus II ..... 4
MAT 222 Calculus III ..... 4
MAT 309 Discrete Mathematics ..... 3
MAT 322 Real Analysis ..... 3
MAT 334 Linear Algebra ..... 3
MAT 335 Statistics ..... 3
MAT 344 Number Theory ..... 3
MAT 442 Differential Equations ..... 3
MAT 450 Modern Algebra ..... 3
MAT 472 Seminar I ..... 0
MAT 473 Seminar II ..... 1
Computer Science Core Hours
CSC 226 Introduction to Computers ..... 3
CSC 230 Prin. of Programming I ..... 3
CSC 231 Prin. of Programming II ..... 3
CSC 340 Object Oriented Programming. I ..... 3
CSC 341 Object Oriented Programming. II ..... 3
CSC 462 Operating System ..... 3CSC or MAT elective (numbered 200 orabove*)6

## SUPPORT COURSES

(Grade of C or better required in all support courses)

## Physics

## Hours

PHY 201 College Physics I 4
PHY 202 College Physics II 4
CSC 230 Principles of Programming I or 3
CSC 340 Object Oriented Programming I
A grade point average (GPA) of 2.5 is required for Mathematics Majors with a concentration in Computer Science. This GPA is computed using the Mathematics core courses and the Computer Science core courses.

## PRE-PROFESSIONAL DEGREES

Since requirements for pre-professional degrees vary according to programs, it is important that students work with the pre-professional sciences advisors so they may receive proper advisement. It is the responsibility of the student to check and follow the specific requirements of the professional school he or she plans to attend. The Pre-Professional Sciences Program is committed to providing students enrichment experiences and exposures that will enhance the facilitation and successful matriculation in professional programs. Review workshops on test-taking skills (MCAT, DAT, GRE, etc.), clinical observations in various health-care settings; research experiences and other related activities are provided.

Pre professional science majors who expect to receive a recommendation from Paine College should earn at least a 3.0 ("B") average for all major courses taken at Paine College and must have participated in the Pre-Professional Sciences Program.

## COURSE SEQUENCE FOR THE BIOLOGY MAJOR (including studies leading to the pre-

 professional sciences)

## Total Credit Hours: 128

*** Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination').
**May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121.
A grade of "C" or better is required in all major, support and prerequisite courses.
${ }^{(*)}$ Indicates the courses used to calculate the required 2.5 major field GPA.
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that $\mathrm{s} / \mathrm{he}$ must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| EDU | 101 | Prep. for Excellence | 1 | ENG | 102 | Composition II | 3 |
| ENG | 101 | Composition I | 3 | MAT | 126 | Pre-Calculus | 3 |
| HIS | 112 | World History | 3 | CHE | 121 | General Chemistry II | 4 |
| CSC | 100 | Computer Applic and Prog | 3 | HIS | 104 | African American History | 3 |
| CHE | 120 | General Chemistry I | 4 |  |  |  |  |
| MAT | 121*** | College Algebra | $\underline{3}$ | ART | 120 | Art Appreciation or |  |
| PED | 120 | Fund and Tech of Activities I |  | MUS | 120 | Music Appreciation | 3 |
|  |  |  |  | PED | 121 | Fund and Tech of Activities II | 1 |
|  |  |  | 17 |  |  |  | 17 |


| SOPHOMORE YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PED | 120 | Fund and Tech of Activities I** | 1 | BIO | 112 | Principles of Biology II | 4 |
| ENG | 232 | Introduction to Literature | 3 | PHI | 230 | Problems of Philosophy | 3 |
| BIO | 111 | Principles of Biology I | 4 | SPA | 221 | Elementary Spanish II or |  |
| SPA | 220 | Elementary Spanish I or |  | FRE | 221 | Elementary French II | 3 |
| FRE | 220 | Elementary French I | 3 | REL | 231 | Religions of the World | 2 |
| PSY | 201 | Intro to Psychology or |  |  |  |  |  |
| SOC | 201 | Intro to Sociology | 3 | ENG | 242 | Fundamentals of Speech | $\underline{3}$ |
| REL | 230 | Essentials of Christian Faith | 2 |  |  | Communication |  |
| PHI | 220 | Values and Society | $\underline{2}$ |  |  |  |  |
|  |  |  | 18 |  |  |  | 15 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| CHE | 334* | Organic Chemistry I | 4 | CHE | 335* | Organic Chemistry II | 4 |
| CHE | 470* | Seminar I | 0 | CHE | 471* | Seminar II | 0 |
| CHE | 233* | Quantitative Analysis | 4 | CHE | 336* | Instrumental Analysis | 4 |
| CHE | Elect* | Elective | 4 | CHE | Elect* | Elective | 4 |
| MAT | 220 | Calculus I | 4 | MAT | 221 | Calculus II | 4 |
|  |  |  | 16 |  |  |  | 16 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| CHE | 436* | Physical Chemistry I | 4 | CHE | 437* | Physical Chemistry II | 4 |
| CHE | 472* | Seminar III | 0 | CHE | 473* | Seminar IV | 1 |
| PHY | 201 | College Physics I | 4 | PHY | 202 | College Physics II | 4 |
| MAT | 222 | Calculus III | 4 | BIO | Elec | Biology Electives | 4 |
| CHE | Elec* | Chem. Elective 300 level or above | 4 |  |  |  |  |
|  |  |  | 16 |  |  |  | 13 |

## Total Credit Hours: 128

*** Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination').
**May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121.
A grade of "C" or better is required in all major, support and prerequisite courses.
${ }^{(*)}$ Indicates the courses used to calculate the required 2.5 major field GPA.
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be a ware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| CSC | 100 | Computer Applic and Prog | 3 |  |  |  |  |
| EDU | 101 | Prep for Excellence | 1 |  |  |  |  |
| ENG | 101 | Composition I | 3 | ENG | 102 | Composition II | 3 |
| MAT | 122*** | * College Algebra | 3 | MAT | 126 | Pre-Calculus | 3 |
| ART | 120 | Art Appreciation or |  |  |  |  |  |
| MUS | 120 | Music Appreciation | 3 | CHE | 121 | General Chemistry II or |  |
| CHE | 120 | General Chemistry I or |  | BIO | 112 | Principles of Biology II | 4 |
| BIO | 111 | Principles of Biology I | 4 | HIS | 104 | African American History | 3 |
| PED | 120 | Fund and Tech of Activities I** | $\frac{1}{18}$ | PED | 121 | Fund and Tech of Activities II** | $\frac{1}{14}$ |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ENG | 232 | Introduction to Literature | 3 | MAT | 220* | Calculus II | 4 |
| ENG | 242 | Fundamentals of Speech Communication | 3 | SPA | 221 | Elementary Spanish II or | 3 |
| SPA | 220 | Elementary Spanish I or |  | FRE | 221 | Elementary French II |  |
| FRE | 220 | Elementary French I | 3 | PHI | 230 | Problems of Philosophy | 3 |
| REL | 230 | Essentials of Christian Faith | 2 | HIS | 112 | World History | 3 |
| PSY | 201 | Intro to Psychology or | 3 | REL | 231 | Religions of the World | 2 |
| SOC | 201 | Intro to Sociology |  |  |  |  |  |
| MAT | 220 | Calculus I | $\frac{4}{18}$ | PHI | 220 | Values and Society | $\underline{17}$ |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
|  |  |  |  | MAT | 322* | Real Analysis | 3 |
| CSC | 226 | Introduction to Computers | 3 |  |  | General Elective | 3 |
| CSC | 230* | Principles of Programming I or |  | CSC | 231* | Principles of Programming II | 3 |
| CSC | 340* | Object Oriented Programming I | 3 | MAT | Elect* | Mathematics Elective | 3 |
| MAT | 309* | Discrete Mathematics | 3 | CHE | Elect* | Chemistry 200 level or higher or | 4 |
| MAT | 222* | Calculus III | $\frac{4}{13}$ | BIO | Elect* | Biology 200 level or higher | 16 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| MAT | 442* | Differential Equations | 3 | MAT | 450* | Modern Algebra | 3 |
| MAT | 472* | Seminar I | 0 | MAT | 473* | Seminar II | 1 |
| MAT | 344 | Number Theory | 3 | MAT | Elect* | Mathematics Electives 200 and above | 3 |
| MAT | 334* | Linear Algebra | 3 | MAT | 335* | Statistics | 3 |
| PHY | 201 | College Physics I | 4 | PHY | 201 | College Physics II | 4 |
|  |  |  | 13 |  |  |  | 14 |

## Total Credit Hours: 128

*** Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination'). HIS 103 Not applicable for students entering after Spring 2020* **ENG 242 Required for students entering after Spring $2020 * *$ May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121. A grade of " C " or better is required in all major, support and prerequisite courses.
${ }^{(*)}$ Indicates the courses used to calculate the required 2.5 major field GPA.
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE MATHEMATICS MAJOR

 CONCENTRATION IN COMPUTER SCIENCEFRESHMAN YEAR


## Total Credit Hours: 128

*** Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination'). **May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121. A grade of " C " or better is required in all major, support and prerequisite courses.
${ }^{(*)}$ Indicates the courses used to calculate the required 2.5 major field GPA. HIS 103 Not applicable for students entering after Spring 2020* **ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that $\mathrm{s} / \mathrm{he}$ must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

# DEPARTMENT OF SOCIAL SCIENCES 

MAJORS PSYCHOLOGY SOCIOLOGY

MINORS<br>PSYCHOLOGY<br>SOCIOLOGY

CONCENTRATIONS<br>GENERAL SOCIOLOGY<br>CRIMINOLOGY<br>SOCIAL PSYCHOLOGY<br>GENERAL PSYCHOLOGY<br>COUNSELING

## MISSION

Mission of the Social Sciences Department:
The Social Sciences Program offers a multidisciplinary learning milieu that educates students in the development of their higher education thought processes, including critical and global thinking about human interactions in society. It applies this extended perspective to their professions. The program promotes an understanding of cultures, the value of research and service to the community, and the importance of social responsibility and active participation in civic life.

The Program has two options to best meet the needs of the students: Sociology and Psychology.

The Sociology program is designed to cultivate the sociological imagination, which involves the ability to understand how individual and group behaviors are shaped by society's historical development, how personal problems are connected to public issues of social structure, and how to work with others to improve social conditions. This imagination promotes critical thinking skills, which are essential for effective participation in professional, personal and public affairs. Sociology offers a Bachelor of Arts Degree with three concentrations: General

Sociology, Criminology, and Social Psychology.

The Psychology program focuses on the scientific study of behavior and mental processes. The department of Psychology at Paine College is designed to help students learn to think like psychologists. To accomplish this goal, students create and evaluate empirical evidence while making an allowance for theoretical perspectives of the discipline. Students will actively engage with a rigorous academic platform that includes comprehensive coursework, internships, and collaborative student-faculty research. In the end, Paine College students will contribute to the knowledge base of psychology and apply its principles to daily life. Psychology offers a Bachelor of Arts degree with an optional concentration in three concentrations: General, Counseling, and Experimental Psychology.

## GOALS

Goals of the Social Sciences Department:

1. Equip students with the knowledge, skills, values, and ethics that are required to meet the challenges faced by diverse individuals, groups, organizations and communities in a changing global environment.
2. Teach to communicate clearly, intelligently, and effectively, in both writing and speaking, in their academic as well as professional careers.
3. Arm students with skills and viewpoints to solve multifarious social problems, to employ in communication and collaboration across the social science disciplines, and to utilize a mutual infrastructure for social science research.
4. Empower and encourage students to develop a sense of social responsibility and commitment to equity in a multicultural and multiracial society and apply these values in working with individuals and families, creating learning environments, and collaborating with community members and agencies.

## PSYCHOLOGY MAJOR PURPOSE

The Psychology program focuses on the scientific study of behavior and mental processes. The Department of Psychology at Paine College is designed to help students learn to think like psychologists. To accomplish this goal, students create and evaluate empirical evidence while making an allowance for theoretical perspectives of the discipline. Students will actively engage with a rigorous academic platform that includes comprehensive coursework, internships, and collaborative student-faculty research. In the end, Paine College students will contribute to the knowledge base of psychology and apply its principles to daily life. A Bachelor of Arts degree with a major in Psychology is offered with an optional concentration in three concentrations: General, Counseling, and Experimental Psychology.

## PSYCHOLOGY MAJOR PROGRAM LEARNING OUTCOMES

The Psychology program at Paine College focuses on six major areas in the process of assisting students to obtain a degree in the field. The components of instruction in Psychology include the following: History and Systems,

Statistics, Tests and Measurements, Learning and Human Development, Counseling and Research. The Program Learning Outcomes will be based upon areas identified.

1) A graduate with a bachelor's degree in Psychology will be able to describe the basic psychological principles involved in human development in a variety of settings (environmental).
2) A graduate with a bachelor's degree in psychology will be able to demonstrate the basic skills in psychological research by submitting and presenting a wellorganized research paper.
3) A graduate with a bachelor's degree in Psychology will be able to identify and describe the major and basic theories related to learning, history of psychology, and abnormal behavior.
4) A graduate with a bachelor's degree in Psychology, with a concentration in Counseling, will be able to describe and identify the major approaches to crisis management.
5) A graduate with a bachelor's degree in Psychology with a concentration in Counseling, will be able to describe the major characteristics of the different approaches to therapy.
6) A graduate with a bachelor's degree in Psychology, with a general concentration, will be able to describe differences in exceptional behavior and methods of helping individuals in each category.
7) A graduate with a bachelor's degree in Psychology, with a general concentration, will be able to identify and describe the basic principles and types in the area of psychological testing.

## PSYCHOLOGY MAJOR REQUIREMENTS

Psychology majors must complete a minimum of 124 credit hours for graduation. These requirements are divided into the following areas: Common Core Curriculum, Area of

Concentration, Psychology major curriculum, electives, and other support courses (based on the concentration selected by the student).

All Psychology majors must have a cumulative GPA of 2.6 in all courses required for Psychology majors (i.e., courses in the psychology major curriculum, courses in the concentration and support areas). Students must have a grade of "C: or better in each course required in the major.

## SENIOR COMPREHENSIVE EXIT EXAMINATION

All Psychology Majors must also pass the "Senior Comprehensive Exit Examination" in Psychology. The students are required to pass the sections administered on the test with at least a $70 \%$ grade for each section. The Exit Exam is administered only in the Fall and Spring Semesters. Students who do not pass all the sections in one sitting are allowed to take the exam on the following basis: students who pass at least $50 \%$ of the sections administered on the test on the first sitting are only required to retake the sections that they received a score of less than $70 \%$. They will continue to receive credit for the additional sections that they achieve a grade of $70 \%$ or better in subsequent administrations. Students who do not pass at least $50 \%$ of the sections will be required to retake all the sections in the next sitting. Usually, each test should contain questions in six areas; a student who receives a passing grade in three subjects will only be required to retake the other sections. A student who receives a passing grade in one or two subjects is required to take all the sections in the next administration of the test.

## SENIOR RESEARCH PROJECT

A student is also required to successfully present a "Senior Research Project". The Senior Research Project is taken in three different courses: PSY 471, PSY 472 and PSY 473. A major requirement for PSY 473 is the completion of the research in written form and an oral presentation to the faculty and students in the

Department. The student must receive a minimum grade of " C " in the written portions for the three courses and must earn an average score of " 3 ", (on a scale of 1-5) from the faculty evaluations on the presentation. A student whose presentation falls below the average will be required to present again a few weeks after the original presentation.

## SOPHOMORE PROFICIENCY EXAMINATION IN ENGLISH (SPEE)

A student must also take the "Sophomore Proficiency Examination in English (SPEE)" during their Sophomore Year. This proficiency exam is required of all students in order to graduate. Any student who has passed ENG102 is eligible to take the exam, students are not encouraged to wait until their Senior Year to take the SPEE.
Psychology Major Curriculum Hours
PSY 260 Social Science Statistics ..... 3
PSY 321 Learning ..... 3
PSY 322 Experimental Psychology ..... 3
PSY 343 Educational Psychology ..... 3
PSY 345 Developmental Psychology ..... 3
PSY 361 Sensation and Perception ..... 3
PSY 405 History \& Systems of Psychology 3PSY 441 Abnormal Psychology3
PSY 442 Tests \& Measurements ..... 3
PSY 455 Exceptional Children ..... 3
PSY 471 Senior Research Project I ..... 1
PSY 472 Senior Research Project II ..... 1
PSY 473 Senior Research Project III
Support Course
PSY 201 Introduction to Psychology ..... 3
Counseling ConcentrationPSY 334 Marriage and Family3
PSY 361 Social Psychology ..... 3
PSY 420 Theories of Personality ..... 3
PSY 430 Substance Abuse ..... 3
PSY 450 Introduction to Counseling ..... 3
PSY 460 Crisis Intervention ..... 3
General Concentration Hours
PSY 321 Learning ..... 3

| PSY 343 Educational Psychology | 3 |
| :--- | ---: |
| PSY 345 Developmental Psychology | 3 |
| PSY 420 Theories of Personality | 3 |
| PSY 442 Tests and Measurements | 3 |
| PSY 455 Exceptional Children | 3 |
|  |  |
| General Psychology Concentration | Hours |
| Three courses selected from the above |  |
| emphases, with at least one from each | $\mathbf{9}$ |
| Psychology Electives (above 201) | $\mathbf{1 2}$ |
| TOTAL HOURS IN MAJOR |  |
| (including PSY 201) | $\mathbf{4 8}$ |
| GENERAL ELECTIVES | $\mathbf{2 0}$ |
| COMMON CURRICULUM |  |
| REQUIREMENTS | $\mathbf{5 6}$ |
| (including SOC 201) |  |

## PSYCHOLOGY MINOR

The minor in psychology requires 18 hours of advanced psychology courses, including Psychology 260 (Statistics), Psychology 321 (Learning), and Psychology 345
(Developmental Psychology). Other courses should be chosen in consultation with the adviser. Students must have a grade of "C" or better in each course required for the major, as well as all prerequisite courses.

## SOCIOLOGY MAJOR PURPOSE

The Sociology program is designed to cultivate the sociological imagination, which involves the ability to understand how individual and group behaviors are shaped by society's historical development, how personal problems are connected to public issues of social structure, and how to work with others to improve social conditions. This imagination promotes critical thinking skills, which are essential for effective participation in professional, personal and public affairs. Sociology offers a Bachelor of Arts Degree with an optional concentration in three areas: General Sociology, Criminology, and Social Psychology.

## SOCIOLOGY MAJOR OBJECTIVES

The objectives of the Sociology Major are to:

1. Provide students with an understanding of the fundamental structures of human societies, particularly the role of social relations, groups, and institutions in everyday lives, and how these basic structures change.
2. Educate students in the comprehension of rigorous scientific analytic methods, including statistical methods, specifically as they are applied to social life.
3. Provide students with a practical knowledge of society that will prepare them for a career in the many related fields (such as social work, criminal justice) or the pursuit of graduate education.
4. Understand the roots of inequality in society and the mechanisms through which it is created, particularly in relation to gender and sexuality, race and ethnicity, and social class, in an effort to equip them with knowledge of how to change society for the betterment of all people.

## SOCIOLOGY MAJOR PROGRAM LEARNING OUTCOMES, CONCENTRATION IN GENERAL SOCIOLOGY

The Sociology program learning outcomes for the General Sociology concentration at Paine College are identified below.

1) Students will be able to identify and explain the major theoretical frameworks in sociology, and apply them to social issues.
2) Students will be able to sociologically explain the relationship between social structure, social interaction, identity, and multiple axes of inequality.
3) Students will be able to explain strengths of various sociological research designs;
to design a research project, collect primary data, and analyze qualitative and quantitative (statistical) data.
4) Students will be able to evaluate evidence and findings in scientific research publications.
5) Students will be able to write a full research paper and deliver a professional presentation of their research.

## SOCIOLOGY MAJOR PROGRAM LEARNING OUTCOMES, CONCENTRATION IN CRIMINOLOGY

The Sociology program learning outcomes for the Criminology concentration at Paine College are identified below.

1) Students will be able to identify and explain the major theories of crime, deviance, and punishment, and apply them to contemporary issues.
2) Students will be able to explain the relationship between inequalities in social structure, identity, and criminal and deviant behavior - and systems of censure and punishment.
3) Students will be able to explain strengths of various criminal justice research designs; to design a research project, collect primary data, and analyze qualitative and quantitative (statistical) data.
4) Students will be able to evaluate evidence and findings in scientific research publications.
5) Students will be able to write a full research paper and deliver a professional presentation of their research.

## SOCIOLOGY MAJOR PROGRAM LEARNING OUTCOMES, CONCENTRATION IN SOCIAL PSYCHOLOGY

The Sociology program learning outcomes for the Social Psychology concentration at Paine College are identified below.

1) Students will be able to identify, explain, and apply the major theories of personality, identity, and social action.
2) Students will be able to explain the relationships between social structures, inequality, and identity formation and behavior.
3) Students will be able to explain strengths of various sociological research designs; to design a research project, collect primary data, and analyze qualitative and quantitative (statistical) data.
4) Students will be able to evaluate evidence and findings in scientific research publications.
5) Students will be able to write a full research paper and deliver a professional presentation of their research.

## SOCIOLOGY MAJOR REQUIREMENTS

Sociology Majors must complete a minimum of 124 hours for graduation. These requirements are broken down into the following:

- 56 hours in the common curriculum;
- 21 hours of Core Sociology Courses
- 15 hours in a Sociology Concentration Area (General Sociology, Criminology, or Social Psychology)
- 18 hours of support courses
- 9 hours of social science electives
- 5 hours of free electives

All sociology majors must have a cumulative 2.5 GPA in the courses required for the sociology majors (i.e., courses in the core sociology curriculum, courses in the concentration and support area).
Students must have a grade of "C" or better in each course required for the major.
All sociology majors must also pass the Senior
Comprehensive Major Exit Examination in Sociology.
Sociology Major Curriculum ..... Hours
SOC 260 Social Science Statistics ..... 3
SOC 310 Deviant Behavior ..... 3
SOC 328 Sociology of Black Experience ..... 3
SOC 361 Social Psychology ..... 3
SOC 440 Sociological Theory ..... 3
SOC 460 Methods of Research ..... 3

| SOC 461 Senior Field Paper | $\underline{3}$ |
| :--- | :---: |
| Total | $\mathbf{2 1}$ |
| Support Courses | Hours |
| ECO 231 Macroeconomics | 3 |
| GEO 231 World Reg. Geography | 3 |
| POS 330 U.S. Government |  |
| or POS 331 State/Local Government | 3 |
| PSY 201 Intro to Psychology | 3 |
| SOC 365 Cultural Anthropology | 3 |
| SOC 211 Intro to Social Work | $\underline{3}$ |
| Total | $\mathbf{1 8}$ |
|  |  |
| CONCENTRATION AREAS |  |
| Criminology | 3 |
| SOC 300 Social Problems | 3 |
| SOC 315 Juvenile Delinquency | 3 |
| SOC 334 Marriage and the Family | 3 |
| SOC 340 Criminology | $\underline{3}$ |
| PSY 411 Abnormal Psychology | Hours |
|  | 3 |
| Social Psychology |  |
| SOC 382 Minority Groups | 3 |
| SOC 390 Sociology of Aging or | 3 |
| SOC 395 Sociology of Health \& Medicine | 3 |
| SOC 338 Sociology of Organizations or |  |
| SOC 438 Community and Urban Life | 3 |
| PSY 420 Personality Theory | 3 |
| Total | $\mathbf{1 5}$ |

PSY 441 Abnormal Psychology ..... 3
Total ..... 15
General Sociology
SOC 325 Demography ..... 3
SOC 334 Marriage and the Family ..... 3
SOC 382 Minority Groups ..... 3
SOC 390 Sociology of Aging or
SOC 395 Sociology of Health \& Medicine ..... 3
SOC 338 Sociology of Organizations or SOC 438 Community and Urban Life ..... 3
Total ..... 15
TOTAL HOURS IN MAJOR (including PSY 201) ..... 54
GENERAL ELECTIVES ..... 14
COMMON CURRICULUM REQUIREMENTS ..... 56
(including SOC 201)

## MINOR REQUIREMENTS

A minor in sociology consists of 18 semester hours with grades of ' C ' or better. All sociology minors are required to take SOC 361 and SOC 440 in addition to 12 hours of sociology course work at the 300-400 level.

## COURE SEQUENCE FOR THE PSYCHOLOGY MAJOR CONCENTRATION IN COUNSELING

| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| EDU | 101 | Prep for Excellence | 1 | ENG | 102 | Composition II | 3 |
| ENG | 101 | Composition I | 3 | CSC | 100 | Computer App.\& Prog. | 3 |
| MAT | 122 | College Algebra | 3 | ESC | 101 | Environmental Science Fund OR |  |
| BIO | 102 | Biological Science | 4 | PHS | 101 | Prin and App Physical Science OR |  |
| PSY | 201* | Introduction to Psychology | 3 | PHS | 110 | Intro to Atmospheric Science | 4 |
| PED | 120 | Fund \& Tech of Activities I | 1 | PHI | 220 | Values and Society | 2 |
|  |  |  |  | HIS | 112 | World History | 3 |
|  |  |  |  | PED | 121 | Fund \& Tech of Activities II | 1 |
|  |  |  | 15 |  |  |  | 16 |
|  |  |  | PHO | MOR | YEAR |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| HIS | 103 | Survey of U.S. History | 3 | ENG | 232 | Intro to Literature | 3 |
| SPA | 220 | Elementary Spanish I OR | 3 | SPA | 221 | Elementary Spanish I OR |  |
| FRE | 220 | Elementary French I |  | FRE | 221 | Elementary French I | 3 |
| REL | 230 | Essentials of the Christian Faith | 2 | PHI | 230 | Problems of Philosophy OR |  |
| ART | 120 | Art Appreciation OR |  | PHI | 234 | History of Western Philosophy | 3 |
| MUS | 120 | Music Appreciation | 3 | HIS | 104 | African American History | 3 |
| SOC | 201 | Introduction to Sociology | $\underline{3}$ | REL | 231 | Religions of the World | 2 |
|  |  |  |  | PSY | 260** | Social Science Statistics | 3 |
|  |  |  | 14 |  |  |  | 17 |
|  |  |  | JUN | OR Y |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PSY | 321** | Learning | 3 | PSY | 420** | Theories of Personality | 3 |
| PSY | 345** | Developmental Psychology | 3 | PSY | 442** | Tests \& Measurements | 3 |
| PSY | 450** | Introduction to Counseling | 3 | PSY | 430** | Substance Abuse | 3 |
| PSY | 322** | Experimental Psychology | 3 | SOC | ** | Elective (300 or 340) | 3 |
| PSY | 441** | Abnormal Psychology | 3 | PSY | 300** | Health Psychology | 3 |
| PSY | 302** | Experimental Design | $\underline{3}$ | PSY | 471** | Senior Research Project I | 1 |
|  |  |  | 18 |  |  |  | 16 |
|  |  |  | SEN | OR Y |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PSY | 405** | History \& Systems of Psychology | 3 | PSY | 473** | Senior Research Project III | 1 |
| PSY | 334** | Marriage and Family | 3 | PSY | 361** | Social Psychology | 3 |
| PSY | 472** | Senior Research Project II | 1 | PSY | 393** | Educational Psychology | 3 |
| PSY | 460** | Crisis Intervention | 3 | PSY | 455** | Exceptional Children | 3 |
| PSY | 371** | Sensation Perception |  | PSY | 401 | Physiological Psychology | 3 |
| SOC | OR | General Elective | $\underline{2}$ | SOC | OR | General Elective | 3 |
|  |  |  | 15 |  |  |  | 16 |

## Total Credit Hours: 124

*A grade of "C" or better is required in all major and prerequisite courses.
** A grade of "C" or better is required and indicates the courses used to calculate a 2.5 GPA for the major.
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## FRESHMAN YEAR

|  |  | Fall Semester |
| :--- | :--- | :--- |
| EDU | 101 | Prep for Excellence |
| ENG | 101 | Composition I |
| MAT | 122 | College Algebra |
| BIO | 102 | Princ/Appl of Bio Science |
| PSY | $201^{*}$ | Introduction to Psychology |
| PED | $120^{*}$ | Fund and Tech of Activities I |

CR
1 ENG 102
3 CSC 100
3 ESC 101
4 PHS 101
3 PHS 110
1
PHI
PED 121 Fu
HIS 112 World History $\underline{3}$
CR

## 15



## Total Credit Hours: 124

*A grade of "C" or better is required in all major and prerequisite courses.
** A grade of "C" or better is required and indicates the courses used to calculate a 2.5 GPA for the major.
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ENG | 101 | Composition I | 3 | ENG | 102 | Composition II | 3 |
| EDU | 101 | Prep for Excellence | 1 | SOC | 201* | Introduction to Sociology | 3 |
| MAT | 122 | College Algebra | 3 | CSC | 100 | Computer Appl And Prog | 3 |
| HIS | 112 | World History | 3 | HIS | 103 | Survey of U. S. History | 3 |
| REL | 230 | Essentials of the Christian Faith | 2 | BIO | 102 | Princ \& App of Bio Science OR |  |
| PHS | 101 | Princ/Appl of Physical Science or |  | ESC | 101 | Environmental Science | 4 |
| PHS | 110 | Intro to Atmospheric Science | 4 |  |  |  |  |
|  |  |  | 16 |  |  |  | 16 |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ENG | 232 | Introduction to Literature | 3 | FRE | 221 | Elementary French II OR |  |
| HIS | 104 | African American History | 3 | SPA | 221 | Elementary Spanish II | 3 |
| PHI | 220 | Values and Society | 2 | PHI | 230 | Problems of Philosophy | 3 |
| ART | 120 | Art Appreciation OR |  | REL | 231 | World Religion | 2 |
| MUS | 120 | Music Appreciation | 3 | PSY | 201** | Intro to Psychology | 3 |
| FRE | 220 | Elementary French I OR |  | SOC | 260** | Social Science Statistics | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PED | 121 | Fund and Tech of Activities II | 1 |
| PED | 120 | Fund and Tech of Activities I | 1 |  |  |  |  |
|  |  |  | 15 |  |  |  | 15 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| SOC | 310** | Deviant Behavior | 3 | SOC | 361** | Social Psychology | 3 |
| SOC | 334** | Marriage and the Family | 3 | SOC | 440** | Sociological Theory | 3 |
| SOC | 365** | Cultural Anthropology | 3 | POS | 330** | United States Government OR |  |
| SOC | 211** | Intro to Social Work | 3 | POS | 331** | State/Local Government | 3 |
| GEO | 231** | World Geography | 3 | ECO | 231** | General Economics | 3 |
| ! | ! | General Elective | $\underline{2}$ | SOC | 382** | Soc. of the Black Experience | $\underline{3}$ |
|  |  |  | 17 |  |  |  | 15 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| SOC | 325** | Demography | 3 | SOC | 390** | Sociology of Aging OR |  |
| PSY / | SOC | Social Science Elective** | 3 | SOC | 395** | Soc. Of Health \& Medicine | 3 |
| SOC | 460** | Methods of Research | 3 | SOC | 438** | Community and Urban Life OR | 3 |
| SOC | 382** | Minority Groups | 3 | SOC | 338** | Sociology of Organizations | 3 |
|  |  | General Elective | 3 | SOC | 461** | Senior Field Paper | 3 |
|  |  |  |  | PSY / | SOC | Social Science Elective ** | 3 |
|  |  |  |  | PSY / | SOC | Social Science Elective ** | 3 |
|  |  |  | 15 |  |  |  | 15 |

