



2019 – 2020
COLLEGE CATALOG

CORRESPONDENCE AND DIRECTORY

Questions regarding the information provided in this Catalog may be addressed to the following offices at this address:

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1235 Fifteenth Street
Augusta, GA 30901-3182

Directory Information.....	(706) 821-8200	Food Services.....	821-8395
Academic Affairs.....	396-8102	Housing/Residence Life	821-8634
Admissions	821-8320	Institutional Advancement	821-8323
Alumni Relations.....	821-8322	Institutional Research.....	396-8111
Athletic Department.....	821-8428	Library/Learning Resources Center.....	821-8308/8367
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Department of Media Studies	396-8132	Student Support Services.....	821-8271
Department of Mathematics, Sciences and Technology	821-8287	Summer School	821-8262
Department of Social Sciences	821-8326	Trio/Upward Bound.....	821-8279
Financial Aid	821-8262	Tutorial and Enrichment Center	821-8345

PAINE COLLEGE

CATALOG

2019 - 2020



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

MESSAGE FROM THE PRESIDENT

Dear Paine College Students:
Welcome to Lion Country!

I am very excited that you have chosen Paine College to further your education. At Paine, you will grow intellectually, socially, spiritually, physically, and morally. Earning a Paine College degree will be one of the most valuable investments that you will make in yourself.

You are entering an exciting time of your life where you will build life-long friendships with students who, like yourself, are in search of a quality education that will prepare you for the global stage.

We want you to be successful! So here are a few steps that will put you on the path to success. Be on time and attend every class. I'll say this again, be on time and attend every class. Get to know your professors, seek advice from your advisor, be organized and manage your time well. Read and study your textbooks. We want you to be immersed in an environment where learning, growth, and creativity are part of the Paine College experience. We want you to be prepared with the tangible supplies and learning resources to achieve academic success.

Take advantage of on-campus tutoring and support services that are readily available. When in doubt, ask questions. We are here to help you make healthy and productive choices.

It takes a whole village is a way of life at Paine College. Paine is a close-knit community, one that will embrace you and help you to realize your dreams. Our world-class faculty and dedicated staff will encourage you to step out of your comfort zones and explore the unknown. They will urge you to conduct research, pursue study abroad opportunities, and explore infinite opportunities.

Utilize this catalog to help you make sound and informed decisions about your academic path. Don't be afraid to unlock the doors of your imagination. Spread your wings, and let your mind soar.

Finally, we are not just here to help you get a job when you depart Paine College. We are here to provide the things that will shape you into the kind of person God wants you to become.

You have already taken bold steps. You have embarked upon a journey that will transform your life. Best wishes for your continued success.

Sincerely,

Jerry L. Hardee, Ed.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 developed 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.

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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. The catalog also includes rules and regulations which govern student life at Paine College, and information related to student 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 basic 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.



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.

Note: Academic Calendar updated June 26, 2019

ACADEMIC CALENDAR 2019-2020

FALL SEMESTER 2019

JULY 2019

Monday	July 15	Residence Hall Applications Due for Fall 2019
Friday – Tuesday	July 26 – July 31	New Student Orientation
Friday – Saturday	July 26 – July 27	New Student Registration
Monday	July 29	New Student Registration Faculty/Staff Fall Opening Conference
Tuesday	July 30	Faculty Development Workshop Residence Halls open for returning students (10:00 a.m.)
Tuesday-Wednesday	July 30 – July 31	Registration for returning students

AUGUST 2019

Thursday	August 1	First day of classes for Main Campus Fall and Fall I Late registration begins for Main Campus and Fall I (late fee assessed)
Monday	August 5	Last day for late registration for Fall I
Wednesday	August 7	Last day for late registration for Main Campus Fall
Friday	August 9	Last day for drop/add for Fall I & Main Campus (5:00 p.m.)
Wednesday	August 14	Fall I & Main Campus No Show Rosters due in the Office of the Registrar (4:00 p.m.) Opening Fall Convocation
Thursday	August 15	Reinstatement begins for Fall I and Main Campus courses
Tuesday	August 20	Last day for Reinstatements for Fall I and Main Fall Campus courses (5:00 pm)
Friday	August 30	Last day to withdraw from a course without academic penalty and receive a “W” grade for Fall I

SEPTEMBER 2019

Monday	September 2	HOLIDAY – LABOR DAY
Tuesday	September 3	Classes resume First day to apply for May 2020 graduation for seniors
Tuesday- Tuesday	September 3-24	Preliminary Senior Audits with Departmental Advisors
Wednesday	September 11	Last day to assign “WF” or “WP” grades for Fall I
Friday	September 13	Spring 2019 – 2020 Course Schedule Changes due to Academic Affairs
Monday	September 16	First day to schedule Senior Audit with Registrar’s Office for graduating Seniors (preliminary audit with advisor required)
Wednesday	September 18	First day to register for Fall II Courses
Monday-Thursday	September 23 – 26	Mid-term Examinations for Fall Main Campus
Friday	September 27	Last day of classes for Fall I
Monday-Tuesday	September 30-Oct. 1	Final Examinations for Fall I Fall Break (16 week courses only)

OCTOBER 2019

Wednesday	October 2	Final Grades due for Fall I Main Campus (16 week) courses resume
Thursday	October 3	First day of classes Fall II Mid-term grades due for Fall Main Campus
Thursday	October 10	Last day to drop/add for Fall II (5:00 p.m.)
Friday	October 11	Last day to apply for May 2020 graduation without penalty (after this date a late fee is applied) Last day for students to submit work for removal of “I” grade from the previous spring semester
Monday	October 14	No show rosters for Fall II due in the Office of the Registrar (4:00 p.m.) Last day to withdraw from class without academic penalty and receive a “W” grade for Fall Main Campus
Tuesday	October 15	Reinstatement for Fall II begins Last day for faculty to complete grade change removing “I” for the previous semester
Monday	October 21	Last day for reinstatements for Fall II courses Spring 2020 advisement & early registration begins for Main Campus and Spring I (for classes starting January 6, 2020)

Wednesday	October 23	Sophomore Proficiency Examination in English (SPEE) Last day to withdraw from a course without academic penalty and receive a “W” grade for Fall II
NOVEMBER 2019		
Friday	November 1	Last day to assign “WF” or “WP” grades for Fall II Last day to withdraw from Fall II courses Spring Book Orders due to the Office of Academic Affairs
Monday	November 4	Last day for submitting grade change form for removal of “I” grade Last day to assign “WF” or “WP” grades for Main Campus Last day to withdraw from Main Campus courses and College
Tuesday	November 26	Last day of classes for Fall Main Campus Last day for Spring 2020 early registration (for classes starting January 6, 2020)
Wednesday - Friday	November 27-29	Thanksgiving HOLIDAY – No Classes/Administrative Offices Closed
DECEMBER 2019		
Monday	December 2	Last day of Classes for Fall II Spring 2020 Late registration begins (late fee assessed) Reading Day (16 week courses only)
Tuesday-Saturday	December 3 – 7	Final Examinations for Fall Main Campus Final Examinations for Fall II
Saturday	December 7	Residence Halls Close (12 noon)
Monday	December 9	End of term for Fall Main Campus and Fall II Late registration fee for Spring 2020 semester assessed
Monday-Wednesday	December 9-Jan. 1	Christmas Break (ALL Students)
Tuesday	December 10	Final Grades Due for Fall Main Campus Final Grades Due for Fall II
Monday	December 16	Residence Hall Applications Due for Spring 2020

**INTERSESSION
(Tentative)**

DECEMBER 2019

Tuesday	December 10	First day of classes for Intercession 2019
Wednesday	December 11	Last day for drop/add for Intercession (5:00 p.m.)
Thursday	December 12	No Show Rosters Due in the Office of the Registrar (4:00 p.m.)
Friday	December 13	Reinstatement begins for Intercession
Monday	December 16	Last day to withdraw from a course for Intercession

JANUARY 2020

Tuesday	January 7	Last day of classes for Intercession
Wednesday	January 8	Final Examinations for Intercession End of Term for Intercession
Thursday	January 9	Final grades due for Intercession

**ACADEMIC CALENDAR
2019-2020**

**SPRING SEMESTER
2020**

JANUARY 2020

Wednesday	January 1	HOLIDAY – New Year’s Day Observance (Campus Closed)
Thursday	January 2	Residence Halls open for New & Returning Students (10:00 a.m.) Faculty/Staff Spring Opening Conference (10:00 a.m. – 12:00 noon) Faculty Development Workshop (1:30 p.m.) Faculty Conference Time (TBA) <i>Note: The Faculty/Staff Spring Opening Conference will be held January 2 – 3. More details will be forthcoming.</i>
Thursday-Friday	January 2 – 5	New Student Orientation Registration for New and Returning Students (10:00 a.m.- 4:00 p.m.)
Monday	January 6	First day of classes for Spring Main Campus and Spring I
Wednesday	January 15	Last day for late registration for Spring Main Campus and Spring I
Friday	January 17	Last day to drop/add for Spring Main Campus and Spring I (5:00 p.m.) Martin Luther King Jr. Day (multi-campus observance and programs)
Monday	January 20	HOLIDAY – Martin Luther King Jr. Day (Campus Closed)
Tuesday	January 21	Classes Resume No Show Rosters due in the Office of the Registrar (4:00 p.m.)
Wednesday	January 22	Spring Opening Convocation Reinstatements begin for Spring I and Spring Main Campus courses
Monday	January 27	Last day for reinstatements for Spring Main Campus and Spring I (5:00 p.m.)
Friday	January 31	Last day to withdraw from a course without academic penalty and receive a “W” grade for Spring I

FEBRUARY 2020

Monday-Sunday	February 3-Feb. 8	HOMECOMING WEEK
Friday	February 7	Founder's Day Convocation (10:30 a.m., No Classes After Convocation)
Monday	February 10	Course schedule changes for Maymester, Summer II, and Summer III due to Academic Affairs
Friday	February 14	Last day to assign "WF" or "WP" grades for Spring I
Monday	February 24	First day to register for Spring II
Tuesday-Friday	February 25-28	Mid-term examinations for Spring Main Campus
Friday	February 28	Last day of classes for Spring I Sophomore Proficiency Examination in English (SPEE) Announcements and Workshops Begin
MARCH 2020		
Monday- Friday	March 2-6	Mid-term examinations for Spring Main Campus
Monday- Wednesday	March 2-4	Final Examinations for Spring I
Thursday	March 5	Final grades due for Spring I End of Term for Spring I
Monday	March 9	Mid-term Break Day (16 week courses only)
Tuesday	March 10	First day of classes for Spring II Classes resume Mid-term grades due for Spring Main Campus
Monday	March 16	Last day to drop/add for Spring II (5:00 p.m.) Last day to withdraw from a course without academic penalty and receive a "W" grade for Spring Main Campus Last day for students to submit work for removal of "I" Grades for the previous Fall semester Last day to apply for May 2020 Graduation (No applications received after this date)
Wednesday	March 18	No Show Rosters for Spring II due in the Office of the Registrar at 4:00 p.m. Religious Emphasis Week
Thursday	March 19	Summer 2020 and Fall 2020 advisement and early registration Reinstatement begins for Spring II
Tuesday	March 24	Last day for Reinstatements for Spring II Last day for faculty to complete grade change removing "I" for the previous semester

Wednesday	March 25	Sophomore Proficiency Examination in English (SPEE)
Tuesday	March 31	Summer and Fall Book Orders Due
APRIL 2020		
Monday-Friday	April 6-10	Spring Break (All Students) [Good Friday occurs during this week.]
Monday	April 13	Classes resume Last day to withdraw from a course without Academic Penalty and receive a “W” grade for Spring II
Tuesday	April 14	Last day for assigning “WF” or “WP” grades for Spring Main Campus Last day to withdraw from Spring Main Campus courses and College
Wednesday	April 15	Honors Convocation
Friday	April 17	Last day for assigning “WF” or “WP” grades for Spring II Last day to withdraw from Spring II courses and from College Residence Hall Applications Due for Summer I
Friday	April 24	Last day of classes for Seniors
Monday-Tuesday	April 27-28	Senior Examinations
Thursday	April 30	Senior Final Grades Due
MAY 2020		
Friday	May 1	Last day of classes for Spring Main Campus and Spring II
Monday	May 4	Reading Day Last day for early registration for Summer 2020 and Fall 2020
Monday-Friday	May 4 – 8	Senior Week
Tuesday	May 5	Late Registration begins for Summer 2020 and Fall 2020 (late fee assessed)
Tuesday-Saturday	May 5-9	Final Examinations for Spring Main Campus and Spring II
Saturday	May 9	BACCALAUREATE CONVOCATION
Sunday	May 10	COMMENCEMENT CONVOCATION
Monday	May 11	Residence Halls close at 12 noon for students not attending the Summer I Session End of Term for Spring Main Campus and Spring II Fall 2020 Late Registration Fee Assessed

Tuesday	May 12	Final Grades due for Spring Main Campus and Spring II Faculty Development Closing Conference
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SUMMER I
(TRADITIONAL/FACE-TO-FACE and HYBRID CLASSES, SIX [6] WEEKS)
(formerly Maymester)

MAY 2020

Thursday	May 14	First day of classes
Friday	May 15	Last day for late registration for Summer I
Monday	May 18	Last day for drop/add (5:00 p.m.)
Wednesday	May 20	No show rosters due in the Office of the Registrar (4:30 p.m.)
Thursday	May 21	Reinstatement begins for Summer I
Monday	May 25	Last day for reinstatements for Summer I
Friday	May 29	Last day to withdraw from a course without academic penalty and receive a "W" grade

JUNE 2020

Friday	June 12	Last day for assigning "WF" or "WP" grades for Summer I
Thursday	June 25	Last day of classes for Summer I
Friday-Saturday	June 26-27	Final Examinations End of Term for Summer I
Monday	June 29	Final Grades Due for Summer I

SUMMER II
(TRADITIONAL/FACE-TO-FACE and HYBRID CLASSES, SIX [6] WEEKS)

JULY 2020

Wednesday	July 1	First day of classes for Summer II
Thursday	July 2	Last day for late registration for Summer II
Friday	July 3	HOLIDAY OBSERVED
Saturday	July 4	HOLIDAY – INDEPENDENCE DAY
Monday	July 6	Last day for drop/add (5:00 p.m.)
Wednesday	July 8	No show rosters due in the Office of the Registrar (4:30 p.m.)
Thursday	July 9	Reinstatement begins for Summer II
Monday	July 13	Last day for reinstatements for Summer II
Friday	July 17	Last day to withdraw from a course without academic penalty and receive a “W” grade
Friday	July 31	Last day for assigning “WF” or “WP” grades for Summer II

AUGUST 2020

Wednesday	August 5	Last day of classes for Summer II
Monday-Tuesday	August 10-11	Final Examinations End of Term for Summer II
Wednesday	August 12	Final Grades Due for Summer II

Note: Academic Calendar updated June 26, 2019

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.