## Total Credit Hours: 124

*A grade of "C" or better is required in all major and prerequisite courses.
** A grade of "C" or better is required and indicates the courses used to calculate 2.5 GPA for the major.
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE SOCIOLOGY MAJOR

 CONCENTRATION IN CRIMINOLOGY| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| EDU | 101 | Preparing for Excellence | 1 | ENG | 102 | Composition II | 3 |
| ENG | 101 | Composition I | 3 | CSC | 100 | Computer Appl And Prog | 3 |
| MAT | 122 | College Algebra | 3 | SOC | 201* | Introduction to Sociology | 3 |
| HIS | 112 | World History | 3 | BIO | 102 | Prin and Appl of Bio Science OR |  |
| REL | 230 | Essentials of the Christian Faith | 2 | ESC | 101 | Environmental Science | 4 |
| PHS | 101 | Princ/Appl of Physical Science or |  | HIS | 103 | Survey of United State History | $\underline{3}$ |
| PHS | 110 | Intro to Atmospheric Science | $\frac{4}{16}$ |  |  |  | 16 |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| FRE | 220 | Elementary French I OR |  | FRE | 221 | Elementary French II OR |  |
| SPA | 220 | Elementary Spanish I | 3 | SPA | 221 | Elementary Spanish II | 3 |
| HIS | 104 | African American History | 3 | PHI | 230 | Problems of Philosophy | 3 |
| ART | 120 | Art Appreciation OR |  | REL | 231 | World Religion | 2 |
| MUS | 120 | Music Appreciation | 3 | SOC | 260** | Social Science Statistics | 3 |
| PHI | 220 | Values and Society | 2 | SOC | 211** | Introduction to Social Work | 3 |
| ENG | 232 | Introduction to Literature | 3 | PED | 121 | Fund and Tech of Activities II |  |
| PED | 120 | Fund and Tech of Activities I | 1 |  |  | General Elective | $\underline{2}$ |
|  |  |  | 15 |  |  |  | 17 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| SOC | 310** | Deviant Behavior | 3 | SOC | 361* | Social Psychology | 3 |
| SOC | 334** | Marriage and the Family | 3 | SOC | 315* | Juvenile Delinquency | 3 |
| SOC | 365* | Cultural Anthropology | 3 | SOC | 340* | Criminology and Penology | 3 |
| PSY | 201* | Introduction to Psychology | 3 | SOC | 440* | Sociological Theory | 3 |
| SOC | 300* | Social Problems | $\underline{3}$ | ECO | 231** | General Economics | $\underline{3}$ |
|  |  |  | 15 |  |  |  | 15 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PSY | 441** | Abnormal Psychology | 3 | SOC | 328** | Sociology of the Black Exp. | 3 |
| SOC | 460 | Methods of Research | 3 | SOC | 461 | Senior Field Paper | 3 |
| POS | 330* | United State Government OR |  | PSY | 420 | Theories of Personality | 3 |
| POS | 331* | State/Local Government | 3 | PSY / | SOC | Social Science Elective | 3 |
| SOC | 365* | Cultural Anthropology | 3 | PSY / | SOC | Social Science Elective | $\underline{3}$ |
| ! | ! | General Elective | $\underline{3}$ |  |  |  |  |
|  |  |  | 15 |  |  |  | 15 |

## Total Credit Hours: 124

*A grade of "C" or better is required in all major and prerequisite courses.
** A grade of "C" or better is required and indicates the courses used to calculate 2.5 GPA for the major.
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE SOCIOLOGY MAJOR

 CONCENTRATION IN SOCIAL PSYCHOLOGY| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| EDU | 101 | Preparing for Excellence | 1 | ENG | 102 | Composition II | 3 |
| ENG | 101 | Composition I | 3 | CSC | 100 | Computer Appl. And Prog. | 3 |
| MAT | 122 | College Algebra | 3 | SOC | 201* | Introduction to Sociology | 3 |
| HIS | 112 | World History | 3 | BIO | 102 | Princ. \& Appl. Bio. Science OR |  |
| REL | 230 | Essentials of the Christian Faith | 2 | ESC | 101 | Environmental Science | 4 |
| PHS | 101 | Princ/Appl of Physical Science OR |  | HIS | 103 | Survey of United States History | $\underline{3}$ |
| PHS | 110 | Intro to Atmospheric Science | 4 |  |  |  |  |
|  |  |  | 16 |  |  |  | 16 |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| FRE | 220 | Elementary French I OR |  | FRE | 221 | Elementary French II OR |  |
| SPA | 220 | Elementary Spanish I | 3 | SPA | 221 | Elementary Spanish II | 3 |
| HIS | 104 | African American History | 3 | PHI | 230 | Problems of Philosophy | 3 |
| ART | 120 | Art Appreciation OR |  | REL | 231 | World Religion | 2 |
| MUS | 120 | Music Appreciation | 3 | SOC | 260** | Social Science Statistics | 3 |
| PHI | 220 | Value and Society | 2 | PED | 121 | Fund and Tech of Activities II | 1 |
| ENG | 232 | Introduction to Literature | 3 | SOC | 211** | Introduction to Social Work | $\underline{3}$ |
| PED | 120 | Fund and Tech of Activities I | 1 |  |  |  |  |
|  |  |  | 15 |  |  |  | 15 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| SOC | 310** | Deviant Behavior | 3 | SOC | 361** | Social Psychology | 3 |
| SOC | 365** | Cultural Anthropology | 3 | SOC | 440** | Sociological Theory | 3 |
| SOC | 382** | Minority Groups | 3 | SOC | 438** | Community and Urban Life | 3 |
| PSY | 201** | Introduction to Psychology | 3 | SOC | 338** | Soc. of Organizations | 3 |
| PSY | 441** | Abnormal Psychology | $\underline{3}$ | GEO | 231** | World Geography | $\underline{3}$ |
|  |  | General Elective | 3 |  |  |  |  |
|  |  |  | 12 |  |  |  | 15 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| PSY | 420** | Theories of Personality | 3 | SOC | 328** | Sociology of Black Experience | 3 |
| SOC | 460** | Methods of Research | 3 | SOC | 390** | Sociology of Aging OR |  |
| POS | 330** | United States Government OR |  | SOC | 395** | Soc. Of Health \& Medicine | 3 |
| POS | 331** | State/Local Government | 3 | SOC | 461** | Senior Field Paper | 3 |
| PSY / | SOC | Social Science Elective | 3 | PSY / | SOC | Social Science Elective | 3 |
| PSY / | SOC | Social Science Elective | 3 | ! | ! | General Elective | $\underline{3}$ |
|  |  |  | 15 |  |  |  | 15 |

## Total Credit Hours: 124

A grade of "C" or better is required in all major and prerequisite courses.

* Indicates the courses used to calculate 2.5 GPA for the major.

HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that $\mathrm{s} / \mathrm{he}$ must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## DEPARTMENT OF BUSINESS ADMINISTRATION

MAJOR<br>BUSINESS ADMINISTRATION

CONCENTRATIONS<br>ACCOUNTING<br>INTERNATIONAL BUSINESS<br>MANAGEMENT<br>MANAGEMENT INFORMATION SYSTEMS MARKETING

## MISSION

The Department of Business Administration is committed to the Mission of Paine College and is further committed to establish, promote, and recognize educational practices that contribute to the continuous improvement of business related programs that adhere to the teaching and learning practices of excellence established by accreditation standards. The Department of Business Administration is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The purpose of the Paine College Business Program is to offer an innovative undergraduate Business Program that prepares students to be properly equipped for successful careers that will utilize emerging technology to effectively lead today's global businesses. The Department of Business Administration offers a Bachelor of Science degree in business administration (BSA) with a core in business administration and concentrations in accounting, international business, management, management information systems, or marketing.

## VISION

The Vision of the Department of Business Administration (DBA) is to become a quality graduate business program.

## GOALS

The goals of the Department of Business are to :

1. Provide quality instruction in the field of business administration with concentrations in accounting, international business, management, management information systems, and marketing
2. Provide an opportunity for students to concentrate in an area of business administration with a sound liberal arts background
3. Prepare students for leadership positions in government, entrepreneurship, industry, and the community
4. Ensure that students are aware of opportunities for professional certification in business administration major programs
5. Further students' interest in and prepare them for graduate study
6. Offer theoretical knowledge and practical experience through a program of cooperative education and internships
7. Provide education and practical training in the use of computer technology in Business Administration

## BUSINESS ADMINISTRATION <br> PROGRAM LEARNING OUTCOMES

1. Content Knowledge: Upon completion, graduates with a bachelor's degree in Business Administration should be able to demonstrate a conceptual understanding of leadership, accounting, economics, management, finance, and entrepreneurship to evaluate business problems and recommend appropriate business solutions.
2. Technical Skills: Upon completion, graduates with a bachelor's degree in Business Administration will be able to effectively utilize and integrate information and technology-based solutions within the business administration context.
3. Written Communication: Upon completion, graduates with a bachelor's degree in Business Administration will be able to produce clearly written analyses and research.
4. Oral Communication: Upon completion, graduates with a bachelor's degree in Business Administration will be able to deliver clear, well organized, persuasive oral presentations.

## COMMON CURRICULUM REQUIREMENTS

All students must complete 56 hours of Common Curriculum courses.

## BUSINESS ADMINISTRATION MAJOR PURPOSE

The purpose of the major is to offer an innovative undergraduate Business program that prepares students to be properly equipped for successful careers that will utilize emerging technology to effectively lead today's global businesses.

The Department of Business Administration offers a Bachelor of Science degree in business administration (BSBA) with a core in business administration and concentrations in accounting, international business, management, management information systems, or marketing.

## BUSINESS ADMINISTRATION MAJOR CONCENTRATION LEARNING OUTCOMES <br> The Business Administration major concentration learning outcomes at Paine College involve the following:

## Accounting Concentration:

CLO 1: Accounting graduates will know how to analyze, record and summarize financial statements.
CLO 2: Graduates with the accounting concentration will know how to sue the audited financial statement in making economic decisions.
CLO 3: Accounting concentration graduates will be proficient $n$ the use of accounting information systems.

## Management Concentration:

CLO 1: Graduates with a management concentration will know how to analyze work incidents/problems and recommend practical solutions.
CLO 2: Graduates with a management concentration will be able to successfully conduct effective research.

## Management Information Systems Concentration:

CLO 1: Graduates with a management information systems concentration will be proficient in software development. CLO 2: Graduates will know how to apply data modeling techniques on database design and object-oriented programming.

CLO 3: Graduates with a management information systems concentration will know how to describe and analyze the hardware and software components of a network and the interrelationships.

## International Business Concentration:

CLO 1: Graduates will demonstrate mastery in both political and economic forces in the global context.
CLO 2: Graduates with an International
Business concentration will demonstrate the ability to provide countries and regions by economic development.
CLO 3: Graduates with an International Business concentration will have fundamental intercultural understanding of business.

## Marketing Concentration:

CLO 1: Graduates with a concentration in Marketing will know how to develop a marketing plan.
CLO 2: Graduates with a concentration in Marketing will be able to successfully conduct effective marketing research.
CLO 3: Graduates with a concentration in marketing will be socially responsible with good ethical marketing behavior.

## GRADUATION REQUIREMENTS

Consistent with Paine College's graduation requirements, students completing a major within the Department of Business must have a cumulative grade point average (GPA) of 2.0 in all courses taken at the College and a GPA of 2.50 (or better) for the business administration major core and major area courses. The courses used to calculate the GPA in the major are specified for each of the major concentrations on program advisement sheets and in this Catalog on the suggested course sequence pages.

In general, all majors in the five concentrations in Business calculate this GPA on 23 courses or

69 semester credit hours. Students are also required to have a grade of "C" or better in the designated courses of the BSA core and major area requirements. An overall cumulative GPA (all courses taken) of 2.00 is required for graduation.

## MAJOR FIELD REQUIREMENTS IN BUSINESS

All business majors must take the core courses in business and then select one of five concentrations: accounting, international business, management, management information systems, or marketing.

In addition, all juniors are required to take the Junior Exit Exam during the first semester of their junior year. Graduating seniors must take the appropriate major field test from the Educational Testing Services (ETS) to be administered by the Paine College Department of Business Administration. A fee is applicable for the major field test as applicable with Paine College's coordination of testing using the Educational Testing Service product.

## Business Core Courses

(Term, F = Fall, S = Spring)

## For All Majors

48 Hours
BSA 200 Survey of Business, F/S 3
BSA 201 Intro to International Bus, F/S 3
BSA 204 Accounting I, F 3
BSA 205 Accounting II, S 3
BSA 227 Business Mathematics, S 3
BSA 229 Mgmt Information System, F/S 3
BSA 231 Macroeconomic Principles, F 3
BSA 232 Microeconomic Principles, S 3
BSA 241 Principles of Finance, S 3
BSA 300 Business Research Methods, F 3
BSA 301 Principles of Management, F/S 3
BSA 306 Business Law I, F/S 3
BSA 330 Statistics for Business Planning, S 3
BSA 331 Quant. Methods for Business, F 3
BSA 341 Principles of Marketing, F/S 3
BSA 489 Management Problems, Policies and Planning, S

3
Major Area Courses(Term, F = Fall, S = Spring)
Accounting 21 Hours
BSA 304 Intermediate Accounting I, F 3
BSA 305 Intermediate Accounting II, S ..... 3
BSA 310 Managerial and Cost Acct, F ..... 3
BSA 470 Internship. F/S ..... 3
BSA Accounting Electives ..... 9
Select from the following for electives:
BSA 345 Entrepreneur Accounting, F ..... 3
BSA 423 Auditing,, S ..... 3
BSA 430 Federal Tax Accounting, F ..... 3
BSA 431 Governmental and Not-for-ProfitAccounting, S3
BSA 444 Consolidation and International Accounting, F ..... 3
International Business 21 Hours
BSA 320 Theory of Int'l Trade and Invest, S3
BSA 343 International Marketing, S ..... 3
BSA 470 Internship, F/S ..... 3
BSA 420 Int'l Financial Management, F ..... 3
BSA International Business Electives ..... 9
Select from the following for electives:
BSA 321 Money and Banking, S ..... 3
BSA 350 Multinational Corporations, F ..... 3
BSA 400 International Economics, S ..... 3
BSA 444 Consolidation and International Accounting, F ..... 3
BSA 450 Capital Structure in Developing Countries, S ..... 3
Management21 Hours
BSA 310 Managerial and Cost Accounting or
BSA 345 Entrepreneurial Accounting, F ..... 3
BSA 380 Organizational Behavior, S ..... 3
BSA 470 Internship, F/S ..... 3
BSA 480 Production Management, F ..... 3
BSA Management Electives ..... 9
Select from the following for electives:
BSA 307 Business Law, S ..... 3
BSA 332 Introduction to Investments, F ..... 3
BSA 342 Small Business Management, S ..... 3
BSA 370 Entrepreneurship, F ..... 3
BSA 451 Human Resources Management, S 3

Management Information Systems 21 Hours
BSA 228 Computer Programming Language, F3
BSA 422 Data Communication, F ..... 3
BSA 440 Data Base Management, S ..... 3
BSA 470 Internship, F/S ..... 3
BSA Management Information Systems Electives ..... 9
Select from the following for electives:
BSA 327 Java Programming, S ..... 3
BSA 328 Data Structures, F ..... 3
BSA 344 Information Systems Analysis \& Design, S ..... 3
BSA 415 Computer Architecture and Organization, F ..... 3
CSC 250 Algorithms and Data Structures, F 3
MarketingBSA 343 International Marketing, S3
BSA 371 Consumer Behavior, F ..... 3
BSA 470 Internship, F/S ..... 3
BSA 442 Marketing Research, F ..... 3
BSA Marketing Electives ..... 9
Select from the following for electives:BSA 346 Sales Management, F3
BSA 347 Retail Management, S ..... 3
BSA 372 Advertising, S ..... 3
BSA 373 Industrial Marketing, S ..... 3

Note: BSA 460 Special Topics Seminar courses may be used as electives when approved for a major field.

## COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR

 CONCENTRATION IN ACCOUNTING| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ART | 120 | Art Appreciation OR |  | ENG | 102 | Composition II | 3 |
| MUS | 120 | Music Appreciation | 3 | FRE | 221 | Elementary French II OR |  |
| EDU | 101 | Preparing for Excellence | 1 | SPA | 221 | Elementary Spanish II | 3 |
| ENG | 101 | Composition I | 3 | HIS | 104 | African American History | 3 |
| FRE | 220 | Elementary French I OR |  | MAT | 122 | College Algebra | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PED | 120 | Fund and Tech Activities I | 1 |
| ENG | 242** | Fund of Speech Communications | 3 | PSY | 201 | Intro to Psychology OR |  |
| CSC | 100 | Computer Appl. and Prog. | $\frac{3}{16}$ | SOC | 201 | Intro to Sociology | $\frac{3}{16}$ |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| REL | 230 | Essentials of Christian Faith | 2 | BIO | 102 | Biological Science | 4 |
| BSA | 200* | Survey of Business | 3 | REL | 231 | Religions of the World | 2 |
| HIS | 112 | World History | 3 | ENG | 232 | Introduction to Literature |  |
| PHI | 220 | Values and Society | 2 | PHI | 230 | Problems of Philosophy | 3 |
| PHS | 101 | Physical Science | 4 | BSA | 227* | Business Mathematics | 3 |
| PED | 121 | Fund and Tech Activities | $\frac{1}{15}$ |  |  |  | 15 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 204 | Accounting I | 3 | BSA | 205* | Accounting II | 3 |
| BSA | 201* | Intro. to International Business | 3 | BSA | 232* | Microeconomics | 3 |
| BSA | 229* | Mgmt Information System | 3 | BSA | 301* | Principles of Management | 3 |
| BSA | 231* | Macroeconomics | 3 | BSA | 305* | Intermediate Accounting II | 3 |
| BSA | 300* | Business Research Methods | 3 | BSA | 330* | Statistics for Bus. Planning | 3 |
| BSA | 304* | Intermediate Accounting I | 3 | BSA | 241 | Principles of Finance | 3 |
|  |  |  | 18 |  |  |  | 18 |


| SENIOR YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 331* | Quant. Methods for Business | 3 | BSA | 306* | Business Law I | 3 |
| BSA | 341* | Principles of Marketing | 3 | BSA | 489* | Mgt Problems, Policies, and Plng. | 3 |
| BSA | 310* | Managerial and Cost Acct. | 3 | BSA | 470* | Internship | 3 |
| BSA | * | Accounting Elective | 3 | BSA | * | Accounting Elective | 3 |
| BSA | * | Accounting Elective | $\underline{3}$ |  |  |  |  |

## Total Credit Hours: 125

A grade of C or better is required in all major courses.
*Indicates courses used to calculate the 2.5 major field GPA
HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR

 CONCENTRATION IN INTERNATIONAL BUSINESS| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ART | 120 | Art Appreciation OR |  | ENG | 102 | Composition II | 3 |
| MUS | 120 | Music Appreciation | 3 | FRE | 221 | Elementary French II OR |  |
| EDU | 101 | Preparing for Excellence | 1 | SPA | 221 | Elementary Spanish II | 3 |
| ENG | 101 | Composition I | 3 | HIS | 104 | African American History | 3 |
| FRE | 220 | Elementary French I OR |  | MAT | 122 | College Algebra | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PED | 120 | Fund and Tech Activities I | 1 |
| ENG | 242** | Fund of Speech Communications | 3 | PSY | 201 | Intro to Psychology OR |  |
| CSC | 100 | Computer Appl. and Prog. | $\frac{3}{16}$ | SOC | 201 | Intro to Sociology | $\frac{3}{16}$ |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| REL | 230 | Essentials of the Christian Faith | 2 | BIO | 102 | Biological Science | 4 |
| ENG | 232 | Introduction to Literature | 3 | REL | 231 | Religions of the World | 2 |
| HIS | 112 | World History | 3 | ENG | 232 | Introduction to Literature | 3 |
| PHI | 220 | Values and Society | 2 | PHI | 230 | Problems of Philosophy | 3 |
| PHS | 101 | Physical Science | 4 | BSA | 227* | Business Mathematics | $\underline{3}$ |
| PED | 121 | Fund and Tech Activities II | $\frac{1}{15}$ |  |  |  | 15 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 200* | Survey of Business | 3 | BSA | 232* | Microeconomics | 3 |
| BSA | 204* | Accounting I | 3 | BSA | 205* | Accounting II | 3 |
| BSA | 229* | Management Information Systems | 3 | BSA | 241* | Principles of Finance | 3 |
| BSA | 231* | Macroeconomics | 3 | BSA | 330* | Statistics for Business Planning | 3 |
| BSA | 300* | Business Research Methods | 3 | BSA | 343* | International Marketing | 3 |
| BSA | 341* | Principles of Marketing | 3 | BSA | 320* | Theory of Int'l Trade \& Invest. | $\underline{3}$ |
|  |  |  | 18 |  |  |  | 18 |


| SENIOR YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 301* | Principles of Management | 3 | BSA | 306* | Business Law I | 3 |
| BSA | 331* | Quant. Meth. for Business | 3 | BSA | 489* | Mgt Problems, Policies, and Plng. | 3 |
| BSA | 420* | Int'l Financial Management | 3 | BSA | 470* | Internship | 3 |
| BSA | * | International Business Elective | 3 | BSA | * | Int'l Business Elective | 3 |
| BSA | * | International Business Elective | $\underline{3}$ |  |  |  |  |

## Total Credit Hours: 125

A grade of C or better is required in all major courses.
*Indicates courses used to calculate the 2.5 major field GPA
*HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR

 CONCENTRATION IN MANAGEMENT| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ART | 120 | Art Appreciation OR |  | ENG | 102 | Composition II | 3 |
| MUS | 120 | Music Appreciation | 3 | FRE | 221 | Elementary French II OR |  |
| EDU | 101 | Preparing for Excellence | 1 | SPA | 221 | Elementary Spanish II | 3 |
| ENG | 101 | Composition I | 3 | HIS | 104 | African American History | 3 |
| FRE | 220 | Elementary French I OR |  | MAT | 122 | College Algebra | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PSY | 201 | Intro to Psychology OR |  |
| ENG | 242* | Fund of Speech Communications | 3 | SOC | 201 | Intro to Sociology | 3 |
| CSC | 100 | Computer Appl. and Prog. | $\underline{3}$ | PED | 120 | Fund \& Tech Activities I | 1 |
|  |  |  | 16 |  |  |  | 16 |


| SOPHOMORE YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 200* | Survey of Business | 3 | BIO | 102 | Biological Science | 4 |
| HIS | 112 | World History | 3 | PHI | 220 | Values \& Society | 2 |
| ENG | 232 | Introduction to Literature | 3 | REL | 231 | Religions of the World | 2 |
| PHS | 101 | Physical Science | 4 | PHI | 230 | Problems of Philosophy | 3 |
| REL | 230 | Essentials of Christian Faith | 2 | BSA | 227* | Business Mathematics | 3 |
|  |  |  |  | PED | 121 | Fund and Tech of Activities II | 1 |
|  |  |  | 15 |  |  |  | 16 |


| JUNIOR YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 201* | Intro. to International Business | 3 | BSA | 205* | Accounting II | 3 |
| BSA | 204* | Accounting I | 3 | BSA | 232* | Microeconomics | 3 |
| BSA | 229* | Management Information Systems | 3 | BSA | 301* | Principles of Management | 3 |
| BSA | 300* | Business Research Methods | 3 | BSA | 241* | Principles of Finance | 3 |
| BSA | 330* | Statistics for Bus. Planning | 3 | BSA | 331* | Quant. Methods for Business | 3 |
| BSA | 231* | Macroeconomic Principles | $\underline{3}$ |  |  |  |  |
| 18 15 |  |  |  |  |  |  |  |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 310* | Managerial \& Cost Acc. OR |  | BSA | 306* | Business Law I | 3 |
| BSA | 345* | Entrepreneurial Accounting | 3 | BSA | 380* | Organizational Behavior | 3 |
| BSA | 341* | Principles of Marketing | 3 | BSA | 489* | Mgt Problems, Policies, and Plng. | 3 |
| BSA | 470* | Internship | 3 | BSA | * | Management Elective | 3 |
| BSA | 480* | Production Management | 3 | BSA | * | Management Elective | $\underline{3}$ |
| BSA | * | Management Elective | 3 |  |  |  |  |
|  |  |  | 15 |  |  |  | 15 |

## Total Credit Hours: 125

A grade of C or better is required in all major courses.
*Indicates courses used to calculate the 2.5 major field GPA
*HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR

 CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS (MIS)| AR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ART | 120 | Art Appreciation OR |  | ENG | 102 | Composition II | 3 |
| MUS | 120 | Music Appreciation | 3 | FRE | 221 | Elementary French II OR |  |
| EDU | 101 | Preparing for Excellence | 1 | SPA | 221 | Elementary Spanish II | 3 |
| ENG | 101 | Composition I | 3 | HIS | 104 | African American History | 3 |
| FRE | 220 | Elementary French I OR |  | MAT | 122 | College Algebra | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PED | 120 | Fund and Tech Act. | 1 |
| ENG | 242** | *Fund of Speech Communications | 3 | PSY | 201 | Intro to Psychology OR |  |
| CSC | 100 | Computer Appl. and Prog. | $\frac{3}{16}$ | SOC | 201 | Intro to Sociology | $\frac{3}{16}$ |
| SOPHOMORE YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| REL | 230 | Essentials of Christian Faith | 3 | BIO | 102 | Biological Science | 4 |
| ENG | 232 | Intro to Literature | 3 | BSA | 200* | Survey of Business | 3 |
| HIS | 112 | World History | 3 | BSA | 227* | Business Mathematics | 3 |
| PHI | 220 | Values and Society | 2 | PHI | 230 | Problems of Philosophy | 3 |
| PHS | 101 | Physical Science | 4 | REL | 231 | Religions of the World | 2 |
| PED | 121 | Fund and Tech Activities II | 1 |  |  |  |  |
|  |  |  | 15 |  |  |  | 15 |
| JUNIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 204* | Accounting I | 3 | BSA | 229* | Mgmt Information System | 3 |
| BSA | 201* | Intro. To International Business | 3 | BSA | 232* | Microeconomics | 3 |
| BSA | 330* | Statistics for Business Planning | 3 | BSA | 301* | Principles of Management | 3 |
| BSA | 231* | Macroeconomics | 3 | BSA | 205* | Accounting II | 3 |
| BSA | 300* | Business Research Methods | 3 | BSA | 241* | Principles of Finance | 3 |
| BSA | 306* | Business Law I | 3 | BSA | * | MIS Elective | $\underline{3}$ |
|  |  |  | 18 |  |  |  | 18 |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 331* | Quant. Methods for Business | 3 | BSA | 440* | Database Management | 3 |
| BSA | 341* | Principles of Marketing | 3 | BSA | 489* | Mt. Problems, Policies, and Plng. | 3 |
| BSA | 422* | Data Communication | 3 | BSA | 470* | Internship | 3 |
| BSA | 228* | Computer Prog. Language | 3 | BSA | * | MIS Elective | 3 |
| BSA | * | MIS Elective | $\underline{3}$ |  |  |  |  |
|  |  |  | 15 |  |  |  | 12 |

## Total Credit Hours: 125

A grade of C or better is required in all major courses.
*Indicates courses used to calculate the 2.5 major field GPA
*HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR

 CONCENTRATION IN MARKETING| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| ART | 120 | Art Appreciation OR |  | ENG | 102 | Composition II | 3 |
| MUS | 120 | Music Appreciation | 3 | FRE | 221 | Elementary French II OR |  |
| EDU | 101 | Preparing for Excellence | 1 | SPA | 221 | Elementary Spanish II | 3 |
| ENG | 101 | Composition I | 3 | HIS | 104 | African American History | 3 |
| FRE | 220 | Elementary French I OR |  | MAT | 122 | College Algebra | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PED | 121 | Fund and Tech Activities II | 1 |
| ENG | 242** | *Fund of Speech Communications | 3 | PSY | 201 | Intro to Psychology OR |  |
| CSC | 100 | Computer Application and Prog. | 3 | SOC | 201 | Intro to Sociology | $\underline{3}$ |
|  |  |  | 16 |  |  |  | 16 |


| SOPHOMORE YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| REL | 230 | Essentials of Christian Faith | 2 | BIO | 102 | Biological Science | 4 |
| ENG | 232 | Introduction to Literature | 3 | REL | 231 | Religions of the World | 2 |
| HIS | 112 | World History | 3 | BSA | 200* | Survey of Business | 3 |
| PHI | 220 | Values and Society | 2 | PHI | 230 | Problems of Philosophy | 3 |
| PHS | 101 | Physical Science | 4 | BSA | 227* | Business Mathematics | $\underline{3}$ |
| PED | 120 | Fund and Tech Activities II | $\frac{1}{15}$ |  |  |  | 15 |
|  |  |  |  |  |  |  |  |


| JUNIOR YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FSA 204* Accounting Semester |  |  | CR |  |  | Spring Semester | CR |
|  |  |  | 3 | BSA | 232* |  |  |
| BSA | 201* | Intro. To International Business | 3 | BSA | 229* | Mgmt Information System | 3 |
| BSA | 371* | Consumer Behavior | 3 | BSA | 343* | International Marketing |  |
| BSA | 231* | Macroeconomics | 3 | BSA | 205* | Accounting II | 3 |
| BSA | 300* | Business Research Methods | 3 | BSA | 330 | Statistics for Bus. Planning | 3 |
| BSA | 306* | Business Law I | $\underline{3}$ | BSA | 241* | Principles of Finance | 3 |
| 18 18 |  |  |  |  |  |  |  |
| SENIOR YEAR |  |  |  |  |  |  |  |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| BSA | 331* | Quant. Methods for Business | 3 | BSA | 470* | Internship | 3 |
| BSA | 341* | Principles of Marketing | 3 | BSA | 489* | Mgt Problems, Policies, and Plng | 3 |
| BSA | 301* | Principles of Management | 3 | BSA | * | Marketing Elective | 3 |
| BSA | 442* | Marketing Research | 3 | BSA | * | Marketing Elective | 3 |
| BSA | * | Marketing Elective | $\underline{3}$ |  |  |  |  |
|  |  |  | 15 |  |  |  | 12 |

## Total Credit Hours: 125

A grade of C or better is required in all major courses.
*Indicates courses used to calculate the 2.5 major field GPA
*HIS 103 Not applicable for students entering after Spring 2020*
**ENG 242 Required for students entering after Spring 2020
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## DEPARTMENT OF EDUCATION

## ELEMENTARY EDUCATION MAJOR

The Department of Education serves two purposes for Paine College. The Department provides programs of study leading to teacher certification and provides the physical and health education courses offered in the Common Curriculum.

The program leading to teacher certification is currently in Elementary Education. The College's Education Preparation Program is approved by the Georgia Professional Standards Commission (GAPSC) and the Council for the Accreditation of Educator Preparation (CAEP).

## UNIT VISION AND MISSION STATEMENT

## UNIT VISION

The unit vision is to develop stewards of education who are subject matter experts, reflective practitioners and socially competent professionals driven by learning.

## UNIT MISSION

The mission of the professional education unit is to develop candidates who demonstrate knowledge of content, teaching, learning, and cognition through reflective critique.

## GOALS OF THE DEPARTMENT OF EDUCATION

The Department of Education emphasizes the Education Preparation Program goals that directly connect to the Paine College mission and vision and serve as a critical part of the Paine College higher education structure. The unit goals are further intertwined within the institution's mission statement that expresses the need for graduates to acquire personal development, professional competence, and social responsibility. Further, the educational process at Paine College is grounded in the
philosophy that liberal learning fosters the greatest possible development of each individual's creative and intellectual abilities. To this end, the Department furthers the highest ideals of professional excellence and personal concern that model the College's educational ideals in the classroom and throughout the community. To fulfill these principles, the Department has identified the following goals:

1. To develop teacher candidates at the initial level who will foster positive change within the learning community through work, service, and leadership;
2. To ensure that candidates have the necessary skills to successfully communicate with the school community in order to grow professionally and to be a contributing member of their home, community, workplace, and the professional community; and,
3. To ensure that candidates possess the knowledge, skills, and dispositions to be able to impact all learners in a positive way, and to ensure that candidates have the knowledge of diverse students and the skills necessary to provide culturally responsive instruction to meet the challenges and demonstrate respect for all learners.

## THE CONCEPTUAL FRAMEWORK

The conceptual framework for the Educator Preparation Program is embodied in the theme P.R.I.D.E., Producing Reflective Intellectually Curious and Dedicated Educators. It provides the framework for the design of the curriculum, clinical experiences, instruction, student and faculty research and other essentials for the preparation of teacher candidates. This
framework is aligned with the institutional mission, and the expected outcomes as defined by the standards set forth by the Specialized Professional Accrediting Agencies (e.g., NAEYC, AAEYC, NMSA, INTASC, etc.)

The conceptual framework, P.R.I.D.E, is grounded in literature that considers the 1) teacher as researcher, 2) teacher as reflective practitioner and 3) teachers committed to social justice. Teacher as researcher is defined as an individual that has the ability to gather data and examine the teaching strategies produced by the data. Teacher as reflective practitioner is defined as a teacher that deliberates in a systematic and self-directed way when it comes to learning and the discovery of new knowledge and engages in the process for the purpose of improvement of one's work practice. Teachers committed to social justice display a commitment to identifying and using strategies that support learning for all learners. The literature in each of these areas is united to form the notion that successful teachers participate in varied activities designed to engender a commitment to continuous improvement and lifelong learning.

## OUTCOMES OF THE CONCEPTUAL FRAMEWORK

The outcomes from the conceptual framework represent the knowledge, skills and dispositions teacher candidates are expected to demonstrate upon graduation. These outcomes are evaluated annually and revised as necessary:

1. Content Knowledge: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to apply content knowledge in elementary education to facilitate learning.
2. Instructional Design: Upon completion, graduates with a bachelor's degree in Elementary Education will be able to plan instruction that utilizes research-based strategies that support diverse learning needs.
3. Instruction: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to instruct and engage students in literacy learning utilizing subjectspecific pedagogy.
4. Assessment: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to assess and evaluate literacy learning and utilize assessment findings to inform future instruction.
5. Disposition: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to exhibit professional and ethical characteristics of the teaching profession.

## THE EDUCATOR PREPARATION PROGRAM UNIT

The chairperson of the Department of Education, by virtue of the authority granted by the President of Paine College, has been given the charge of overall leadership for educator preparation. This authority involves the establishment of collaborative relationships between the Educator Preparation Program and other stakeholders.

## CRITERIA FOR ADMISSION TO THE EDUCATOR PREPARATION PROGRAM (EPP)

Students must successfully complete course work to receive degree credit for a specified program of study. To be admitted to The Elementary Education Educator Preparation Program, students must:

- Complete 45 units of study
- Complete application to the EPP
- Possess cumulative GPA of 2.5 or higher
- Complete EDU 160 (Education Pathway I and/or EDU 260 Education Pathway II)
or exempt by passing GACE Program Admission Assessment
- Complete EDU 220 (Foundations of Education)
- Complete 40 volunteer hours
- Complete the Pre-Dispositions Index with a rating of "Acceptable"
- Pass the GACE Program Admissions Assessment or provide written proof of exemption. Exemption requirements: SAT Score reports prior to 07/01/2019: 1,000 on Verbal/Critical Reading, Math, GRE composite score of 297 on or after August 1, 2011 or a GRE composite score of 1,030 before August 1, 2011), or ACT 43 on English and Math
- Submit clear background check (no criminal record or dishonorable discharge from the armed services)
- Membership in a professional organization (e.g. GAE-SP)
- Obtain a passing score on the Sophomore Proficiency Examination in English (SPEE)
- Set-up a MYPSC account on https://www.gapsc.com


## CLINICAL INTERNSHIP

Clinical Internship is an integral part of the Educator Preparation Program. The EPP is designed to enhance the preparation of prospective teachers as they become Reflective Practitioners. Clinical Internship is systematically selected and planned to ensure candidates the opportunity to observe, plan, and practice in a variety of settings. Clinical Internship is developmental. Candidates gradually assume increased responsibilities as they transition to clinical practice.

## REQUIREMENTS FOR ADMISSION TO CLINICAL INTERNSHIP

Clinical Internship is the capstone experience that provides opportunities for candidates to apply theories in classroom settings.

The candidate must:

- Submit an application for the clinical internship to the department one semester prior to the clinical internship
- Complete all course requirements in the major field with a grade of "C" or better
- Have at minimum a cumulative GPA of 2.50
- Submit a clear background check
- Submit personal/professional dispositions matrices at a rating of "Acceptable"
- Provide proof of membership in a professional education organization
- Provide a passing score on the GACE Content Assessment


## PROGRAM COMPLETION

Candidates must fulfill College and certification requirements to graduate from the Educator Preparation Program. Students must meet criteria listed below.

- Pass Clinical Internship (EDU 490 and EDU 490L) with a "C" or better
- Have at minimum a cumulative GPA of 2.50
- Submit Personal/Professional Dispositions Matrices with a rating of "Acceptable"
- Pass the Electronic Portfolio Presentation with a "C" or better
- Complete Graduate Exit Survey
- Complete Alumni Survey
- Complete Georgia Educator Exit Ethics Assessment

Candidates applying for graduation after one or more years of a break in continuous enrollment are required to meet current external agency criteria and the Paine College criteria during the year the student graduates.

## ELEMENTARY EDUCATION PURPOSE

The purpose of the Elementary Education major is to prepare candidates to become highlyqualified teachers at the Elementary Education level and to prepare graduates for leadership roles. The educational process at Paine College is grounded in the philosophy that liberal learning fosters the greatest possible development of each individual's creative and intellectual abilities. To this end, the Department of Education furthers the highest standards of professional excellence and personal concern that model the College's educational principals in the classroom and throughout the community. Candidates who successfully complete the major in Elementary Education, Pre-K-5 ${ }^{\text {th }}$ grade, will (a) be highly qualified in Elementary Education, (b) understand the learning needs of young learners, (c) use the reflective process to continuously improve instruction, (d) use technology and assessment procedures to enhance instruction, and (e) be able to teach diverse student populations.

## ELEMENTARY EDUCATION MAJOR PROGRAM LEARNING OUTCOMES

Program learning outcomes for the major in Elementary Education are the following: 1. Content Knowledge: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to apply content knowledge in elementary education to facilitate learning.
> 2. Instructional Design: Upon completion, graduates with a bachelor's degree in Elementary Education will be able to plan
instruction that utilizes research-based strategies that support diverse learning needs.
3. Instruction: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to instruct and engage students in utilizing subject-specific pedagogy.
4. Assessment: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to assess and evaluate student learning and utilize assessment findings to inform future instruction.
5. Disposition: Upon completion, candidates with a bachelor's degree in Elementary Education will be able to exhibit professional and ethical characteristics of the teaching profession.

## MAJOR FIELD COURSES

## ELEMENTARY EDUCATION (68 Credit Hours)

Elementary Education Credit Hours
Major Field Courses (48 Hours)EDU 220 Foundations of Education (F)3
EDU 395 Methods \& Assessment (F) ..... 3
EDU 312 Children's Literature (F) ..... 3
EDU 316 ECE Mathematics Methods (F) ..... 3
EDU 334 Social Studies Methods (F) ..... 3
EDU 337 Science Methods (F) ..... 3
EDU 339 Classroom Management ..... 3
EDU 360 Child Development and Family in aDiverse Society (F)3
EDU 362 Teaching and Learning for theExceptional Learner (F)3
EDU 393 Educational Psychology (F) ..... 3
ERD 310 Reading and Writing Instruction (F)3
ERD 323 Reading Instruction and Assessment
EDU 338 Language and Literacy Methods (F)3
GEO 231 World Regional Geography ..... 3

# MAT 300 Fundamentals of Mathematics <br> 3 

MAT 314 Problem Solving 3 48 hours
Educational Research Courses (3 hours)
EDU 397 Seminar in Education Research I 1
EDU 401 Seminar in Education Research II 1
EDU 403 Seminar in Education Research III 1
3 hours
Clinical Internship Courses (12 Hours)
EDU 460 Clinical Internship in Education 12
EDU 460L Clinical Internship in Education Lab
0
12 hours
Electives*^ (5 hours) 5 hours
At least one (1) elective will be replaced with EDU 160 Education Pathway 1 (3 hrs.) during the first semester of the freshman year. If necessary, EDU 260 Education Pathway II (2 hrs.) can replace the second elective for a total of five (5) elective hours.
*^ Must be chosen in consultation with the Education Department and Academic Advisor

## PHYSICAL EDUCATION

Paine College requires that all students complete a minimum of two credits in Physical Education. This requirement is met by completing two one-credit instructional courses in PED 120 and PED 121. The requirement can also be met by completing HED 225 for twocredits of instructional work.

Paine College does not offer a degree in Physical Education nor does it make recommendations for certification in this area.

The Department of Education does not offer any concentrations, emphases, or minors. As outlined in the Elementary Education program of study, all common curriculum courses will be completed by the end of the sophomore year.

## COURSE SEQUENCE FOR THE ELEMENTARY EDUCATION MAJOR



## Total Hours Required: $\mathbf{1 2 4}$

A grade of "C" or better is required in all major and prerequisite courses.

* Courses used to calculate the major field G.P.A; **HED 225 Personal \&Community Hygiene substitutes for the following courses: PED 120 Fund and Tech of Activities I, PED 121 Fund and Tech Activities II. ***HIS 103 - Not applicable for students entering after Spring 2020. ${ }^{* * * * E N G ~} 242$ - Required for students entering after Spring 2020.
(F - \#) Field Experience required; The number of required Field Experience hours. Seminar in Education II and III must be completed prior to the final semester of the senior year, prior to Clinical Internship (student teaching).
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.


## DEPARTMENT OF MEDIA STUDIES

The Department of Media Studies offers a Bachelor of Arts Degree in Mass
Communications. In keeping with the mission of the College, the Department of Media Studies will infuse integrity into our students by providing a premier liberal arts media studies education. It will instill understanding of social responsibility through effective heritage building, community service, especially as it relates historically to the international media studies profession. With high quality instruction that emphasizes academic excellence, the department will provide a complete understanding that results in a qualitative daily display of the importance of spiritual and ethical values. We will improve the fiscal responsibility, the personal development, and the personal accountability of our students in the varied work places within this industry.

The Bachelor of Arts with a major in Mass Communications offered through the Department of Media Studies has undergone changes during academic year 2019 - 2020 . The Department structure will continue with the Broadcast concentration and will suspend the Drama, Public Relations, and Journalism concentrations, formerly listed as emphases. Departmental faculty are advising students with a teach-out plan who previously identified and were pursuing the deactivated concentrations. Programs offer up-to-date instruction with a balance of courses between theoretical, conceptual, and professional skill, including studies in history, function, procedure, law and ethics.

The Broadcast major ensures that students will acquire the necessary knowledge, values, and competencies for pursuing careers in the field.

Students will receive rigorous, practical training as well as demanding scholarly instruction, leading to the development of competency in the use of language and visual literacy. Students will learn to gather, analyze, organize, synthesize and communicate information in
formats appropriate to particular forms of broadcasting.

Library Support
The Collins-Calloway Library Resource Center (LRC) services support the Department of Media Studies and the college community in creating quality productions. Located on the $2^{\text {nd }}$ floor of the library, the LRC features a multimedia studio that houses an audio booth, television studio, editing stations and professional grade recording equipment, such as Pro-Tools, Numark DJ Controller, and Adobe Premiere to edit, record, mix, and master projects.

## MASS COMMUNICATIONS MAJOR PURPOSE

The purpose of the major in Mass Communications is to prepare Paine College students to become skilled entry-level professionals in the field of radio, television, and/or graduate studies programs.

## MASS COMMUNICATIONS MAJOR PROGRAM LEARNING OUTCOMES

1. Upon completion, graduates with a bachelor's degree in Mass Communications will be able to demonstrate mastery of operating procedures for broadcast/video camera production including use of recording, lighting, and audio techniques.
2. Upon completion, graduates with a bachelor's degree in Mass Communications will be able to demonstrate mastery of multimedia-production, editing, and special effects including the use of digital elements, photos, sound, video, text, and advanced Internet research in digital reporting.
3. Upon completion, graduates with a bachelor's degree in Mass Communications will be able to apply theoretical knowledge and practical
experience in media through a program of cooperative education and/or internship.

## GENERAL REQUIREMENTS

In addition to the general graduation requirements of the college, Mass Communications majors must meet the following requirements:

- Students must receive a grade of "C" or better in Media Studies courses in order for the course to count towards graduation
- Students must complete twelve hours of internship as part of the program of study. It will serve as the student's capstone experience and will be supervised by a Media Studies Faculty Internship Supervisor. Work agreements with internship employers regarding hours of service, job description, work duties, and responsibilities must be approved by the student's Faculty Internship Supervisor. At the end of each internship, students will present a portfolio and make an oral presentation to the Media Studies faculty based on their internship experience. Specific details are available from the Internship Supervisor
- Seniors must pass the Senior Exit Examination with a $70 \%$ or above grade average. The exam will consist of a written exam, speech and/or project. The exam will cover components of all classes in the Media Studies curriculum. The exam will be given towards the end of each semester.

Students must have a 2.50 GPA in their major courses in order to qualify for graduation.

Students must complete all specific requirements for their respective Media Studies concentration.

## BROADCASTING CONCENTRATION

The Broadcasting concentration takes a technical approach to audio and video
production. It incorporates basic principles, types, characteristics, and accessories of audio and video production, including studio operations. It offers practical experience in the use of multi-channel techniques for both analog and digital recording, as well as basic techniques of radio and television studio production, including producing and directing. This program is designed for the student who may wish to pursue a career on the air or behind the scenes in a journalistic or production capacity.

## Required Major Courses for Mass Communications with a Broadcasting Concentration

Courses Hours
MAC 201 Media \& Society ..... 3
MAC 203 Introduction to Electronic Media ..... 3
MAC 301 Media, Law, and Ethics ..... 3
MAC 402 Radio Production I ..... 3
MAC 403 Radio Production II ..... 3
MAC 461 Television Production I ..... 3
MAC 462 Television Production II ..... 3
MAC 480 Broadcast Announcing ..... 3
JRN 252 News Reporting and Writing I ..... 3
JRN 253 News Reporting and Writing II ..... 3
ENG 421 Public Speaking ..... 3
MAC 491 Internship ..... 12
Select 9 hours of courses from the following:DRA 270 Theatre Performance and PlayProduction (repeatable)1
DRA 271 Acting I ..... 3
DRA 272 Acting II ..... 3
DRA 273 Acting III ..... 3
ENG 233 Types of Drama ..... 3
MAC 202 Film Appreciation ..... 3
MAC 460 Special Topics ..... 1-3
MST 425 Introduction to Motion Picture Film ..... 3
MST 430 Content and Consciousness ..... 3
MST 450 Introduction to Graphic Design ..... 3
MST 490 Screenwriting and Playwriting ..... 3
BSA 301 Principles of Management ..... 3
BSA 341 Principles of Marketing ..... 3
General Electives ..... 14

## COURSE SEQUENCE FOR THE MASS COMMUNICATIONS MAJOR CONCENTRATION IN BROADCASTING

| FRESHMAN YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENG 101 Fall Semester |  |  | CR |  |  | Spring Semester | CR |
|  |  |  |  | ENG | 102 | Composition II | 3 |
| EDU | 101 | Prep for Excellence | 1 | SOC | 201 | Introduction to Sociology or |  |
|  |  |  |  | PSY | 201 | Introduction to Psychology | 3 |
| PHI | 220 | Values and Society | 2 | MAT | 122 | College Algebra | 3 |
| CSC | 100 | Computer Applications and Prog | 3 | HIS | 104 | African American History | 3 |
| HIS | 103 | Survey of U.S. History | 3 | FRE | 221 | Elementary French II or |  |
| FRE | 220 | Elementary French I or |  | SPA | 221 | Elementary Spanish II | 3 |
| SPA | 220 | Elementary Spanish I | 3 | PED | 121 | Fund and Tech of Activities II | 1 |
| PED | 120 | Fund and Tech of Activities I | 1 |  |  |  | 16 |
|  |  |  | 16 |  |  |  |  |



| SENIOR YEAR |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall Semester | CR |  |  | Spring Semester | CR |
| MAC | 461* | Television Production I | 3 | MAC | 480* | Broadcast Announcing | 3 |
| MAC | 491* | Internship+ | 6 | MAC | 491* | Internship | 6 |
| DRA | 271 | Acting I | 3 | MAC | 462* | Advanced Television Production II | 3 |
|  |  | General Elective | 3 | MST | 490 | Screenwriting \& Playwriting | $\underline{3}$ |
|  |  | General Elective | $\underline{2}$ |  |  |  | 15 |
|  |  |  | 17 |  |  |  |  |

## Total Credit Hours: 124

A grade of "C" or better is required for all courses in the major.
*Indicates courses used to calculate the 2.5 major field GPA
Mass Communication Elective to be selected from: MAC 202, MAC 302, MAC 460, MAC 471, MAC 472, MAC 473, MST 425, MST 430, MST 450, MST 465, MST 490, DRA 270, DRA 270A, DRA 271, DRA 272, DRA 273, ENG 233.
HED 225 - Personal and Community Hygiene Substitutes for two (2) of the following courses: PED 120 Fund \& Tech of Activities I, PED 121 Fund \& Tech of Activities II, or PED 210 Aerobics.
Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE PREFIXES AND DESCRIPTIONS

PREFIXES FOR COURSE OFFERINGS

| Art | ART |
| :--- | :--- |
| Biology | BIO |
| Business Administration | BSA |
| Chemistry | CHE |
| Computer Science | CSC |
| Drama (suspended Fall 2020) | DRA |
| Economics | ECO |
| Education | EDU |
| English | ENG |
| Environmental Science | ESC |
| French | FRE |
| Geography | GEO |
| Health Education | HED |
| History | HIS |
| International Business | BAI |
| Journalism (suspended Fall 2020) | JRN |
| Mass Communications | MAC |
| Mathematics | MAT |
| Media Studies | MST |
| Military Science | MIL |
| Music | MUS |
| Physical Education | PED |
| Philosophy | PHI |
| Physical Science | PHS |
| Physics | PHY |
| Political Science | POS |
| Psychology | PSY |
| Reading Pedagogy | ERD |
| Religion | REL |
| Sociology | SOC |
| Spanish | SPA |

## COURSE DESCRIPTIONS

Disclaimer: Curricula are currently under review per department and modifications may occur during the 2020-2021 academic year.

## ART (ART)

## ART 120-Art Appreciation

This is a survey of the arts and their contributions to society. Students learn on a global level that the arts are cultural documents that reflect the interests of a society. Studies will include the outstanding works of art of various periods in art history. They will include architecture, painting, sculpture, the decorative arts, photography, printmaking, and drawing. (3 hrs)
Fall/Spring

## ART 121 - Design I

Students are introduced to the study of the principles and elements of art and how they are used in creating two- and threedimensional designs. Students will create projects with various media that demonstrate the use of the elements and principles of design. (3 hrs)
Fall

## ART 221 - Design II

Prerequisite(s): Art 121 or by permission
This course is a continuation of Art 121. Students will experiment with various materials, with emphasis on two- and threedimensional problems. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Spring
ART 223 - Basic Drawing and Composition
Prerequisite(s): Art 221 or by permission
Fundamental principles and techniques in drawing as well as basic consideration of line, form, space, and composition are the focus of this course. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Fall
ART 226 - Painting I
Prerequisite(s): Art 121 or by permission.
This course introduces painting in various media: watercolor, oils, acrylics, tempera, etc. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## ART 301 - African Art

This course examines object-making practices of indigenous African cultures as well as ritual and religious significance. (3 hrs)
Fall

## ART 303 - Survey of African American Art

This course surveys African American contributions to the visual arts in the United States. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## ART 325 - Art Education

This course is designed to give future teachers a basis for creating and responding to art by studying the principles and elements of art, which are used in making two - and three - dimensional designs. The course includes the vocabulary of art along with art projects and techniques that may be used in the classroom at the appropriate level. Students will observe how art has been used by every culture to enhance daily life and serve as cultural documents for all civilizations. ( $\mathbf{3} \mathbf{h r s}$ ) Fall

## BIOLOGY (BIO)

## BIO 102 - Principles and Applications of Biological Science

Prerequisite(s): Grade of "S" in REA 099, ENG 099, and MAT 099 (if required)
Designed to introduce fundamental biological principles, concepts, and processes as illustrated by topics from plant and animal sciences and demonstrate their significance to humans and their environment. Three hours lecture and two hours laboratory per week. (4 hrs)
Fall/Spring

## BIO 111 - Principles of Biology I

Prerequisite(s): Grade of "S" in REA 099, ENG 099, and MAT 099 (if required)
This course is designed to introduce students to the fundamental concepts of biological principles and processes. It will survey the cellular and chemical basis of life, cellular metabolism, cell diversity and classification will also be given. This course is required for science majors and a grade of "C" or better is required as a prerequisite to BIO112. (4 hrs) Fall/Spring

## BIO 112 - Principles of Biology II

Prerequisite(s): BIO 111 ("C" or better)
This course is a continuation of Biology 111 (Principles of Biology I). Classification of species will be continued with special emphasis on plant and animal structure and function. Additional topics to be covered through lecture and laboratory include embryonic development, evolution, population genetics and ecology. This course is required for science majors and serves as a prerequisite for advanced biology courses. (4 hrs)
Fall/Spring

## BIO 200 - Theories and Concepts of Nursing

## Prerequisite(s): BIO 112

This course is designed to provide students considering a career in the nursing profession with a basic understanding of the principles and concepts that are both unique to and characteristic of the nursing profession. Two hours of class per week.
( 2 hrs )
Spring

## BIO 202 - Scientific and Medical Terminology

Basic root words from Latin and Greek, general terms in the sciences, and terminology related to anatomy, diseases and patient care. Two hours of class per week. ( 2 hrs )
Fall

## BIO 220 - Human Anatomy and Physiology I

Prerequisite(s): BIO 112 and CHE 120
Anatomy of the organ systems of the human body; an intense but interesting study of human body structures and how they are related to one another. Three hours of lecture and three hours laboratory per week. (4 hrs)
Fall

## BIO 221 - Human Anatomy and Physiology II

Prerequisite(s): BIO 112 and CHE 120
Physiology, or biological function of the organ systems of the human body; a thorough investigation of how the cells, tissues, and organs of the body work and carry out their life-sustaining activities. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring

## BIO 226 - Invertebrate Zoology

## Prerequisite(s): BIO 112

Taxonomy, morphology, physiology, behavior, and ecology of invertebrates. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall

## BIO 227 - Vertebrate Zoology

## Prerequisite(s): BIO 112

Taxonomy, morphology, physiology, behavior, and ecology of vertebrates. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring

## BIO 303 - Histology

Prerequisite(s): BIO 220
Microscopic anatomy of the organ systems of the human body; an exploration of the significance of distinctive microscopic features of cells and tissues and their relationship to organ function. Three hours lecture and three hours laboratory per week.

## (4 hrs)

Spring

## BIO 310 - Systematic Botany

Prerequisite(s): BIO 112
Classification of vascular plants, life cycles, ethno botany and the local flora. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring

## BIO 320 - Plant Physiology

Prerequisite(s): BIO 112 and CHE 121.
Structure and physiology of plant organ systems, mineral nutrition, energetic processes, water relations, growth, development, transport, and hormonal systems. Three hours lecture and three hours laboratory per week. (4 hrs) Fall

## BIO 321 - Genetics

Prerequisite(s): BIO 112 and CHE 121
Mendelian genetics, including linkage and crossing-over; population genetics; and the nature and biochemistry of the gene. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall

## BIO 322 - Cell Biology

Prerequisite(s): BIO 112 and CHE 121
Physical and chemical principles underlying cell differentiation, structural organization, membrane phenomena, and cell structure. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring

## BIO 329 - General Entomology

Prerequisite(s): BIO 112 and BIO 226
Morphology, physiology, ecology, taxonomy, economic and medical importance of insects. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring

## BIO 425 - Ecology

Prerequisite(s): BIO 112 and MAT 122
Inter-relations of plants, animals, populations, communities, and the environment. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s}$ )
Spring

## BIO 431 - General Microbiology

## Prerequisite(s): BIO 112 and CHE 121

An introductory course designed to survey the functional anatomy, metabolism, cultivation, growth, and control of microorganisms with emphasis on bacteria and relationships of these organisms to their environment. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall/Spring

## BIO 441 - Embryology

Prerequisite(s): BIO 112 and BIO 220
Developmental anatomy of the organ systems of the human body before birth; a fascinating look at the origin and development of a human being from a zygote to the birth of an infant, including how gametes are formed and the process of fertilization. Three hours lecture and three hours laboratory per week. ( 4 hrs )
Fall

## BIO 450 - Independent Research

Prerequisite(s): BIO 112, BIO 322 and CHE 121
Basic biological or biomedical research. Students must file an "Independent Study" form detailing the arrangements.
(1-4 hrs)
Fall/Spring

## BIO 460-469 - Special Topics

Subject to Department and instructor approval. Provides an opportunity for Biology students to study a topic of interest in the major field under supervision of a Biology professor. (1-4 hrs)
Fall/Spring

## BIO 470 - Seminar I

Prerequisite(s): BIO 112
Current biotechnological, medical and related topics are examined. Students present seminar topic orally. Group discussion of scientific journal topics is included. Designed for sophomores and juniors. One seminar per week. Grading: "S" or "U" basis. (0 hrs)
Fall/Spring

## BIO 471 - Seminar II

Prerequisite(s): BIO 470
Expansion of seminar topic presented in BIO 470. Students present seminar topic orally. Group discussion of scientific journal topics is included. Designed for juniors. One seminar per week. Grading: " S " or "U" ( $\mathbf{0} \mathbf{~ h r s}$ )
Fall/Spring

## BIO 472 - Seminar III

Prerequisite(s): BIO 471
Introduction and presentation of Senior Major Field Paper topic. Students conduct major field research (laboratory, field, or clinical) at approved designated site. Students orally present major field research protocol. Designed for juniors and seniors. One seminar per week. Grading: "S" or "U". (0 hrs)
Fall/Spring

## BIO 473 - Seminar IV

## Prerequisite(s): BIO 472

Designed for biology seniors. Students complete research projects and report results orally and in written format to the biology faculty. An acceptable report must be completed at least one month prior to the end of semester enrolled in course. Grading on an "A, B, C, D or F" basis. One seminar per week. (1 hr)

## BUSINESS ADMINISTRATION (BSA)

## BSA 200 - Survey of Business

Survey course in business administration. Provides overview of accounting, management, information systems, economics, and supporting disciplines. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall/Spring

## BSA 201 - Introduction to International Business

Survey of the International Business area. Provides overview of the various problems related to accounting, management, information systems, economics, and supporting disciplines as they impact on the international scene. A contrast is made between national and international business operations. (3 hrs)

## Fall/Spring

## BSA 204 - Accounting I

Concepts of accounting as a measure of reporting a business organization's economic activities, emphasis on the application of principles in preparation and understanding of financial statements. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
BSA 205 - Accounting II
Prerequisite(s): BSA 204 with a grade of "C" or better
This course is a continuation of BSA204 Principles of Accounting I with emphasis on corporations, providing financial analysis and managerial accounting. Content includes corporation organization and operations, earnings per share and dividends, long-term obligations and investments, cost-volume-profit analysis and budgeting. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 227- Business Mathematics

## Prerequisite(s): MAT 122

Application of Quadratic Functions in Business (supply, demand, market equilibrium, breakeven points and maximization), simple and compound interests, present values, and annuities. Also, intuitive approach to the differential and integral calculus with applications in variety of fields. This course is designed for students in Business Administration. (3 hrs) Spring

## BSA 228 - Computer Programming Language

Emphasis is placed on problem solving with construction of correct structured program. Topics include data representation, simple data types, control structures, functions, and subprograms. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## BSA 229 - Management Information Systems

This course is designed to provide an overview of the management information systems (MIS) career path. This includes sections covering information systems components, organizational effects and objects, hardware, software, systems and the effects of these technologies have on businesses and society. (3hrs)
Fall/Spring

## BSA 231 - Macroeconomic Principles

The nature of the economic problem; principles of resource allocation; laws of supply and demand; income and employment, fiscal policy, money and banking. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## BSA 232 - Microeconomic Principles

Analysis of consumer demand; determination of price and output under varying market structures; applications of demand and supply, elasticities, pricing of factors of production. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 241 - Principles of Finance

Prerequisite(s): BSA 204
Introductory concepts of capital budgeting, with primary consideration to sources, allocation and utilization of capital.
( 3 hrs )
Spring

## BSA 300- Business Research Methods

Prerequisite(s): BSA 330
The course focuses on the analysis of business problems and the use of scientific research and problem-solving tool. This encompasses the understanding and application of appropriate research designs, research statistics, the use of the computer for data analyses, and report writing and presentation. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
BSA 301 - Principle of Management
Prerequisite(s): BSA 200
Introduction to the structure, organization, and management of firms. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## BSA 304 - Intermediate Accounting I

## Prerequisite(s): BSA 205

A thorough understanding of systems of accounting with special emphasis on procedures employed. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## BSA 305 - Intermediate Accounting II

Prerequisite(s): BSA 304
This course is the continuation of topics learned in BSA304 "Intermediate Accounting I." The course is a comprehensive study in accounting theory and concepts in corporate accounting. Additional topics include leases, pensions, tax allocation, and changes in accounting principles, stockholders' equity, and cash flow statements. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 306 - Business Law I

Contracts, sales contracts, negotiable instruments, common and public carriers; designed to acquaint students with legal rights and liabilities in the ordinary course of business. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## BSA 307 - Business Law II