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	President of Knoxville College, 1995-1997
Dr. Clyde Williams	President of Miles College, 1971-1986
Dr. Jacqueline Carmicheal	Professor at the University of Georgia and Biographer
Ruth Crawford	Director of Shiloh Comprehensive Community Center, designer of the Paine College Flag, and former schoolteacher
Dr. Charles Larke	First African American Superintendent of the Richmond County School System
Attorney Robert Bell	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	Lucius H. Pitts	1971-1974
George Williams Walker	1884-1911	Julius S. Scott, Jr.	1975-1982
John D. Hammond	1911-1915	William H. Harris	1982-1988
D. E. Atkins	1915-1917	Julius S. Scott, Jr.	1988-1994
Albert Deems Betts	1917-1923	Shirley A. R. Lewis	1994-2007
Ray S. Tomlin	1923-1929	George C. Bradley	2008-2014
E. C. Peters	1929-1956	Samuel Sullivan	2016-2017
E. Clayton Calhoun	1956-1970	Jerry L. Hardee	2017-Present

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	October - December, 1970
Canute M. Richardson, Chairman	January - June, 1971
Canute M. Richardson, Acting President	March - December, 1974
Curtis E. Martin, Interim President	July 2007 – January, 2008
Samuel Sullivan, Acting President	September 2014 - October 2014
Samuel Sullivan, Interim President	October 2014 - May 2016

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 cleansed 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 church-related 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 well-documented 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 – 2019

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™) 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™ 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.

ACCREDITATION AND MEMBERSHIPS

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

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

Other Accreditations and Memberships include:

The American Council on Education (ACE)
The Association of American Colleges and Universities (AACU)
The American Association of Colleges for Teacher Education (AACTE)
The Association of Collegiate Business Schools and Programs (ACBSP)
The Association of Private Colleges and Universities of Georgia
The College Entrance Examination Board
The Council of Independent Colleges (CIC)
The Council on Undergraduate Research (CUR)
The Educational Senate of the Christian Methodist Episcopal Church (CME)
The Georgia Professional Standards Commission (PSC)
The National Association for Equal Opportunity in Higher Education (NAFEO)
The National Association of Independent Colleges and Universities (NAICU)
The National Association of Schools and Colleges of the United Methodist Church (NASCUM)
The National Council for Accreditation of Educator Preparation (CAEP)
The Service Members Opportunity College (SOC)
The United Negro College Fund (UNCF)
The University Senate of the United Methodist Church

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 64-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 non-print collections, varied study spaces, computer laboratories, and classroom spaces.

Haygood-Holsey Hall, occupied 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. Currently the Department of Education and the Office of Admission are housed in this building. 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 Dean of Student Affairs and Enrollment Management and staff, Student Government Association, the post office, bookstore, and areas for recreation and relaxation.

Health Education Activities Learning (HEAL) Complex, formerly known as 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 House, 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 House, which accommodates 100 women, was occupied in 1987. This air-conditioned, 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 House 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 House, 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 House, 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 House, 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 House, 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 **Department of Business Office Complex** is located on Laney-Walker Boulevard. It houses the office of the 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 Druid Park Avenue. The building formerly housed the Campus Safety Department. Its current use is a one-stop for campus information and the purchase of Paine College merchandise.

The **Psychology Building** is located on Laney-Walker Boulevard and houses the Paine College Police Department. The brick structure consists of nine rooms that are utilized as offices, interrogation, meeting and lecture facilities.

The **Walker Science Building** is located on Laney-Walker Boulevard. It houses professional office and warehouse space.

The **Weathers Building** is located on Central Avenue.

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 insure 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 \$35.00 (\$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.

TUITION & FEES PER YEAR

	On-campus Student	Off-campus Student
Tuition*	\$14,205.00	\$14,205.00
Comprehensive Fees	\$1,390.00	\$1,390.00
Board	\$3,526.00	- 0 -
Room**	\$3,136.00	- 0 -
Athletic Fee	\$500.00	\$500.00
Total Cost	\$22,757.00	\$16,095.00

*12 – 18 hours per semester

**Berry-Gomillion House (private baths) \$3,324.00

TUITION & FEES PER SEMESTER

	On-campus Student	Off-campus Student
Tuition*	\$7,102.50	\$7,102.50
Comprehensive Fees	\$695.00	\$695.00
Board	\$1,763.00	- 0 -
Room**	\$1,568.00	- 0 -
Athletic Fee	\$250.00	\$250.00
Total Cost	\$11,378.50	\$8,047.50

*12 – 18 hours per semester

**Berry-Gomillion House (private baths) \$1,662.00

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.

COMPREHENSIVE STUDENT FEE

The comprehensive student fee includes assessments for student activities (athletics, SGA, yearbook, Library, Lyceum, etc.), health, breakage, student I.D., transit, and technology. The comprehensive student fee will be assessed to all students taking four credit hours or more per semester. Below is a breakdown of all costs associated with this fee.

Purpose	2019-2020 Fees	
	Year	Semester
Student Activity	\$500.00	\$250.00
Health Services *	\$300.00	\$150.00
Breakage	\$200.00	\$100.00
Student ID	\$50.00	\$25.00
Transit	\$40.00	\$20.00
Technology	\$200.00	\$100.00
Yearbook	\$100.00	\$50.00
Total	\$1,390	\$695

*A full-time registered student of Paine College is covered under the Institution's student insurance plan for medical expenses incurred in excess of expenses payable by any other health care plan. Other health care plans include insurance provided by a primary/family insurance plan.

CAPS / FORT GORDON TUITION

PROGRAM TYPE	STUDENT TYPE	LEVEL	TUITION	CAPS FEE
Less than 56 credits	Non-Military	Lower	\$325	\$250
More than 56 credits	Non-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 (Per credit hour)	\$67.00
Parking (annually)	\$25.00
Part-Time Tuition (Per semester hour)	\$527.00
Residence Hall Lock Out Fee	\$5.00
**Plus \$529.00 per credit hour	

Single Room Occupancy	\$1,000.00
Student Teaching Fee	\$227.00
Transcript Rush Order Processing Fee	\$20.00

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 st Payment	August 15
2 nd Payment	September 15
3 rd Payment	October 15
4 th Payment	November 15

Semester Payment Plan Terms (Continued)***Spring***

1 st Payment	January 15
2 nd Payment	February 15
3 rd Payment	March 15
4 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 Dean of Student Affairs and Enrollment Management 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 st day of classes	100%
Withdrawal during 1 st week	90%
Withdrawal during 2 nd week	80%
Withdrawal during 3 rd week	80%
Withdrawal during 4 th week	70%
Withdrawal during 5 th week	70%
Withdrawal during 6 th week	60%
Withdrawal during 7 th week	50%
Withdrawal during 8 th week	50%
Withdrawal after the 8 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:
 - Dean of Student Affairs and Enrollment Management, 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 Haygood-Holsey 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 \$66.00 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 early, but definitely by **March 1** of the year in which the funds are needed. 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 non-citizen
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 time-frame 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 HOURS ATTEMPTED	MINIMUM CUMULATIVE 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 four-year program of study is:

ENROLLMENT STATUS	MAXIMUM NUMBER OF ACADEMIC YEARS	MAXIMUM NUMBER OF SEMESTERS
FULL-TIME	6	12
THREE QUARTER-TIME	7	14
HALF-TIME	11	22
LESS THAN 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 x 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 A, B, 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 payment period (semester). 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 year 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 regards 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, cannot be used towards a book voucher, 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 and participate in the Paine College Honors Program. 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 **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.

Central Savannah River Area (CSRA) Tuition Scholarship

A CSRA high school student graduating in the top 10 percent of his or her class with a 3.0 grade point average in a college preparatory curriculum is eligible for a full tuition scholarship. Students receiving a CSRA 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.

CHURCH-RELATED GRANTS**United Methodist/Christian Methodist Episcopal Grant**

Each 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 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.

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

Fall Semester	July 1
Spring Semester	December 1
Summer Session	May 1
CAPS	Year-round/Rolling

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.

PROVISIONAL ADMITTANCE

Students who do not meet all necessary criteria may be admitted conditionally for one semester by action of the Committee on Enrollment Management.

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.

The units must include:

English	4 units
Mathematics	3 units

Natural Sciences	3 units
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.

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 www.GAcollege411.org

1. Admissions Application
2. Official high school transcript and a 2.5 and above GPA.
3. Paine College Dual Enrollment Application with parent signature.
4. DOE Participant Agreement

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.

Center for Advanced Professional Studies

The Center for Advanced Professional Studies (CAPS) 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 adult learners. To be admitted to the institution and classified as a CAPS student, an applicant must meet one of the following conditions:

- Be at least 25 years of age or older at the time of enrollment
- Have graduated from high school or received a GED at least five years prior to the date of enrollment to Paine College
- Be an active-duty military service member or spouse of an active-duty military service member.

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 (\$40 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 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. 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 (\$40 for international students)
- Official transcripts from all post-secondary 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 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.

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 Paine College Application for Admission
- Non-refundable application fee of \$25/\$40 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 Registrar’s 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/\$40 for international students
- Transfer approval form from the most recent institution attended
- Official transcripts of all institutions attended

SPECIAL AND PART-TIME STUDENTS

A special student is a non-degree seeking 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 **A 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 \$40 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
5. TOEFL score (500 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.

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 transferable.

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 the Department of Student Affairs 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.

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 Armed Services, 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 College Level Examination Program (CLEP). 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.

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 multiplying each quarter hour by $\frac{2}{3}$ 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
2	1
3	2
4	3
5	3
6	4

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 AND ENROLLMENT MANAGEMENT

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 not normally available through formal educational channels
- 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

Enrollment Management provides services to students, which are critical to their admission and matriculation at Paine College. These services begin at admission and continue throughout a student's time at the college. Service departments include: Admissions, Records and Registration, and Financial Aid.

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 Office of Student Affairs and Enrollment Management for more information.

New Student Orientation occurs during the first week of each semester, and provides an opportunity to become familiar with College rules and regulations. 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.

RETENTION PROGRAM

Project Breakthrough, a retention program at Paine College, is to increase the persistence, degree attainment, and graduation rate of 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. Program personnel work collaboratively with the entire campus community to ensure that objectives are met. In addition, other retention efforts involve academic departments and their use of intrusive advising, review of student status, review of course scheduling, grade check-ups, required tutoring, and other key areas of student academic support.

Major services provided by the Retention Office include:

- Working with faculty members and academic advisors to implement an "Early Alert System (EAS)" as a means of monitoring student progress in classes

- Intervening appropriately with students who have been identified as having frequent absences
- Monitoring the progress of students who have been placed on warning, probation or readmitted following an appeal

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

Through a planned program of activities, Project Breakthrough aggressively implements retention strategies that help the Institution manage enrollment and increase the graduation rate through advisement and various campus wide services.

COUNSELING

Counseling Center services are available to all students (full and part-time), faculty, and staff of Paine College. Services include individual and group counseling, individual and group testing, tutorial assistance, international student advisement, orientation sessions, and activities designed to improve basic learning skills. Appropriate referrals are available as needed.

RESIDENCE LIFE

The College provides on-campus housing facilities for registered students. Four residence halls for women and four for men provide a home away from home for boarding students. Each residence hall is administered by a director who is responsible for management and supervision, programming, advisement, emergency intervention, and counseling. 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 become more involved and responsible members of the residence hall community as they gain more 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 so 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 and internship opportunities. Students also have the opportunity to participate in off-campus events, including the Georgia Career Consortium Career Fair conducted annually in Atlanta, as well as local career fairs in the CSRA. These Career Fairs 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 IStart Strong Interest Inventory are also available to assist students with choosing majors and careers. In addition, The Office of Career 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 which extend and enhance the classroom experience. Registered student organizations, including the Student Government Association and Royal Court, also 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
- Honors Program
- 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 Greek-lettered 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 and 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 and Wellness Center. The Immunization Record Form and Medical History Forms must be submitted to the Office of Student Affairs and Enrollment Management 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 and Enrollment Management. All full-time students that participate in intercollegiate athletics will automatically be enrolled into the Athletic Accident Plan. 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 cross-country. Men's teams compete in six sports: basketball, baseball, football, 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 in 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.

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 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.

The College also utilizes a split semester term for courses offered through the Center for Advanced Professional Studies and for hybrid/blended courses. Additional interim sessions (accelerated) may be offered during December through January consisting of four weeks of courses. All courses must meet the equivalent of 750 contact minutes per credit value of the course.

ACADEMIC LOAD REGULATION

The normal course load for full-time 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 six credits.

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:

Freshman	0 – 27 hours
Sophomore	28 – 59 hours
Junior	60 – 93 hours
Senior	94 hours and above

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 Education Preparation Program majors) 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
- 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 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, 9 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, and 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/community-based project using a theoretical framework (Marshall's Theory of Citizenship).

5. Financial Literacy (3 credit hours)

Students will be able to apply core financial management principles and procedures in various contexts.

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
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Communication (9 hours)

ENG 101, Composition I, 3 hrs

ENG 102, Composition II, 3 hrs

CSC 100, Computer Applications & Programming, 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

OR

MAT 121, College Mathematics, 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 103, Survey of U.S. History, 3 hrs

HIS 104, African-American History, 3 hrs

Plus, choose a language sequence:

FRE 220, Elementary French I, 3 hrs

FRE 221, Elementary French II, 3 hrs

OR

SPA 220, Elementary Spanish I, 3 hrs

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

Financial Literacy (3 hours)

BSA 231 3 hrs

Total: 56 hours

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 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) 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 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 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 can be repeated no more than once. 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 re-enroll 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 3 - 6) 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 of Regular CR Work	Cumulative Grade Point Average Required
20 - 27 hours	1.7
28 - 59 hours	1.8
60 - 93 hours	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 credit-hours and reduced involvement in extra-curricular 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 re-enroll. 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 re-admitted 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.

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:
 - Dean of Student Affairs and Enrollment Management, 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 Haygood-Holsey 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.

SPECIAL STUDIES

Students may earn up to nine (9) hours of academic credit for work and/or programs through organizations which may not normally grant undergraduate credits (credits may or may not be used to satisfy degree requirements pending acceptance by program faculty and the suitability of the course).

Special Studies may account for a maximum of (9) nine semester hours. There are no grades or quality points awarded for Special Studies. Special Studies will normally be counted as elective hours, except that the student's major department, with the approval of the Provost and Vice President of Academic Affairs, may waive required courses if it is felt that the student's Special Studies make the course in question unnecessary.

A student considering engaging in Special Studies should prepare a proposal which should include:

- a. A full description of the program
- b. An explanation of personal, scholarly, or professional benefits the student expects to realize from Special Studies
- c. A statement from the Departmental Chair of his or her major department which:
 - Attests that the faculty in the department support the program
 - Names a member of the faculty who will serve as the student's liaison with the College
 - Recommends the number of credit hours to be granted for the program
- d. An estimate of costs and income covering the period of the program, together with an estimate of financial aid needed, if any.

The student's Special Studies proposal should be submitted to the Provost and Vice President of Academic Affairs for transmittal to the Academic Council. This body will approve or disapprove the program and determine the number of credit hours to be awarded.

No student may undertake a program of Special Studies until he or she has earned at least 30 semester hours, with a grade point average of at least 2.5.

During the period of Special Studies, a student must be registered for at least 12 semester hours. He or she will be carried on the College

roster as a full-time student regardless of whether the student is in residence at the College.

Upon completion of Special Studies, a student shall submit a detailed report of his or her accomplishments and personal evaluation of the experience. In addition, students shall be responsible for seeing to it that an evaluative report is submitted by a person in a supervisory position who was associated with them in their work. This latter report may be prepared by the faculty liaison person only if the nature of the study makes him or her the most knowledgeable outside observer. One copy of each of these reports should be filed in the offices of the Provost and Vice President of Academic Affairs, the Registrar, and the faculty liaison person.

The Academic Council, in consultation with the faculty liaison person, will decide if the student has successfully completed his or her Special Studies. No credit will be recorded until a decision has been made.

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.

CONFERENCE COURSE

A Conference Course is a special project which allows students to explore in depth an area that is not part of regular curriculum offerings. The special project should be designed to enrich and broaden learning experiences of students through independent research. The request for the Conference Course must be approved by the faculty person directing the project, the Department Chair, and the Provost and Vice President of Academic Affairs prior to the last day to register.

A contract describing the project, outlining the learning objectives and methods of evaluation must accompany the request.

INDEPENDENT STUDY AND CONFERENCE COURSE GUIDELINES

1. A faculty member may agree to direct an Independent Study or Conference Course for a student who has a minimum grade point average (GPA) of 2.5.
2. Students requesting to complete an Independent Study or Conference Course 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.

CORRESPONDENCE COURSES

Students taking courses by correspondence must get the permission of the appropriate Departmental Chair and the Provost and Vice President of Academic Affairs. Courses must be taken from institutions of higher education recognized by an approved U.S. Department of Education accrediting agency and recognized by national accrediting agencies, such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education, The United States Office of Education and the Georgia State Department of Education.

SUMMER SESSION

Paine College offers various summer sessions ranging from four (4) weeks to eight (8) weeks. 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 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 course based 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.

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 Dean of Student Affairs and Enrollment Management. Violations of the Student Code of Conduct are subject to Disciplinary action as outlined in the Student Handbook.

PAINE COLLEGE DISCIPLINARY PROCEDURES

Misconduct will result in referral to the Office of the Dean of Student Affairs and Enrollment Management. The Dean of Student Affairs and Enrollment Management, or his/her designee, after thorough investigation of all facts and circumstances connected with a case, shall make a decision and transmit the decision in writing to the student within three (3) days. The decision of the Dean of Student Affairs and Enrollment

Management, or his/her designee is subject to appeal to the President of the College within seventy-two (72) hours, but in no event later than three (3) class days from the date of receipt of written findings and the recommended penalty to be imposed. While a hearing is pending before the Appeals Board, the sanctions imposed by the Office of the Dean of Student Affairs and Enrollment Management shall be sustained and carried out. In cases of sanctions resulting in immediate suspension, expulsion, or indefinite suspension, the student shall physically leave College-owned or controlled property within twenty-four (24) hours after receipt of written findings and the recommended penalty to be imposed. The student may return to College-owned or controlled property for the express purpose of attending the appeal hearing or for completing total separation requirements.

FILING CHARGES

Any academic or administrative official, faculty or staff member, or student may file charges against any student for misconduct with the Office of the Dean of Student Affairs and Enrollment Management. In circumstances where the presence of the student on campus poses a physical threat to another individual, or causes a disruption in the education process, that student may be summarily suspended, pending the procedures as outlined above. ALL charges must be in writing on the appropriate forms provided by the Campus Police Department or the local Police Department. ALL charge forms must be signed by the person filing the charges.

THE COLLEGE RESERVES THE RIGHT TO BRING CHARGES WHICH IT DEEMS APPROPRIATE WHENEVER THE STUDENT'S CONTINUED ENROLLMENT IS CONSIDERED A THREAT TO PERSONS OR PROPERTY OR TO ESTABLISHED PROCEDURES OF DISCIPLINE AND DECORUM.

PRELIMINARY REVIEWS

The Dean of Student Affairs and Enrollment Management or his/her designee shall make preliminary review of all charges and determine if the matters can be disposed of informally by mutual consent without the initiation of disciplinary proceedings. Such disposals shall be final and there shall be no subsequent proceedings or appeals. The charge form shall include a statement reflecting the disposal of the matter, and shall be signed and dated by the person filing the original charge.

A hearing is waived in all cases that a student admits guilt or there is overwhelming evidence of guilt.*

*The student will be notified in writing of such a decision.

NOTICE OF CHARGES AND APPEAL

Written notice of the charge(s) with a copy of the charge(s) against a student shall be forwarded by campus or U. S. Postal Service mail within at least forty-eight (48) hours, but in no event later than two (2) class days. Except in cases of a scheduled hearing for a student who has been summarily suspended, no matter will be scheduled for a hearing earlier than seventy-two (72) hours from the date of the mailing of the notice. A notice of charges or appeal sent by campus mail should be placed in an envelope addressed to the student and should contain the date placed in the campus mail. Additionally, an acknowledgement of receipt by the student should be affixed to the envelope. A notice of charges or appeal sent through the Postal Service should be addressed to the student at his/her address of record on file with the College and the postage should contain the College's metered postmark or a legibly dated U. S. Postal Service's postmark.

The student is required to respond to all charges by having a conference with the Dean of Student Affairs and Enrollment Management, and/or a designee. A written response from the

student must be submitted within forty-eight (48) hours or two (2) working days after the meeting.

Grounds for Appeal

The Appeals Board shall be responsible for insuring that the student charged with violations which constitute an offense have been accorded both substantive rights and due process with the College's established Code of Conduct and Disciplinary Procedures. Anyone or more of the following may constitute reasonable grounds for referring a matter to the Appeals Board: Failure to conduct an investigation in such a manner that the student had an adequate opportunity to present his/her defense to the charge(s) of misconduct; Failure to present facts or evidence "substantial" enough to justify a finding against the student; The penalty imposed was not in keeping with the nature or gravity of the misconduct.

If an appeal is denied, the student shall be provided written notification, including a reinstatement of the sanction imposed and such other information as shall be necessary to inform the student of his/her status.

The proceedings of all appeal hearings shall be either a verbatim written record or electronically recorded record which shall: 1) adequately identify all persons giving oral testimony at an appeal, and 2) identify all documents or other items reviewed or considered at an appeal. After an appeal hearing has been concluded, the proceedings, documents and any other items pertaining to the matter shall be forwarded to the Dean of Student Affairs and Enrollment Management who shall be responsible for maintaining their security and confidentiality.

The Appeals Board is appointed for the academic year (nine months) and does not function in the Summer. However, the Dean of Student Affairs and Enrollment Management may appoint an Ad Hoc Board to review cases of students who appeal during the Summer.

Appeals Process:

Submit letter of appeal within seventy-two (72) hours from date of receipt of disciplinary action to the Appeals Board through the Dean of Student Affairs and Enrollment Management. Letter of Appeal will be submitted to the Chair of Appeals Board by the Dean of Student Affairs and Enrollment Management within twenty-four (24) hours from date of receipt of letter from student.

The student will be notified of receipt of letter of appeal by the Appeals Committee through the Dean of Student Affairs and Enrollment Management within seventy-two (72) hours or three (3) business days.

The student will receive a final disposition of the case/appeal, or an update of the appeal within five (5) business days after the notification letter (Item 3) from the Appeals Board.

Any information, questions or concerns from the student about the appeals process should be made through the Office of the Dean of Student Affairs and Enrollment Management (in writing).

RE: Zero Tolerance for Fighting, Weapons, and Alcohol/Drugs

It is important for any violator of the Paine College Student Handbook to be held accountable for their conduct.

There will be **ZERO TOLERANCE** for anyone found fighting, possessing or using a weapon and/or possessing, distributing, or using controlled substances and/or alcohol. It is our goal that the rules and regulations regarding discipline are enforced consistently, fairly and promptly, and that all staff and students are informed about the policies and procedures that relate to discipline.

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. Early Childhood 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.S.)

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.

CONCENTRATION WITHIN A MAJOR

A concentration is a specialized area of study within the major. Some programs offer a concentration within the major as an option, while others require that a concentration be chosen. The following concentrations are available.

Business Administration:

Accounting
International Business

Management
Management Information Systems
Marketing

Environmental Sciences
French
History
Mathematics

Religion
Sociology
Spanish

Biology:

Pre-Professional Science

Chemistry:

Environmental Sciences

Mass Communications:

Broadcasting
Drama
Journalism
Public Relations

Mathematics:

Computer Sciences

Philosophy and Religion:

Philosophy
Religion

Psychology:

Counseling
Experimental
General

Sociology:

Criminology
General
Social Psychology

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	Philosophy
Chemistry	Physics
English	Psychology

DEPARTMENT OF HUMANITIES

MAJORS

ENGLISH

HISTORY

PHILOSOPHY AND RELIGION

MINORS

ENGLISH

FRENCH

HISTORY

PHILOSOPHY

RELIGION

SPANISH

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, Philosophy or Religion. Minors are offered in English, French, History, Philosophy and Religion and Spanish.

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 the development of talents in art, music, debate and journalism
4. Promote 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 Department 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 Department seeks to help students 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 the essay—and trace the basic history and development of the English language and of the British, American, and African American literary traditions.

ENGLISH MAJOR PURPOSE

The English Department at Paine college, 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

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 Department 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 below in some detail.

ENGLISH MAJOR PROGRAM LEARNING OUTCOMES

Graduates with a B.A. degree in English will express themselves effectively in writing demonstrating proper use of grammar/mechanics, application of content analysis, and proper formatting as specified by the Modern Language Association (MLA) guidelines. Graduates with a B.A. degree in English will express themselves effectively through speech by delivering an oral presentation of their literary research. Graduates with a B.A. degree in English will identify and analyze major authors and literary movements (genres) in literature (British, American, African – American, and World Literature).

DECLARATION OF MAJOR AND COMMON CURRICULUM COURSES

Prospective majors may be granted preliminary English major status pending completion of departmental requirements. Requirements include the submission of an application, a writing sample to the English Department, and passing the Sophomore Proficiency Examination in English. 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 1784	3
ENG 325 – British Lit Since 1784	3
ENG 330 – American Lit 1608-1870	3
ENG 331 – American Lit Since 1870	3
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 area coordinator.

MINOR FIELD REQUIREMENTS

In addition to English 101, 102, and 232, the following courses must be taken to meet the 18-hour 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

The purpose of Paine College’s History program is to establish a foundation for our majors to go into various professional careers in law,

teaching, government, as well as other careers requiring critical thinking and writing skills, which are the bedrock in finding lucrative employment.

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; and familiarize students with museums, historic sites and other important resources in the local and surrounding area.

HISTORY MAJOR PROGRAM LEARNING OUTCOMES

History majors will be equipped to discuss the changes and continuity in historical and current events; analyze historical events using social, cultural, economic, technological and political assessments; recognize key events and people in historical frames of reference including Georgia, the United States, and non-Western civilizations; develop a thesis statement regarding an historical event and present it to a group of peers; distinguish and evaluate primary and secondary sources; and, know how to structure and write a research paper.

The history curriculum is divided into sections, and each major is required to complete a specific number of hours from each section.

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

Section I Non-Western Civilizations and Developing Nations 6 hrs

HIS 311 Latin America	3
HIS 402 History of Sub-Saharan Africa	3
HIS 420 Modern Asia	3
HIS 428 Middle East and North Africa	3

Section II European History 6 hrs

HIS 330 Medieval Europe	3
HIS 331 Early Modern Europe	3
HIS 332 Late Modern Europe	3
HIS 435 Twentieth Century Russia	3

Section III-A United States History 6 hrs

HIS 222 U. S. History to 1865 AND	3
HIS 223 U. S. History since 1865	3

Section III-B United States History 6 hrs

HIS 310 Georgia History	3
HIS 410 U. S. Economic History	3
HIS 325 American Military History	3
HIS 348 Women in U. S. History	3
HIS 440 United States Diplomatic History	3

Section IV Additional Requirements 18 hrs

HIS 460 Historical Methodologies	3
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HIS 461 History Research Project	3
ECO 231 Macroeconomics	3
GEO 231 World Regional Geography	3
POS 330 United States Government	3
PSY 201 Introduction to Psychology	3

Section V Other History and Political Science Electives 3 hrs

HIS 250-254 Special Topics in History	3
HIS 426-427 Special Topics in History	3
HIS 429-431 Special Topics in History	3
POS 331 State/Local Government	3
POS 400 U. S. Constitutional Law	3
POS 410 International Relations	3

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

Students graduating in philosophy, as a major, will be capable of engaging main topics and issues in both ancient and contemporary academic philosophy and their historical tradition and viewed through a global view in various philosophical traditions as well as their contemporary application.

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
7. Understand and appreciate themselves better as moral agents in the world and appreciate the moral and spiritual dimensions of the interpretive activity they pursue in the study of religion
8. Understand tools of formal logical analysis, including derivations and truth tables
9. Engage in philosophical practice within the analytic and continental traditions of philosophy
10. Distinguish between Islam, Judaism, and Christianity

11. Identify the eight major religions of the world by comparing their teachings, their founders and their origins

PHILOSOPHY AND RELIGION MAJOR PROGRAM LEARNING OUTCOMES WITH RELIGION EMPHASIS

Graduates with a degree in philosophy and religion with an emphasis in religion will: 1) clearly present a personal statement of faith and values, applying knowledge of the Christian Faith; 2) write an independent research document that reflects the student's capacity to do scholarly research on contemporary religious issues; 3) Identify the major doctrines and dogmas of Christianity and the major world religions (common curriculum); and 4) apply critical thinking techniques to evaluate any religious doctrine or philosophical argument.

PHILOSOPHY AND RELIGION MAJOR PROGRAM LEARNING OUTCOMES WITH PHILOSOPHY EMPHASIS

Graduates with a degree in philosophy and religion with an emphasis in philosophy will: 1) clearly present a personal statement of faith and values, and 2) write an independent research document that reflects the student's capacity to do scholarly research on philosophical issues. Students will demonstrate independent use of empirical research and data and clarification of philosophical theories.

MAJOR FIELD REQUIREMENTS FOR PHILOSOPHY AND RELIGION MAJOR WITH PHILOSOPHY EMPHASIS

Required courses for the Philosophy and Religion major with a Philosophy emphasis 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 EMPHASIS

Required Courses for the Philosophy and Religion major with a Religion emphasis 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.

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

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	<u>3</u>
Total Hours	21

**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	<u>3</u>
Total Hours	21

SUGGESTED COURSE SEQUENCE FOR ENGLISH MAJORS

(Note: Listed course sequences are suggestions only; students are obligated to consult and adhere to the program major's course requirements as well as common curriculum requirements in order to meet the minimum number of hours for graduation.)

FRESHMAN YEAR								
Fall Semester				Spring Semester				
			CR				CR	
ENG	101	Composition I	3	ENG	102	Composition II	3	
EDU	101	Preparation for Excellence	1	SOC	201	Introduction to Sociology	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	<u>1</u>	
PED	120	Fund and Tech of Activities I	<u>1</u>					
			16				16	

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	<u>3</u>	
		General Elective	<u>3</u>	ART	120	Art Appreciation		
			15				15	

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 20 th Cent.	3	
ENG	421	Public Speaking	<u>3</u>			General Elective	<u>2</u>	
			15				14	

SENIOR YEAR								
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			General Elective		3
ENG	454*	Senior Sem. in Reading/Res.	3			General Elective		3
ENG	410*	Literary Criticism	3			General Elective		3
ENG	*	English Elective	3			General Elective		<u>3</u>
ENG	*	English Elective	<u>3</u>					
			18					15

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.