Prerequisite(s): BSA 306
This course critically examines real and personal property and creditor-debtor relationships: Focus on this course will be on partnership, corporations, real property, insurance, trusts and estates, and bankruptcy. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 310 - Managerial and Cost Accounting

Prerequisite(s): BSA 205
Principles of standard cost accounting used for managerial control. Managerial accounting principles used for decisionmaking. Emphasis on forecasting with the Linear Model and Budget preparation. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## BSA 320 - Theory of International Trade and Investment

Prerequisite(s): BSA 232
Introduction to the macro and micro economic principles of international trade. The role of international trade as it impacts on the investment sector of the world economy. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 321 - Money and Banking

## Prerequisite(s): BSA 231

Historical review of the banking system of the United States; other financial institutions; effects of monetary policy on prices, employment, income, and economic growth (Investment). (3 hrs)

## Spring

BSA 327 - Java Programming
An introduction to Java programming, covering basic computer programming concepts such as variables, data types, data structures and functions. (3hrs)

## Spring

## BSA 328 - Data Structures

Prerequisite(s): BSA 228
Encompasses the study and construction of lists, vectors, arrays, searching, sorting, file development and file maintenance.
( 3 hrs )
Fall

BSA 330 - Statistics for Business Planning
Prerequisite(s): MAT 122
Descriptive statistics, statistical inference, and regression analysis. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## BSA 331 - Quantitative Methods for Business

## Prerequisite(s): BSA330

Economic models, emphasizing their mathematical properties to illustrate the relevance of such topics as constrained maxima and minima, partially and simply ordered systems, theory of probability, and differential equations. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 332 - Introduction to Investments

## Prerequisite(s): BSA 241

Focuses on types of investments, the duties of investment bankers, and how to read and interpret financial reports. Also deals with securities analysis, risk and return trade-offs and the functions and regulation of capital markets. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## BSA 341 - Principles of Marketing

## Prerequisite(s): BSA 200

The movement of goods and services from producer to consumer, with emphasis on the functions of marketing, the marketing mix, and promotional activities. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## BSA 342 - Small Business Management

Prerequisite(s): BSA 301
Business activity as it applies to small business, with emphasis on management, marketing, and finance. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## BSA 343 - International Marketing

Prerequisite(s): BSA 341
The study of resource allocation and price and output problems involved in international markets operating under multi economic systems; comparison and contrast between capitalist and non-capitalist economic systems. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 344 Information Systems Analysis \& Design

## Prerequisite(s): BSA 229

A study in the analysis, system design, program appraisal and development, and implementation of computer information systems. The course concentrates upon the study of fact-finding approaches, documentation, hardware and software specification, I/O design, and implementation of data processing systems. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 345 - Entrepreneur Accounting

Prerequisite(s): BSA 204
Emphasizes the study and use of accounting principles, practice, and software applications pertinent to the small business/entrepreneurial enterprise. Emphasizes Excel Spreadsheets and Includes tax accounting for payroll. (3 hrs)

## Fall

## BSA 346 - Sales Management

Prerequisite(s): BSA 341
This course is designed to emphasis the importance of personal selling as an integral part of the promotion process. Topics of discussion will include: the basic sales task of salespeople; how the sales manager selects, trains and compensate salespeople and the different kinds of sales presentations. This course will cover critical issues that may arise. The course will help students to understand and develop the oral communication skills necessary for a successful sales career. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## BSA 347 - Retailing

## Prerequisite(s): BSA 341

Provide students with an overview of how retailers plan their marketing strategies. Topics covered will include: the many kinds of retailers, the differences between the conventional and non-conventional retailers-including internet merchants, and other area of retailing such as trade-area analysis and retail site selection. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 350 - Multinational Corporations

Prerequisite(s): BSA 201
Study and analysis of production, value, distribution and pricing problems faced by Multinational Corporations including indepth study of macro and microeconomic principles that impact on the expansion of the Corporations and the role competitive advantage plays. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## BSA 370 - Entrepreneurship

## Prerequisite(s): BSA 301

Emphasizes the historical aspects of Entrepreneurship, the procedures associated with starting a business, and entrepreneurial management. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Fall

## BSA 371 - Consumer Behavior

## Prerequisite(s): BSA 341

Focuses on the models of consumer behavior that treats all of the behavioral influences on consumer buying behavior. This course surveys various analytical frameworks, concepts and theories that assist marketers to analyze and explain consumer purchaser decisions. The course is designed to help students understand how to use consumer behavior research data in developing marketing mix strategy planning. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
BSA 372 - Advertising
Prerequisite(s): BSA 341
Examines how managers can effectively use advertising as a tool to communicate with their target market. Class sessions will consist of lectures, and cases from a wide variety of industries. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 373 - Industrial Marketing

Prerequisite(s): BSA 341
This course will examine strategies of marketing products to industrial and commercial customers. Upon completing this course, students will have an understanding of how industrial products are similar to and differ from consumer products. Course will be taught through lectures, presentations and case-study methods. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 380 - Organizational Behavior

Prerequisite(s): BSA 301
Includes the study of major theories in organizational behavior and the application of these theories within the organizational context. ( $\mathbf{3} \mathbf{~ h r s ) ~}$

## Spring

## BSA 400 - International Economics

Prerequisite(s): BSA 232
Principles and practices of international trade, balance of payments, fixed and flexible exchange rates, tariffs, and operation of international monetary systems. ( $\mathbf{3} \mathbf{~ h r s )}$

## Spring

## BSA 415 - Computer Architecture and Organization

Prerequisite(s): BSA 228
Introduces topics in computer architecture and organization. Emphasis is placed on classification of computers, memory, I/O systems, software influence on hardware, and special purpose architectures. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## BSA 420 - International Financial Management

## Prerequisite(s): BSA 241

Analysis of International Financial Markets including the International Monitory Fund and the role of the World Bank in relation to economic stability, employment and distribution of income. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## BSA 422 - Data Communication

Prerequisite(s): BSA 228
Data Communication is concerned primarily with the exchange of data between two directly-connected devices. Key concepts include all aspects of transmission, interfacing, link control, and multiplexing. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
BSA 423 - Auditing
Prerequisite(s): BSA 304
Standards and objectives, reports, internal controls, examination of internal and external records, working papers, procedures, and other related topics. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 430 - Federal Tax Accounting

Prerequisite(s): BSA 204
Concepts and applications of the federal income tax laws with particular emphasis on individual income taxes. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## BSA 431 - Governmental and Not-for-Profit Accounting

Prerequisite(s): BSA 205
Principles and methods of accounting in local, state and federal governments; includes systems for private and non-profit organizations. ( $\mathbf{3} \mathbf{h r s}$ )

## Spring

## BSA 440 - Data Base Management

Prerequisite(s): BSA 229
Introduction to the use of computers for business and other administrative applications. Methods of data organization, storage and reporting are considered to satisfy specific needs for information. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 442 - Marketing Research

## Prerequisite(s): BSA 341

Focuses on how marketing managers improve decision-making with marketing research. In addition to traditional methods of collecting research data, nontraditional topics such as the role of intranets and online access to multimedia data, use of search engines to gather information from the Internet for primary data collection, including online focus groups and surveys and interactive questionnaires. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## BSA 444 - Consolidation and International Accounting

Prerequisite(s): BSA 305
Focus on preparation and analysis of multi-corporations financial accounting statements. Emphasis is on consolidation of both domestic and international firms. Problems of translating foreign currency and financial statements into domestic dollars and financial statements are identified with GAAP solutions. (3 hrs)

## Fall

## BSA 450 - Capital Structure in Developing Countries

## Prerequisite(s): BSA 201

Profiles of the study of theory and practice of capital structure \& growth and development in the developing countries. Problems of capital acquisition, effect on economic development of population and labor force, employment, urbanization, and education; and analysis of monetary and fiscal policies of less-developed countries, role of the capitalistic nations, the world bank, and their impact on economic development. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## BSA 451 - Human Resources Management

Prerequisite(s): BSA 301
The course examines the concepts underlying human resources management and reviews the various Human Resources functional areas in the field. Functional areas of study include planning, staffing and recruitment, training and development, practices of personnel administration, as well as compensation and benefits. Central to this course is how institutions, policies, legislations and governmental regulations impact the management of human resources. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## BSA 460 - Special Topics Seminar

Prerequisite(s): Permission of Instructor
Special interest topics to be explored by majors in general or in a specific emphasis. Topics may be expansion in the area of subjects offered or an experimentation in new topic offerings. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

BSA 470 - Internship
Prerequisite(s): Permission of Instructor
Provides the opportunity to test students' business skills and career aptitudes in a business setting. Students work with experienced professionals/ entrepreneurs. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## BSA 480 - Production Management

Prerequisite(s): BSA 331
Focuses on the techniques of operations management including CPM, PERT, inventory control, quality control, production scheduling, manufacturing methods, job evaluation, purchasing, and economic analysis. (3 hrs)
Fall
BSA 489 - Management Problems, Policies, and Planning
Prerequisite(s): BSA 301
Capstone course in which seniors integrate knowledge obtained in previous courses. Computer-based case analysis is utilized, and a comprehensive term project is completed. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## CHEMISTRY (CHE)

CHE 120 - General Chemistry I
Prerequisite(s): Two years of high school algebra with grades of "C" or better or MAT 122. Grade of "S" in REA 099, ENG 099, and MAT 099 (if required). Periodic table of elements, atomic and molecular structure, bonding, thermochemistry, gas laws, and solution chemistry. Three hours lecture and three hours laboratory per week. (4 hrs) Fall/Spring

CHE 121 - General Chemistry II
Prerequisite(s): CHE 120
Chemical equilibria, acids and bases, kinetics, molecular structure, and properties of the more common elements. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s ) ~}$
Fall/Spring

## CHE 233 - Quantitative Analysis

Prerequisite(s): CHE 121
Theory and practice of quantitative analysis. Gravimetric and volumetric analysis and introduction to modern instrumental techniques. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall
CHE 334 - Organic Chemistry I
Prerequisite(s): CHE 121 and MAT 122
Composition, nomenclature, preparation, reactions, and reaction mechanisms of aliphatic hydrocarbons and functional groups of halogens and oxygen. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s}$ )
Fall
CHE 335 - Organic Chemistry II
Prerequisite(s): CHE 334
Continuation of CHE 334. Functional groups of nitrogen, aromatic hydrocarbons, and biological molecules. Three hours lecture and three hours laboratory per week. ( 4 hrs )
Spring

## CHE 336 - Instrumental Analysis

Prerequisite(s): CHE 233
Modern spectroscopic, chromatographic, and electrochemical analyses. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring

## CHE 421 - General Biochemistry

Prerequisite(s): BIO 112 and CHE 334
Chemical composition and molecular organization of cells and tissues. Enzyme action and biochemical reactions of cellular metabolism. Three hours lecture and three hours laboratory per week. ( 4 hrs )
Fall/Spring
CHE 422 - Inorganic Chemistry
Co-requisite: CHE 437

Chemistry of representative elements, transition elements and coordination compounds. Three hours lecture and three hours laboratory per week. ( $4 \mathbf{h r s}$ )
Spring (offered as needed)

## CHE 423 - Organic Analysis

## Prerequisite(s): CHE 335

Modern analytical methods of organic compounds. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall/Spring (offered as needed)

## CHE 425 - Organic Preparations

Prerequisite(s): CHE 335
Multi-step synthesis of organic compounds. Nine hours laboratory per week. (3 hrs)
Fall/Spring (offered as needed)

## CHE 436 - Physical Chemistry I

Prerequisite(s): CHE 233 and MAT 220
Application of physical laws to chemical phenomena. Covers thermodynamics, kinetics, phase equilibria, electrochemistry, chemical statistics, and spectroscopy. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s}$ )
Fall

## CHE 437 - Physical Chemistry II

Prerequisite(s): CHE 436
Continuation of Chemistry 436. Three hours lecture and three hours laboratory per week. (4 hrs) Spring

## CHE 450 - Independent Research

## Prerequisite(s): CHE 336

Basic chemical or biomedical research. Open to biology and chemistry majors. Students must file an "Independent Study" form detailing the arrangements. Hours and credit to be arranged. (1-4 hrs)
Fall/Spring

## CHE 460-469 - Special Topics

Subject to Department and instructor approval. Provides an opportunity for Chemistry students to study a topic of interest in the major field under supervision of a Chemistry professor. (1-4 hrs)
Fall/Spring

## CHE 470 - Chemistry Seminar I

Prerequisite(s): CHE 120
Topics covering current and advanced chemical processes and technological applications are examined. Students present seminar topic orally. Group discussion of scientific journal topics included. Designed for sophomores and juniors. One seminar per week. Grading: "S" or "U". (0 hrs)
Fall/Spring

## CHE 471 - Chemistry Seminar II

Prerequisite(s): CHE 470
Expansion of seminar topic presented in CHE 470. Students present seminar topic orally. Group discussion of scientific journal topics is included. Designed for juniors. One seminar per week. Grading: "S" or "U". (0 hrs)
Fall/Spring

## CHE 472 - Chemistry Seminar III

Prerequisite(s): CHE 471
Introduction and presentation of Senior Major Field Paper topic. Students present seminar topic orally. Group discussion of scientific journal is included. Designed for juniors and seniors. One seminar per week. Grading: " S " or "U" (0 hrs) Fall/Spring

## CHE 473 - Chemistry Seminar IV

## Prerequisite(s): CHE 472

Designed for chemistry seniors. Original research (laboratory, field, or clinical), the results of which must be reported orally in seminar and in writing to the chemistry and biology faculty. An acceptable report must be completed at least one month prior to the expected date of graduation. One seminar per week. Grading on an "A, B, C, D or F" basis. (1 hr) Fall/Spring

## COMPUTER SCIENCE (CSC)

## CSC 100 - Computer Applications and Programming

Introduction to computers and information processing, cybersecurity, fundamental concepts and operations. Computer capabilities limitations and applications, system components and social impact. Exposure to internet applications, e.g., word processing, spreadsheets, presentations, graphics, and databases. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## CSC 226 - Introduction to Computing

Prerequisite(s): MAT 122 and CSC 100
Fundamentals of programming concepts, capabilities and limitations, history and development of modern computers and components of the computer system. Visual Basic programming including its environment, controls, menus, forms, OLE objects, adding internet access, and providing help systems. ( $\mathbf{3} \mathbf{h r s}$ )
Fall/Spring

## CSC 230 - Principles of Programming I

Prerequisite(s): MAT 122 and CSC 100
Fundamental procedural programming concepts. Fundamentals used in design and development of programs using C++ language. Data types, control structures, functions, arrays, files, and the mechanics of running, and debugging. Historical and social context of computing. Overview of computer science as a discipline. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## CSC 231 - Principles of Programming II

Prerequisite(s): CSC 230
More advanced programming concepts. Topics include control structures, arrays, procedures, files and recursion. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## CSC 250 - Algorithms and Data Structures

Prerequisite(s): CSC 230 or CSC 340
Formal techniques that support the design considerations of efficiency. Asymptotic complexity bounds, techniques of analysis, algorithmic strategies, and automata theory and its application to language translation. The study of data structures including trees, stacks, and sorts. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall

## CSC 340 - Object Oriented Programming I

## Prerequisite(s): MAT 122 and CSC 100

The concepts of object-oriented programming using Java language. Review of control structures and types with emphasis on structured data types and array processing. The object-oriented programming paradigm, the definition and use of classes, the fundamentals of object-oriented design. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## CSC 341 - Object Oriented Programming II

Prerequisite(s): CSC 340
The concepts involved in the advanced object-oriented approach to data structure and programming. Topics include capturing user actions with a listener, adding buttons and text fields to an interface, arranging components using the border layout manager, converting between data types both implicitly and explicitly, finding the formatting rules for the locale where an applet is run. ( $\mathbf{3} \mathbf{~ h r s )}$
Spring

## CSC 352 - Computer Graphics and Multimedia

Prerequisite(s): CSC 230 or CSC 340
Introduction to and use of computer graphics as they apply to multimedia, the World-Wide Web, and the design of human computer interface. Principles and techniques of computer graphics will be addressed. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## CSC 362 - Assembly Language Programming

Prerequisite(s): CSC 340 or CSC 230
Introduction to assembly language, program linkage, input-output instructions, and machine organization. Topics include registers, memory instruction formats. character data processing decimal, hexadecimal and binary numerical representation, subroutines and program linkage. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## CSC 446 - Data Communications and Networks

Prerequisite(s): CSC 341or CSC 231
Introduction to data communication and networks. Topics include communication protocols, communication environment, local area networks, distributed processing, network management and design, encoding, signaling, data protocols, data transmission techniques, and topologies control strategies. (3 hrs)
Spring

## CSC 455 - Software Engineering and Development

Prerequisite(s): CSC 341 or CSC 231
The process of analyzing and finding solutions for organizational problems that require computer-based solutions. Includes survey development, metrics, and the study of software techniques use to design and maintain solutions. ( $\mathbf{3} \mathbf{~ h r s}$ )

## CSC 460-461 Special Topics

Subject to Department and instructor approval, provides an opportunity for computer science students to study a topic of interest in the major field under supervision of a Computer Science professor.(1-4 hrs)
Fall/Spring

## CSC 462 - Computer Architecture and Operating Systems

Prerequisite(s): CSC 341 or CSC 231
Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, mutual exclusion and synchronization, implementation of processes algorithms, memory management, and file systems. (3 hrs)
Spring

## DRAMA (DRA)

## DRA 200 - Fundamentals of Technical Theater

Prerequisite(s): Open to students with junior status.
This course surveys the techniques for designing, building, painting, costuming, and managing a theatrical production. Students enrolled in this course will be called upon as needed to assist with Paine College dramatic productions as partial fulfillment of the requirements of the course. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## DRA 270 - Theater Performance and Play Production

Admission by audition/permission only. This is a one-semester course designed to introduce beginning actors to the basics required for securing, preparing for, and executing a dramatic role before the public in a produced play. ( $\mathbf{1} \mathbf{~ h r}$ ) (repeatable

## to a max. (8 hrs)

Fall/Spring

## DRA 271 - Acting I: Acting Workshop

This course introduces the student to the craft of acting including training in voice, movement, emotional sensitivity, improvisation, and scene study. The student will develop the necessary skills for preparing and learning dramatic materials suitable for use in an audition for a leading role in a dramatic production. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## DRA 272 - Acting II: Scene Study

Prerequisite(s): DRA 271
This course is a continuation of Acting I with a continued focus on developing those skills learned in that course. Also, it includes studies in text and subtext, scene study, and character analysis. The student will develop the necessary skills for preparing and developing dramatic materials related to working with a scene partner. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## DRA 273 - Acting III: Period Style

Prerequisite(s): DRA 272.
This course introduces the problems of enacting period literature from Greek to early twentieth century. Students address problems of deportment and stage movement, diction, and meter. Scenes performed from Greek, Roman, Renaissance, Restoration, and early Modern repertoires. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## DRA 375 - Stage Lighting

This course will focus on lighting design for the theater, including equipment and tools of the lighting designer; drafting techniques in creating a lighting plot; and design analysis and theory. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## DRA 378 - Directing

This course is a study of the fundamental techniques of stage directing. It introduces concepts regarding stage space, blocking and movement, script analysis and interpretation, and style. Reading, discussions, laboratory work, the directing of scenes and one-act plays, and the creation of a prompt book are required. ( $\mathbf{3} \mathbf{h r s}$ )

## Spring

DRA 381 - Stage Management
Prerequisite(s): Junior Status
This course will focus on principles of stage management for the theater, including cast and crew job descriptions and responsibilities, time management, planning, scheduling, prompt book, rehearsals, attitudes, and calling a show. Students will complete a stage management project for a selected play. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## ECONOMICS - (ECO)

## ECO 231 Macroeconomics (BSA 231, Cross-Listed)

The nature of the economic problem; principles of resources allocation; laws of supply and demand; income and employment, fiscal policy, money and banking. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## ECO 232 - Microeconomics

Analysis of consumer demand; determination of price and output under varying market structures; applications of demand and supply, elasticity, and pricing of factors of production. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## ECO 321 - Money and Banking

Prerequisite(s): ECO 231
Historical review of the banking system in the United States; other financial institutions; effects of monetary policy on prices, employment, income and economic growth. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## ECO 331 - Intermediate Macroeconomic Theory

Prerequisite(s): ECO 232 and MAT 124
Theoretical analysis of production, value, distribution and pricing under various economic structures; in depth study of microeconomic topics. ( $\mathbf{3} \mathbf{~ h r s ) ~}$

## Fall/Spring

## ECO 341 - Contemporary Issues in Economics

## Prerequisite(s): ECO 231

An analysis of economic issues like inflation, unemployment, income, distribution, pollution, and productivity monetary and fiscal policy in action. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Fall/Spring

## ECO 351 - Public Finance

Prerequisite(s): ECO 231
Analysis of local, state, and federal government expenditure and taxation in relation to economic stability, employment and distribution of income. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall/Spring

## ECO 361 - Labor Economics

Prerequisite(s): ECO 232
An analysis of supply and demand for labor, study of philosophy of labor unions, labor legislation, labor management relationship and current labor problems. (3 hrs)
Fall/Spring

## ECO 371 - Consumer Economics

Prerequisite(s): ECO 232
Topics include economic problems of family, consumer credit, analysis of various types of insurance, legal rights of the consumer, standard of living and budgeting. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## ECO 391 - Comparative Economic Systems

## Prerequisite(s): ECO 232

The study of resource allocation and price and output determination under different economic systems; comparison and contrast between capitalist and socialist economic systems. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## ECO 400-International Economics

## Prerequisite(s): ECO 232 and ECO 321

Principles and practices of international trade, balance of payments, fixed and flexible exchange rates, tariffs, and operation of international monetary systems. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall/Spring

## ECO 421 - Economic Policy

Prerequisite(s): ECO 321
Analysis of macroeconomic models of income determination, historical perspective of fiscal and monetary policies and their effectiveness in solving inflation, unemployment, and other economic problems. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## ECO 431-American Economic History

Prerequisite(s): ECO 232
Study of historical development in agriculture, industry, banking, and governmental economic policies. ( $\mathbf{3} \mathbf{~ h r s}$ )

## ECO 442 - Economic Development

Prerequisite(s): ECO 232 and ECO 321
Profiles of the study of theory and measurement of economic growth and development; developing countries effect on economic development of population, employment, urbanization, and education; and analysis of monetary and fiscal policies of less developed countries and the impact of economic development. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## ECO 451 - Urban Economics

Prerequisite(s): ECO 232
A study of the economic nature of problems in cities; land use and transportation problems. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## ECO 425 - Special Topics in Economics

Seminars focusing on selected economics topics and problems; subject areas will vary according to the interests of the students and instructors. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## EDUCATION (EDU)

## EDU 101: Preparing for Excellence

Acquaints new students with aspects of college life and assists them in making adjustments required of all new and first-time students. (1 hr)
Fall/Spring

## EDU 160: Education Pathway I

## Prerequisite: None

This course is designed to attract and retain students who are seeking a career in the field of education. It will ensure that all teacher education majors gain a competitive edge in their pursuit of a professional career in the K-12 educational arena. It will replace one (1) elective for education majors. (3 hrs.)

## Fall/Spring

## EDU 220: Foundations of Education

This is an introductory course which provides understanding of the teaching profession, emphasizing knowledge and information on various educational issues, concepts, philosophies, trends, ethical behavior and research findings. Field experience required. ( $\mathbf{3} \mathbf{h r s}$ )
Fall/Spring

## EDU 260: Education Pathway II

## Prerequisite: EDU 160

This is an optional course to attract and retain students who are seeking a career in the field of education. Since academic expectations and mastery of grade level standards have transformed instructional strategies, learning styles, and assessment options, it is imperative that perspective teacher candidates are kept abreast of current trends that involve multi-media technology, one-to-one learning, and relevant application skills. It will replace one (1) elective for education majors. (2 hrs.)

## Fall/Spring

## EDU 301: Educational Media

Development of competencies in the use of educational media. Includes selection and evaluation of materials and operation of equipment. Emphasis on design and production of classroom materials. (3 hrs)
Spring

## EDU 307: Reading and Writing in Content Areas (formerly ERD 307)

Prerequisite(s): ENG 101, ENG 102, and ENG 232
A course designed to explore the reading skills necessary for success in middle and secondary grades subject matter area. Emphasis on techniques for evaluation of adolescent reading skills. A study of the development of vocabulary, comprehension and study skills associated with middle/secondary grades. Focus is on content reading lesson, including teacher and learner strategies. (Field Experience required) ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## EDU 308: Teaching of Language Arts

Addressing strategies and materials for fostering effective writing, reading, oral and listening communication skills of students from Middle Grades through grade twelve. The course will emphasize grammar, vocabulary and spelling for developing an understanding and use of language. Field experience required. ( $\mathbf{3} \mathbf{h r s}$ )
Fall/Spring

## EDU 309: Introduction to Educational Research Methods

This course focuses on the fundamental concepts, principles, and methods of educational research. Candidates will learn to use educational research to make instructional decisions and monitor student learning. ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 312: Children's Literature

Types of literature for pre-school and elementary age groups, including practical experience with children. Field experience required. ( $\mathbf{3} \mathbf{h r s}$ )
Fall

## EDU 316: Math Curriculum, Methods \& Assessment

Prerequisite: Admission to The Educator Preparation Program
This course focuses on pedagogy of mathematics. Candidates extend their understanding of mathematics and successfully integrate mathematics as a tool for learning. Field experience is required. ( $\mathbf{3} \mathbf{h r s}$ )

## EDU 334: Social Studies Curriculum, Methods \& Assessment

Prerequisite: Admission to The Educator Preparation Program
The course emphasizes curriculum theory and instructional methods related to teaching social studies in the diverse classroom. Particular attention paid to gender and multicultural issues in urban settings. Field experience is required ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 337: Science Curriculum, Methods \& Assessment

Prerequisite: Admission to The Educator Preparation Program. This course discusses science teaching in a manner consistent with how young children learn science concepts and skills. Opportunities are provided for work on science activities similar to those used with elementary school children and to examine ways of relating science to students' lives. Field experience is required. ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 338: Language and Literacy

Prerequisite: Admission to The Educator Preparation Program This course includes an examination of processes through which students develop skills and competence in writing, listening and speaking. The course will include analysis of research, methods and materials relevant to instruction in writing and oracy. ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 339: Classroom Management

## Prerequisite: EDU 220

Principles and techniques for the guidance of students and effective management of a classroom. (3hrs)
Fall

## EDU 360: Child Development and Family in a Diverse Society

Prerequisite: Admission to The Educator Preparation Program, PSY 201-Introduction to Psychology
This course reviews the literature on human biological, motor, perceptual, cognitive, language, emotional, cultural, social, spiritual and gender development. Human development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling.

## EDU 361: Teaching Young Adolescents

Prerequisite: PSY 201
This course examines the biological, social, cultural, cognitive, and psychological factors that influence adolescent growth and development. Candidates will learn ways to design instruction to meet the unique needs of adolescent learners. ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 362: Teaching and Learning for the Exceptional Learner

Prerequisite: PSY 201
This is a survey course of exceptional learner characteristics. Instructional techniques that promote academic, personal, and social growth in all learners will be examined. Strategies for identifying and working with exceptional learners will be developed. The diverse nature of learners will be examined. ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 393: Educational Psychology

Prerequisite(s): PSY 201
Psychological principles underlying the teacher-learning process including theories of learning and development, individual differences, motivation, readiness, transfer, and measurement of intelligence and achievement. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## EDU 395: Methods, Curriculum and Assessment

This course examines key elements of learning and instruction in diverse classrooms. Provides opportunities for candidates to practice curriculum design, assessment, approaches to discussion, and collaborative learning. Draws connections between learning theories and instructional practices. Topics include connecting learning and teaching to educational purposes; addressing diverse needs and strengths of students; assessment as a part of the instructional process, creating meaningful and engaging learning experiences; and developing as a reflective practitioner. Requires field experiences ( $\mathbf{3} \mathbf{~ h r s}$ )

## EDU 397 Seminar in Educational Research I

This course provides students with guided practice on the educational research process. Students will develop a research proposal to be executed in subsequent research courses.

## EDU 401 Seminar in Educational Research II

This course provides students with guided practice on the educational research process. Students will carry out a research project on an educational topic.

## EDU 403 Seminar in Educational Research III

This course provides students with guided practice on the educational research process. Students will develop a research report based which includes all aspects of the research process.