SUGGESTED COURSE SEQUENCE FOR HISTORY MAJORS

(Note: Listed course sequences are suggestions only; students are obligated to consult and adhere to the program major's course requirements as well as common curriculum requirements in order to meet the minimum number of hours 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	HIS	103*	Survey of U.S. History		3	
GEO	231	World Regional Geography		3	MAT	122	College Algebra		3	
HIS	112*	World History		3	PED	121	Fund and Tech of Activities II		1	
CSC	100	Computer App. and Programs		3	SOC	201	Introduction to Sociology		3	
FRE	220	Elementary French I or			FRE	221	Elementary French I or			
SPA	220	Elementary Spanish I		<u>3</u>	SPA	221	Elementary Spanish I		<u>3</u>	
				16					16	
SOPHOMORE YEAR										
Fall Semester				CR		Spring Semester				CR
PHS	101	Prin & Appl of Phy Science or			ART	120	Art Appreciation or			
PHS	110	Intro to Atmospheric Science		4	MUS	120	Music Appreciation		3	
PED	120	Fund and Tech of Activities I		1	BIO	102	Prin & Applic of Bio Science or			
PHI	220	Values and Societies		2	ESC	101	Environmental Science		4	
PSY	201*	Introduction to Psychology		3	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		<u>3</u>	ENG	232	Introduction to Literature		<u>3</u>	
				15					16	
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	*	Electives (Section II)		3	
HIS	*	Electives (Section I)		3	HIS	*	Electives (Section II)		3	
HIS	*	Electives (Section I)		3	PHI	230	Problems of Philosophy		3	
POS	330*	United States Government		<u>3</u>	General Electives				<u>3</u>	
				15					15	
SENIOR YEAR										
Fall Semester				CR		Spring Semester				CR
HIS	*	Electives (Section III B)		3	HIS	*	Electives (Section III B)		3	
HIS	460*	Historical Methodologies		3	HIS	*	(Section V)		3	
REL	231	Religions of the World		2	HIS	461*	History Research Project		3	
				3	General Electives				3	
				3	General Electives				<u>3</u>	
				<u>2</u>						
				16					15	

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.

SUGGESTED COURSE SEQUENCE FOR PHILOSOPHY AND RELIGION MAJORS WITH AN EMPHASIS IN PHILOSOPHY

(Note: Listed course sequences are suggestions only; students are obligated to consult and adhere to the program major's course requirements as well as common curriculum requirements in order to meet the minimum number of hours for graduation.)

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 Applications and Prog	3	MAT	122	College Algebra	3
HIS	103	Survey of U.S. History	3	HIS	104	African American History	3
FRE	220	Elementary French I or		FRE	221	Elementary French II or	
SPA	220	Elementary Spanish I	3	SPA	221	Elementary Spanish II	3
EDU	101	Prep for Excellence	1	REL	230	Essentials of the Christian Faith	2
PED	120	Fund and Tech of Activities I	<u>1</u>	PED	121	Fund and Tech of Activities II	<u>1</u>
			17				17

SOPHOMORE YEAR								
Fall Semester			CR		Spring Semester			CR
REL	231	Religions of the World	2	HIS	112	World History	3	
MUS	120	Music Appreciation	3	PHI	336*	Modern Philosophy	3	
PHI	234*	Hist of West Philosophy I	3	ESC	101	Envir Science Fundamentals	4	
PHS	101	Prin and App Physical Science	4	ENG	232	Introduction to Literature	3	
SOC	201	Introduction to Sociology	<u>3</u>	PHI	240*	Critical Thinking	<u>3</u>	
			15				16	

JUNIOR YEAR							
Fall Semester			CR	Spring Semester			CR
PHI	330*	African American Philosophy	3	PHI	335*	Social & Political Phil	3
PHI	334*	Hist of Phil in the U.S	3	PHI	431*	Ethics+	3
PHI	338*	Logic	3	PHI	432*	Aesthetics	3
PHI/REL*		Elective	3	PHI/REL*		Elective	3
		General Elective	<u>3</u>			General Elective	3
			15				15

SENIOR YEAR							
Fall Semester				Spring Semester			
CR				CR			
PHI	435*	Contemporary Issues In Phil	3	PHI	436*	Contemp Issues in Rel and Phil	3
PHI/REL*		Elective	3	REL	430*	Philosophy of Religion	3
PHI/REL*		Elective	3	PHI/REL*		Elective	3
		General Elective	2			General Elective	3
		General Elective	<u>3</u>			General Elective	<u>3</u>
			14				15

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.

SUGGESTED COURSE SEQUENCE FOR PHILOSOPHY AND RELIGION MAJORS WITH AN EMPHASIS IN RELIGION

(Note: Listed course sequences are suggestions only; students are obligated to consult and adhere to the program major's course requirements as well as common curriculum requirements in order to meet the minimum number of hours for graduation.)

FRESHMAN YEAR										
Fall Semester Freshman				CR		Spring Semester Freshman				CR
EDU	101	Prep for Excellence		1	ENG	102	Composition II		3	
ENG	101	Composition I		3	PHI	220	Values and Society		2	
PHI	230	Problems of Philosophy		3	MAT	122	College Algebra		3	
CSC	100	Computer Applications & 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	REL	230	Essentials of the Christian Faith		2	
PED	120	Fund and Tech of Activities I		<u>1</u>	PED	121	Fund and Tech of Activities II		<u>1</u>	
				17					17	
SOPHOMORE YEAR										
Fall Semester				CR		Spring Semester				CR
REL	231	Religions of the World		2	HIS	112	World History		3	
MUS	120	Music Appreciation		3	PHI	240*	Critical Thinking		3	
REL	220*	Old Testament Religion		3	ESC	101	Environmental Science Fund		4	
PHS	101	Prin. And App. Physical Science		4	ENG	232	Introduction to Literature		3	
SOC	201	Introduction to Sociology or		<u>3</u>	PHI	234*	Hist. of West Philosophy		<u>3</u>	
PSY	201	Introduction to Psychology								
				15					16	
JUNIOR YEAR										
Fall Semester				CR		Spring Semester				CR
REL	333*	Hebrew Prophecy & Modern Appl		3	REL	435*	Contemporary Issues in Religion		3	
REL	430*	Philosophy of Religion		3	REL	335*	Major Religions		3	
REL	221*	New Testament Religion		3	PHI	431*	Ethics		3	
REL/PHI*		Elective		3	REL/PHI*		Elective		3	
		General Elective		<u>3</u>			General Elective		<u>3</u>	
				15					15	
SENIOR YEAR										
Fall Semester				CR		Spring Semester				CR
REL	436*	Contemp. Issues In Rel (Sr. Field)		3	REL	434*	Black Religion		3	
REL	432*	Christian Education in the Church		3	REL	334*	Christian Classics		3	
REL/PHI*		Elective		3	REL/PHI*		Elective		3	
		General Elective		2			General Elective		3	
		General Elective		<u>3</u>			General Elective		<u>3</u>	
				14					15	

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.

DEPARTMENT OF MATHEMATICS, SCIENCES AND TECHNOLOGY

MAJORS

BIOLOGY/PRE-PROFESSIONAL EMPHASIS

CHEMISTRY

CHEMISTRY/ENVIRONMENTAL SCIENCE EMPHASIS

MATHEMATICS

MATHEMATICS/COMPUTER SCIENCE EMPHASIS

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 biology with a pre-professional emphasis
- 33 hours for students majoring in chemistry
- 38 hours for chemistry majors with environmental science emphasis
- 34 hours for students majoring in mathematics
- 46 hours for students majoring in mathematics with computer science emphasis

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

Program learning outcomes for the Biology major are the following:

- 1) Demonstrate the ability to comprehend and apply the fundamental biological principles to include major content areas of Cell Biology, Molecular Biology and Genetics, Microbiology, Organismal Biology, Population biology and Ecology.

- 2) Identify the anatomy and taxonomy of plants, animals and Human organ systems.
- 3) Demonstrate effective skills in the oral communication of scientific work at the undergraduate level.
- 4) Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper.

MAJORS AND MINORS

Paine College offers two emphases for biology majors, as outlined below, plus the biology minor.

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

Also, when applicable, students are encouraged to take those courses required in the specific professional education sequence, as outlined by the Department of Education in conjunction with the Department of Natural Sciences and Mathematics.

BIOLOGY MAJOR WITH PRE-PROFESSIONAL SCIENCE EMPHASIS

The Biology major with a Pre-Professional Science emphasis 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 biology courses for majors with the Pre-Professional Science Emphasis 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 Pre-professional Emphasis majors are urged to elect chemistry, mathematics or physics as a minor.

MAJOR FIELD PAPER REQUIREMENT IN BIOLOGY

Biology majors with Pre-Professional Emphasis 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 with Pre-Professional Emphasis 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 WITH PRE-PROFESSIONAL SCIENCE EMPHASIS

Major Core	Hours
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	Hours
CHE 120 General Chemistry I	4
CHE 121 General Chemistry II	4
CHE 334 Organic Chemistry I	4
CHE 335 Organic Chemistry II	4
CHE 421 General Biochemistry	4

Physics	Hours
PHY 201 College Physics I	4
PHY 202 College Physics II	4

Mathematics	
MAT 220 Calculus I	4

*Note: For Biology majors with Pre-Professional Science Emphasis, four of the eight elective hours may include, with departmental permission, courses at the 200 level or above in chemistry, physics, environmental science or mathematics.

The required major field grade point average (GPA) of 2.5 for the Biology major with Pre-Professional Science Emphasis 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

Paine College offers two emphases in Chemistry, Physics and Environmental Science: Chemistry and Chemistry with Environmental Science Emphasis. In addition to the majors, 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

Program learning outcomes for the Chemistry major are the following:

1. Demonstrate the ability to comprehend and apply the fundamental chemical principles to include major content areas General Chemistry I, General Chemistry II, Organic Chemistry, Physical Chemistry, Quantitative Chemistry, Inorganic Chemistry, and Biochemistry.
2. A familiarity with and application of safety and chemical hygiene regulations and practices.
3. Demonstrate effective skills in the oral communication of scientific work at the undergraduate level.
4. Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper.

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.

REQUIREMENTS FOR THE CHEMISTRY MAJOR WITH ENVIRONMENTAL SCIENCE EMPHASIS

Required courses for students in this major are CHE 120, CHE 121 (common curriculum hours), CHE 233, CHE 334, CHE 335, CHE 436, CHE 470, CHE 471, CHE 472, and CHE 473.

Required courses in Environmental Science are ESC 201, ESC 202, ESC 210, ESC 302, ESC 401, and four hours of environmental science electives.

Additional courses required within the major are CSC 100 and MAT 122 or MAT 126 (Common Curriculum hours); MAT 220 and MAT 221; 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 or Chemistry with Environmental Science Emphasis 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 BOTH CHEMISTRY MAJORS

Majors in Chemistry and Chemistry with Environmental Science Emphasis 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.

ENVIRONMENTAL SCIENCE MINOR

A minor in Environmental Science requires a minimum of 18 hours of prescribed environmental science courses beyond the 100 level.

PHYSICS MINOR

A minor in Physics requires a minimum of 18 hours of prescribed physics courses at the 200 level or above.

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

Chemistry Electives (8 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 I	4
BIO 112 Principles of Biology II	4

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

Physics	Hours
PHY 201 College Physics I	4
PHY 202 College Physics II	4

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.

REQUIREMENTS FOR CHEMISTRY MAJOR WITH ENVIRONMENTAL SCIENCE EMPHASIS

Chemistry Core	Hours
CHE 233 Quantitative Analysis	4
CHE 334 Organic Chemistry I	4
CHE 335 Organic Chemistry II	4
CHE 436 Physical Chemistry I	4
CHE 470 Seminar I/Intro Seminar	0
CHE 471 Seminar II/Inter Seminar	0
CHE 472 Seminar III/Adv Seminar	0
CHE 473 Seminar IV/Sr Field Seminar	1

Environmental Science Core	Hours
ESC 201 Intro to Environmental Justice	3
ESC 202 Waste Mgt/Pollut.Prevent Strategies	3
ESC 210 Environmental Statistical Tech.	3
ESC 302 Env. Monitoring & Instrumentation	4
ESC 401 Environmental Toxicology	4

Environmental Science Electives (select 4 hours)	Hours
ESC 301 Environmental Policy Mgt/ Regs	3
ESC 402 Intro. to Risk Assessment/ Mgt	4
ESC 450 Independent Research	1- 4
ESC 460 Special Topics	1- 4

SUPPORT COURSES

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

Biology	Hours
BIO 111 Principles of Biology I	4
BIO 112 Principles of Biology II	4

Mathematics	Hours
MAT 220 Calculus I	4
MAT 221 Calculus II	4

Physics	Hours
PHY 201 College Physics I	4
PHY 202 College Physics II	4

A grade point average (GPA) of 2.5 is required for the Chemistry Major with Environmental Science Emphasis. The GPA is computed using the Chemistry core courses, the Environmental Science core courses, and the Environmental Science elective courses.

MATHEMATICS AND 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 post-baccalaureate study and/or the work force

MAJORS AND MINORS

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

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 Emphasis 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 Computer Science program is 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\Computer Science; (2) graduate studies in Mathematics\Computer science; and (3) related careers in teaching, industry or government.

MATHEMATICS MAJOR PROGRAM LEARNING OUTCOMES

Program learning outcomes for the mathematics major are the following: 1) demonstrate the ability to exhibit mathematical ideas in critical thinking, logical thinking, abstract thinking, and computational and problem-solving competence; 2) demonstrate the ability to organize information and communicate the

information effectively in writing including discipline specific writing skills; and 3) demonstrate proficiency in oral presentations.

MATHEMATICS MAJORS

Required mathematics courses for students majoring in Mathematics are MAT 220, MAT 221, MAT 222, MAT 309, CSC 230 or CSC 340, MAT 322, MAT 334, MAT 442, MAT 450, MAT 472 and MAT 473, and one mathematics elective, which may include other computer science courses or physics 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 COMPUTER SCIENCE EMPHASIS

Required courses for students in Mathematics with Computer Science Emphasis are MAT 220, MAT 221, MAT 222, MAT 309, MAT 334, MAT 335, MAT 472, MAT 473, CSC 226, CSC 230, CSC 231, CSC 250, CSC 340, CSC 341, CSC 462, and one three credit hour computer science elective 200 level and above.

Additional courses required are the 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

MAJOR FIELD EXAMINATION REQUIREMENT IN MATHEMATICS

Majors in Mathematics and Mathematics Computer Science Emphasis 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 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
CSC 230 Principles of Programming I or	3
CSC 340 Object Oriented Programming I	3
MAT 309 Discrete Mathematics	3
MAT 322 Real Analysis	3
MAT 334 Linear Algebra	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

*May include other computer science courses (200 level or above) or 300 or 400 level physics courses. May not include MAT 300 or MAT 314

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

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 COMPUTER SCIENCE EMPHASIS

Mathematics Core	Hours
MAT 220 Calculus I	4
MAT 221 Calculus II	4
MAT 222 Calculus III	4
MAT 309 Discrete Mathematics	3
MAT 334 Linear Algebra	3
MAT 335 Probability and Statistics	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 Programng. I	3
CSC 341 Object Oriented Programng. II	3
CSC 250 Algorithms and Data Structure	3
CSC 462 Operating System	3
CSC or MAT elective (numbered 200 or above*)	3

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

A grade point average (GPA) of 2.5 is required for Mathematics Majors with Computer Science Emphasis. 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.

In order to continue in the Pre-Professional Sciences Program, a student must have no less than a grade of "C" in all major courses at the end of the freshman year and must maintain at least a 2.5 cumulative GPA for each subsequent semester in the program.

A student who expects 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.