## EDU 460 - Special Topics

Prerequisite(s): Permission of instructor.
Selected areas of Education. (1-3 hrs)
Fall/Spring

## EDU 490 - Clinical Internship in Education

Prerequisite(s): Completion of all pre-student teaching requirements, Passing Score on Licensure Content Examination(s) Observation and analysis of teaching, participation and student teaching in the Elementary Education field, under supervision in selected schools. Weekly seminars and electronic portfolios are required. (12 hrs)
Fall/Spring

## EDU 490L - Clinical Internship in Education Lab

Prerequisite(s): Admission to The Educator Preparation Program; passed all Level II Assessments
Weekly campus seminars to connect research with practice. ( $\mathbf{1} \mathbf{~ h r}$ )
Fall/Spring

## ENGLISH (ENG)

## ENG 101 - Composition I

Composition I focuses on developing skills required for effective writing in a variety of contexts in academic and professional writing. Students in English 101 will write a five-paragraph expository college-level essay with three developmental paragraphs that support a thesis statement, contain appropriate concrete details and examples, and demonstrate competency in Standard English within a specified time period. A review of grammar, usage, and mechanics is included. A grade of "C" or better is required to pass this course. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/ Spring

## ENG 102 - Composition II

Prerequisite(s): ENG 101 ("C" or better)
Composition II focuses on skills required for effective writing in a variety of contexts, with emphasis on argumentation and the research paper. Students in English 102 will write a persuasive college-level essay with developmental paragraphs that support a thesis statement, contain appropriate concrete supporting details and examples, and demonstrate competency in Standard English on demand. A review of grammar, usage, and mechanics is included. A grade of "C" or better is required to pass this course. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## ENG 205 - Teaching of Writing

Prerequisite(s): ENG 101 and ENG 102 (both with a "C" or better)
This course focuses on strategies for teaching writing elements. Emphasis is placed on writing patterns and grammatical language structure that convey thoughts and ideas in written form. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## ENG 232 - Introduction to Literature

## Prerequisite(s): ENG 102 ("C" or better)

This introductory course presents students with different types of literature in such a way that the student will learn to read poetry, fiction, and drama with understanding and enjoyment. Students will also learn how to write themes about literature. Students take the Sophomore Proficiency Examination in English (S.P.E.E.) during the semester in which they are enrolled in this course. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## ENG 233 - Types of Drama

Types of Drama presents principles of dramatic technique necessary to the proper evaluation of stage and screen productions. (3 hrs)
Spring

## ENG 234 - World Literature in Translation I

Prerequisite(s): ENG 232 ("C" or better)
This is a course of reading and writing about the main currents in western literature on the Continent, from Ancient Greece to Neoclassicism in the 17th century. It is required of all English majors. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall

## ENG 235 - World Literature in Translation II

Prerequisite(s): ENG 234 ("C" or better)
This course is a continuation of English 234, entailing reading and writing about the masterpieces of Neoclassicism, Romanticism, Realism and 20th Century Impressionism. It is required of all English majors. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## ENG 242 - Fundamentals of Speech Communication

Prerequisite(s): ENG 101 and ENG 102 ("C" or better)
This course is designed to provide an introduction to oral communication techniques that will enable students the tools to become effective speakers to diverse audiences and in varied contexts. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## ENG 300 - Advanced Composition

Prerequisite(s): ENG 101 and 102 (both with a "C" or better)
Emphasis on writing with clarity and effectiveness is the major focus of this course. In addition, language proficiency, logical thinking, basic principles and techniques of modern communication, including audience, content analysis and semantics are also parts of this course. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## ENG 301 - Technical Writing

Prerequisite(s): English 101 and ENG 102 (both "C" or better),
This course includes the study of the basic issues, elements, and genres of technical writing. Technical Writing will also focus on workplace writing skills, including electronic writing techniques such as .html, graphics, and internet application. (3 hrs)
Fall/Spring
ENG 311 - History of English Language
Prerequisite(s): ENG 232 ("C" or better)
This course traces the origins and development of English and its relation to other languages. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
ENG 324 - British Literature from Beowulf to 1784
Prerequisite(s): ENG 232 ("C" or better)
This course is a historical approach to English literature from its beginning to the death of Samuel Johnson. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

ENG 325 - British Literature Since 1784
Prerequisite(s): ENG 324 ("C" or better)
This course is a continuation of English 324, covering English literature from Burns through the contemporary era. It is required of English majors. ( $\mathbf{3} \mathbf{~ h r s )}$
Spring

## ENG 328 - Adolescent Literature

Prerequisite(s): ENG 232 ("C" or better for all courses)
This is a course in the teaching of reading which investigates programs for developing readiness and teaching reading. The course explores representative literary texts typically used in middle schools. Special attention will be paid to teaching literature to young adults and issues related to the choice and quality of samples. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
ENG 330 - American Literature 1608-1870
Prerequisite(s): ENG 232 ("C" or better)
This course is about the forces that have shaped American ideals and the writers who have best set forth these concepts. It is required of all English majors. ( $\mathbf{3} \mathbf{~ h r s ) ~}$

## Fall

## ENG 331 - American Literature Since 1870

Prerequisite(s): ENG 330 ("C" or better)
This course examines recent trends in American Literature. Realism in fiction and the treatment of American problems are given special attention. It is required of all English majors. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring
ENG 332 - Black Literature 1760-1900
Prerequisite(s): ENG 232 ("C" or better)
This course encompasses the writings of Black American authors from the beginning to the end of the 19th century. It treats selected literature, representative of the struggle for the extinction of slavery, and racial adjustment before and after Reconstruction. It is required of all English majors. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall

## ENG 333 - Black Literature of the 20th Century

Prerequisite(s): ENG 332 ("C" or better)
This course is a survey of the literary voice of the African American of the 20th Century. Representative selections of all major genres will be studied. It is required of all English majors. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## ENG 334 - Romantic Prose and Poetry

Prerequisite(s): ENG 232 ("C" or better)
The course is about the representative writings of the
leading poets and prose writers of the Romantic Period and the movements and conditions that influenced their writing.
( $\mathbf{3} \mathrm{hrs}$ )
Spring

## ENG 335 - Victorian Prose and Poetry

Prerequisite(s): ENG 232 ("C" or better)
This course is about the political, social, and aesthetic movements that influenced the poets and prose writers of the Victorian Period. It includes an intensive study of representative writings of these authors. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## ENG 338 - Women's Literature and Criticism

Prerequisite(s): ENG 232 ("C" or better)
This course is an introduction to the major literary works by women writers in English, as well as major critical theories introduced by women critics. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## ENG 340 - African Literature

Prerequisite(s): ENG 232 ("C" or better)
This course is an introduction to representative writings in their historical and social setting of African novelists, poets, and playwrights in English. ( $\mathbf{3} \mathbf{h r s}$ )
Fall

## ENG 410 - Literary Criticism

Prerequisite(s): ENG 232 ("C" or better)
Principles and methods of leading American and British literary critics are studied, and critical schools and their influences and interactions are traced. The focus is upon a clear concept of the development of literary criticism. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

ENG 421 - Public Speaking
Prerequisite(s): ENG 101 and ENG 102 (both "C" or better)
The selection, arrangement and presentation of speeches in a clear and convincing manner are the major emphases of this course. Effective, articulate delivery is emphasized. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## ENG 430 - Shakespearean Drama

Prerequisite(s): ENG 232 ("C" or better)
The analysis of typical plays of various periods in Shakespeare's dramatic career is the major focus of this course. It is also a discussion of the technique of the drama and facts regarding Shakespeare's reaction to his age and its literature. It is required of English majors. (3 hrs)
Fall

## ENG 432 - Literature of the 18th Century

This course is about the representative English writers in poetry, drama, the essay, and the novel, with specific attention to the historical and social background from which the ideas of this century are drawn. ( $\mathbf{3} \mathbf{h r s}$ )

## Spring

ENG 435 - The English Novel of the 19th Century
Intensive study of selected novels by representative writers of the period is the major emphasis of this course. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## ENG 436 - Contemporary Drama

Prerequisite(s): ENG 232 ("C" or better)
This course is the study of outstanding American and European dramatists. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## ENG 437 - The Modern Novel

Prerequisite(s): ENG 232 ("C" or better)
This course is an introduction to the several major American and British novels written since World War I, with emphasis on the social movements and literary trends of the period. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## ENG 439 - Modern Poetry

Prerequisite(s): ENG 232 ("C" or better)
This course introduces the student to Modern American and British poetry from World War I to present. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

ENG 454 - Senior Seminar in Reading and Research
Prerequisite(s): ENG 232 ("C" or better)
The student is taught the evaluation of the levels of proficiency in English achieved by prospective graduates with English as a major and the study of research methods. It is required of all English majors. (3 hrs)
Fall

## ENG 455 - English Research Project

Prerequisite(s): ENG 454 ("C" or better)
This course is a directed research project on a specific topic or theme that covers at least three literary periods or three literary authors and their works. It is required of all English majors. ( $\mathbf{3} \mathbf{~ h r s )}$
Spring

## ENG 460-463 - Special Projects

Prerequisite(s): ENG 232 and ENG 300 (both "C" or better
Provides a junior or senior English major with an opportunity to create a literary work or conduct an in-depth scholarly study of a topic of interest in the major field under the supervision of an English professor. Paper or literary work must be presented to the English faculty. By application. To be arranged. (1-3 hrs)

## ENG 470 - Internship

Prerequisite(s): ENG 232
Provides students with an opportunity to test their skills and career aptitudes in a professional setting. Students work with experienced professionals. By application. To be arranged. (1-3 hrs)

## Fall/Spring

## READING PEDAGOGY (ERD)

## ERD 310 -Reading and Writing Instruction

Prerequisite: Admission to Educator Preparation Program
Teaching strategies and materials for teaching reading and writing in grades PreK-5. A study of the development of emergent literacy skills, vocabulary and comprehension skills associated with elementary education. Provides preservice teachers with knowledge of teaching reading and writing across the curriculum. (Field experience required). ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## ERD 320 - Reading Diagnosis

Prerequisite(s): ERD 305
Analysis of reading diagnostic techniques (informal and formal instruments), instructional strategies and materials for teaching reading in the school setting will be emphasized. Theories of diagnosis and remediation will be addressed as well as alignment between assessment and literacy instruction. (Field experience required). ( $\mathbf{3} \mathbf{h r s}$ )
Spring

## ERD 322 - Reading Prescription and Recovery I

Prerequisite(s): ERD 305, ERD 320
Designed to present teaching strategies and materials for instructing and assessing reading content areas based upon research related to reading prescriptions and standards. The reading process will be implemented across the curriculum. Students will
be exposed to strategies for the remediation of problems that prevent students from achieving reading levels. (Field experience required). ( $\mathbf{3} \mathbf{h r s}$ )

## Spring

## ERD 323- Reading Instruction and Assessment

Prerequisite: Admission to The Educator Preparation Program, ERD 310 Reading and Writing Instruction Designed to present methods of assessment and instruction for PreK-5 students who require remediation and additional support in the area of reading. Methods of assessment and strategies for differentiating reading instruction across the curriculum will be presented. (Field experience required). ( $\mathbf{3} \mathbf{h r s}$ )

## ERD 327 - Reading Prescription and Recovery II

Prerequisite(s): ERD 305, ERD 320, ERD 322
Continuation of ERD 322. Designed to provide pre-service students with opportunities to implement the skills of assessments, prescriptions, reading, remediation strategies and evaluations. (Field Experience required). ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## ERD 328 - Adolescent Literature

Investigate literature that is appropriate for adolescent readers. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## ENVIRONMENTAL SCIENCE (ESC)

## ESC 101 - Environmental Science Fundamentals

Application of the basic concepts from chemistry, biology and other physical sciences to examine environmental issues involving resource conservation and management, conservation of our biodiversity and its relevance to natural ecosystems and environmental sustainability. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall/Spring

## ESC 201 - Introduction to Environmental Justice

Introduction to environmental justice, environmental racism and environmental ethics. Also included are topics such as toxic releases, toxic waste, effects and cumulative risk assessments, zoning, land use, data collection and Executive Order 12898. Global issues of environmental injustice and related issues will be discussed. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## ESC 202 - Waste Management and Pollution Prevention Strategies

Prerequisite(s): ESC 201 or consent of the instructor.
Introduction to ecosystem management and sustainability concepts; environmental auditing; resource conservation and recycling; principles of pollution prevention and waste minimization; waste management strategies for dealing with solid and liquid wastes; hazardous waste management; emergency planning and response, and compliance planning. ( $\mathbf{3} \mathbf{h r s}$ )
Spring

## ESC 210 - Environmental Statistical Techniques

Prerequisite(s): ESC 101 and MAT 122
The course is designed to give students an introductory knowledge of statistics and to enable students to read statistical evidence in journal articles and reports, perform statistical calculations and analyses, and to understand technical presentations. The statistical principles and methods presented in the course will be applied to examples from medicine, business, science, social science and other fields. Topics include frequency distributions; percentage distributions; measures of central tendency; standard deviation; probability; sampling; chi-square distribution; and variance analyses including t-test and ANOVA. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Spring

## ESC 301 - Environmental Policy Management \& Environmental Regulations

Basics of air, soil, and ground water contamination; contaminant transport and site characterization techniques, geology, and hydrogeology; data management and interpretation; characterization, collection, and transport of municipal solid wastes; recycling, source and thermal processing; hazardous chemical and radioactive waste management; physical, chemical, and biological treatment; thermal processing and destruction of hazardous waste; project management; liability principles and practices; and the role of enforcement agencies in implementing environmental regulations. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## ESC 302 - Environmental Monitoring and Instrumentation

Prerequisite(s): CHE 334
The course deals with environmental monitoring processes; sampling methods for air, soil, and water; essentials of equipment maintenance methods, equipment calibration, proper testing methods, proper use of standardized testing forms, and EPA data tolerances; and an introduction to quality assurance principles; pre-and post-sampling operations. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s}$ )
Spring

## ESC 401 - Environmental Toxicology

Prerequisite(s): CHE 335
Toxicologic identification, sampling, measurement, monitoring, and mitigation. Movement, distribution, and fate of toxins; bioaccumulation and magnification; mechanisms for minimizing toxic effects; measuring toxicity; risk assessment (definitions, methods, calculations, interpretation of results; exposure pathways chronic and acute exposures and health effects); human health problems of short and long term pesticide exposure; and integrated pest management. Three hours lecture and three-hour laboratory per week. ( 4 hrs )
Fall

## ESC 402 - Introduction of Risk Assessment/Risk Management

## Prerequisite(s): ESC 210

The course provides students with the necessary knowledge to perform risk assessment studies. Topics include general principles of risk assessment; hazard identification; dose-response assessment; exposure assessment; risk characterization; risk management and ecosystem risk assessment. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s}$ ) Spring

## FRENCH (FRE)

## FRE 220 - Elementary French I

This course offers the students oral and written practice in French, with emphasis on sentence patterns and fundamental principles of structure. Three class meetings and two laboratory sessions per week. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## FRE 221 - Elementary French II

## Prerequisite(s): FRE 220

This course is a continuation of oral and written practice in French, with emphasis on sentence patterns and fundamental principles of structure. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## FRE 322 - Intermediate French I

## Prerequisite(s): FRE 221

This course is an intensive and extensive oral practice of French and varied readings of French texts. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## FRE 323 - Intermediate French II

Prerequisite(s): FRE 322
This course is an intensive and extensive reading of texts of marked literary merit, articles on culture and civilization, current events and readings in the physical and social sciences, preparing students to read and converse in specialized fields and to enter advanced courses in conversation, civilization and literature. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## FRE 342 - Conversational French

## Prerequisite(s): FRE 323

This course introduces the student to varied activities designed to enhance oral and written expression with emphasis on conversation and composition. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## FRE 343 - Advanced Conversation and Composition

Prerequisite(s): FRE 342
This course is a comprehensive review of French grammar and syntax with emphasis on vocabulary building. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## FRE 401 - Teaching Romance Languages

Prerequisite(s): FRE 342
This course instructs the students about the problems, materials, and techniques of teaching foreign languages at the elementary and intermediate levels. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## FRE 426 - Survey of French Literature I

Prerequisite(s): FRE 220 and 221
This course surveys representative works of prose, poetry, and drama from the French Middle Ages to the French Revolution. (3 hrs)
Spring
FRE 427 - Survey of French Literature II
Prerequisite(s): FRE 426
This course surveys representative works of prose, poetry, and drama from the French Revolution to the present. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
FRE 440 - Afro-French Literature
Prerequisite(s): FRE 220 and 221
This course is a study of the literary master pieces of French Speaking Africa. ( $\mathbf{3} \mathbf{~ h r s )}$
Spring

## GEOGRAPHY (GEO)

GEO 231 - World and Regional Geography
Survey of the major world realms and regions with special attention to humankind and the physical environments. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## HEALTH EDUCATION (HED)

## HED 225 - Personal and Community Hygiene

Introduces students to health methodology based upon most current research and the Natural Health Education Standards. It emphasizes health content, curriculum and concepts related to disease prevention. Analyzes the culture, media, and technology on the health-related issues (home, school, community). ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## HISTORY (HIS)

HIS 103 - Survey of United States History
Survey of the political, economic, and social development of the United States from pre-colonial times to the present ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall/Spring

## HIS 104 - African American History

The history of Blacks in America from their African origin to the present, and an assessment of their role in shaping social, political, and cultural structures. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall/Spring

## HIS 112 - World History

Survey of world civilizations from pre-historic times to the present. ( $\mathbf{3} \mathbf{h r s}$ )
Fall/Spring
HIS 222 - U.S. History to 1865
First of a two-semester survey beginning with the discovery by Columbus and concluding with the Civil War. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## HIS 223 - U.S. History since 1865

Second of a two-semester survey, beginning with Reconstruction and ending with the present. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## HIS 250-254 - Special Topics in History

Seminars focusing on select historical topics and problems; subject areas will vary according to the interests of students and instructors. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## HIS 310 - Georgia History

The history of Georgia from colonial times to the present. ( $\mathbf{3} \mathbf{~ h r s ) ~}$

## Spring

## HIS 311 - Latin America

Survey of the present scene in the countries south of the United States, and an assessment of their history in the colonial and national periods. ( $\mathbf{3} \mathbf{h r s}$ )
Fall

## HIS 325 - American Military History

A survey of the American military experience to include the significant battles and campaigns of its history, the application of military principles, and the development of the military establishment within the context of U.S. political, social, intellectual, and diplomatic history. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall
HIS 330 - Medieval Europe
Prerequisite(s): HIS 103 or by permission
The key personalities and institutions, which have shaped European development from the fall of the Roman Empire in the West to 1500 A.D. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Spring

## HIS 331 - Early Modern Europe

Prerequisite(s): History 103 or by permission
The political, economic, social, and religious development of Europe from 1500 to the fall of Napoleon in 1815. ( $\mathbf{3} \mathbf{~ h r s )}$ Spring

## HIS 332 - Late Modern Europe

Prerequisite(s): HIS 103 or by permission
The political, economic, social, and cultural development of nineteenth and twentieth century Europe. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## HIS 348 - Women in United States History

A survey of U.S. History focusing on the lives of women from the colonial period to the present as well as on the women's movement for political, social, and economic equality. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## HIS 402 - History of Sub-Saharan Africa

Survey of Sub-Saharan Africa from the medieval period to the present, with special emphasis on the emergence of modern political units and the Pan African movement. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## HIS 410 - U.S. Economic History

Prerequisite(s): HIS 222 or 223
The evolution of the United States from an agrarian economy to an industrial giant.
( $\mathbf{3} \mathrm{hrs}$ )
Offered as needed

## HIS 420 - Modern Asia

Historical survey of nations in East Asia with emphasis on China, Japan, Korea, Vietnam, and Thailand; and a survey of India, its culture, religion, and impact upon the modern world. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## HIS 426-427 \& 429-431 - Special Topics in History

Seminars focusing on select historical topics and problems; subject areas will vary according to the interests of students and instructors. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## HIS 428 - Middle East and North Africa

A survey of the Middle East and North African history from ancient times to the present. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## HIS 435 - Twentieth Century Russia

A study of the decline of Imperial Russia, the establishment of a Communist regime, and its demise. Includes the study of the political, social, and economic history that realm to the present. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## HIS 440 - United States Diplomatic History

A historical survey of the foreign relations of the United States from its foundation to the present. ( $\mathbf{3} \mathbf{~ h r s}$ )
Offered as needed

## HIS 460 - Historical Methodologies

Theory and methods of historical inquiry. Required of history majors in the senior year, after three-fourths of the program has been completed. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## HIS 461 - History Research Project

Prerequisite(s): HIS 460
Directed project in historical inquiry. Required of history majors in the senior year. Project must be presented to History faculty. ( 3 hrs )
Spring

## JOURNALISM (JRN)

## JRN 252 - News Reporting and Writing I

Prerequisite(s): ENG 101, 102
This course is a survey of the basic principles of journalistic writing and the fundamentals and techniques of news reporting. (3 hrs)
Fall

## JRN 253 - News Reporting and Writing II

Prerequisite(s): JRN 252
This is a newsgathering and reporting course. It is a continuation of JRN 252, with emphasis on newsgathering, reporting techniques, beat reporting, the exploration of news sources, and the writing of various types of news stories. ( $\mathbf{3} \mathbf{~ h r s )}$ Spring

## MASS COMMUNICATION (MAC)

## MAC 201 - Media and Society

This course is designed to introduce the student to fundamental concepts, theories, and histories with regard to newspapers, magazines, books, radio, recordings, television, movies, advertising, and digital media. Topics also include media as relating to social issues, law and regulation, and ethics. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## MAC 202 - Film Appreciation

This course introduces the student to principles of film theory and criticism. Also included are discussion on cinematography, film history, the language of film, film technology, and film language. The student will learn how to analyze a film to determine relationships between form and idea and form and function. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring (odd years)

## MAC 203 - Introduction to Electronic Media (formerly MAC 401)

Introduction to electronic media is an introduction to the historical perspectives, principles, philosophies, policies and practices of the broadcast media. Attention is also given to historical perspectives of broadcasting, its regulations, communication and change. ( $\mathbf{3} \mathbf{h r s}$ )

## Spring

## MAC 301 - Media, Law, and Ethics

This course examines the idea of free speech as developed in the United States. Much of the course will be devoted to mass media law, including topics such as First Amendment issues, libel, free press, copyright, invasion of privacy, and obscenity. Topics related to media and ethics will also be examined. The student will develop the necessary skills for researching major legal cases related to the field of mass communications. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

MAC 302 - Film History
This course introduces the student to the study of the history and techniques of the motion picture concentrating on films from 1890 to 1940 . Emphasis will be placed on the role of African Americans in that history in order that students understand and appreciate their contribution. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall

## MAC 402 - Radio Production I

Prerequisites: MAC 201, MAC 203, JRN 252, JRN 253
Radio production I gives students a chance to explore techniques and procedures in the creation, production, and direction of radio programming. Studies include an introduction to the world of broadcasting on the web, the latest trends in using standard PC's to automate radio production functions, computer editing, analog programming, and analog editing. The course is designed for students who may wish to pursue a career on the air, in a production capacity, or in a radio management position. ( $\mathbf{3} \mathbf{h r s}$ )
Fall

## MAC 403 - Advanced Radio Production

Prerequisites: MAC 201, MAC 203, JRN 252, JRN 253
Theory and techniques of computer-assisted editing are studied as well as computers in automation, computers in the programming function, computer applications in on-air production, and multi-channel recording. This course is a realistic look at the radio industry in transition, which provides the student with necessary knowledge and skill to work in radio production. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MAC 460 - Special Topics

Offered when demand warrants topics in journalism, broadcasting, public relations, speech, and drama. (1-3 hrs)

## MAC 461 - Television Production I

Prerequisites: MAC 201, MAC 203, JRN 252, JRN 253
This course examines techniques and procedures in the creation and production of television programs. Emphasis is on studio production work and techniques including television news reporting and the video editing process. It focuses on single-camera or camcorder video field production with emphasis on portable video, a fusion of aesthetic and technical concerns, a full discussion of the elements and techniques of video recording and postproduction editing aesthetics. Through a series of production exercises, students obtain the knowledge and competency necessary to work in the field of television production. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MAC 462 - Television Production II

## Prerequisite(s): MAC 461

Application of concepts and practices learned in Television I, students produce and direct portable video exercises. Emphasis is placed on experiences. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MAC 480 - Broadcast Announcing

This course includes the study of theory and practical skills to enhance student understanding and performance of all types of broadcast material. It covers correct usage of American English and describes major areas of specialization within the field with emphasis upon articulation, copy interpretation, ad lib or impromptu speaking, and clear and effective communication. (3 hrs)
Spring

## MAC 491 - Internship

## Prerequisite(s): Senior status

While serving as an intern, students receive in-service learning experiences in the field of mass communications. Each student is responsible for securing an internship with a local company to work in some area of mass communications. An internship supervisor guides the student through completion of a portfolio based on their work experience. ( $\mathbf{6} \mathbf{~ h r s ) ~}$
Fall

## MATHEMATICS (MAT)

## MAT 122 - College Algebra

Admission based on placement test score. Topics include functions and their graphs, properties of functions, graphing techniques, special attention given to linear, quadratic; polynomial, rational and radical functions; and modeling. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall/Spring

## MAT 126 - Precalculus

Prerequisite(s): Satisfactory score on placement examination or MAT 122 ("C" or better)
Topics include exponential, logarithmic, and trigonometric functions and conic sections. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring
MAT 220 - Calculus I
Topics include limits, continuity, theory and applications of differentiation, mean value theorem and anti-derivatives. (4 hrs) Fall/Spring

MAT 221 - Calculus II
Prerequisite(s): MAT 220 ("C" or better)
Topics include fundamental theorem of calculus, techniques of integration, transcendental functions, area between curves, and volumes of solids of revolution. ( $4 \mathbf{h r s}$ )
Fall/Spring

## MAT 222 - Calculus III

Prerequisite(s): MAT 221 ("C" or better)
L'Hopital's rule, improper integrals, sequences and series, vectors, functions of several variables, partial derivatives, multiple integrals and polar graphing. (4 hrs)
Fall/Spring

## MAT 300 - Fundamentals of Mathematics Prerequisite(s): MAT 122 ("C" or better)

A course for Early Childhood/Middle Grade Teachers. Students enhance their knowledge of mathematics and its applications in such areas as: set theory and set operations, elementary number theory, probability and counting techniques, statistics and data analysis and informal geometry including linear measurement, angular measurement, area and volume.
(3 hrs)
Fall
MAT 309 - Discrete Mathematics (Formerly MAT 206)
Prerequisite(s): MAT 122 ("C" or better)
Topics include logic, sets, techniques of proofs, counting methods, and probability. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## MAT 314 - Problem Solving

Prerequisite(s): MAT 300 ("C" or better)
A course for Early Childhood/Middle Grade Teachers designed as a writing intensive course where students are required to communicate and connect mathematical ideas from previous courses in developing problem-solving strategies and tactics. (3 hrs)
Fall
MAT 322 - Real Analysis
Prerequisite(s): MAT 222 ("C" or better)
Topics include axioms for the real numbers, sequences, series, continuity, differentiation, and integration. ( $\mathbf{3} \mathbf{h r s}$ ) Spring

## MAT 333 - Introduction to Geometry

Prerequisite(s): MAT 122 ("C" or better)
Students analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Students expand the depth of their knowledge of Euclidean geometry through informal hands on procedures. Topics covered include congruent triangles, similarity, right triangles, circles, area, volume and total areas of solids, parallelism and coordinate geometry. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring
MAT 334 -Linear Algebra
Prerequisite(s): MAT 309 ("C" or better)
Topics include systems of linear equations, matrices, determinants, vector spaces, linear transformations, and eigen values. (3 hrs)
Fall

MAT 335 - Probability and Statistics
Prerequisite(s): MAT 122 ("C" or better)
A study of probability and mathematical statistics based on set theory, mathematical expectation, and principles of statistical inference. ( $\mathbf{3} \mathbf{h r s}$ )
Spring (even years)

## MAT 340 - Number Systems

Prerequisite(s): MAT 300 ("C" or better)
A course for Early Childhood/Middle Grade Teachers-Topics include a study of early and modern numeration systems, base number systems, the real number system, including clock arithmetic, modular systems and mathematical systems without numbers. ( $\mathbf{3} \mathbf{h r s}$ )
Spring
MAT 344 - Number Theory
Prerequisite(s): MAT 309 ("C" or better)
Topics include Congruences, residue classes, quadratic reciprocity, Diophantine equations, prime numbers, and related topics. (3 hrs)
Fall (even years)

## MAT 442 - Differential Equations

Prerequisite(s): MAT 221 ("C" or better)
Topics include ordinary differential equations and applications, Laplace transforms, and series solutions. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## MAT 450 - Modern Algebra

Prerequisite(s): MAT 309 ("C" or better)
A course exploring the theory of groups, rings, integral domains, and fields. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MAT 460-461 Special Topics

Subject to Department and instructor approval, provides an opportunity for Mathematics majors to study a topic of interest in the major field under supervision of a Mathematics professor.(1-4 hrs)
Fall/Spring
MAT 472 - MAT Seminar I
Designed for Mathematics seniors. Informal discussion of current ideas and problems in mathematics. Grading: "P" or "U" basis. One seminar per week. ( 0 hrs )
Fall/Spring
MAT 473 - MAT Seminar II
Designed for Mathematics seniors. Students will be required to write and present a major paper on a mathematical topic of interest, illustrating ability to do research and present findings. Grading on an "A, B, C, D or F" basis. One seminar per week. ( $\mathbf{1} \mathbf{~ h r ) ~}$
Fall/Spring

## MILITARY SCIENCE (MIL)

## MIL 101 - Foundations of Officership

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management. This course is designed to give the cadet insight into the Army profession and the officer's role within the Army. Open to all students. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## MIL 102 - Basic Leadership

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling. (3hrs) Spring

## MIL 201 - Individual Leadership Studies

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Student's record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings. The curriculum involves understanding how to build teams, how to influence, how to communicate, how and when to make discussions, how to engage in creative problem solving, and how to plan and organize. ( $\mathbf{3} \mathbf{~ h r s )}$

## Fall

## MIL 202 - Leadership \& Teamwork

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MIL 301 - Leadership \& Problem Solving

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students will receive direct feedback on leadership abilities. Students will also receive an introduction to the basic fundamentals of military map reading and land navigation. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall

## MIL 302 - Leadership \& Ethics

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities and improving land navigation as applied with the military small unit leader. Includes further development of small unit tactics, leadership skills and physical conditioning. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MIL 306 - Leadership Training Course

Prerequisite(s): Permission of Departmental Chair; 2.5 GPA for scholarship
A five-week summer camp conducted at Fort Knox, Kentucky. Students participate in physical training, land navigation, weapons and tactics, and leadership development. Successful completion qualifies individuals to validate or compete for a two-year scholarship. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Fall

## MIL 401 - Leadership and Management

Prerequisite(s): MIL 302
Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## MIL 402 - Officership

Focuses on completing the transition from cadet to Lieutenant. Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## MIL 406 - Leader Development and Assessment Course

Prerequisite(s): MIL 302
A five-week summer camp conducted at Fort Lewis, Washington. Students participate in physical training, land navigation, weapons and tactics and leadership development. The final camp score is part of the student's accession application for service in the Army. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall
MIL 495 - Selected Topics
Prerequisite(s): Permission of Departmental Chair
An intensive study of special areas of Military Science. ( $\mathbf{3} \mathbf{~ h r s )}$
MIL 496 - Battle Analysis
An intensive / detailed study of an U.S. Army military battle. Study involves current Army doctrine, tactics, techniques and procedures and how commanders won or lost battle. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MEDIA STUDIES (MST)

## MST 315 - Photojournalism

The instruction is focused on the study of camera, film, printing, composition, light and lighting, flash, the principles of photojournalism, and deadline shooting for sports, general news, spot news and features. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MST 335 - Internet/Blogging

This is an elective course.
Prerequisite(s): JRN 252
Within the context of new media, this course demonstrates with graphical examples: (a) How to choose a blogging platform; (b) How to choose a niche for the blog; (c) How to automatically format the blog and insert images, and (d) How to optimize the blog on the various search engines in order to promote what is written for greatest impact and effect. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MST 345 - Sports Feature Writing

This is an elective course.
Prerequisite(s): JRN 252
This course is a study of feature writing in the context of sports. Instruction is focused on multimedia formats and personal interests, and how to research, and write and news stories within a sports framework. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MST 425 - Introduction to Motion Picture Film

Prerequisite(s): MAC 202
The visual structure of film, basic components: space, line, color, contrast/affinity are examined. The course also analyzes the technique, aesthetics, criticism, and social implications of TV/Film. Lectures are accompanied by screenings of appropriate professional works. ( $\mathbf{3} \mathbf{h r s}$ )

## MST 430 - Content and Consciousness

## Prerequisite(s): MAC 201

The course provides a critical examination of Hollywood's relationship with the Black actor from 1970 to the present. Rather than a typical genre study, focus is on the social, political, and economic ramifications of the era, the complexity of the soundtracks that were uncommon for then contemporary radio, and the global impact of Black cinema's influence on present day artistic and cultural confluences. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MST 450 - Introduction to Graphic Design

Prerequisite(s): MST 315
The course introduces students to computer systems developed for graphics. Instruction focuses on the hardware and software components for multimedia production. Each student will explore basic computer operations, ergonomics, file management, scanning techniques, archiving capabilities, and utilization of multimedia servers and Internet protocols. The course also examines basic design layout and conceptual elements concerning graphic design projects such as posters, advertisements, logos, and brochures. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MST 490 - Screenwriting and Playwriting

Prerequisite(s): MAC 202
Course instruction examines the structure of screen and stage plays. The course is also designed to develop the student's creative ability to conceive a dynamic premise and execute a written work with confidence. Emphasis is on the traditional three-act structure. Through classroom lecturers, timed writing and hands-on group activities, students will be capable of forging an emotional connection between character and self. ( $\mathbf{3} \mathbf{~ h r s}$ )