SUGGESTED COURSE SEQUENCE FOR BIOLOGY MAJORS WITH PRE-PROFESSIONAL EMPHASIS

FRESHMAN YEAR								
Fall Semester				CR		Spring Semester		CR
BIO	111	Principles of Biology I	4	BIO	112	Principles of Biology II	4	
MAT	126***	Pre-Calculus	3	ENG	102	Composition II	3	
ENG	101	Composition I	3	ART	120	Art Appreciation or		
CSC	100	Computer Applic and Prog	3	MUS	120	Music Appreciation	3	
EDU	101	Prep for Excellence	1	CHE	121	General Chemistry II	4	
CHE	120	General Chemistry I	<u>4</u>	MAT	220	Calculus I	4	
			18				18	
SOPHOMORE YEAR								
Fall Semester				CR		Spring Semester		CR
BIO	220*	Human Anatomy and Physiology I	4	HIS	104	African American History	3	
PED	121	Fund and Tech of Activities II**	1	ENG	232	Introduction to Literature	3	
SPA	220	Elementary Spanish I or		BIO	470*	Seminar I	0	
FRE	220	Elementary French I	3	BIO	431*	General Microbiology	4	
HIS	112	World History	3	SPA	221	Elementary Spanish II or		
REL	230	Essentials of the Christian Faith	2	FRE	221	Elementary French II	3	
PED	120	Fund and Tech of Activities I	1	CHE	335	Organic Chemistry II	<u>4</u>	
CHE	334	Organic Chemistry I	<u>4</u>					
			18				17	
JUNIOR YEAR								
Fall Semester				CR		Spring Semester		CR
BIO	320*	Plant Physiology	4	BIO	322*	Cell Biology	4	
BIO	321*	Genetics	4	BIO	472*	Seminar III	0	
BIO	471*	Seminar II	0	BIO	227*	Vertebrate Zoology	4	
PSY	201	Intro to Psychology or		CHE	421	General Biochemistry	4	
SOC	201	Intro to Sociology	3	PHI	220	Values and Society	2	
PHI	230	Problems of Philosophy	3	HIS	103	Survey of U.S. History	<u>3</u>	
REL	231	Religions of the World	<u>2</u>					
			16				17	
SENIOR YEAR								
Fall Semester				CR		Spring Semester		CR
PHY	201	College Physics I	4	PHY	202	College Physics II	4	
BIO	473*	Seminar IV	1	BIO	Elec*	Electives	4	
BIO	Elec*	Electives	4	BIO	425*	Ecology	<u>4</u>	
			<u>3</u>					
			12				12	

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.

SUGGESTED COURSE SEQUENCE FOR CHEMISTRY MAJORS

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	220	Calculus I		4
HIS	112	World History		3	CHE	121	General Chemistry II		4
CSC	100	Computer Applic and Prog		3	PSY	201	Intro. to Psychology or		
CHE	120	General Chemistry I		4	SOC	201	Intro. to Sociology		3
MAT	126***	Pre-Calculus		<u>3</u>	ART	120	Art Appreciation or		
					MUS	120	Music Appreciation		<u>3</u>
				17					17
SOPHOMORE YEAR									
Fall Semester				CR		Spring Semester			CR
PED	121	Fund and Tech of Activities II**		1	BIO	112	Principles of Biology II		4
PHI	230	Problems of Philosophy		3	ENG	232	Introduction to Literature		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	MAT	222	Calculus III		4
MAT	221	Calculus II		4	HIS	103	Survey of U.S. History		<u>3</u>
HIS	104	African American History		<u>3</u>					
				18					17
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
PED	120	Fund and Tech of Activities I**		1	REL	230	Essentials of Christian Faith		2
REL	231	Religions of the World		<u>2</u>	PHI	220	Values and Society		<u>2</u>
				15					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
		General Electives		<u>4</u>			General Electives		<u>6</u>
				12					15

Total Credit Hours: 127

*** 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.

SUGGESTED COURSE SEQUENCE FOR CHEMISTRY MAJORS WITH ENVIRONMENTAL SCIENCE EMPHASIS

FRESHMAN YEAR								
Fall Semester				CR		Spring Semester		CR
CHE	120	General Chemistry I	4	CHE	121	General Chemistry II	4	
EDU	101	Prep for Excellence	1	ENG	102	Composition II	3	
ENG	101	Composition I	3	REL	230	Essentials of Christian Faith	2	
HIS	103	Survey of U.S. History	3	PED	121	Fund and Tech of Activities II**	1	
PED	120	Fund and Tech of Activities I**	1	HIS	112	World History	3	
ART	120	Art Appreciation or		MAT	220	Calculus I	<u>4</u>	
MUS	120	Music Appreciation	3					
MAT	126***	Pre-Calculus	<u>3</u>					
			18				17	
SOPHOMORE YEAR								
Fall Semester				CR		Spring Semester		CR
CSC	100	Computer Applic and Prog	3	HIS	104	African American History	3	
BIO	111	Principles of Biology I	4	PHI	220	Values and Society	2	
SPA	220	Elementary Spanish I or		BIO	112	Principles of Biology II	4	
FRE	220	Elementary French I	3	ENG	232	Introduction to Literature	3	
MAT	221	Calculus II	4	SPA	221	Elementary Spanish II or		
PSY	201	Intro. to Psychology or		FRE	221	Elementary French II	<u>3</u>	
SOC	201	Intro. to Sociology	<u>3</u>					
			17				15	
JUNIOR YEAR								
Fall Semester				CR		Spring Semester		CR
ESC	302*	Envir Monitoring and Inst.	4	CHE	335*	Organic Chemistry II	4	
CHE	334*	Organic Chemistry I	4	CHE	471*	Seminar II	0	
CHE	470*	Seminar I	0	ESC	210*	Envir Statistical Techniques	3	
ESC	201*	Intro to Environmental Justice	3	ESC	202*	Waste Management and Pollution	3	
CHE	233*	Quantitative Analysis	<u>4</u>	REL	231	Religions of the World	2	
			15	PHI	230	Problems of Philosophy	<u>3</u>	
							15	
SENIOR YEAR								
Fall Semester				CR		Spring Semester		CR
ESC	401*	Envir Toxicology	4	CHE	473*	Seminar IV	1	
CHE	436*	Physical Chemistry I	4	PHY	202	College Physics II	4	
CHE	472*	Seminar III	0	ESC	Elec*	ESC elective	4	
PHY	201	College Physics I	4			General Electives	<u>6</u>	
		General Electives	<u>4</u>					
			16				15	

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.

SUGGESTED COURSE SEQUENCE FOR MATHEMATICS MAJORS

FRESHMAN YEAR									
Fall Semester				CR	Spring Semester				CR
CSC	100	Computer Applic and Prog		3	PSY	201	Intro to Psychology or		
EDU	101	Prep for Excellence		1	SOC	201	Intro to Sociology		3
ENG	101	Composition I		3	ENG	102	Composition II		3
MAT	126***	Pre-Calculus		3	MAT	220*	Calculus I		4
ART	120	Art Appreciation or							
MUS	120	Music Appreciation		3	SPA	221	Elementary Spanish II or		
SPA	220	Elementary Spanish I or			FRE	221	Elementary French II		3
FRE	220	Elementary French I		3	PHI	220	Values and Society		<u>2</u>
PED	120	Fund and Tech of Activities I**		<u>1</u>					
				17					15
SOPHOMORE YEAR									
Fall Semester				CR	Spring Semester				CR
ENG	232	Introduction to Literature		3	MAT	222*	Calculus III		4
MAT	221*	Calculus II		4	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	PHI	230	Problems of Philosophy		3
REL	230	Essentials of Christian Faith		2	HIS	112	World History		3
MAT	309*	Discrete Mathematics		3	REL	231	Religions of the World		<u>2</u>
PED	121	Fund and Tech of Activities II**		<u>1</u>					
				17					16
JUNIOR YEAR									
Fall Semester				CR	Spring Semester				CR
					MAT	322*	Real Analysis		3
PHY	201	College Physics I		4	PHY	202	College Physics II		4
CSC	230*	Principles of Programming I or					General Electives		3
CSC	340*	Object Oriented Programming I		3	HIS	103	Survey of U.S. History		3
MAT	334*	Linear Algebra		3	MAT	Elect*	Mathematics Electives		<u>3</u>
HIS	104	African American History		3					
		General Electives		<u>3</u>					
				16					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
		General Electives		3			General Electives		3
		General Electives		3			General Electives		3
		General Electives		3			General Electives		3
		General Electives		<u>3</u>			General Electives		<u>3</u>
				15					16

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.

SUGGESTED COURSE SEQUENCE FOR MATHEMATICS MAJORS WITH EMPHASIS IN COMPUTER SCIENCE

FRESHMAN YEAR									
Fall Semester				CR	Spring Semester				CR
MAT	126	Pre-Calculus		3	MAT	220*	Calculus I		4
EDU	101	Prep for Excellence		1	ENG	102	Composition II		3
ENG	101	Composition I		3	HIS	104	African American History		3
HIS	103	Survey of U.S. History		3	REL	230	Essentials of Christian Faith		2
PSY	201	Intro to Psychology or			SPA	221	Elementary Spanish II or		
SOC	201	Intro to Sociology		3	FRE	221	Elementary French II		3
SPA	220	Elementary Spanish I or			PHI	220	Values and Society		<u>2</u>
FRE	220	Elementary French I		<u>3</u>					
				16					17
SOPHOMORE YEAR									
Fall Semester				CR	Spring Semester				CR
ENG	232	Introduction to Literature		3	ART	120	Art Appreciation or		
CSC	100	Computer Applic and Prog		3	MUS	120	Music Appreciation		3
CHE	120	General Chemistry I or			HIS	112	World History		3
BIO	111	Principles of Biology I		4	CSC	230*	Principles of Programming I		3
REL	231	Religions of the World		2	PED	121	Fund and Tech of Activities II**		1
PED	120	Fund and Tech of Activities I**		1	CHE	121	General Chemistry II or		
MAT	221*	Calculus II		<u>4</u>	BIO	112	Principles of Biology II		4
				17	CSC	226*	Introduction to Computers		<u>3</u>
									17
JUNIOR YEAR									
Fall Semester				CR	Spring Semester				CR
MAT	309*	Discrete Mathematics		3	MAT	335*	Probability and Statistics		3
PHY	201	College Physics I		4	PHY	202	College Physics II		4
CSC	231*	Principle of Programming II		3	CSC	250*	Algorithms and Data Structures		3
MAT	222*	Calculus III		4	CSC	340*	Object Oriented Program I		3
PHI	230	Problems of Philosophy		<u>3</u>	CSC	Elec*	CSC electives		<u>3</u>
				17					16
SENIOR YEAR									
Fall Semester				CR	Spring Semester				CR
MAT	334*	Linear Algebra		3	CSC	462*	Operating Systems		3
MAT	472*	Seminar I		0	MAT	473*	Seminar II		1
CSC	341*	Object Oriented Program II		3			General Elective		3
		General Elective		3			General Elective		3
		General Elective		3			General Elective		<u>3</u>
		General Elective		<u>3</u>					
				15					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.

DEPARTMENT OF SOCIAL SCIENCES

MAJORS

PSYCHOLOGY
SOCIOLOGY

MINORS

PSYCHOLOGY
SOCIOLOGY

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 an emphasis in three concentrations: General, 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 emphasis in three concentrations: General, Counseling, and Experimental Psychology.

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 emphasis in three concentrations: General, Counseling, and Experimental Psychology.

PSYCHOLOGY MAJOR PROGRAM LEARNING OUTCOMES

The Psychology program at Paine College focusses 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. After completion of the Psychology degree at Paine College, the student should be equipped to do the following:

- 1) Describe the major factors that contributed to development of Psychology as a field of study. The activity should include the knowledge of specific individuals and other fields of study that influenced the development of Modern Psychology;
- 2) Describe and demonstrate the various statistical procedures/methods in

collecting and analyzing data in Psychology;

- 3) Identify and describe a variety of tests used in measuring human behavior. The student will further describe basic principles, research and theories on testing/measuring psychological constructs;
- 4) Identify and describe the major theories of human development and the principles of learning;
- 5) Identify and describe the major theories of personality and abnormal behavior. In addition, students will demonstrate the knowledge of definitions of a variety of terms and principles that are usually associated in this area; and,
- 6) Demonstrate the knowledge and application of techniques used in psychological research. This activity will include the completion and an oral presentation of a research project.

Core Curriculum	Hours
PSY 260 Social Science Statistics	3
PSY 321 Learning	3
PSY 322 Experimental Psychology	3
PSY 345 Developmental Psychology	3
PSY 405 History and Systems of Psychology	3
PSY 441 Abnormal Psychology	3
PSY 442 Tests & Measurements	3
PSY 471 Senior Research Project I	1
PSY 472 Senior Research Project II	1
PSY 473 Senior Research Project III	1

Support Course	Hours
PSY 201	3

Experimental Emphasis	Hours
PSY 302 Experimental Design	3
PSY 371 Sensation and Perception	3
PSY 401 Physiological Psychology	3

Counseling Emphasis	Hours
PSY 334 Marriage and the Family or	
PSY 361 Social Psychology	3
PSY 420 Theories of Personality	3
PSY 450 Introduction to Counseling	3

General Psychology Emphasis	Hours
Three courses selected from the above emphases, with at least one from each	9
Psychology Electives (above 201)	12
TOTAL HOURS IN MAJOR (including PSY 201)	48
GENERAL ELECTIVES	20
COMMON CURRICULUM REQUIREMENTS (including SOC 201)	56

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 emphasis in three concentrations: General, Criminology and Social Psychology.

SOCIOLOGY MAJOR OBJECTIVES

The objectives of the Sociology Major are to:

1. Provide students with an understanding of the origin and evolution of human society and the form, institutions, and

functions of groups and how these structures change

2. Instill into students a comprehension of analytical and statistical skills and techniques
3. Provide students with functional areas of specialization which broaden career options of those graduate studies
4. Examine and analyze issues and concerns pertaining to race relations in an effort to promote better relations among racial and ethnic groups

SOCIOLOGY MAJOR PROGRAM LEARNING OUTCOMES

The Sociology program at Paine College focuses on four major areas in the process of assisting students to obtain a degree in the field. The components of instruction in Sociology include the following: Social Psychology, Theory, Methods, General Sociology, Social Science Statistics, and Criminology. The program learning outcomes will be based upon areas identified. After completion of the Sociology degree at Paine College the student should be equipped to do the following:

- 1) Exhibit the professional skills that support the sociological vision/perspective;
- 2) Identify and practice public sociology, which applies the sociological imagination to public affairs in the form of community engagement that matures citizenship skills;
- 3) Demonstrate cultural competency through examining how social categories and social systems—such as race, gender, sexuality, class, age, and citizenship status—interact to structure social action and create human diversity; and,
- 4) Identify and promote ethical leadership by representing how responsible citizenship is informed by issues of social justice.

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;
- 15 hours in a particular area of emphasis (Criminology, Social Psychology or General Sociology)
- 21 hours in Sociology Core Curriculum
- 18 hours of support courses
- 14 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 emphasis 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. Students must take the GRE or another standardized examination (MCAT, LSAT, GMAT, etc.) as part of graduation requirements.

Core 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	<u>3</u>
Total	21

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	<u>3</u>
Total	15

SUGGESTED COURE SEQUENCE FOR

Total	18
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AREAS OF EMPHASIS

Criminology

SOC 300 Social Problems	3
SOC 315 Juvenile Delinquency	3
SOC 334 Marriage and the Family	3
SOC 340 Criminology	3
PSY 411 Abnormal Psychology	<u>3</u>

Social Psychology	Hours
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
PSY 420 Personality Theory	3
PSY 441 Abnormal Psychology	<u>3</u>
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	<u>3</u>
Total	15

TOTAL HOURS IN MAJOR (including PSY 201)	54
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GENERAL ELECTIVES	14
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COMMON CURRICULUM REQUIREMENTS (including SOC 201)	56
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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.

PSYCHOLOGY MAJORS WITH AN EMPHASIS 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	Envir Science Fund or		
BIO	102	Biological Science		4	PHS	101	Prin and App of Physical Science or		
PSY	201*	Introduction to Psychology		3	PHS	110	Intro to Atmospheric Science		4
PED	120	Fund & Tech of Activities I		<u>1</u>	PHI	220	Values and Society		2
					HIS	112	World History		3
					PED	121	Fund & Tech of Activities II		<u>1</u>
				15					16
SOPHOMORE YEAR									
Fall Semester				CR	Spring Semester				CR
HIS	103	Survey of U.S. History		3	ENG	232	Intro to Lit or		
SPA	220	Elementary Spanish I or		3	ENG	332	Black Literature 1760-1900 or		
FRE	220	Elementary French I			ENG	333	Black Lit of the 20 th Century		3
REL	230	Essentials of the Christian Faith		2	SPA	221	Elementary Spanish I or		
ART	120	Art Appreciation or			FRE	221	Elementary French I		3
MUS	120	Music Appreciation		3	PHI	230	Prob of Philosophy or		
SOC	201*	Introduction to Sociology		3	PHI	234	History of Western Philosophy		3
		General Elective		<u>1</u>	HIS	104	African American History		3
					REL	231	Religions of the World		2
					PSY	260**	Social Science Statistics		<u>3</u>
				15					17
JUNIOR YEAR									
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			General Elective		3
PSY	322**	Experimental Psychology		3			General Elective		3
PSY	441**	Abnormal Psychology		<u>3</u>	PSY	**	Elective		3
					PSY	471**	Senior Research Project I		<u>1</u>
				15					16
SENIOR YEAR									
Fall Semester				CR	Spring Semester				CR
PSY	405**	History & Systems of Psychology		3	PSY	473**	Senior Research Project III		1
PSY	361**	Social Psychology or			PSY	**	Elective		3
PSY	334**	Marriage and Family		3	PSY	**	Elective		3
PSY	472**	Senior Research Project II		1	PSY	**	Elective		3
		General Elective		3			General Elective		3
		General Elective		3			General Elective		<u>2</u>
		General Elective		<u>2</u>					
				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.

SUGGESTED COURSE SEQUENCE FOR

PSYCHOLOGY MAJORS WITH AN EMPHASIS IN EXPERIMENTAL 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 Applications and Prog		3
MAT	122	College Algebra		3	ESC	101	Envir Science Fund or		
BIO	102	Princ/Appl of Biol Science		4	PHS	101	Prin and App of Physical Science or		
PSY	201*	Introduction to Psychology		3	PHS	110	Intro to Atmospheric Science		4
PED	120	Fund and Tech of Activities I		<u>1</u>	PHI	220	Values and Society		2
PSY	201*	Introduction to Psychology		3	HIS	112	World History		3
PED	120	Fund and Tech of Activities I		<u>1</u>	PED	121	Fund and Tech of Activities II		<u>1</u>
				15					16
SOPHOMORE YEAR									
Fall Semester				CR		Spring Semester			CR
HIS	103	Survey of U.S. History		3	ENG	232	Intro to Lit or		
FRE	220	Elementary French I or			ENG	332	Black Literature 1760-1900 or		
SPA	220	Elementary Spanish I		3	ENG	333	Black Lit of the 20 th Century		3
SOC	201*	Introduction to Sociology		3	FRE	221	Elementary French II or		
REL	230	Essentials of Christian Faith		2	SPA	221	Elementary Spanish II		3
ART	120	Art Appreciation or			PSY	260**	Social Sciences Statistics		3
MUS	120	Music Appreciation		3	HIS	104	African American History		3
		General Elective		<u>1</u>	PHI	230	Prob of Philosophy or		
					PHI	234	History of Western Philosophy		3
					REL	231	Religions of the World		<u>2</u>
				15					17
JUNIOR YEAR									
Fall Semester				CR		Spring Semester			CR
PSY	345**	Developmental Psychology		3	PSY	442**	Tests and Measurements		3
PSY	321**	Learning		3	PSY	441**	Abnormal Psychology		3
PSY	322**	Experimental Psychology		3	PSY	371**	Sensation and Perception		3
PSY	302**	Experimental Design		3	PSY	**	Elective		3
		General Elective		<u>3</u>			General Elective		3
				15	PSY	471**	Senior Research Project I		<u>1</u>
									16
SENIOR YEAR									
Fall Semester				CR		Spring Semester			CR
PSY	405**	History & Systems of Psychology		3	PSY	473**	Senior Research Project III		1
PSY	472**	Senior Research Project II		1	PSY	401**	Physiological Psychology		3
PSY	**	Elective		3	PSY	**	Electives		3
		General Elective		3	PSY	**	Electives		3
		General Elective		3			General Elective		3
		General Elective		<u>1</u>			General Elective		<u>3</u>
				14					16

Total Credit Hours: 124

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

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**SUGGESTED COURSE SEQUENCE FOR
PSYCHOLOGY MAJORS WITH AN EMPHASIS IN
GENERAL PSYCHOLOGY**

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 Applications & Prog		3
MAT	122	College Algebra		3	ESC	101	Envir Science or		
BIO	102	Princ/App'l of Bio Science		4	PHS	101	Prin and App of Physical Science or		
PSY	201*	Introduction to Psychology		3	PHS	110	Intro to Atmospheric Science		4
PED	120	Fund and Tech of Activities I		<u>1</u>	PHI	220	Values and Society		2
					PED	121	Fund and Tech Activities II		1
					HIS	112	World History		<u>3</u>
				15					16
SOPHOMORE YEAR									
Fall Semester				CR	Spring Semester				CR
HIS	103	Survey of U.S. History		3	ENG	232	Intro to Lit or		
FRE	220	Elementary French I or			ENG	332	Black Literature 1760-1900 or		
SPA	220	Elementary Spanish I		3	ENG	333	Black Lit of the 20 th Century		3
REL	230	Essentials of Christian Faith		2	FRE	221	Elementary French II or		
SOC	201*	Introduction to Sociology		3	SPA	221	Elementary Spanish II		3
ART	120	Art Appreciation or			REL	231	Religions of the World		2
MUS	120	Music Appreciation		3	PHI	230	Prob of Philosophy or		
		General Elective		<u>1</u>	PHI	234	History of Western Philosophy		3
					HIS	104	African American History		3
					PSY	260**	Social Science Statistics		<u>3</u>
				15					17
JUNIOR YEAR									
Fall Semester				CR	Spring Semester				CR
PSY	345**	Developmental Psychology		3	PSY	442**	Tests and Measurements		3
PSY	441**	Abnormal Psychology		3	PSY	371**	Sensation and Perception or		
PSY	302**	Experimental Design or			PSY	401**	Physiological Psychology or		
PSY	450**	Introduction to Counseling		3	PSY	420**	Theories of Personality		3
PSY	321**	Learning+		3	PSY	**	Elective		3
PSY	322**	Experimental Psychology		3	PSY	471**	Senior Research Project I		1
		General Elective		<u>1</u>			General Elective		3
							General Elective		<u>3</u>
				16					16
SENIOR YEAR									
Fall Semester				CR	Spring Semester				CR
PSY	405**	History & Systems of Psychology		3	PSY	473**	Senior Research Project III		1
PSY	**	Electives		3	PSY	**	Elective		3
PSY	334**	Marriage and Family or			PSY	**	Elective		3
PSY	361**	Social Psychology or					General Elective		3
PSY	371**	Sensation and Perception		3			General Elective		<u>3</u>
PSY	472**	Senior Research Project II		1					
		General Elective		3					
		General Elective		<u>3</u>					
				16					13

Total Credit Hours: 124

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

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SUGGESTED COURSE SEQUENCE FOR SOCIOLOGY MAJORS WITH AN EMPHASIS 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		<u>3</u>
PHS	110	Intro to Atmospheric Science		<u>4</u>					
				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		1
PED	120	Fund and Tech of Activities I		<u>1</u>			General Elective		<u>2</u>
				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		<u>3</u>	SOC	328**	Sociology of the Black Experience		<u>3</u>
				15					15
SENIOR YEAR									
Fall Semester				CR		Spring Semester			CR
PSY	441**	Abnormal Psychology		3	ECO	231**	General Economics		3
SOC	460**	Methods of Research		3	GEO	231**	World Geography		3
POS	330**	United State Government or			SOC	461**	Senior Field Paper		3
POS	331**	State/Local Government		3			General Elective		3
		General Elective		3			General Elective		<u>3</u>
		General Elective		<u>3</u>					
				15					15

Total Credit Hours: 124

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

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SUGGESTED COURSE SEQUENCE FOR SOCIOLOGY MAJORS WITH AN EMPHASIS IN GENERAL SOCIOLOGY

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/App 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 State Government or			
SOC	211**	Intro to Social Work		3	POS	331**	State/Local Government		3	
SOC	390**	Sociology of Aging or			SOC	438**	Community and Urban Life or			
SOC	395**	Sociology of Health & Medicine		3	SOC	338**	Sociology of Organizations		3	
		General Elective		2			General Elective		3	
				17					15	
SENIOR YEAR										
Fall Semester					CR		Spring Semester			CR
SOC	325**	Demography		3	ECO	231**	General Economics		3	
SOC	328**	Soc. of the Black Experience		3	GEO	231**	World Geography		3	
SOC	460**	Methods of Research		3	SOC	461**	Senior Field Paper		3	
SOC	382**	Minority Groups		3			General Elective		3	
		General Elective		3			General 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.

SUGGESTED COURSE SEQUENCE FOR SOCIOLOGY MAJORS WITH AN EMPHASIS 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. 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 States History		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 or		
SPA	220	Elementary Spanish I		3	SPA	221	Elementary Spanish		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		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	PSY	441**	Abnormal Psychology		3
PSY	201**	Introduction to Psychology		3	SOC	438**	Community and Urban Life or		
SOC	390**	Sociology of Aging or			SOC	338**	Soc. of Organizations		3
SOC	395**	Soc. of Health & Medicine		3	SOC	328**	Soc. of Black Experience		3
		General Elective		2					
				17					15
SENIOR YEAR									
Fall Semester				CR		Spring Semester			CR
PSY	420**	Theories of Personality		3	ECO	231**	General Economics		3
SOC	460**	Methods of Research		3	GEO	231**	World Geography		3
POS	330**	United States Government or			SOC	461**	Senior Field Paper		3
POS	331**	State/Local Government		3			General Elective		3
		General Elective		3			General Elective		3
		General Elective		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.

DEPARTMENT OF BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION MAJOR WITH EMPHASES IN:

ACCOUNTING
INTERNATIONAL BUSINESS
MANAGEMENT
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).

GOALS

The goals of the Department of Business are to:

1. Provide quality instruction in the field of business administration with emphases 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

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 emphases in accounting, international business, management, management information systems, or marketing.

BUSINESS ADMINISTRATION MAJOR PROGRAM LEARNING OUTCOMES

The Business Administration major program learning outcomes at Paine College involve the following:

1. Graduates of the Business program must demonstrate knowledge in the field of business administration;
2. Students must demonstrate leadership skill in positions of government, entrepreneurship, industry and community;
3. Graduates of the Business program must demonstrate theoretical knowledge and practical experience through a program of cooperative education and internship; and,
4. At the end of program studies, students must have the skill set in business and the use of computer technology in Business Administration.

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 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 emphases on program advisement sheets and in this Catalog on the suggested course sequence pages.

In general, all majors in the five emphases 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 emphases: 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 Educational Testing Services (ETS) to be administered by the Paine College Department of Business Administration. A fee is applicable to the major field test. This cost is to be determined.

Business Core Courses

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

Major Area Courses

Accounting	21 Hours
BSA 304 Intermediate Accounting I	3
BSA 305 Intermediate Accounting II	3
BSA 310 Managerial and Cost Accounting	3
BSA 470 Internship	3
BSA Accounting Electives (Select from BSA 345, 423, 430, 431, 443, or 444)	9

International Business	21 Hours
BSA 320 Theory of Int'l Trade and Invest	3
BSA 343 International Marketing	3
BSA 470 Internship	3

BSA 420 Int'l Financial Management	3
BSA International Business Electives	9
(Select from BSA 321, 350, 400, 444, or 450)	

Management 21 Hours

BSA 310 Managerial and Cost Accounting or	
BSA 345 Entrepreneurial Accounting	3
BSA 380 Organizational Behavior	3
BSA 470 Internship	3
BSA 480 Production Management	3
BSA Management Electives	9
(Select from BSA 307, 332, 342, 370, or 451)	

Management Information Systems 21 Hours

BSA 228 Computer Programming	
Language	3
BSA 422 Data Communication	3
BSA 440 Data Base Management	3
BSA 470 Internship	3
BSA MIS Electives/Internship	9
(Select from BSA 327 328, 344, 415; CSC 250)	

Marketing 21 Hours

BSA 343 International Marketing	3
BSA 371 Consumer Behavior	3
BSA 470 Internship	3
BSA 442 Marketing Research II	3
BSA Marketing Electives	9
(Select from BSA 346,347,372,373,441)	

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

SUGGESTED COURSE SEQUENCE ACCOUNTING EMPHASIS

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
HIS	103	Survey of U.S. History	3	PSY	201	Intro to Psychology or	
CSC	100	Computer Appl. and Prog.	<u>3</u>	SOC	201	Intro to Sociology	<u>3</u>
			16				16
SOPHOMORE YEAR							
Fall Semester			CR	Spring Semester			CR
BSA	200*	Survey of Business	3	BIO	102	Biological Science	4
BSA	204*	Accounting I	3	BSA	205*	Accounting II	3
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	3
PED	121	Fund and Tech Activities	<u>1</u>				
			16				16
JUNIOR YEAR							
Fall Semester			CR	Spring Semester			CR
REL	230	Essentials of Christian Faith	2	REL	231	Religions of the World	2
BSA	201*	Intro. to International Business	3	BSA	232*	Microeconomics	3
BSA	229*	Business System Applications	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	<u>3</u>	BSA	241	Principles of Finance	<u>3</u>
			17				17
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	*	Accounting Elective	3
BSA	*	Accounting Elective	3	BSA	470	Internship	3
BSA	*	Accounting Elective	<u>3</u>				
			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

SUGGESTED COURSE SEQUENCE INTERNATIONAL BUSINESS EMPHASIS

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
HIS	103	Survey of U.S. History	3	PSY	201	Intro to Psychology or	
CSC	100	Computer Appl. and Prog.	<u>3</u>	SOC	201	Intro to Sociology	<u>3</u>
			16				16
SOPHOMORE YEAR							
Fall Semester			CR	Spring Semester			CR
BSA	200*	Survey of Business	3	BIO	102	Biological Science	4
ENG	232	Introduction to Literature	3	BSA	201*	Intro to International Business	3
HIS	112	World History	3	BSA	232*	Microeconomic Principles	3
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 II	<u>1</u>				
			16				16
JUNIOR YEAR							
Fall Semester			CR	Spring Semester			CR
REL	230	Essentials of Christian Faith	2	REL	231	Religions of the World	2
BSA	204*	Accounting I	3	BSA	205*	Accounting II	3
BSA	229*	Management Information Systems	3	BSA	241*	Principles of Finance	3
BSA	231*	Macroeconomic Principles	3	BSA	330*	Statistics for Business Planning	3
BSA	300*	Business Research Methods	3	BSA	343*	International Marketing	3
BSA	341*	Principles of Marketing	<u>3</u>	BSA	320*	Theory of Int'l Trade & Invest.	<u>3</u>
			17				17
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	*	International Business Elective	3	BSA	*	International Business Elective	3
BSA	420*	Int'l Financial Management	3	BSA	470*	Internship	3
BSA	*	International Business Elective	<u>3</u>				
			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