## MUSIC (MUS)

## MUS 102 - Music Fundamentals

## Prerequisite(s): By permission only

An introduction to the theoretical principles of music ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MUS 105 - Voice Class

A survey of basic vocal techniques. (1 hr)
Fall or Spring

## MUS 109 - Applied Voice I

Private instruction for first year students, one hour weekly. Progressive aspects of vocal culture, application of proper posture, breath control and vocal diction. End of semester advisory jury examination required. (1-2 hrs)
Fall
MUS 110 - Applied Voice II

## Prerequisite(s): MUS 109

Continuation of private instruction in voice including development of vocal repertoire, style, and interpretation for first year students. End of semester advisory jury examination required. (1-2 hrs)

## Spring

## MUS 120 - Music Appreciation

Students learn the development, structure and aesthetic content of the art of music through reading, aural experience, and class discussion. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall and Spring

## MUS 185 - Concert Choir

First year students. Performance of traditional choral literature and general musicianship. Organization of singers that is open to the entire student body, which performs during weekly Assembly programs and throughout the community. ( $\mathbf{1} \mathbf{~ h r}$ ) Fall

## MUS 186 - Concert Choir II

First year students. Continuation of MUS 185. (1 hr)
Spring

## MUS 285 - Concert Choir III

Second year students enroll in an organization of singers open to the entire student body, which sings major choral works and performs during weekly Assembly and throughout the community. ( $\mathbf{0}$ to $\mathbf{1} \mathbf{~ h r}$ )

## Fall

MUS 286 - Concert Choir IV
Continuation of MUS 285. (1 hr)
Spring
MUS 332 - African American Music
Musical and cultural influence of African Americans from their mostly West-African roots to the present. Special attention is given to the mixing of these components with traditional European influences creating genres such as spirituals, ragtime, blues, jazz, rhythm and blues, rock and roll and others. For music majors or non-majors. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## MUS 385 - Concert Choir V

Third year students enroll in an organization of singers open to the entire student body, which sings major choral works and performs during weekly Assembly programs and throughout the community. ( $\mathbf{1} \mathbf{~ h r}$ )

## Fall

MUS 386 - Concert Choir VI
Third year students enroll in an organization of singers open to the entire student body, which sings major choral works and performs during weekly Assembly programs and throughout the community. ( $\mathbf{1} \mathbf{h r}$ )
Spring

## MUS 485 - Concert Choir VII

Fourth year students enroll in an organization of singers open to the entire student body. ( $\mathbf{0}$ to $\mathbf{1} \mathbf{~ h r}$ )
Fall

## MUS 486 - Concert Choir VIII

Fourth year students enroll in an organization of singers open to the entire student body. ( $\mathbf{1} \mathbf{~ h r}$ )
Spring

## PHYSICAL EDUCATION (PED)

## PED 120 - Fundamentals and Techniques of Activities I

This course is designed to teach beginning fundamental skills of the sport. It offers techniques that are necessary for appropriate physical performance. Emphasis is placed on drills and game simulations. The development of team skills and activities are included in this course. ( $\mathbf{1} \mathbf{~ h r}$ )

## Fall/Spring

## PED 121 - Fundamentals and Techniques of Activities II

This course is designed to help students learn fundamental techniques in tennis. It offers sophisticated aspects of tennis activities. Topics such as lead-up games, terminology, rules, diagrams, abbreviated history, strategies and etiquette are projected to assist students with the fundamental skills of this sport. (1 hr)

## Fall/Spring

## PED 210 - Aerobics

In this course the student is introduced to exercises that condition the heart and lungs. Toning exercises and improving cardiovascular fitness are stressed. Reflective thinking and correct aerobics techniques are included in class discussions and practices. (1 hr)
Fall/Spring

## PHILOSOPHY (PHI)

PHI 220 - Values and Society
This course deals with questions of social morality from a multicultural perspective. ( $\mathbf{2} \mathbf{h r s}$ ) Fall/Spring

## PHI 230 - Problems of Philosophy

Problems of Philosophy is an introductory course focusing on fundamental issues such as reality and knowledge, Determinism and Free Will, the nature of happiness and good life, on the one hand; and a closer look at the nature of philosophical inquiry and the qualities of critical thinking on the other. Various philosophers and schools of thought will be studied from different eras. ( $\mathbf{3} \mathbf{h r s}$ )
Fall/Spring

## PHI 234 - History of Western Philosophy

Pre-Socratic and other Greek philosophers, especially those flourishing in $5^{\text {th }}$ and $4^{\text {th }}$ Centuries BC, as well as developments in Medieval philosophy including St. Augustine and Thomas Aquinas. (3 hrs)
Fall

## PHI 240 - Introduction to Critical Thinking

The course aims at strengthening students' ability to think through systematically, read critically, identify inconsistencies, write coherently and argue persuasively. These analytical and problem-solving skills should help students negotiate the demands of various disciplines, including standardized tests, and prepare them for the challenges of the job market. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## PHI 330 - African American Philosophy

This course seeks to discover the contributions of black philosophers in the American Diaspora such as Cornel West, Sojourner Truth, Lucius Outlaw, Leonard Harris, Angela Davis, Louis Farrakhan, and Martin Luther King as we engage traditional philosophic issues such as creation versus evolution, feminism, causation, reparations, death penalty, original sin, Supreme Being, abortion, determinism versus freedom, affirmative action, civil rights, peace \& war, and more. (3 hrs) Fall

## PHI 334 - History of Philosophy in the United States

Prerequisite(s): PHI 230 and PHI 234
This is a critical, comparative study of philosophical systems of the United States from the rise of Puritanism through contemporary movements. Special attention will be given to Pierce, James, Dewey, Royce, Whitehead, and Santayana. (3 hrs)
Fall

## PHI 335 - Social and Political Philosophy

This course surveys political philosophy focusing on a just and free society with emphasis on Plato, Aristotle, Hobbes, Rousseau, Marx, Rawls, and West. (3 hrs)

## Fall

## PHI 336 -Modern Philosophy

Prerequisite: PHI 234
Development of modern philosophy focusing especially o Descartes, Hume, Kant, Hegelian Idealism, and selected $20^{\text {th }}$
Century movements such as analytical philosophy, and Existentialism. (3 hrs)

## Spring

## PHI 338 - Logic

This course deals with nature and methods of clear and correct thinking, with emphasis upon deductive and inductive reasoning. ( 3 hrs )
Fall

## PHI 431 - Ethics

This course is a critical study of the basic ethical theories developed in Western thought and their relevance to contemporary problems of individual and social morality. Juniors and Seniors only. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

PHI 432 - Aesthetics
This course is a critical survey of the principal theories of beauty in nature and art. ( $\mathbf{3} \mathbf{h r s}$ )
Spring

## PHI 435 - Contemporary Issues in Philosophy

Prerequisite(s): One course in Philosophy and consent of instructor The focus of this course is on one issue of immediate and timely concern in Philosophy. The issue will be announced during the preceding semester. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## PHI 436 (REL 436) - Contemporary Issues in Religion and Philosophy

Students must write a Senior Field paper with a clear focus that demonstrates the students' capacity to do independent research, using empirical research and data when appropriate; clarification of theories that bear on the practice; critical and constructive theology in relationship to that leadership or practice; and development of strategies for more faithful enactment to work creatively and discerningly with the major materials relevant to the paper, and to write in an appropriate, scholarly, and engaging style. Students will make an oral presentation of their finished manuscript. The combined faculty of the Humanities Department will evaluate the oral presentation and finished paper. Open to seniors with six hours of religion and permission of the department. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## PHYSICAL SCIENCE (PHS)

## PHS 101 - Principles and Applications of Physical Science

## Prerequisite(s): MAT 122

The course is designed to introduce fundamental principles, concepts and processes of the sciences, as illustrated by topics from the physical sciences, chemistry, earth sciences, and physics. The significance of these areas of knowledge to humans and their environment is considered and discussed. Offered for non-science majors. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall/Spring

## PHS 110 - Introduction to Atmospheric Science

Prerequisite(s): MAT 122
The course introduces the basic laws of physics and chemistry and seeks applications to understand the interactions between the earth and other components of the earth's dynamic system. The basic laws of physics will be applied to weather analysis, forecasting and remote sensing weather phenomena to study real-life scenarios (winter-storms, tornadoes, hurricanes, etc.) using online resources. Three hours of lecture and three hours of laboratory per week. (4 hrs)
Fall/Spring (offered as needed)
PHS 111 - Physical Science
Prerequisite(s): MAT 122
Geology, astronomy, basics of meteorology, and physical ecology. Three hours lecture and three hours laboratory per week. (4 hrs), Spring (offered as needed)

## PHYSICS (PHY)

## PHY 201 - College Physics I

Prerequisite(s): MAT 220
Calculus-based physics consisting of statics and dynamics of particles, rotational motion, heat, and thermodynamics. Three hours lecture and three hours laboratory per week. ( $4 \mathbf{h r s}$ )
Fall

## PHY 202 - College Physics II

Prerequisite(s): PHY 201
Continuation of PHY 201. Calculus-based physics emphasizing electricity, magnetism, sound optics, and modern physics.
Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{~ h r s}$ )
Spring

PHY 311 - Mechanics
Prerequisite(s): PHY 202 and MAT 221
Problem-solving and laboratory skills in mechanics. Three hours lecture and three hours laboratory per week. ( $\mathbf{4} \mathbf{h r s}$ )
Fall (Offered as needed)
PHY 312 - Electromagnetism
Prerequisite(s): PHY 202 and MAT 221
Electricity, magnetism, and related topics. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring (Offered as needed)

PHY 313 - Heat and Thermodynamics and Kinetic Theory
Prerequisite(s): PHY 202 and MAT 221
Laws of thermodynamics and applications to physical systems and kinetic theory. Three hours lecture and three hours laboratory per week. ( 4 hrs )
Fall (Offered as needed)
PHY 314 - Geometrical and Physical Optics
Prerequisite(s): PHY 202 and MAT 221
Refraction, optical instruments, coherence, interference, diffraction, and polarization. Three hours lecture and three hours laboratory per week. ( $4 \mathbf{h r s}$ )
Spring (Offered as needed)
PHY 453 - Modern Physics
Prerequisite(s): PHY 202 and MAT 221
Modern physics, atomic physics, theory of relativity, and nuclear physics. Three hours lecture and three hours laboratory per week. (4 hrs)
Fall (Offered as needed)
PHY 454 - Quantum Mechanics
Prerequisite(s): PHY 453 and MAT 442
Quantum mechanics and atomic structure. Three hours lecture and three hours laboratory per week. (4 hrs)
Spring (Offered as needed)

## PHY 460-469 - Special Topics

Special courses. Subject to Department approval. Permission of instructor required. Credit hours to be determined by Department. (1-4 hrs)

## Fall/Spring

## POLITICAL SCIENCE (POS)

## POS 320 - Introduction to Global Studies

This course is an interdisciplinary examination of the state of global/international studies. The main areas of concern are the on-going debate over the nature and growing importance of the discipline and the direction it is taking on issues of concern to the world community. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall

## POS 330 - United States Government

The structure, functions, and power of the federal government with emphasis on its historical development, the constitution, and political parties. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## POS 331 - State/Local Government

An analysis of the organization and functioning of the state and local government with emphasis on Georgia. (3 hrs) Spring

POS 332 - Policy Analysis
Prerequisite(s): POS 331 and/or POS 330
This course is designed to introduce the student to the study of the forces shaping public policy, the impact of policy design, and the role of bureaucrats in the process of decision-making. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring (even years)

## POS 400 - U.S. Constitutional Law

The principles of the American constitutional system and its development through interpretation, status, and Supreme court decisions. (3 hrs)

## (Offered as needed)

## POS 410 - International Relations

An introduction to the nature of international relations, organizations, and law; and an analysis of modern relations between nations. ( $\mathbf{3} \mathbf{~ h r s}$ )
(Offered as needed)

## POS 420 - International Political Economy

This critical starting point for discussions of globalization approaches its subject not in opposition to the local, the regional, or the national, but from a perspective that highlights different logics that make the "global." This course explores the logic of flows to better understand the much-noted recapitalization of our economy and daily life, and the attendant modes of governance, social belonging, and political concentration. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring (Offered as needed)

POS 430 - Comparative Politics and Government Systems
Examines various types of states and forms of government. It emphasizes the following aspects: state and civil society, interest groups and political parties, and political leadership and democratic governances. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall

## POS 431 - International Organizations

Prerequisite(s): POS 410
The course is divided into five parts. The first explores the origins of international institutions. The second examines the roles played by the international Secretariats, how they make decisions in the United Nations, and how they assess the contribution and suppressing violence in both inter- and intra-state wars. The fourth part critically explores the work of institutional human rights activities, and the last part considers refugee and displaced persons' protection. Students taking this course may be required to participate in either the National Model African Union or National/Regional/International Model United Nations. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Fall

## POS 432 - United States Foreign Policy Since 1945

Examines the structure of foreign policymaking in the United States and explores the development of foreign policy in the post-second world war period. Topics covered include the origins and development of the Cold War, the Korean War, and Vietnam War; Détente; U.S. involvement in regional conflicts in the Middle East, Africa, Asia, and Central America; the use of arms sales as an instrument of foreign policy; the Second Cold War; and the development of U.S. foreign policy in the period since the end of the Cold War. ( $\mathbf{3} \mathbf{~ h r s )}$

## Fall

## POS 436-441 - Special Topics

This course is designed to permit the student to pursue topics of his/her own interest that are not formally offered in the department, including independent research projects. The student must request permission from a political science/international studies program faculty member under whose direction he/she wishes to work. ( $\mathbf{3} \mathbf{~ h r s}$ )
(Offered as needed)

## POS 442 - The Management of International Conflicts

Prerequisite(s): POS 431
The primary objective of this course is to analyze conflicts that have an international dimension, especially those leading to violence and deaths (genocides), with a view to exploring the possibility of reducing the recourse to violence. The first part of the course is devoted to an examination of different types of conflicts (territorial, resources, ethnic, ideological struggle for world hegemony, etc). The second part examines different methods of managing and limiting them from escalating into violence. These will include negotiation, conciliation, mediation and arbitration. The third part deals with areas relevant to international conflicts (such as international law, UN peacekeeping, deterrence, and weapons of mass destruction), international terrorism, arms races, and arms trade. ( $\mathbf{3} \mathbf{~ h r s )}$

## Spring (Offered as needed)

## POS 448 - Africa in World Politics

This course examines major developments in the international relations of sub-Saharan Africa since independence, with a particular concern for the sources of international and domestic conflicts, and for the relationships between domestic actors and the international system. Topics covered include the external relations of guerrilla/insurrection movements, global governance, state collapse, peacekeeping, humanitarian assistance, political and economic conditionality, and the
environment. (3 hrs)
Spring (Offered as needed)

## PSYCHOLOGY (PSY)

## PSY 201 - Introduction to Psychology

This course provides students with a thorough and rigorous introduction to the study of behavior and mental processes and prepares students for more advanced work in psychology and related fields. Fundamental psychological laws and principles of human behavior are examined in the light of the scientific method. The course is a prerequisite for all other courses in the department. (3hrs)
Fall or Spring

## PSY 250-254 - Special Topics in Psychology

Prerequisite(s): PSY 201 or by permission. Course content is determined by the Psychology Department prior to offering. (1-3 hrs)
Fall/Spring
PSY 260 - Social Science Statistics (SOC 260, Cross-Listed) Prerequisite(s): MAT 122 and PSY 201
A course in the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, t -tests, chi-square tests, and analysis of variance. (3hrs)
Fall/Spring
PSY 300 - Health Psychology Prerequisite(s): PSY 201
This course introduces health psychology from a biopsychosocial perspective. The course first describes the theoretical underpinnings of the biopsychosocial model, and the fundamentals of anatomy and physiology. The course then reviews the current research on stress, coping and illness, and stress management techniques. Research on psychosocial contributors to heart disease, cancer, chronic pain syndromes, and other illnesses is reviewed, along with implications for prevention and treatment. (3hrs)
Fall/Spring

## PSY 321 - Learning Prerequisite(s): PSY 201

This course introduces learners to the principles of learning and behavior by surveying relevant theoretical and empirical approaches within psychology. ... However, developments in psychology added an interest in objectivity and scientific research to demarcate the psychological approach to learning. (3hrs)

## Fall or Spring

## PSY 322 - Experimental Psychology Prerequisite(s): PSY 201 and 260 (SOC 260)

This course designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others. It will provide instruction-controlled experiments and field experiments, single factor experiments and factorial designs, manipulation checks, etc. It focuses on and guides students through the steps in deciding which of these elements is best used in the creation of your own experiment, including making the stimuli and questionnaire(s). (3hrs)
Fall
PSY 345 - Developmental Psychology Prerequisite(s): PSY 201
Human development through the lifespan with primary concern for physical, social, and cognitive development. Attention is given to both environmental and hereditary influences. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall or Spring

## PSY 361 - Social Psychology (SOC 361, Cross-Listed)

Prerequisite(s): PSY 201 and SOC 201
This course explores how the presence of others, real or imagined influences the feelings, thoughts, and behaviors of the individual. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall or Spring

## PSY 371 - Sensation and Perception

## Prerequisite(s): PSY 201

This course includes the study of methods and techniques used to understand how humans sense and perceive the world around us from several perspectives including physiological, psychophysical, ecological, and motivational. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## PSY 393 - Educational Psychology

Prerequisite(s): PSY 201 and PSY 345
Psychological principles applied to education, including cognitive and personality development, individual differences, learning and behavior theory, cognitive strategies for learning and remembering, critical thinking and problem-solving strategies, student motivation, classroom management techniques, components of teacher effectiveness, measurement and student evaluation procedures, characteristics of exceptional children, mainstreaming in the classroom, and multicultural education. (3hrs)

## Fall or Spring

## PSY 401 - Physiological Psychology

Prerequisite(s): PSY 201 and PSY 345 - Senior/Junior Level
Course emphasizes the study of the biological bases of behavior and experience, including the anatomy and physiology of the brain and nervous system. It provides introductory information on the different physiological systems involved in behavior and cognition and will allow the student to understand the basic processes and applications of the physiology involved in psychology. (3hrs)

## Spring

## PSY 405 - History \& Systems of Psychology

Prerequisite(s): PSY 201, Senior/Junior Level
The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. (3hrs)
Fall

## PSY 420 - Theories of Personality

Prerequisite(s): PSY 201, Senior/Junior Level
Course is an examination of major personality theories and contributing research evidence with particular emphasis upon motivation and dynamics of behavior. In addition, there is an exploration of original essays addressing the major theoretical movements in personality. - Describe and differentiate among the major psychological approaches which explain personality.

- Define and apply key personality concepts, terms, and theories. • Identify and read original essays from the psychologists who have made major contributions to an understanding of personality. • Explain research methodology and the ability to evaluate the merit of personality studies. - Practically apply acquired insight of personality to one's own life. (3hrs)


## Fall or Spring

## PSY 430 - Substance Abuse

Prerequisite(s): PSY 201 and PSY 441
This course is an introduction to the basic concepts, principles, and methods of substance abuse treatment. Students will be introduced to the knowledge, skills, attitudes, techniques, confidentiality and ethical guidelines applied in the counseling, treatment, prevention, and recovery of substance use disorder.
Fall or Spring

## PSY 426-431 - Special Topics in Psychology

Prerequisites(s): PSY 201 or by permission
Course contact determined but the Department prior to offering. The courses are offered as needed. Credit hours determined by the Department according to course content and requirements.

## Fall/Spring

## PSY 441 - Abnormal Psychology

## Prerequisite(s): PSY 201, PSY 420

This course reviews the etiology, symptoms, and treatment of the major mental illnesses. Topics range from affective disorders to psychosomatic presentations to dissociative disorders. Students master diagnostic criteria, review case material, and evaluate research on a variety of topics related to psychopathology. (3hrs)

## Fall or Spring

## PSY 442 - Tests and Measurements

## Prerequisite(s): PSY 201 and 260 (SOC 260)

This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity. (3hrs)

## Spring

## PSY 450 - Introduction to Counseling

## Prerequisite(s): PSY 201

This course is intended to be a bridge to graduate study and work in counseling psychology or related fields that involve helping others in distress or transition. This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. Additionally, the theoretical approaches inform techniques and modes of practice in counseling that will also be discussed and practiced. The course is intended to provide students with an overview of the therapeutic process and therapeutic frameworks, an introduction to rudimentary counseling skills and practice, and an overview of issues related to the practice of psychotherapy (e.g., graduate school selection/application process, careers within counseling, ethics, and licensure). (3hrs)
Fall or Spring

## PSY 451 - Counseling Practicum I

Prerequisite(s): 9 hours of advanced psychology courses, including PSY 450, and consent of practicum advisor Observation and experience at a selected community agency. Taken on a " $S$ " or "U" basis. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## PSY 452 - Counseling Practicum II

Prerequisite(s): 9 hours of advanced psychology courses, including PSY 451, and consent of practicum advisor Observation and experience at a selected community agency. Taken on a "S" or "U" basis. (3 hrs)
Fall/Spring

## PSY 453 - Research Practicum I Prerequisite(s): PSY 322 and consent of practicum advisor

The student may do a research project with faculty guidance or participate in research elsewhere by arrangement with external sponsors. ( $\mathbf{3} \mathbf{~ h r s )}$

## Fall or Spring

## PSY 454 - Research Practicum II Prerequisite(s): PSY 453 and consent of practicum advisor

The student may do a research project with faculty guidance or participate in research elsewhere by arrangement with external sponsors. May be taken concurrently with Psychology 453 for 6 hours of practicum. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall or Spring

## PSY 455 - Exceptional Children (EDU 455, Cross-Listed) Prerequisite(s): PSY 201 and 345

General problems and psychological characteristics involved in the education of exceptional children, with emphasis on identification and methods of adjusting instruction to the needs of the children. Designed for pre-service teachers, counselors, and administrators. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall or Spring

## PSY 460 - Crises Intervention

## Prerequisite(s): PSY 201 and PSY 450

This course will provide students with strategies, skills, and techniques needed by mental health workers in crises intervention strategies. The students will be presented with proactive, preventative approaches and responses for unique situations. Responses to diverse populations including multicultural perspectives and supporting first responders. Students will complete the course with a broad perspective of what crises workers encounter when responding to crises involving Port Traumatic Stress Disorder, suicide, sexual assault, grief and bereavement, violent behaviors, and other tragedies including natural disaster, and civil unrest.
Fall

## PSY 471 - Research Methods I

## Prerequisite(s): PSY 322, and consent of two (2) faculty sponsors

Successful completion requires a comprehensive literature review with an appropriate reference list, as the first portion of the required Senior Field Paper, done under faculty direction. This course provides comprehensive coverage of the major methods used in psychological research, with special emphasis on experimental design. ( $\mathbf{1} \mathbf{~ h r s}$ )

## Fall or Spring

## PSY 472 - Research Methods II

Prerequisite(s) or co-requisite: PSY 471, and consent of two (2) faculty sponsors
Students receive extensive practice in designing, conducting, analyzing, and interpreting the results of research studies, and writing reports in American Psychological Association style. Successful completion requires a comprehensive literature review with an appropriate reference list, as the first portion of the required Senior Field Paper, done under faculty direction.
( 1 hrs )
Fall or Spring

## PSY 473 - Research Methods III

## Prerequisite(s) or co-requisite: PSY 471 and PSY 472

This type of thesis involves empirical research and report writing supplemented by individual conferences with an advisor. Successful completion requires an oral presentation and submission of a finished manuscript of the Senior Field Paper, including all sections (such as results, discussion, and any appendices). The faculty of the Psychology Department will evaluate the oral presentation. Each thesis paper will be evaluated by the two (2) supervising faculty advisors ensuring that departmental requirements are met. Upon approval and submission of faculty signature forms, student papers can be submitted to the Department Chair of Social Sciences for approval prior to submission to the library to be archived. ( $\mathbf{1} \mathbf{~ h r s}$ ) Fall or Spring

## RELIGION (REL)

## REL 220 - Old Testament Religion

This course surveys the history and literature of Israel and will expose the students to the literature of the Hebrew Bible. Students will learn the meaning of Old Testament writings as well as about the historical, social, and literary background of the Hebrew Bible. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## REL 221 - New Testament

This course surveys and exposes students to the literature of the Christian New Testament. Students are introduced to the various works within it, the historical, social, literary background, context, content, and meaning of the New Testament writings, with special attention to the church's origin as a sect within Judaism, its separation from Judaism, and its movement toward the establishment of creed, canon and episcopate. They study specific passages in detail, literary art/genre, theological teachings, and contemporary message of Matthew through Revelation. Attention will be given to the canonical significance of these writings and to their value for ministry. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## REL 230 - Essentials of the Christian Faith

This course surveys and exposes the student to the history of the Christian Church from its origins to the present time. Within the broad sweep of the four main periods of the Early Church [Early (50-600); Medieval (600-1500); Reformation (1500-1650); and Modern (1650 - Present)], it studies the principal roles of religion in culture, including ritual, religious language, symbol, myth, and the emergence of instruction and shared scriptures. Students consider key persons, dates, developments, movements, and theological concepts as well as concentrates on key topics such as revelation and scripture, law and gospels, the Trinity, salvation and the Christian life, all of which demonstrate the importance of Christian theology for the work of ministry in the church. (2 hrs)
Fall/Spring

## REL 231 - Religions of the World

This course is an introduction to the major religious traditions of the world through the writings and perspectives of their twentieth century adherents. The course pays special attention to the question of religious pluralism and to the contemporary dialogue between and among religious traditions. The studies are based on the assumptions that all of the world's great faiths possess religious truth and provide valuable insight for human life. It is expected that each student will become conversant with the basic history and principles of one religion other than his/her own. (2 hrs)

## Fall/Spring

## REL 300 - Pastoral Care

Pastoral Care addresses the dynamics of Pastoral Counseling theories, methods, practices, and applications of care and healing for the sick, the troubled, and the terminally ill. Integration of principles of direct challenge and theoretical posits, tenets of methodology and direct human care, as well as nuances of beliefs and practices will be engaged in the course work. (3 hrs)
Fall

## REL 310 - Theology

This study of theology addresses the place of theology in the life of the church as well as in personal experience. Contemporary Christian theology, resources for doing theology, and critical analyses of applied theology and varied world views will be emphasized because it is necessary for theology to be authentically expressed from an indigenous viewpoint. (3 hrs)
Spring

## REL 311 - Church Administration

This course presents leadership principles and use and development of church guidance manuals and other documents and procedures that promote order and effectiveness in the work of the local Church. Training in social service skills, organizational skills, and church programming will be included. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## REL 333 - Hebrew Prophecy and its Modern Applications

## Prerequisite(s): REL 220

This course is designed to do several things: 1) allow the students to research the philosophy of the prophets through a reading of original texts, 2) provide the students with a cross-cultural analysis of the multifaceted phenomenon of prophecy, 3) allow students to examine the characteristics and literary structures of the classical literature of the prophets, and 4) allow students to assess examples of prophecy in contemporary society and culture. The course will examine the varying roles that prophets played in their respective societies. It addresses the different styles of intermediation practiced by different types of religious specialists in ancient and contemporary sociohistorical contexts, and examines specific individuals who have been labeled as prophets by their respective constituencies in order to assess what functions these prophets served. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

## REL 334 - Christian Classics

Prerequisite(s): REL 221 or 230
This seminar is a reading course designed to expose the student to a significant number of major Christian writings from the classical period of the development of Christian traditions/Christian thought, in order to discover what these works have to say about religious faith and the self. The particular concern in this course is to challenge the student to read texts that have had an enduring impact upon the church throughout history. Texts from across the spectrum of the church's history shall be chosen with an eye toward reading carefully through historical/theological works of a formative theological character for the church. ( $\mathbf{3} \mathrm{hrs}$ )
Spring

## REL 335 - Major Religions

The purpose of this class is to expose students to the varieties of religious experiences in different parts of the world as well as how these traditions are a part of America's pluralistic society. This course is a comparative introduction and survey of the fundamental doctrines, the religious practices, the origins, the developments, the teachings, and the practices of major world religions such as Buddhism, Christianity, Islam, Taoism, Confucianism, Hinduism, and Judaism. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## REL 360 - Church History

Church History traces sacred and secular developments and controversies of the church and its influences in historical world events from the first century of the common era to postmodern periods. Special emphases will be placed on growth and challenges of the Christian faith that have resulted in schisms and numerous church reforms. (3hrs)

## Fall

## REL 370 - Preaching and Missiology

Preaching and Missiology is a study in methods and techniques of preparing and delivering varied types of sermons. Sermons that strongly encourage listeners to engage in missions beyond the church walls upon departure from the site of the preached Word. Actualizing and delivering the Word in mission fields (public domains) will be emphasized. ( $\mathbf{3} \mathbf{h r s}$ )
Spring

## REL 430 - Philosophy of Religion

Prerequisite(s): REL 221 or 230
This course will explore and examine some of the basic issues in Philosophy and Religion. The course addresses the classic questions in the philosophy of religion: the existence of God, the problem of evil, free will and determinism, the ethics of belief, and faith vs. reason. Readings include both traditional and contemporary texts. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

## REL 432 - Christian Education in the Church

Prerequisite(s): REL 220, 221 and consent of instructor
This basic course in Christian Education deals with the theology and practice of educational ministry in the local church. Biblical and theological foundations for Christian education as a servant ministry for all of the local church's life and mission are examined, and these foundations are developed into models for faithful and intentional educational ministry. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

## REL 434 - Black Religion

This course seeks to expose students to Black religion with specific emphasis on the Black church. While reading noteworthy modern Black theologians, students also investigate the oral tradition of Black churches in the America Southeast and seek fresh theological perspectives for the Black church today. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## REL 435 - Contemporary Issues in Religion

This course will examine the moral and spiritual values of America in light of a changing and complex society within the context of basic Judeo-Christian beliefs. Keeping the nineteenth century background and the emerging theology of the twentieth century clearly in view, the course considers the theological issues, names, and movements of current importance of the church. ( $\mathbf{3} \mathbf{~ h r s}$ )
Spring

## REL 436 (PHI 436) - Contemporary Issues in Religion and Philosophy

Students must write a Senior Field paper with a clear focus that demonstrates the students' capacity to do independent research, using empirical research and data when appropriate; clarification of theories that bear on the practice; critical and constructive theology in relationship to that leadership or practice; and development of strategies for more faithful enactment to work creatively and discerningly with the major materials relevant to the paper, and to write in an appropriate, scholarly,
and engaging style. Students will make an oral presentation of their finished manuscript. The combined faculty of the Humanities Department will evaluate the oral presentation and finished paper. Open to seniors with six hours of religion and permission of the department. ( $\mathbf{3} \mathbf{~ h r s )}$
Spring

## SOCIOLOGY (SOC)

## SOC 201 - Introduction to Sociology

## Prerequisite(s): For all other courses in Sociology

The course is concerned with social behavior, social institutions, and with the characteristics of sociology as a discipline. It introduces classic sociological theories. Students become familiar with the use of such basic concepts in sociology as norms, values, roles, socialization, stratification, power and authority, deviance and control, social conflict, and social change. It exposes students to perspectives, methods, and concepts used in contemporary sociology, with special emphasis on developing a sociological imagination as it pertains to issues of diversity and globalization in the modern world.
Prerequisite(s) for all other courses in sociology. ( 3 hrs )
Fall/Spring