SUGGESTED COURSE SEQUENCE MANAGEMENT EMPHASIS

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			
HIS	103	Survey of U. S. History		3	SOC	201	Intro to Sociology			3
CSC	100	Computer Appl. and Prog.		<u>3</u>	PED	120	Fund & Tech Activities I			<u>1</u>
				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	BSA	204*	Accounting I			3
PHI	220	Values and Society		2	BSA	301*	Principles of Management			3
PHS	101	Physical Science		4	PHI	230	Problems of Philosophy			3
ENG	232	Intro to Literature		3	BSA	227*	Business Mathematics			3
PED	121	Fund & Tech Activities II		<u>1</u>						
				16					16	
JUNIOR YEAR										
Fall Semester				CR		Spring Semester			CR	
BSA	201*	Intro. to International Business		3	BSA	231*	Macroeconomics Principles			3
BSA	205*	Accounting II		3	BSA	232*	Microeconomics			3
BSA	229*	Management Information Systems		3	REL	231	Religions of the World			2
BSA	300*	Business Research Methods		3	BSA	310*	Managerial & Cost Acc. or			
BSA	330*	Statistics for Bus. Planning		3	BSA	345*	Entrepreneurial Acc.			3
REL	230	Essentials of Christian Faith		<u>2</u>	BSA	331*	Quant. Methods for Business			3
					BSA	*	Management Elective			<u>3</u>
				17					17	
SENIOR YEAR										
Fall Semester				CR		Spring Semester			CR	
BSA	241*	Principles of Finance		3	BSA	306*	Business Law I			3
BSA	341*	Principles of Marketing		3	BSA	470*	Internship			3
BSA	380*	Organizational Behavior		3	BSA	489*	Mgt Problems, Policies, and Plng.			3
BSA	480*	Production Management		3	BSA	*	Management Elective			3
BSA	*	Management Elective		<u>3</u>						
				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

SUGGESTED COURSE SEQUENCE

MANAGEMENT INFORMATION SYSTEMS (MIS) EMPHASIS

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 Act.		1
HIS	103	Survey of U.S. History		3	PSY	201	Intro to Psychology	or	
CSC	100	Computer Appl. and Prog.		<u>3</u>	SOC	201	Intro to Sociology		<u>3</u>
				16					16
SOPHOMORE YEAR									
Fall Semester				CR		Spring Semester			CR
BSA	200*	Survey of Business		3	BIO	102	Biological Science		4
ENG	232	Intro to Literature		3	BSA	204*	Accounting I		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	BSA	229*	Management Information Systems		3
PED	121	Fund and Tech Activities II		<u>1</u>					
				16					16
JUNIOR YEAR									
Fall Semester				CR		Spring Semester			CR
BSA	201*	Intro. to International Bus.		3	BSA	228*	Computer Prog. Language		3
BSA	205*	Accounting II		3	BSA	232*	Microeconomic Principles		3
BSA	231*	Macroeconomic Principles		3	BSA	241*	Principles of Finance		3
BSA	306*	Business Law I		3	BSA	301*	Principles of Management		3
BSA	300*	Business Research Methods		3	BSA	330*	Statistics for Bus. Planning		3
REL	230	Essentials of Christian Faith		<u>2</u>	REL	231	Religions of the World		<u>2</u>
				17					17
SENIOR YEAR									
Fall Semester				CR		Spring Semester			CR
BSA	331*	Quant. Methods for Business		3	BSA	*	MIS Elective		3
BSA	341*	Principles of Marketing		3	BSA	440*	Data Base Management		3
BSA	422*	Data Communication		3	BSA	489*	Mgt Problems, Policies, and Plng.		3
BSA	*	MIS Elective		3	BSA	470*	Internship		3
BSA	*	MIS Elective		<u>3</u>					
				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

SUGGESTED COURSE SEQUENCE MARKETING EMPHASIS

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
HIS	103	Survey of U.S. History	3	PSY	201	Intro to Psychology or	
CSC	100	Computer Application and Prog.	<u>3</u>	SOC	201	Intro to Sociology	<u>3</u>
			16				16
SOPHOMORE YEAR							
Fall Semester			CR		Spring Semester		CR
BSA	200*	Survey of Business	3	BIO	102	Biological Science	4
ENG	232	Intro to Literature	3	BSA	341*	Principles of Marketing	3
HIS	112	World History	3	BSA	204*	Accounting I	3
PHI	220	Values and Society	2	PHI	230	Problems of Philosophy	3
PHS	101	Physical Science	4	BSA	227*	Business Mathematics	<u>3</u>
PED	120	Fund and Tech Activities	<u>1</u>				16
			16				
JUNIOR YEAR							
Fall Semester			CR		Spring Semester		CR
BSA	306*	Business Law I	3	BSA	205*	Accounting II	3
BSA	229*	Business System Applications	3	BSA	232*	Microeconomic Principles	3
BSA	231*	Macroeconomic Principles	3	BSA	330*	Statistics for Bus. Planning	3
BSA	201*	International Business	3	BSA	371*	Consumer Behavior	3
BSA	300*	Business Research Methods	3	BSA	343*	International Marketing	3
REL	230	Essentials of Christian Faith	<u>2</u>	REL	231	Religions of the World	<u>2</u>
			17				17
SENIOR YEAR							
Fall Semester			CR		Spring Semester		CR
BSA	241*	Principles of Finance	3	BSA	470*	Internship	3
BSA	301*	Principles of Management	3	BSA	489*	Mgt Problems, Policies, and Plng	3
BSA	331*	Quantitative Mgt. for Business	3	BSA	*	Marketing Elective	3
BSA	*	Marketing Elective	3	BSA	*	Marketing Elective	3
BSA	442*	Marketing Research II	<u>3</u>				
			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

DEPARTMENT OF EDUCATION

EDUCATION MAJOR WITH EMPHASIS IN EARLY CHILDHOOD EDUCATION

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 Early Childhood 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:

- Possess a strong foundation of content knowledge (*content*)
- Use research to understand student development and instruction (*content*)
- Utilize assessment as an integral part of the teaching process (*skill*)

- Use reflection as a tool to improve instruction (*skill*)
- Demonstrate moral imperative to ensure that all students learn (*professional disposition*)
- Possess commitment to social justice (*professional disposition*)

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 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) 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 requirement: SAT total score 1080 (critical reading and mathematics), GRE composite score of 297 on or after August 1, 2011 or a

- GRE composite score of 1030 before August 1, 2011), or ACT total score 43
- Submit clear background check (no criminal record or dishonorable discharge from the armed services)
- Membership in a professional organization (e.g. GAE-SP)
- Complete Georgia Educator Entry Ethics Assessment
- Obtain a passing score on Sophomore Proficiency Examination in English (SPEE)
- Set-up a MYPSC account on <https://www.gapsc.com>
- Obtain a Georgia Pre-Service Certificate

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 students/candidates the opportunity to observe, plan, and practice in a variety of settings. Clinical Internship is developmental. Students/candidates gradually assume increased responsibilities as they transition to clinical practice.

REQUIREMENTS FOR ADMISSION TO CLINICAL INTERNSHIP

Clinical Practice 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.

EARLY CHILDHOOD EDUCATION PURPOSE

The purpose of the Early Childhood Education major is to prepare candidates to become highly-qualified teachers at the early childhood 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 Early Childhood Education, Pre-K-5th grade, will (a) be highly qualified in Early Childhood 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.

EARLY CHILDHOOD EDUCATION MAJOR PROGRAM LEARNING OUTCOMES

Program learning outcomes for the major in Early Childhood Education are the following:

1. Candidates will demonstrate proficiency in early childhood education content knowledge.
Assessment Method: GACE I & II Content Exam
2. Candidates will cite research to demonstrate an understanding of student development and instruction.
Assessment Method: edTPA Teacher Performance Assessment
3. Candidates will analyze the results of assessments as an integral part of the teaching and learning process.
Assessment Method: edTPA Teacher Performance Assessment
4. Candidates will use reflection as a tool to evaluate the impact of instruction on student learning. Assessment Method: edTPA Teacher Performance Assessment
5. Candidates will demonstrate a moral imperative that all students can learn.
Assessment Method: Professional Disposition Index
6. Candidates will demonstrate a commitment to social justice for all students. Assessment Method: Personal/Professional Disposition Matrices; Professional Disposition Index

MAJOR FIELD COURSES

EARLY CHILDHOOD EDUCATION (68 Credit Hours)

Early Childhood Education	Credit Hours
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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 a Diverse Society (F)	3
EDU 362 Teaching and Learning for the Exceptional Learner (F)	3
EDU 393 Educational Psychology (F)	3
ERD 310 Reading and Writing Instruction (F)	3
ERD 323 Reading Instruction and Assessment (F)	3
ERD 338 Language and Literacy Methods (F)	3
GEO 231 World Regional Geography	3
MAT 300 Fundamentals of Mathematics	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 Practice Courses (12 Hours)

EDU 490 Clinical Internship in Education	12
EDU 490L ECE Clinical Internship in Education Lab	0
	12 hours

Restricted 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 activities such as tennis or aerobics. The requirement can also be met by completing HED 225 for three-credits. Only two of these credits, however will count in the Common Curriculum.

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

SUGGESTED COURSE SEQUENCE FOR EARLY CHILDHOOD EDUCATION

FRESHMAN YEAR

Fall Semester			CR	Spring Semester			CR
EDU	101	Prep. for Excellence	1	MAT	300	Fundamentals of Mathematics	3
ENG	101	Composition I	3	PHS	101	Prin. and App. Phy. Science	4
ART	120	Art Appreciation or		ENG	102	Composition II	3
MUS	120	Music Appreciation	3	EDU	220	Foundations of Education (F-15)	3
PED	120	Fund and Tech of Activities I**	1	PED	121	Fundamentals of Techniques of Activities II**	1
PHI	220	Values and Society	2	EDU	260	Education Pathway II (elective)	<u>2</u>
MAT	122	College Algebra	3				
EDU	160	Education Pathway I (elective)	<u>3</u>				
			16				16

SOPHOMORE YEAR

Fall Semester			CR	Spring Semester			CR
BIO	102	Prin. and Appl. of Bio	4	HIS	104	African American History	3
CSC	100	Computer App and Programming	3	FRE	221	Elementary French II or	
HIS	103	Survey of U.S. History	3	SPA	221	Elementary Spanish II	3
EDU	339	Classroom Management (F-15)	3	GEO	231*	World Regional Geography	3
PSY	201	Intro to Psychology	3	ENG	232	Intro to Literature	3
				MAT	314*	Problem Solving	3
				PHI	230	Problems of Philosophy or	<u>3</u>
			16	PHI	234	History of Modern Philosophy	18

JUNIOR YEAR

Fall Semester			CR	Spring Semester			CR
FRE	221	Elementary French II or SPA 221	3	EDU	338*	Language and Literacy Methods (F-10)	3
		Elementary Spanish					
HIS	112	World History	3	EDU	323*	Reading and Assessment Instruction (F-15)	3
EDU	312*	Children's Literature (F-10)	3	EDU	334*	Social Studies Methods (F-10)	3
EDU	362*	Teaching and Learning for the Exceptional Learner (F-10)	3	EDU	360*	Child Development and Family in a Diverse Society	3
EDU	393*	Educational Psychology	3	EDU	401*	Seminar in Education Research II	1
EDU	397*	Seminar in Education Research	<u>1</u>	REL	230	Essentials of Christian Faith	<u>2</u>
			16				15

SENIOR YEAR

Fall Semester			CR	Spring Semester			CR
EDU	316*	ECE Mathematics Methods (F-10)	3	EDU	490*	Clinical Internship in Education	12
EDU	395*	Methods, Curriculum, and Assessment (F-10)	3	EDU	490L*	Clinical Internship in Education Lab*	<u>0</u>
EDU	337*	Science Methods (F-10)	3				
ERD	310*	Reading & Writing Instruction (F-15)	3				
EDU	403*	Seminar in Education Research III	1				
REL	231	Religions of the World	2				
			15				12

Total Hours Required: 124

A grade of "C" or better is required in all major & prerequisite courses. * Courses used to calculate the major field G.P.A

HED 225 Personal & Community Hygiene Substitutes for the following courses: PED 120 Physical Activities I, PED 121 Physical Activities II (F**) Field Experience required

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.

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.

Each of the four Mass Communications emphases ensures that students will acquire the necessary knowledge, values, and competencies for pursuing careers in the field.

Programs are also designed to ensure a balance between courses in speech, journalism, drama, mass communications, and other liberal arts disciplines. 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 journalism, broadcasting, drama, and public relations.

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 journalism, radio, television, public relations and/or graduate studies programs.

MASS COMMUNICATIONS MAJOR PROGRAM LEARNING OUTCOMES

Paine College strives to provide a fundamental program of professional studies that prepares students for entry-level professional opportunities; the intra-disciplinary curriculum prepares students to become professional communicators and artisans from an academic, business, executive, management, and performance perspective within a multimedia convergence arena; and students will have an academic foundation for furthering the educational process in their chosen field and/or immediate industry placement.

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 emphasis.

BROADCASTING EMPHASIS

The Broadcasting Emphasis 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 Emphasis

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 **6 hours** of courses from the following:

DRA 270 Theatre Performance and Play Production (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
MAC 471 Public Relations Writing	3
MAC 472 Public Relations Campaigns	3
MAC 473 Magazine Writing	3
MST 425 Introduction to Motion Picture Film	3
MST 430 Content and Consciousness	3
MST 450 Introduction to Graphic Design	3
MST 465 Professional and Persuasive Speaking	3
MST 490 Screenwriting and Playwriting	3
BSA 301 Principles of Management	3
BSA 341 Principles of Marketing	3
Free Electives	17

JOURNALISM EMPHASIS

Students who pursue Journalism will be given instructions in the basics of writing for the media in terms of style, structure, processes, and procedures of journalism. Studies focus on the gathering of information and analyzing and shaping the material into accurate and clear reporting.

Required Major Courses for Mass Communications Journalism

Courses	Hours
MAC 201 Media & Society	3
MAC 202 Film Appreciation	3
MAC 203 Introduction to Electronic Media	3
MAC 301 Media, Law, and Ethics	3

MAC 402 Radio Production I	3
MAC 460 News Editing	3
MAC 461 Television Production I	3
MAC 473 Magazine Writing	3
MAC 480 Broadcast Announcing	3
MAC 491 Internship (repeatable*)	6/6
JRN 252 News Reporting and Writing I	3
JRN 253 News Reporting and Writing II	3
ENG 421 Public Speaking	3
*Must be repeated for a total of 12 hours	

Select 12 hours of course-work from the following:

MAC 202 Film Appreciation	3
MAC 403 Radio Production II	3
MAC 462 Television Production II	3
MAC 471 Public Relations Writing	3
MAC 472 Public Relations Campaigns	3
MST 315 Photo Journalism	3
MST 335 Internet/Blogging	3
MST 345 Sports Feature Writing	3
MST 360 Editorial Writing	3
DRA 270 Theatre Performance & Play Production (repeatable, 3 hrs)	1
DRA 271 Acting I	3
DRA 272 Acting II	3
DRA 273 Acting III	3
ENG 233 Types of Drama	3

PUBLIC RELATIONS EMPHASIS

Students who pursue the Public Relations track are taught both theoretical foundations and hands-on application learning. Studies include writing strategies and detailed campaigns including analysis of the interests, concerns and attitudes of the various publics served. Focus is on developing skill for making recommendations of the best advertising program through press releases, news,

conferences, mail, brochures, employee publications, web sites and the like.