## SOC 211 - Introduction to Social Work

## Prerequisite(s): SOC 201

Introduction to Social Work focuses on major concepts and principles of professional social work, including: the development of social welfare; the history of social work; the knowledge, skills, and value base of social work; models of social work methods; and current social work practice applications. It consists of a survey of historical development of social work from charity to modern theories. Special attention is given to the diverse functions, processes and aspects of social work and social welfare overall. ( 3 hrs )
Fall/Spring

## SOC 250-254 - Special Topics in Sociology

Prerequisite(s): SOC 201
A seminar focusing on selected sociological topics and problems; subject area will vary according to the interest of the students and instructors. (3 hrs)
As needed

## SOC 260 - Social Science Statistics (PSY 260, Cross-Listed)

Prerequisite(s): SOC 201, MAT 122
A course designed to focus on the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, $t$-tests, chi-square tests, and analysis of variance. Introduction to descriptive and inferential statistics; it provides basic statistical literacy and prepares students to be intellectual consumers of social research. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall/Spring

## SOC 300 - Social Problems

Prerequisite(s): SOC 201
The primary goal of this course is to enable students to approach and analyze social problems from a sociological perspective. It teaches a descriptive and analytical viewpoint on a variety of social problems (i.e. problems of crime, environment, economy, poverty, etc.), affecting the world. The class features a particular emphasis on the United States of America. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Fall/Spring

## SOC 310 - Deviant Behavior

Prerequisite(s): SOC 201
This course provides a broad overview of sociological perspectives on social control in general and criminal justice corrections in particular. Topics include the origins, forms, and functions of social control; theories of punishment; the history of criminal justice corrections; modern challenges within corrections systems; mass incarceration; alternative forms of sanctions; and treatment of offenders. The course also considers research issues faced by corrections practitioners, including projects with community partners whose work involves correcting behavior and will explore the nature and causes of abnormal behavior and specific types of socially unaccepted behavior. Particular emphasis will be given to theories of deviance. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall/Spring

## SOC 315 - Juvenile Delinquency <br> Prerequisite(s): SOC 201

A course that focuses on study of deviant behavior by legal minors in contemporary society; factors and conditions contributing to delinquency; control and treatment of offenders and programs for prevention. It is a critical assessment of the nature of the delinquency problem, major sociological causes, and the implications for control and administration of justice for juveniles. ( $\mathbf{3} \mathbf{~ h r s )}$
Fall/Spring

## SOC 325 - Demography

## Prerequisite(s): SOC 201

The course is designed to introduce students to basic concepts of demographic measurement and modeling used to study changes in population size and composition. It critically approaches factors and processes determining population size, composition, and distribution. It studies recent trends in population changes with resulting problems, policies, and programs. (3 hrs)
Fall/Spring

## SOC 328 - Sociology of the Black Experience <br> Prerequisite(s): SOC 201

A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. It examines the cultural patterns, social structures and social processes among the African Americans in the context of the larger society. It also considers the common heritage, social experience, and various ideas of the descendants of Africa as they interact in America and the world. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall/Spring

## SOC 334 (Psychology 334) - Marriage and the Family

## Prerequisite(s): SOC 201

This course provides an overview of the historical background of the modern family with emphasis on the impact of culture and social change (i.e. trends in divorce, marriage rates, dating and child rearing). It explores the significance of the most fundamental and intimate human relationship, marriage and the family. Focus is on the American marriage and family to see why and how it has evolved into its present form. Topics include the changing dynamics, patterns and diversity of intimate relationships and the familial units. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## SOC 338 - The Sociology of Organization

Prerequisite(s): SOC 201
This course provides a sociological perspective on groups and organizations. ... These organizations shape us in ways we do not always examine through our social interactions, their structures and functions. It studies perspectives on Intra - and interorganizational relations, processes and change. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## SOC 340 - Criminology

## Prerequisite(s): SOC 201

This course provides a general introduction to the study of criminal behavior from an interdisciplinary perspective. The history of criminology as a discipline will be examined. Criminological theories of crime and criminality from classical theories to modern developmental theories will be carefully examined. It reviews of crime patterns in the U.S. Analysis of the criminal justice system.
( 3 hrs )
Fall/Spring

## SOC 361 - (PSY 361) - Social Psychology

Prerequisite(s): PSY 201 and SOC 201
The course is an exploration of the prevailing theories and empirical methods in the study of social psychology. The goal of this course is for students to understand the ideas and methods that form the foundation of the field, and to apply these ideas during discussions and practical applications within the assignments. It explores behavior of individual human beings as affected by social and cultural influences of modern society. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall/Spring

## SOC 365 - Cultural Anthropology <br> Prerequisite(s): SOC 201

Course is a comparative study of cultures, with emphasis on kinship, economic and political organization and cultural change. The course introduces students to the most important concepts and approaches used by anthropologists in understanding socio-cultural variation. ... Drawing on a range of anthropological theories and concepts, the course aims to understand why people are who they are, and why they do what they do. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall/Spring

## SOC 382 - Minority Groups

## Prerequisite(s): SOC 201

This course is a survey of minority groups in America. Problems and prospects associated with minority group membership are studied. The course is designed to broaden our understanding of racial and ethnic minorities in the United States. ... We will endeavor to explore the dynamics which define the relationship between minority and majority groups. We will investigate several public policy issues. ( $\mathbf{3} \mathbf{h r s}$ )

## Fall/Spring

## SOC 390 - Sociology of Aging

## Prerequisite(s): SOC 201

Course provides students with a comprehensive understanding of the process of aging and the elderly. Our focus is the sociology of aging with an emphasis on "aging well.", emphasizing the changing social role and adjustment problems of aging and the aged in American society. Special emphasis on aging in minority groups. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## SOC 395 - Sociology of Health and Medicine <br> Prerequisite(s): SOC 201

This course examines how social and structural forces shape health, illness, and the health care system. Through critical analysis of health and illness in the United States, the course explores the field of medical sociology. Topics include social factors associated with health and disease, disability, the organization of health care, medical ethics, and the relationship between health care and human rights. It examines the relationship between sociocultural factors associated with illness and the treatment of illness, and analysis of health maintenance and medical delivery.
( 3 hrs )
Fall/Spring

## SOC 438 - Community and Urban Life

## Prerequisite(s): SOC 201

Focuses on urban and community studies (i.e. urban ecology, power structures, social class, social disorganization). This class examines issues such as why people live where they live and the effect of the larger environment on residency choice. It also examines processes, policies, and programs that have shaped and affected cities and metropolitan areas in the United States and around the world over the last hundred years or so. Specifically, we will explore a series of government policies pertaining to community organizing; welfare reform; adaption to climate change; post-disaster recovery and rebuilding; tourism and urban cultural production; real estate, housing, and residential segregation; and urban sustainability and economic development. The course will also focus on policies that have impacted the built environment and address relationships between cities, communities, and broader socio-political and economic processes.

## (3 hrs)

Fall/Spring

## SOC 440 - Sociological Theory

## Prerequisite(s): SOC 201

Theories of society are used in a variety of ways to make sense of the world in which we live. This course examines the evolution of sociological theory, and the history of sociology as a discipline. Major schools of social theory are compared and analyzed, with emphasis on their role as foundations of sociology. It examines, surveys, and analyses of the development of sociological theory from the beginning to the present. (3 hrs)

## Fall/Spring

## SOC 450-454 - Special Topics in Sociology

## Prerequisite(s): SOC 201

A series of seminars that can focusing on selected sociological topics and problems; subject areas will vary according to the interests of faculty and students.
(1-3 hrs)
Fall/Spring

## SOC 458 - Internship

## Prerequisite(s): SOC 201, SOC 361 and SOC 440

Provides the opportunity to test students' skill and career aptitude in an organizational setting or work with experienced agency personnel and to develop professional orientation, network or create potentially viable contacts. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## SOC 460 - Methods of Research

Prerequisite(s): SOC 201, 260, AND PSY 260.
This course is a practical introduction to the research methods used by sociologists, including survey research, content analysis, participant observation and field research, qualitative interviewing, community-based research, and comparative historical research. The assumptions of various approaches to social science research are considered, along with application of methods of collection and analysis for both qualitative and quantitative data. It includes formulating and testing hypotheses, techniques for collecting data, and interpreting research findings. This course will lead into the Senior Field Paper and presentation. (3 hrs)

## Fall/Spring

## SOC 461 - Senior Field Paper

Prerequisite(s): SOC 460
This course is a capstone reflection on the discipline of sociology and the application of the sociological imagination to understanding the world. This intensive culminating experience synthesizes and integrates materials from prior sociology courses as well as exposes students to current controversies in the discipline. Independent and collective discussions focus on core sociological concepts, theories, and methods, applying them to different substantive areas in the field. It provides firsthand exposure to research methodologies. It is the preparation of an undergraduate thesis paper and/or project supervised by an instructor. The entire project including the paper must be presented to the sociology faculty and invited professionals in the from the field as appropriate. ( $\mathbf{3} \mathbf{~ h r s )}$

## Fall/Spring

## SPANISH (SPA)

## SPA 220 - Elementary Spanish I

This course focuses on oral and written practice in Spanish, with emphasis on sentence patterns and fundamental principles of structure. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## SPA 221 - Elementary Spanish II

Prerequisite(s): SPA 220
This course continues the focus on oral and written practice in Spanish, with emphasis on sentence patterns and fundamental principles of structure. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Fall/Spring

## SPA 322 - Intermediate Spanish I

Prerequisite(s): SPA 221 or equivalent
This course provides students with an intensive and extensive oral practice of Spanish and varied reading of Spanish texts.
(3 hrs)
Fall

## SPA 323 - Intermediate Spanish II

Prerequisite(s): SPA 322 or equivalent
This course in an intensive and extensive reading of texts of marked literary merit, articles on culture and civilization, current events and reading in the physical and social sciences. It prepares students to read and converse in specialized fields and to enter advanced courses in conversation, civilization, and literature. ( $\mathbf{3} \mathbf{~ h r s}$ )

## Spring

## SPA 342 - Conversational Spanish

Prerequisite(s): SPA 323 or equivalent
This course exposes the students to varied activities in Spanish designed to enhance oral and written expression, emphasis on conversation and composition. ( $\mathbf{3} \mathbf{~ h r s}$ )
Fall

SPA 343 - Advanced Conversation and Composition
Prerequisite(s): SPA 323 or equivalent
This course is a comprehensive review of Spanish grammar and syntax, with emphasis on vocabulary building. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

SPA 401 - Teaching Romance Languages
Prerequisite(s): SPA 342
This deals with problems, materials, and techniques of teaching foreign languages at the elementary and intermediate levels. (3 hrs)
Fall
SPA 426 - Survey of Spanish Literature I
This course surveys representative works of prose, poetry, and drama from the Middle Ages to the Renaissance. ( $\mathbf{3} \mathbf{~ h r s}$ ) Spring

SPA 427 - Survey of Spanish Literature II
This course surveys representative works of prose, poetry, and drama from the eighteenth century to the present. ( $\mathbf{3} \mathbf{~ h r s}$ ) Fall

SPA 440 - Afro-Hispanic Literature
This course is a study of the literary masterpieces of Spanish-speaking Africa, Central and South America, and the Caribbean. ( $\mathbf{3} \mathbf{~ h r s ) ~}$
Spring

## MILITARY SCIENCE OPPORTUNITIES

## MILITARY SCIENCE

The Military Science program is a joint opportunity offered through a memorandum of understanding with Augusta State University. Army Reserve Officer Training Corps (ROTC) is a four-year co-educational program dedicated to developing college-educated men and women to serve as Army officers in the active Army, Army Reserve, and Army National Guard in positions requiring a sense of responsibility, dedication, and varied managerial skills. The program stresses citizenship skills to contribute to the education of both non-career and careeroriented individuals. The program is subdivided into a two-year Basic and a two-year Advanced Program. There is no obligation for any Basic Program course taken unless the student is on scholarship.

## GENERAL

The Department of Military Science is a Senior Department, ROTC, Instructor Group, staffed by both Active Army and Reserve Component personnel. The Department provides military science curricula available to full-time students of Augusta University, Paine College, and Troy University that ultimately qualifies the college graduate for a commission as an officer in the United States Army, United States Army Reserve, or the United States Army National Guard. The highly coveted commission adds an extra dimension to a student's employment capability in that upon graduation from college, the student has either a military or a civilian career employment option.

The curriculum is divided into two parts: the lower division, or Basic Program, and the upper division, or Advanced Program, offered under the cross-registered program at Augusta University. Basic Program courses are open to all students enrolled at any of the above colleges; however, Basic Program courses are normally attended by freshman and sophomore level students. Students enrolling in the Advanced Program must have prior approval from the Military Science Department Chair.

Students enrolled in the Basic Program courses incur no obligation to the U.S. Army. Advanced Program students are obligated to serve on active duty in the U.S. Army for a minimum of three years and are paid subsistence allowance of $\$ 450$ per month for juniors and $\$ 500$ per month for seniors up to 20 academic months while in college, and approximately $\$ 850$ while attending the Advanced Camp. Other training opportunities, such as Airborne School, Air Assault School, and Cadet Troop Leadership Training in active units, are available on a competitive basis each summer.

Academic credit is granted for all military science course work. Students in any major or minor field of study are eligible. During the senior year of study (MS IV), the student is offered the option to select the type of job that he or she desires, the first permanent duty post, and the type of commission, either Regular Army or Army Reserve, that he or she prefers. All textbooks, class materials, and necessary uniforms are provided by the Army at no charge to the individual. Credits earned within the Military Science Department apply toward graduation as general electives.

## THE SCHOLARSHIP PROGRAM

The Army Military Scholarship program awards full-time four, three and two-year scholarships to eligible students on a competitive basis. The Department of Military Science accepts applications for two-year scholarships and three-year scholarships throughout the year. A student does not have to be currently enrolled in Military Science to apply for two year or threeyear scholarships. In addition to the National Scholarships, the Department Chair annually awards multiple four, three and two-year scholarships to students. Each scholarship pays full tuition, books, lab fees, and other educational expenses. In addition, all Military Science Scholarship Students receive \$350 and $\$ 450$ per month for up to 10 months of each school year the scholarship is in effect. Upon

Commissioning as a Second Lieutenant, most agreements call for graduates to serve three or four years of active duty or six years in the National Guard or Army Reserves.

## BASIC CAMP

Students who did not participate in the Basic Program and who have at least two years remaining before graduation may qualify for the Advanced Program through a six-week summer camp given at Fort Knox, Kentucky, each year.

This program enables students to determine if they desire a career in the military and qualifies them for the Advanced Program. No obligation is incurred by attending Basic Camp. The student also has the opportunity to compete for two-year scholarships.

## WAYS TO QUALIFY FOR THE ADVANCED PROGRAM

There are five ways to qualify for the Advanced Program:

1. Complete 4 years of JROTC in high school
2. Complete 2 years of college Basic Program
3. Be a Veteran of any U. S. Armed Forces
4. Complete a 90 -hour summer Training Program as a sophomore (between sophomore and junior year)
5. Complete Army Basic Training with a National Guard or Reserve Unit

## BASIC PROGRAM CURRICULUM

This curriculum ultimately qualifies the college graduate for a commission as an officer in the U.S. Army, Army Reserve, or Army National Guard.

## Basic Courses, Freshman Year (MS I) Hrs

MIL 101 Foundations of Officership 3
MIL 102 Basic Leadership

## Basic Courses, Sophomore Year (MS II) Hrs <br> MIL 201 Individual Leadership Studies 3 <br> MIL 202 Leadership and Teamwork

Credit for completion of the Basic Program may be awarded through any one of the methods listed below:

1. Attendance and successful completion of the above curriculum
2. Leadership Training Course Summer Internship: A student who did not participate in the Basic Program who has no more than two years remaining before graduation may qualify for the advanced program through a five-week summer internship given at Fort Knox, Kentucky each year. Graduate students are eligible for this program as well; those attending receive approximately $\$ 800$ with all meals, lodging and transportation paid for while attending the summer internship. This program enables the student to determine if he or she desires a career in the military and qualifies the student for the advanced course if he or she chooses. No obligation is incurred by attending the Leadership Training Course (MIL 306, Leadership Training Course Summer Internship). Successful completion of this course can qualify the student for a two-year scholarship for the remaining two years.
3. Exemption: Credit for all or part of the Basic course may be granted upon presentation of evidence that the student has equivalent training. Examples of such training are active military service, Senior Division Navy or Air Force ROTC credit, or 3 years Junior ROTC credit. In every case, exemption credit must be approved by the Department Chairperson. No academic credit is given for courses exempted under this program.

## ADVANCED PROGRAM CURRICULUM

The Advanced Program is only available under the co-enrollment program with Augusta University. The Advanced Program consists usually of the junior and senior years.

## Eligibility Requirements for Advanced

 Course: GPA of 2.00 or higher; completion, or credit for completion, of the basic course; meeting Army physical requirements; have no more than two years remaining until graduation; and, permission of the Department Chairperson.
## Advanced Courses, Junior Year (MS III) Hrs MIL 301 Leadership \& Problem Solving 3 MIL 302 Leadership \& Ethics 3 MIL 306 Leadership Training Course 3

Advanced Courses, Senior Year (MS IV) Hrs
MIL 401 Leadership and Management 3
MIL 402 Officership 3
MIL 406 Leader Development and Assessment
MIL 495 Selected Topics 3
MIL 496 Battle Analysis

## LEADER DEVELOPMENT AND ASSESSMENT CAMP SUMMER INTERNSHIP

A thirty-three (33) day camp conducted at Fort Lewis, WA. Only open to (and required of) students who have completed MIL 301 and MIL 302. Students will also receive half the base pay of a Sergeant for 5 weeks (approximately \$850). Travel, lodging, and meal costs are defrayed by the U.S. Army. The Summer Internship environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions.

## PROFESSIONAL MILITARY EDUCATION REQUIREMENTS

The principal element of the Professional Military Education (PME) requirement is the bachelor's degree. As an integral part of that undergraduate education, prospective officers are required to take at least one course in each of the fields of study listed below and should
consult the department chair of Military Science for approved courses in each field:

## THE SIMULTANEOUS MEMBERSHIP PROGRAM

The Simultaneous Membership Program (SMP) allows cadets to be enrolled in the Military Science Advanced Course and a local Army National Guard or Reserve unit at the same time. The benefits of this program are that cadets not only receive $\$ 350$ for juniors and $\$ 450$ for seniors per academic month from the Military Science Department but also receive drill pay from their Army National Guard or Army Reserve equivalent to E-5 pay (\$235) per month. Cadets in this program perform the duties of an officer trainee in their Army National Guard or Army Reserve unit. Some National Guard programs offer tuition assistance as well. This program provides valuable management experiences, which will interest future employers and prepare cadets for leadership and management positions after graduation.

## MINOR IN MILITARY SCIENCE

The Military Science minor is primarily designed for the student planning a career in the U.S. Army as a commissioned officer. Military Science teaches skills that are vital for professional success on and off the battlefield, such as group leadership, management positions, and public speaking. Leadership is the process of influencing an individual or a team of people by providing them a purpose, direction, and motivation to accomplish assigned missions and to improve the team for the future. Courses should be arranged in consultation with the major department and a Professor of Military Science.

## Required Credits 15 <br> (Grade of C or better is required in each of these courses)

MIL 301 Leadership \& Problem Solving 3
MIL 302 Leadership \& Ethics 3
MIL 401 Leadership and Management 3

MIL 402 Officership
MIL 406 Leader Development and Assessment
Upper-Division Hours for the Military Science Minor

## MILITARY SCIENCE PROGRAM FEATURES

Admissions and Incentives: A student enrolled in the Basic Course incurs no obligation to the U.S. Army. Advanced program students are obligated to serve on active duty in the U.S. Army Reserve/National Guard for a minimum of three (3) years and are paid a subsistence allowance of $\$ 450$ per month for juniors and
$\$ 500$ per month for seniors up to 20 academic months while in college. They also receive approximately $\$ 850$ while attending the advanced Camp. Other training opportunities such as Air Assault, Airborne School, Arctic Warfare, and Cadet Troop Leadership Training (CTLT) in active units are available on a competitive basis with military subsistence and some paid benefits. A student in any major/minor field of study is eligible. The Army, at no charge, provides all necessary uniforms to the individual. Academic credit, applicable toward graduation as general electives, is granted for all military science course work.

## HYBRID/BLENDED COURSES

Currently, Paine College students may not take more than $40 \%$ of their program or any major courses as hybrid/blended courses. This requirement is subject to change, therefore please contact the Provost and Vice President of Academic Affairs for additional information.

Tuition for hybrid/blended classes is the same as for the face-to-face, traditional course delivery. Students taking an exclusively hybrid/blended load are subject to additional fees as prescribed by Paine College. Tuition must be paid no later than the first day of hybrid/blended instruction.

## CENTER FOR ADVANCED <br> PROFESSIONAL STUDIES (CAPS) (FOR RETURNING WORKING ADULTS)

The Center for Advanced Professional Studies (CAPS at Paine College offers a path toward a quality education for individuals seeking to complete a Bachelor of Science or Bachelor of Arts degree who have already earned postsecondary credits. Classification as a CAPS student is available to working adults, activeduty military personnel and their dependents, retirees, Department of Army civilians, and others with special circumstances who have completed thirty to sixty semester hours of transferable academic postsecondary coursework at the time of application to Paine College.

To be admitted to the institution and classified as a CAPS student, an applicant must meet one of the first three conditions involving age, high school or GED completion, or military service and all students must meet the requirement of documented transferable postsecondary coursework already completed at the undergraduate level:

- Be at least 25 years of age or older at the time of enrollment, or
- Have graduated from high school or received a GED at least five years prior to the date of enrollment at Paine College, or
- Be an active-duty military service member or spouse of an active-duty military service member
- ------- AND ---------

To be classified as a CAPS student at admission as of Fall 2020, prospective students must have completed and documented an earned 30 to 60 semester credit hours of transferable postsecondary coursework at the undergraduate level.

Accelerated terms are available to accommodate baccalaureate completion based on course schedule availability. All academic regulations and requirements apply to the entire student body regardless of admission status.

## LOAD REGULATION

The course load for CAPS students is six (6) to twelve (12) semester credit hours per term. To receive full financial aid, a student must be enrolled in a minimum of six (6) semester credit hours.

Students who have a minimum cumulative grade point average (CGPA) of 2.5 may be permitted to take additional semester credit hours for a total of 15 when approved by the Department Chair and Provost and Vice President of Academic Affairs. If the student's record permits the taking of more than twelve (12) hours, the student must pay the required cost for each additional credit-hour. Transfer students who are working, returning adults must have a minimum 2.0 grade point average to be eligible for admission.

## SUPPORT PROGRAMS

## COLLINS-CALLAWAY LIBRARY

The Collins-Callaway Library seeks to prepare students for lifelong learning by providing scholarly resources and instruction in the use of those resources. Contact information, hours, access to electronic resources, request forms, and additional information are available on the Library's website. http://www.paine.edu/library

## Facilities

The facility is a spacious two-story building housing a variety of collections, equipment, quiet, interactive, individual and group study areas, computer and production laboratories and classrooms. Wireless access is available throughout the building. The Library is named for Dr. Daniel A. Collins, a 1936 graduate of Paine College and former Chair of the Board of Trustees and Dr. Morgan Callaway, the first President of the College.

## Collections

The physical collections of the Library include books, periodicals, indexes, archival materials, and an African American collection. Extensive electronic resources of indexes and full-text books and periodical articles are available to students twenty-four hours a day, whether on or off campus.

## Circulation Services

Borrowing privileges and library services are extended to all students of Paine College upon presentation of a current valid Paine Identification card with a barcode. Computer use requires a student login, provided by Information Technology Services.

Instructional and Reference Services
The Library provides education opportunities in a variety of settings to meet the informational needs of the students. We offer one-on-one assistance,
customized group sessions, and curriculum-based instruction.

## Learning Resources Center*

The Learning Resources Center is located on the second floor of the Library and maintains computers, multimedia resources, equipment, and instructional areas. The LRC includes two open computer labs and a production lab for student use.

## Hours

Fall \& Spring Semester**
7:45am - 10:00pm Monday - Thursday
7:45am - 5:00pm Friday
CLOSED Saturday
4:00pm - 8:00pm Sunday
*Learning Resources Center services are available from 8:00am - 10:00pm, MondayThursday, and 8:00am - 5:00pm on Friday. The second floor closes 15 minutes prior to the Library closing. Holiday and Summer hours are posted.

Library and LRC Services require a valid Paine College Identification Card. Identification cards MUST be presented each time services are requested. These services include any use of computer labs in the LRC ( $2^{\text {nd }}$ floor).

## Library Directory

$1^{\text {st }}$ Floor Circulation desk
706.821.8308
$2^{\text {nd }}$ Floor Circulation Desk (LRC)
706.821 .8367 or 706.821 .8365

Reference Assistance
706.821.8351

Administrative Office
706.821.8253

Director's Office/Archives 706.821.8361

## Tutorial and Enrichment Center

The Tutorial and Enrichment Center is a college-wide support program that provides tutoring in all academic areas to all Paine College students free of charge. Students may request the services of the center on their own or may be referred for services by a faculty member, counselor or administrator. Certified by the Association for the Coaching and Tutoring Profession, the center is staffed with a Director, an Administrative Assistant, and several peer and professional tutors. All tutors participate in on-going training activities and are evaluated on a regular basis.

The Tutorial and Enrichment center offers a wide range of services. Its most important function is to provide tutors who promote academic confidence and independence through one-on-one and small group tutoring sessions in virtually all academic areas. The Center further supports classroom instruction by offering seminars and workshops in a variety of areas such as writing and basic composition skills, study skills, test-taking skills, research paper techniques, and oral presentation to develop and strengthen student competencies in these areas. The Center also provides individualized research paper support by assisting students with all stages of the research paper process including evaluating sources, using citation styles, and formatting documents. In addition, the Center houses an Internet-accessible computer laboratory that allows students to enhance their computer skills through hands-on training and tutorial assistance.

The Tutorial and Enrichment Center Operates during all academic terms. Fall and Spring Semester hours are Monday through Thursday from 9:00 a.m. -8:00 p.m. and Friday from 9:00 a.m. -5:00 p.m. Summer hours are MondayFriday from 9:00 a.m. - 5:00 p.m. The Center is located in the Collins-Callaway Library. The Center may be reached by telephone at (706) 821-8345 or e-mail TECtutors@ paine.edu.

## ACADEMIC ADVISING

Academic Advising will provide students with clear and contemporary information on any given program of study while providing them with specific discipline support to realize their academic goals. Advisors ensure that students understand the requirements of any given program of study and provide students with guidance regarding discipline specific activities to include post baccalaureate opportunities, research, and scholarly opportunities.

## ACADEMIC SUPPORT

Qualitative and Communications Support helps students maximize their educational opportunities and realize their academic potential. It also helps faculty explore different methods of teaching and implementing pedagogical innovations. This is accomplished through workshops, specific preparation for external examinations, one-on-one peer tutoring, and consultations.

## DISABILITIES SERVICES

By practice and policy Paine College makes reasonable accommodations for students with properly documented disabilities that may adversely impact academic performance. Although Paine College operates no specifically structured academic programs for individuals with disabilities, Disabilities Services provides support with communication between faculty and students who are eligible to receive reasonable accommodations.

## ACADEMIC PERSISTENCE

The Early Warning System provides faculty members with a way to identify student behavior or activities that will adversely impact their academic performance. Additionally, all students who are on academic probation will be provided with support. Support for students includes identification of appropriate campus resources and monitoring of non-cognitive skills. Students who have had some type of interruption in their College experience will be provided with
transition support. Other forms of support and departmental and advisor awareness include a review of courses with unsatisfactory and failure rates, monitoring and review of term and career grade point averages, advisor led course scheduling, and inclusion of tutoring participation outside of classroom instruction in high D, W, F rate courses.

## LEADERSHIP DEVELOPMENT

All students at Paine College are expected to engage in those activities that will ensure their acceptance into all graduate and/or professional schools identified by their program of study, as well as be offered opportunities to engage in professional opportunities beyond their undergraduate study. Leadership development includes support in applying for competitive scholarships, internships, study abroad and service experiences in preparation for leadership beyond their undergraduate study.

## HONORS PROGRAM AND SOCIETIES

The Paine College Honors Program provides an enriched academic curriculum and learning environment for highly motivated and especially well-qualified students. It offers opportunities to honorize courses within the Common Curriculum as well as Honors Seminars. Additional honors courses may be offered throughout any given semester as special topics courses. The Paine College Honors Program will focus on faculty working with small groups of dedicated and accomplished students; an emphasis on independent learning; students entering into dialogue with peers, teachers, and facilitators; a demanding program of study in major and minor fields; and engagement in external experiential learning activities.

## ADMISSION TO THE HONORS PROGRAM

Admission to the program is determined by the Director of the Paine College Honors Program. A typical student enters the program as a sophomore and remains throughout their matriculation at Paine College. Students who
earn a grade point average (GPA) of 3.0 or higher after completing their freshman year and ideally completion of the SPEE examination may be invited to apply for and enroll in Honors courses.

## COURSES

Typically, Paine College Honors Program courses fulfill common curriculum requirements or serve as general electives. To "honorize" a course, a student must enter into a contract with the professor of record and acquire permission from their Department Chair as well as the department under which the course will be offered as well as the Office of Academic Affairs - Associate Vice President and Director of the Honors Program. In addition to courses, Paine College Honors Scholars will also engage in research germane to their respective discipline, reflection on contemporary topics and socially significant service through the Honors Seminars Series.

## Courses

HON 101 Honors Seminar

## Hours

HON 102 Honors Seminar
HON 201 Honors Seminar
HON 202 Honors Seminar
HON 301 Honors Seminar
HON 302 Honors Seminar
HON 401 Honors Seminar
HON 402 Honors Seminar

## GRADUATION REQUIREMENTS

Paine College Honors Program students must complete twenty-four (24) hours of honors courses with a grade or "B" or better, and possess a cumulative grade point average of 3.5 and a cumulative average of 3.0 in Honors courses. Additionally, all Paine College Honors Program graduates must defend and publish the results of original scholarship based on the criteria of the discipline for which they are earning a degree. Students meeting these criteria will graduate from Paine College with special recognition for academic honors at
commencement exercises and will be listed as Honors Program graduates on their transcripts.

## ALPHA KAPPA MU HONOR SOCIETY

Alpha Kappa Mu Honor Society is a national general scholarship honor society open to junior and senior men and women in all academic areas. An undergraduate student shall be eligible to be elected as a collegiate member if the individual:

- Is registered as full time and is in good standing with the Institution
- Is at least a junior in a degree program and has completed 50 percent of the course requirements for graduation
- Has a minimum grade point average of 3.3
- Is ranked in the upper $10 \%$ of the class
- Exemplifies good character
- Exhibits the potential for leadership and service


## DELTA MU DELTA

Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its individual members and the business community through life-time membership.

- Junior or Senior Classification
- Overall GPA of 3.2


## SIGMA TAU DELTA

Sigma Tau Delta is the International English Honor Society. Student membership is available to undergraduate and graduate students currently enrolled at a college or university with an active Sigma Tau Delta chapter.

- Candidates for undergraduate membership must have completed a
minimum of two college courses in English language or literature beyond the usual requirements in freshman English.
- The candidate must have a minimum of a B or equivalent average in English and in general scholarship, must rank* at least in the highest thirty-five percent of his/her class, and must have completed at least three semesters or five quarters of college course work.
*This requirement may also be interpreted as "have an overall B average in general scholarship" (e.g., 3.0 GPA on a 4.0 scale).


## ALPHA KAPPA DELTA

Alpha Kappa Delta (AKD) is an international society for scholars dedicated to the ideal "to investigate humanity for the purpose of service." Alpha Kappa Delta promotes excellence in scholarship in the study of sociology. In 1992, the Iota Chapter of Georgia of Alpha Kappa Delta Sociology Honor Society was founded at Paine College. Alpha Kappa Delta members who become Civil Service employees meet one of the requirements for entrance at the GS-7 level (an increase in pay grade) if they list Alpha Kappa Delta membership on their applications (providing they enter at the GS-5 level). An undergraduate student shall be eligible to be elected as a collegiate member if the individual:

- Is registered as full time and is in good standing with the institution
- Be a sociology major or a student who demonstrates a serious interest in sociology
- Be classified at least as a junior
- Have an overall GPA of 3.3
- Have a sociology GPA of at least 3.0
- Have taken at least four courses in Sociology


## PAINE COLLEGE BOARD OF TRUSTEES

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Attorney Robert L. Bell
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## Bishop Marshall Gilmore

Concord, NC

## Dr. Ora McConner Jones

Chicago, IL

## FACULTY

2020-2021

## FULL-TIME FACULTY

Francis Agbemade, Assistant Professor of Spanish; B.A., 2010, University of Ghana (Legon); M.A., 2014, Ohio University; Ph.D., 2019, Arizona State University. (Spanish) August 2019

Yao A. Amewokunu, Assistant Professor of Business; B.A. 1995, University of Lome; M.B.A., 2000, PhD., 2007, Laval University. (Business) August 2012

Kimberly Baxter, Adjunct Instructor of History; B.A., 1998, Augusta State University; M.Ed., 2004, Troy State University. (History) July 2014

Gloria Bennett, Assistant Professor of Education; B.S., 1977, South Carolina State University; M.S., 1987, South Carolina State University; Ed.D., 2009, Nova Southeastern University. (Education) August 2015

Nancy Bookhart, Assistant Professor of Art; B.F.A., 2000, Augusta State University; M.F.A., 2005, University of Georgia. (Art) August 2007

Teri Burnette, Assistant Professor of Media Studies and Chair of Media Studies; B.A., 2000, St. Augustine College, M.F.A., 2004, Howard University. (Media Studies) August 2013

Oliver Cowart, Assistant Professor of Sociology; B.A., 2011, Simon Fraser University; M.A., 2015, Emory University; Ph.D., 2017, Emory University. (Sociology) August 2018

Eronini E. Egbujor, Assistant Professor of French; B.A., 1978, Université - du Benin; M.A., 1982, Ph.D., 1988, Université de Sherbrooke. (French) September 1998

Elias E. Étingé, Associate Professor of Psychology; B.A., 1972, University of Cameroon; M.S., 1976, University of Pennsylvania; Ph.D., 1980, University of Alabama; M.B.A., 1986, Augusta College. (Psychology) August 1979

Jacqueline Fason, Assistant Professor of Education; B.S., 1978, Fort Valley State College; M.S., 1983, South Carolina State University; Ed.S., 1998, University of Sarasota; Ed.D., 2007, University of Sarasota. (Education) August 2018

Johnnie Felder, Instructor of Music; 2011, B.A., Benedict College; 2013, M.M., University of South Carolina. (Music) July 2018

Dongwook Han, Assistant Professor of Business; B.A., 1984, Lehman College, City University of New York; Ph.D., 1999, Michigan State University. (Business) August 2013

John Harris, Assistant Professor of Performance Theatre Studies; B.A., 1978, Morehouse College; M.F.A., 1980, New York University. (Media Studies) August 2013

Jeffrey L. Jones, Instructor of English; B. A., 2001, Paine College; M.A., 2005, Clark Atlanta University. (English) August 2017

Robert L. Jones, Assistant Professor of History; B.A., 1967, Paine College; M.S., 1973, East Texas University. (History) August 2003

William F. Lawless, Professor of Mathematics and Psychology; B.S., 1970, M.S., 1977, Louisiana State University; Ph.D., 1992, Virginia Polytechnic Institute and State University. (Mathematics and Psychology) September 1983

Aisha Leverett-Williams, Assistant Professor of Psychology; A.S., 1999, Georgia Military College; B.A., 2000, University of South Carolina; Ed.D., 2014, Argosy University. (Psychology) July 2018

Melvin Mahone, Assistant Professor of Sociology; B.S., 1975, Chicago State University; M.S., 1977, Chicago State University; Ph.D., 2002, Union Institute and University. (Sociology) August 2017

Maurice McBride-Owens, Assistant Professor of Business; B.S., 2005, DeVry University; MBA, 2008, American Intercontinental University; Ph.D., 2012, Capella University. (Business) August 2013

Anna-Gay Nelson, Assistant Professor of Chemistry; B.S., 2006, Tougaloo College; Ph.D., 2010, University of Notre Dame; Post-Doctoral, University of Michigan, 2010-2014. (Chemistry) August 2017

Fidelia Nzeh, Instructor of Computer Science; B.S., 1982, M.B.A., 1984, Alabama A \& M University; M.S., 1995, Clark Atlanta University. (Computer Science) August 2000

Okoroafor O. Nzeh, Professor of Information Systems and Chair of Business Administration; B.S., 1980, M.S., 1983, M.B.A., 1988, Alabama A \& M University; Ph.D., 1994, Clark Atlanta University. (Business) August 1996

Vincent Onyebuchi, Associate Professor of Business Administration and Accounting; B.S., 1978, University of Arkansas, Pine Bluff; M.B.A., 1978, East Texas State University; Ph.D., 2004, (Business) Argosy University. August 2000

Raul Peters, Associate Professor of Physics and Physical Science and Chair of Mathematics, Sciences, and Technology; B.S., 2005, Midwestern State University; Ph.D., 2010, Texas Christian University. (Physics) August 2010

Elizabeth Siciliano, Instructor of English; B.A., 1974, Augusta State University, M.A., 2005, Seton Hill University. (English) August 2008

Srinivas R. Sonne, Assistant Professor of Biology; B.S., 1988, University of Mysore, India; M.S., 1990, University of Mysore, India; Ph.D., 1998, University of Mysore, India. (Biology) August 2013

Amina Sharif, Assistant Professor of Mathematics; B.A., 1973, Kabul University, Afghanistan; M.Ed., 1983, University of Louisiana. (Mathematics) January 2020

Jonaid Sharif, Associate Professor of English; B.A., 1972, American University of Beirut; M.A., 1980, University of Iowa; Ph.D., 1984, University of Louisiana, Lafayette. (English) January 2020

Gabriel J. Swenson, Assistant Professor of Biology; B.S., 2003 Augusta State University; M.S., 2006, Georgia State University; Ph.D., 2013, University of South Carolina. (Biology) August 2006

Alfred Williams, Assistant Professor of Religion and Philosophy; B.A., Atlantic Union College, 1994; M.S. Vermont College, 2006. (Philosophy) August 2017

Sardar Yousufzai, Assistant Professor of Chemistry; B.S., 1967, Agra University; M.S., 1971, U. P. Agriculture University; M. Phil., 1975, Ph.D., 1977, Aligarh Muslim University. (Chemistry) August 2000

## ADJUNCT / PART-TIME FACULTY

Willie A. Adams, Adjunct Instructor of Physical Education; B.A., 1996, Paine College; M.Ed., 2005, Troy University. (Education) August 1995

Yolanda Copeland, Adjunct Instructor of Sociology; B.S.W., 1988, Tuskegee University; M.S.W., 1989, University of Georgia; Ed.S., 2004, Lincoln Memorial University. (Sociology/SW) August 2013

Ronald E. Garnett, Adjunct Instructor of Business; B.A., 1973, Augusta State University; M.P.A., 1975, Georgia State University; J.D., 1978, Indiana University School of Law. (Business) August 2010

Uzetta Gresham, Adjunct Instructor of Psychology; B.S., 2004, Augusta State University; M.S., 2010, Troy University. (Psychology) July 2002

Gladys Hamilton, Adjunct Instructor of Education; B.S.Ed., 2001, Augusta State University; M.Ed., 2005, Troy State University; Ed.S., 2007, Augusta State University; Ed.S., 2009, Augusta State University. (Education) August 2016

Bernard Johnson, Adjunct Instructor of Religion; M.Ed., 2002, University of Alabama; M.Div., 2000, Interdenominational Theological Center; B.S., 1996, Miles College. (Religion) January 2019

Macie King, Adjunct Instructor of Religion; B.A., 1975, Governor's State University; M.A., 1987, Interdenominational Theological Center (Gammon Seminary), Ph.D., 1996, United Theological Seminary (Religion) January 2019

Kisha Lucette, Adjunct Instructor of Physical Education; B.A., 2007, Paine College. (Education) October 2007

Carolann Padgett, Assistant Professor of Psychology, (1988), B.A., Augusta University; (2005), M.S.Ed., Walden University. (Psychology) January 2020

John Padgett, Adjunct Instructor of Psychology, (2002), B.B.A., Brenau University; (2003), M.Ed., Troy University. (Psychology) February 2020

William Courtney Trabue, Adjunct Instructor of Business; B.S, 1971, United States Military Academy; M.S., 1991, University of Southern Mississippi. (Business) June 2012

Millicent West, Adjunct Instructor of Religion; B.S., 1979, Livingstone College; M.Ed., 1995, University of Maryland - College Park; Master of Religious Education, 2015, Liberty University. (Religion) December 2014

Cecilia Wright, Adjunct Instructor of Psychology; B.S., 1979, Eastern Michigan University; M.A. 2013, The Chicago School of Professional Psychology. (Psychology) August 2018

## ADMINISTRATORS WITH LIMIED TEACHING ASSIGNMENTS

Chellita Carlyle, Instructor of Education and Director, Upward Bound; B.S., 2002, Paine College; MBA, 2006, Troy University. Preparing for Excellence (Education): October 2008.

Philip Cody, Instructor and Tutorial Coordinator; B.S., 2007, Georgia Southern University; M.S. 2010 University of Phoenix; Ed.D., 2019, Morgan State University. Preparing for Excellence (Education): May 2011

Luther Felder, II, Campus Pastor and Assistant Professor of Religion; B.A., 1971, Wiley College; M.S., 1974, Colgate Rochester Divinity; D.Min., 1990, Southern Methodist University. (Religion) November 2008

Alana Lewis, Instructor and Collections Management Librarian; B.S., 1975, Paine College; M.S.L.S., 1976, Atlanta University. August 2006

Rhonda McCoy, Information Curriculum Specialist, B.A., 1998, Augusta State University; M.S.F.E., 2001, Troy State University. August 2001

Alice M. Simpkins, Assistant Professor of Mathematics and Computer Science and Director of Institutional Research and Quality Enhancement Plan; B.S., 1970, Paine College; M.A., 1972, Morgan State University; M.S., 1985, Atlanta University. September 1972

Jacquelyn Wilson, Instructor/Director/Counselor for Student Support Services; B.A., 1979, Clark College; M.A., 1981, Atlanta University. (Education) January 1982

## FACULTY EMERITI

Earnestine Bell, Instructor of Mathematics; B.S., Paine College, M.A. Morgan State University. August 1971 - May 2010

Marcus Clayton, Professor of Philosophy; A.B., Ph.D. Emory University. September 1960-May 2003
Ellen Hopson Douglas, Assistant Professor of Music; B.S., Fort Valley State College; M.A., Columbia University. September 1970-May 1988

Shirley A.R. Lewis, Professor of Education and President Emerita of the College, B.A., University of California at Berkeley, M.S.W., University of California at Berkeley, Ph.D., Stanford University. June 1994 - June 2007

Mallory Millender, Professor of French and Journalism, B.A., Paine College; M.S., Kansas State; M.J.S., Columbia University; D.A., Clark Atlanta University. September 1967- June 2012

Millie M. Parker, Assistant Professor of Library Science and Head Librarian; B.A., Paine College; M.S.L.S., Atlanta University. September 1955-May 1992

Leslie Pollard, Callaway Professor of History, B.A. 1965, Paine College; M.A., 1972, Ph.D., 1977, Syracuse University. September 1978 - May 2008

Quincy L. Robertson, Instructor of Education and Vice President for Administration and Fiscal Affairs; B.A., M.S., Tennessee State University. June 1968-December 1999

Philip Thomas, Professor of Sociology; B.S. 1967, University of Kerala; M.A., 1973, Atlanta University; Ph.D., 1983, Emory University. August 1976-May 2017

## SENIOR ADMINISTRATIVE OFFICERS

Cheryl Evans Jones, President; B.A., 1977, Fisk University; M.A., 1982, Ph.D., 1988, The Ohio State University. (Psychology) January 1993

Helene Carter, Assistant Vice President of Institutional Advancement; B.A., 1977, South Carolina State University. July 2009

Luther B. Felder, II, Campus Pastor and Assistant Professor of Religion; B.A., 1971, Wiley College; M.S., 1974, Colgate Rochester Divinity; D.Min., 1990, Southern Methodist University. November 2008

Norman Jones, Vice President of Fiscal Affairs; B.S., 1983, Alcorn State University, M.B.A., 2001, Alcorn State University. October 2019

Curtis Martin, Provost and Vice President of Academic Affairs; BS.Ed., 1972, Ashland College (now Ashland University); M.A.Ed., 1973, The Ohio State University; Ph.D., 1979, The Ohio State University. July 2019

Selina Kohn, Athletic Director; B.S., 1994, Albany State University. August 1998
Chester Wheeler, Director of Sponsored Programs and Title III, B.B.A., 1974, Fort Valley State University. January 2018.

# ADMINISTRATIVE OFFICERS AND STAFF 

OFFICE OF THE PRESIDENT

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Juanita Harps
Henrietta Hayes
Uzetta Gresham

President
Office Manager
Administrative Assistant
Administrative Assistant

OFFICE OF RELIGIOUS LIFE

Luther Felder
Jacqueline Connie

Campus Pastor
Administrative Assistant

## PLANNING AND EVALUATION

Vacant
Director

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Curtis Martin
Marci Middleton

Frances Wimberly
Peggy Hines

Provost and Vice President of Academic Affairs
Associate Vice President of
Academic Affairs
Executive Assistant
Office Manager

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Alana Lewis
Rhonda McCoy
Vacant
Vacant
Vacant
Arquita Lawson
Gilda Brathwaite
Rosa Martin
James Daggett
Vacant
Roderick Yarborough

Library Director
Information Curriculum Specialist
Administrative Assistant
Collections Management
Computer Technician
Computer Technician Assistant
Circulation Desk Manager
Learning Resources Center Manager
Audio-Visual Production Specialist
Information Services Assistant
Information Services Assistant

## OFFICE OF THE REGISTRAR

Symphoni Wiggins
Gayle McLaughlin
Vacant

Vacant

Registrar
Assistant Registrar/Veteran Affairs Officer
Office Manager/Customer Relations
Specialist
Transcript/Records Coordinator

## DEPARTMENT OF BUSINESS

Okoroafor Nzeh
Danielle Parks

Chair
Administrative Assistant

## DEPARTMENT OF EDUCATION

Gloria Bennett
Danielle Parks
Chair
Administrative Assistant

## DEPARTMENT OF MEDIA STUDIES

Teri Burnette
Danielle Parks

Chair
Administrative Assistant

## DEPARTMENT OF HUMANITIES

Nancy Bookhart
Heba Elziebair

Chair
Administrative Assistant

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Nancy English

Chair
Administrative Assistant

## DEPARTMENT OF SOCIAL SCIENCES

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Heba Elziebair

Chair
Administrative Assistant

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Vacant
Director of CAPS

TUTORIAL \& ENRICHMENT CENTER (TEC)

Celestial Davis
Cynthia Frazier-Edwards

Director of Tutorial \& Enrichment Services Office Manager/Tutorial Coordinator

## UPWARD BOUND

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Brittany Dixon
Brandon Edwards
Zekia Sylvan

Director
Instructor and Tutor
Office Manager
Educational Follow-up Specialist (part-time)
Jacquelyn Wilson
Philip Cody
Zekia Sylvan

Director
Tutorial Coordinator, Academic Advisor
Educational Follow-up Specialist (part-time)

MILITARY SCIENCE (ROTC)
William Roberts
Scholarship and Enrollment Officer
Augusta University, Department of Military
Science

## PRE-PROFESSIONAL SCIENCES PROGRAM

Raul Peters
Director

## STUDENT AFFAIRS

Vacant Vice President and Dean of Student Affairs
Vacant
Administrative Assistant
CAREER SERVICES
April Ewing
Director of Career Services
Vacant
Administrative Assistant

## COUNSELING \& WELLNESS CENTER

Jenease Horstead
Joseph Dingle
Vacant

Director of Counseling
Assistant Dean of Student Affairs
Administrative Assistant

## HEALTH SERVICES

Counseling and Wellness Center
Contracted Services

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Felicia Fenner
Tyshana Gardner
Lauren Fleming

Assistant Director of Admissions/Recruitment
Coordinator
Admissions Counselor/Recruiter
Admissions Coordinator
Office Assistant/Recruiter
Admissions Recruiter

RESIDENCE LIFE

Vacant
Sheila Paige
Kentrell King

Director of Residence Life
Residence Life Coordinator
Residence Director

Bobbie Heath
James Armstrong

Residence Director
Residence Director

## STUDENT ACTIVITIES

Vacant
Vacant

Director of Student Activities
Assistant Director of Student Activities

## ADMINISTRATIVE AND FISCAL AFFAIRS

Norman Jones
Reginald Amerson
Arnold Pierce
Vacant
Maricelis Caban
Vacant
Dialmarys Velez-Vargas
Shawn Simmons
Richard Marta
Vacant
Vacant
Vacant

Chief Financial Officer
Controller
Assistant Controller
Executive Assistant to the Vice President
Student Accounts Counselor/Cashier
Accounts Payable
Administrative Assistant
Purchasing Manager
Staff Accountant
Staff Accountant
Auxiliary Services Director
Auxiliary Services Coordinator

## HUMAN RESOURCES

Troyline Johnson-Griffin
Human Resources Coordinator

## CAMPUS SAFETY

Chief Leroy Morgan, Jr.
Maj. Carl Gibbons
Lt. William Ross
Vacant
Officer Andre Gardner
Capt. Darlene Smith
Officer Eugene Jackson
Officer Tamela Herrington
Officer Diamond Middleton

Chief, Police Officer
Major, Assistant Chief, Police Officer
Lieutenant, Police Officer
Sergeant, Police Officer
Police Officer
Captain, Security Officer
Security Officer
Security Officer
Security Officer

## FOOD SERVICES

Tajudin JarAllah
Director of Food Services

## INFORMATION TECHNOLOGY SYSTEMS

Jeff Owens
Wanda Brock
Vacant

Interim Director of Information Technology
Office Manager/Help Desk Coordinator
Network and Telecommunications Manager

Kornelius Taylor

Uzetta Gresham

Uzeta Greshan

Blackboard Administrator

## LION SHOP

## OFFICE OF FINANCIAL AID

Consuelo Quinn
Vacant
Jimmy Duggins
Blanche Smith
Jennifer Bussey
Alanna Moss
Vacant

Administrative Assistant (President's Office)

Director
Financial Aid Counselor
Financial Aid Counselor
Financial Aid Counselor
Financial Aid Assistant
Default Manager/Work Study Coordinator
Office Manager

## FACILITIES

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John Ware
Patricia Ramsey
Gather Lewis
Randy Delenor Andrews
Maurice Boyd
Lee Curry
Sammie Gibbs
Estella Johnson
Katherine Lambert
Levarn Smith
Michael Tate
Joseph Lattimore
Johnny West
Ralph Whitehead

Director of Facilities Management and
Environmental Sciences
Events Coordinator
Office Manager
Director of Operations
Custodian
Custodian
Custodian
Custodian
Custodian
Custodian
Custodian
Custodian
Maintenance
Maintenance
Maintenance

## POST OFFICE

Uzetta Gresham
Administrative Assistant (President's Office)

## INSTITUTIONAL ADVANCEMENT

Helene Carter
Vacant
Cesar Quispe
Cinderella Walker
Alexis Tubman
Vacant

Vice President
Director of Alumni Relations
Digital Marketing \& Website Development
Assistant Director of Gifts and Database
Management
Coordinator of Advancement and Donor
Relations
Manager of Research and Donor Relations

## ATHLETICS

Selina Kohn<br>Lynda Jenkins<br>Kisha Lucette

Willie Adams

Alfred Beard, III Melvin Marshall

Michael Hamer
Zack Howard
Mary Whitt
William Lawless
Symphoni Wiggins

Director of Athletics
Administrative Assistant
Senior Women's Administrator/Head
Women's Volleyball Coach/Assistant
Women's Basketball Coach
Assistant Athletics Director for External
Relations/Head Women's Basketball and
Head Men's Golf Coach
Head Men's Basketball Coach
Head Baseball Coach and Director of Facilities
and Game Day Operations
Head Men and Women's Cross-Country/
Track and Field Coach
Assistant Volleyball Coach and Softball Coach
Athletic Trainer
Faculty Athletic Representative
Mahogany Essence Dance Team and
Cheerleading Coach

INSTITUTIONAL RESEARCH

Alice M. Simpkins

Barbara Allen
Vacant

Director of Institutional Research and Quality Enhancement Plan Data Analyst (temporary)
Director of Assessment and Evaluation

## TITLE III

Chester Wheeler
Tamekia Green

Director of Sponsored Programs and Title III Assistant Director of Sponsored Programs and Title III

## NATIONAL ALUMNI ASSOCIATION OFFICERS

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$1^{\text {st }}$ Vice President, Programs \& President-Elect
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Atlanta, GA
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Rickey Oglesby, ‘00
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Recording Secretary
Belinda G. White, '80
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Janice Spradley, '84
Macon, GA
Financial Secretary
Sophia Morse '94
Augusta, GA
Sergeant-at-Arms
Vacant
Treasurer
Brandon Jones ‘09
Augusta, GA

## Chaplain

Vacant

## Parliamentarian

James Sanders ' 72
Decatur, GA
Senior Advisor
Rev. Gene Dean '59
Augusta, GA

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Greenville, SC
Winfred Owens, ‘72
Athens, GA
Thomas McCain, ‘62
Trenton, SC

Term Expires June 30, 2021
Grayland Benefield, ‘77
Redan, GA
Ann McGruder-Dixon, ‘80
Conyers, GA
Cheri CoferTutt, '97
Augusta, GA

Term Expires June 30, 2022
George Bailey, ‘73
Augusta, GA
Akbar Imhotep, ‘73
Atlanta, GA
Portia Nobles, '70
Stone Mountain, GA

## Chapter Presidents

Atlanta Chapter, Yvette Foster, '03
Athens Chapter, Lamar Handy, '11
Augusta Chapter, Tarvey Jones, '01
Middle Georgia Chapter, Mitchell Brown, ‘77
Upstate Chapter, Ronald Fisher, ‘70
Washington, D.C. Chapter, Sam Cooper, '78
A
ACADEMIC BUILDINGS ..... 23
ACADEMIC DISMISSAL ..... 64
ACADEMIC HONESTY ..... 60
ACADEMIC LOAD REGULATION ..... 50
ACADEMIC PROGRAMS ..... 70
ACADEMIC REGULATIONS ..... 50
ACADEMIC SUSPENSION ..... 63
ACCREDITATION AND MEMBERSHIPS ..... 22
ADDING AND DROPPING CLASSES ..... 56
ADMINISTRATIVE OFFICERS AND STAFF ..... 190
ADMINISTRATIVE WITHDRAWAL ..... 29
ADMISSIONS ..... 38
ADVANCED PLACEMENT. ..... 40, 66
ALPHA KAPPA MU HONOR SOCIETY ..... 180
APPEALS ..... 61
APPLICATION FEE ..... 26
ASSESSMENT AND PLACEMENT ..... 66
ATHLETICS ..... 48
AUDITING COURSES ..... 57
AWARDING OF DEGREES ..... 52
B
BIOLOGY MAJOR WITH PRE-PROFESSIONAL SCIENCE ..... 82
BOARD OF TRUSTEES ..... 181
BUSINESS ADMINISTRATION MAJOR ..... 107
C
CAREER SERVICES. ..... 47
CHANGE OF MAJOR ..... 71
CHEMISTRY, PHYSICS ..... 85
CLASS ATTENDANCE ..... 56, 69
COLLEGE ASSEMBLY/CONVOCATION ..... 55, 58
COLLEGE SUPPORT ..... 22
COMMON CURRICULUM ..... 52
COMPLAINT WITH TRACS ..... 69
COMPREHENSIVE STUDENT FEE ..... 27
CONFERENCE COURSE ..... 67
COOPERATIVE EDUCATION PROGRAM. ..... 68
CORE VALUES ..... 18
COUNSELING ..... 46
COURSE DESCRIPTIONS ..... 125
COURSE PREFIXES AND DESCRIPTIONS ..... 124
CUMULATIVE GRADE POINT AVERAGE (CGPA) ..... 56

## D

DEAN'S LIST ..... 63
DECLARATION OF A MAJOR ..... 70
DEGREE REQUIREMENTS ..... 50
DEPARTMENT OF BUSINESS. ..... 106
DEPARTMENT OF EDUCATION ..... 115
DEPARTMENT OF HUMANITIES ..... 71
DEPARTMENT OF MATHEMATICS, SCIENCES AND TECHNOLOGY ..... 82
DEPARTMENT OF MEDIA STUDIES ..... 121
DEPARTMENT OF SOCIAL SCIENCES ..... 95
E
EARLY ADMISSION PROGRAM ..... 39
ELEMENTARY EDUCATION ..... 115
ENGLISH MAJOR ..... 71
F
FACULTY ..... 183
FACULTY EMERITI. ..... 188
FEES AND FINANCES ..... 26
FINAL EXAMINATIONS ..... 57
FINANCIAL AID VERIFICATION ..... 34
FRATERNITIES AND SORORITIES ..... 48
G
GENERAL INFORMATION ..... 13
GOOD STANDING ..... 63
GRADE AND ATTENDANCE RECORD APPEALS. ..... 62
GRADING SYSTEM/QUALITY POINTS ..... 56
GRADUATION REQUIREMENTS ..... 51
GUIDELINES FOR CREDIT BY EXAMINATION ..... 58
H
HEALTH SERVICES ..... 48
HISTORY MAJOR ..... 73
HISTORY OF THE COLLEGE ..... 13
HONOR ROLL ..... 63
HONORS PROGRAM ..... 179
HYBRID/BLENDED COURSES ..... 176

## I

INDEPENDENT STUDY ..... 67
INTERNATIONAL STUDENTS ..... 43
INTERNSHIP ..... 67
INTERSESSIONS ..... 68
INTRAMURALS ..... 49
M
MAJORS ..... 70
MATHEMATICS MAJORS ..... 88
MATHEMATICS WITH COMPUTER SCIENCE CONCENTRATION ..... 88
MESSAGE FROM THE PRESIDENT ..... IV
MILITARY SCIENCE ..... 72
MISSION STATEMENT ..... 18
N
NATIONAL ALUMNI ASSOCIATION ..... 196
NEW STUDENT ORIENTATION ..... 46
NEW STUDENT ORIENTATION FEE ..... 26
0
OFFICIAL WITHDRAWAL ..... 28,65
OTHER BUILDINGS ..... 25
OTHER FEES/EXPENSES ..... 17
P
PAINE COLLEGE SCHOLASTIC SCHOLARSHIPS, GRANTS, AND TUITION WAIVERS ..... 35
PHILOSOPHY AND RELIGION MAJOR ..... 74
PSYCHOLOGY MAJOR ..... 96
R
RE-ADMISSION ..... 43
REFUND POLICY ..... 29
RESIDENCE HALLS ..... 24
RESIDENCE LIFE ..... 46
RETENTION ..... 64

## S

SATISFACTORY ACADEMIC PROGRESS FOR THE DISBURSEMENT OF FINANCIAL AID ..... 31
SCHOLARSHIP SELECTION ..... 35
SENIOR ADMINISTRATIVE OFFICERS ..... 189
SENIOR COMPREHENSIVE MAJOR FIELD
EXAMINATION ..... 55
SENIOR HONORS ..... 62
SOCIOLOGY MAJOR ..... 98
SOPHOMORE PROFICIENCY (ENGLISH) ..... 97
SPECIAL AND PART-TIME STUDENTS ..... 42
STRATEGIC GOALS ..... 19
STUDENT ACTIVITIES ..... 47
STUDENT AFFAIRS ..... 47
STUDENT CLASSIFICATION ..... 50
STUDENT CONDUCT AND DUE PROCESS ..... 69
STUDENT ORGANIZATIONS. ..... 48
STUDENT RECORDS AND RELEASE OF INFORMATION ..... 59
SUBSTITUTION OF COURSES ..... 57
T
THE CAMPUS ..... 23
TRANSCRIPTS ..... 59
TRANSFER CREDIT AND EVALUATING ACADEMIC RECORDS ..... 44
TRANSFER STUDENTS ..... 38
TRANSIENT OR EXCHANGE STUDENTS ..... 41
TUITION \& FEES ..... 26
TUITION \& FEES PER SEMESTER ..... 26
TUITION \& FEES PER YEAR ..... 26
TUITION WAIVERS. ..... 29
TYPES OF FINANCIAL AID ..... 34
U
UNOFFICIAL WITHDRAWAL ..... 29
V
VISION STATEMENT ..... 18
W
WITHDRAWAL FROM A COURSE ..... 65
WITHDRAWAL FROM THE COLLEGE ..... 65
WITHDRAWAL POLICY ..... 28

## PAINE COLLEGE

## CAMPUS MAP



1. Haygood-Holsey Hall
2. Peters Campus Center
3. Lions Field
4. Paine House
5. Gilbert-Lambuth Memorial Chapel
6. Health Education Activities Learning (HEAL) Complex
7. Information Center
8. Ervin House
9. Mary Helm Hall
10. Business Department Office Building
11. Psychology Laboratory
12. Office Building
13. Candler Memorial: Offices and Conference Center
14. Walker Science Building
15. Collins-Callaway Library
16. Epworth House
17. Gray House
18. Berry-Gomillion House
19. Hollis House
20. Belle-Bennett House
21. Graham House
22. Basketball and Volleyball Courts
23. Frank Yerby Museum and Office Building
24. Jackson House
25. Dr. Gipson Tutorial and Enrichment Center and Campus Police
26. To be determined (former Fitness Center)
27. McGinnis Office Building
28. Walker Office Building
29. Equipment Storage
30. Alumni Relations Building
31. Intramural Field
32. Plant Operations (Emmett Avenue, not pictured)
33. Baseball Club House