Required Major Courses for Mass Communications Public Relations

Courses	Hours
MAC 201 Media & Society	3
MAC 203 Intro to Electronic Media	3
MAC 301 Media, Law, and Ethics	3
MAC 402 Radio Production I	3
MAC 461 Television Production I	3
MAC 471 Public Relations Writing	3
MAC 472 Public Relations Campaigns	3
MAC 473 Magazine Writing	3
MAC 491 Internship (repeatable*)	6/6
JRN 252 News Reporting and Writing I	3
JRN 253 News Reporting and Writing II	3
ENG 421 Public Speaking	3
BSA 341 Principles of Marketing	3
*Must be repeated for a total of 12 hours	

Select 3 hours from the following:

ENG 233 Types of Drama	3
MST 465 Professional and Persuasive Speaking	3
MST 470 Principles of Public Relations	3
MST 485 Crisis Communications	3
BSA 200 Survey of Business	3
BSA 301 Principles of Management	3
Select 3 hours from the following:	
DRA 270 Theatre Performance & Play Production (repeatable, 3hrs)	3
DRA 271 Acting I	3
DRA 272 Acting II	3

SUGGESTED COURSE SEQUENCE FOR MASS COMMUNICATIONS MAJORS BROADCASTING EMPHASIS

FRESHMAN YEAR							
Fall Semester				Spring Semester			
			CR				CR
ENG	101	Composition I	3	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	<u>1</u>
PED	120	Fund and Tech of Activities I	<u>1</u>				16
			16				

SOPHOMORE YEAR							
Fall Semester				Spring Semester			
			CR				CR
REL	230	Religions of the World	2	ENG	232	Introduction to Literature	3
MUS	120	Music Appreciation or		REL	231	Essentials of Christian Faith	2
ART	120	Art Appreciation	3				
PHI	230	Problems of Philosophy or		BIO	102	Prin. and App. Biological Science or	
				ESC	101	Environmental Science	4
PHI	234	History of West. Philosophy	3	HIS	112	World History	3
PHS	101	Prin and Appl Physical Science or		MAC	203*	Intro to Electronic Media	<u>3</u>
PHS	110	Intro to Atmospheric Science	4				
MAC	201*	Media and Society	<u>3</u>				15
			15				

JUNIOR YEAR							
Fall Semester				Spring Semester			
			CR				CR
ENG	421*	Public Speaking	3	MAC	403*	Radio Production II	3
MAC	301*	Media, Law, and Ethics	3	JRN	253*	Reporting & Writing II	3
MAC	402*	Radio Production I	3	MAC	*	Elective	3
JRN	252*	News Reporting and Writing I	3			General Elective	3
		General Elective	<u>3</u>			General Elective	<u>3</u>
			15				15

SENIOR YEAR							
Fall Semester				Spring Semester			
			CR				CR
MAC	461*	Television Production I	3	MAC	480*	Broadcast Announcing	3
MAC	491*	Internship+	6	MAC	491*	Internship	6
MAC	*	Elective	3	MAC	462*	Advanced Television Production II	3
		General Elective	3	MAC	*	Elective	<u>3</u>
		General Elective	<u>2</u>				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.

SUGGESTED COURSE SEQUENCE FOR MASS COMMUNICATIONS MAJORS JOURNALISM EMPHASIS

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		
PHI	220	Values and Society	2	MAT	122	College Algebra	3		
CSC	100	Computer Applications & Prog	3	HIS	104	African American History	3		
HIS	103	Survey of U.S. History	3	FRE	221	Elementary French II or	3		
FRE	220	Elementary French I or	3	SPA	221	Elementary Spanish II			
SPA	220	Elementary Spanish I		PED	121	Fund and Tech of Activities II	1		
PED	120	Fund and Tech of Activities I	1	DRA	270	Theater Perf & Play Prod	<u>1</u>		
DRA	270A	Theater Perf & Play Prod	<u>1</u>						17
			17						

SOPHOMORE YEAR							
Fall Semester			CR	Spring Semester			CR
REL	230	Religions of the World	2	ENG	232	Introduction to Literature	3
MUS	120	Music Appreciation or		REL	231	Essentials of Christian Faith	2
ART	120	Art Appreciation	3				
PHI	230	Problems of Philosophy or	3	BIO	102	Prin and Appl Biological Science	
				ESC	101	or Environmental Science	4
PHI	234	History of Western Philosophy I		HIS	112	World History	3
PHS	101	Prin. and App. Physical Science		MAC	201*	Media and Society	<u>3</u>
PHS	110	or Intro Atmosperic Science	4				
MAC	203*	Introduction to Electronic	<u>3</u>				15
		Media					
			15				

JUNIOR YEAR							
Fall Semester			CR	Spring Semester			CR
MAC	301*	Media, Law, and Ethics	3	JRN	253*	News Report. and Writing II	3
JRN	252*	News Report. and Writing I	3	MAC	473*	Magazine Writing	3
MAC	461*	Television Production I	3	MAC	480*	Broadcast Communications	3
MAC	*	Elective	3	MAC	*	Elective	3
MAC	*	Elective	<u>3</u>			General Elective	<u>3</u>
			15				15

SENIOR YEAR									
Fall Semester				CR		Spring Semester		CR	
MAC	402*	Radio Production I		3	MAC	491*	Internship		6
MAC	491*	Internship		6	MAC	*	Electives		3
MAC	460*	News Editing		3			General Elective		3
ENG	421*	Public Speaking		<u>3</u>			General Elective		<u>3</u>
				15					15

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

SUGGESTED COURSE SEQUENCE FOR MEDIA STUDIES MAJORS PUBLIC RELATIONS EMPHASIS

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		
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		<u>1</u>		
PED	120	Fund and Tech of Activities I		<u>1</u>							
				16							

SOPHOMORE YEAR								
Fall Semester				CR	Spring Semester			CR
REL	231	Religions of the World	2	ENG	232	Introduction to Literature	3	
MUS	120	Music Appreciation or		REL	231	Essentials of Christian Faith	2	
ART	120	Art Appreciation	3					
PHI	230	Problems of Philosophy or		BIO	102	Prin and Appl Biological Science or		
				ESC	101	Environmental Science	4	
PHI	234	History of Western Philosophy I	3	HIS	112	World History	3	
PHS	101	Prin and Appl Physical Science or		MAC	203*	Introduction to Electronic Media	<u>3</u>	
PHS	110	Into to Atmospheric Science	4					
MAC	201*	Media & Society	3				15	
MAC	*	Elective	<u>2</u>					
			17					

JUNIOR YEAR								
Fall Semester				CR	Spring Semester			CR
MAC	301*	Media, Law, and Ethics+	3	JRN	253*	News Report. and Writing II	3	
JRN	252*	News Report. and Writing I	3	MAC	202*	Film Appreciation	3	
MAC	402*	Radio Production I	3	MAC	473*	Magazine Writing	3	
ENG	421*	Public Speaking	3	MAC	*	Elective	3	
		General Elective	<u>3</u>			General Elective	<u>3</u>	
			15				15	

SENIOR YEAR								
Fall Semester				CR	Spring Semester			CR
BSA	341*	Principles of Marketing	3	MAC	471*	Public Relations Writing	3	
MAC	491*	Internship	6	MAC	472*	Public Relations Campaign	3	
MAC	461*	Television Production I	3	MAC	491*	Internship	6	
		General Elective	<u>3</u>	MAC	*	Elective	<u>3</u>	
			15				15	

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

Students must complete an internship in their last year of study, which is used as the student's exit tool. Additional internships may be taken if Junior/Senior status.

COURSE PREFIXES AND DESCRIPTIONS

PREFIXES FOR COURSE OFFERINGS

Art	ART
Biology	BIO
Business Administration	BSA
Chemistry	CHE
Computer Science	CSC
Drama	DRA
Economics	ECO
Education	EDU
English	ENG
Environmental Science	ESC
French	FRE
Geography	GEO
Health Education	HED
History	HIS
International Business	BAI
Journalism	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 2019 – 2020 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 three-dimensional 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 three-dimensional problems. (3 hrs)

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. (3 hrs)

Spring

ART 226 – Painting I

Prerequisite(s): Art 121 or by permission.

This course introduces painting in various media: watercolor, oils, acrylics, tempera, etc. (3 hrs)

Spring

ART 301 – African Art

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

Spring

ART 303 – Survey of African American Art

This course surveys African American contributions to the visual arts in the United States. (3 hrs)

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. (3 hrs)

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. **(4 hrs)**

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” **(0 hrs)**

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)**

Fall/Spring

BUSINESS ADMINISTRATION (BSA)**BSA 200 – Survey of Business**

Survey course in business administration. Provides overview of accounting, management, information systems, economics, and supporting disciplines. **(3 hrs)**

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. **(3 hrs)**

Fall/Spring

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. **(3 hrs)**

Fall/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)**

Fall/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. **(3 hrs)**

Spring

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. **(3 hrs)**

Fall/Spring

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. **(3 hrs)**

Fall/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)**

Fall/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. **(3 hrs)**

Fall

BSA 301 – Principle of Management

Prerequisite(s): BSA 200

Introduction to the structure, organization, and management of firms. **(3 hrs)**

Fall/Spring

BSA 304 – Intermediate Accounting I

Prerequisite(s): BSA 205

A thorough understanding of systems of accounting with special emphasis on procedures employed. **(3 hrs)**

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. **(3 hrs)**

Fall/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. **(3 hrs)**

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. **(3 hrs)**

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 decision-making. Emphasis on forecasting with the Linear Model and Budget preparation. **(3 hrs)**

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. **(3 hrs)**

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)**

Fall**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. **(3 hrs)**

Fall/Spring**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. **(3 hrs)**

Fall/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. **(3 hrs)**

Spring**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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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)**

Spring**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. **(3 hrs)**

Fall/Spring**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. **(3 hrs)**

Fall/Spring**BSA 350 – Multinational Corporations****Prerequisite(s):** BSA 201

Study and analysis of production, value, distribution and pricing problems faced by Multinational Corporations including in-depth study of macro and microeconomic principles that impact on the expansion of the Corporations and the role competitive advantage plays. **(3 hrs)**

Fall**BSA 370 – Entrepreneurship****Prerequisite(s):** BSA 301

Emphasizes the historical aspects of Entrepreneurship, the procedures associated with starting a business, and entrepreneurial management. **(3 hrs)**

Fall**BSA 371 – Consumer Behavior****Prerequisite(s):** BSA 341

Focuses in 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. **(3 hrs)**

Fall/Spring**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. **(3 hrs)**

Fall/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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Fall**BSA 420 – International Financial Management****Prerequisite(s):** BSA 241

Analysis of International Financial Markets including the International Monetary Fund and the role of the World Bank in relation to economic stability, employment and distribution of income. **(3 hrs)**

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 includes all aspects of transmission, interfacing, link control, and multiplexing. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Spring

BSA 441 – Marketing Research I**Prerequisite(s):** BSA 341

Provides Students with a managerial approach to study the theories and practices related to activities and function of marketing. Topics covered will include the marketing management process. This course will demonstrate how firms use this process in (1) planning marketing activities, (2) directing the implementation of the plans, and (3) strategic management planning process. **(3 hrs)**

Fall/Spring**BSA 442 – Marketing Research II****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, interactive questionnaires, and large-scale Internet panels. **(3 hrs)**

Fall**BSA 443 – Accounting Theory****Prerequisite(s):** BSA 305

In depth study of the Generally Accepted Accounting Principles and Practices as pronounced by the House of GAAPP. Major emphasis is placed on the pronouncements, rulings and interpretations of the Financial Accounting Standards Board. **(3 hrs)**

Spring**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. **(3 hrs)**

Fall**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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(4 hrs)**

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. **(4 hrs)**

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 hrs)**

Spring (offered as needed)

CHE 423 – Organic Analysis**Prerequisite(s):** CHE 335Modern 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 335Multi-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 220Application 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. **(4 hrs)****Fall****CHE 437 – Physical Chemistry II****Prerequisite(s):** CHE 436Continuation of Chemistry 436. Three hours lecture and three hours laboratory per week. **(4 hrs)****Spring****CHE 450 – Independent Research****Prerequisite(s):** CHE 336Basic 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 120Topics 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 470Expansion 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 471Introduction 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 472Designed 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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

Fall

CSC 231 – Principles of Programming II

Prerequisite(s): CSC 230

More advanced programming concepts. Topics include control structures, arrays, procedures, files and recursion. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

Fall

CSC 446 – Data Communications and Networks**Prerequisite(s):** CSC 341 or 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. **(3 hrs)**

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. **(3 hrs)**

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. **(1 hr) (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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Fall

DRA 376 – Scene Design I

This course will focus on various aspects of scene design for the theatre, including sketching, drafting, rendering and model building techniques, and research. **(3 hrs)**

Fall

DRA 377 – Scene Design II

Prerequisite(s): DRA 376

Students will perfect techniques learned in DRA 376. Additional concentration will be placed on historical aspects of design, applied research, and design concepts. **(3 hrs)**

Spring

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. **(3 hrs)**

Spring

DRA 380 – Sound Design

This course will focus on various aspects of sound design for the theatre, including principals of acoustics, sound equipment, sound design, safety, and equipment maintenance. Students will complete a sound design project for a selected play. **(3 hrs)**

Fall/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. **(3 hrs)**

Fall/Spring

DRA 491– Senior Project

Prerequisite(s): DRA 273

This project includes an historical/analytical thesis or project in literature, history, theory, design, or performance. Written and production components are required for all projects. **(6 hrs) (repeatable to max. 12 hrs)**

Fall/Spring

DRA 492 – Internship

Prerequisite(s): Open to students with senior status.

While serving as an intern, students receive in-service learning experiences in the field of drama. Each student is responsible for securing an internship with a local company to work in some area of drama. Under the supervision of an Internship Supervisor, the student will complete a portfolio based on their work experience. **(6 hrs) (repeatable to a max. 12 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Spring**ECO 431-American Economic History****Prerequisite(s):** ECO 232

Study of historical development in agriculture, industry, banking, and governmental economic policies. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. (3 hrs)

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. (3 hrs)

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) (3 hrs)

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. (3 hrs)

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. (3 hrs)

EDU 312: Children's Literature

Types of literature for pre-school and elementary age groups, including practical experience with children. Field experience required. (3 hrs)

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. **(3 hrs)**

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 **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**
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 **(3 hrs)**

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 will 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 Early Childhood 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. **(1 hr)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Spring

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. (3 hrs)

Spring

ENG 436 – Contemporary Drama

Prerequisite(s): ENG 232 (“C” or better)

This course is the study of outstanding American and European dramatists. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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 early childhood education. Provides preservice teachers with knowledge of teaching reading and writing across the curriculum. (Field experience required). (3 hrs)

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). (3 hrs)

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). **(3 hrs)**

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). **(3 hrs)**

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). **(3 hrs)**

Spring**ERD 328 – Adolescent Literature**

Investigate literature that is appropriate for adolescent readers. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(4 hrs)**

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. **(4 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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). **(3 hrs)**

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 **(3 hrs)**

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. **(3 hrs)**

Fall/Spring**HIS 112 – World History**

Survey of world civilizations from pre-historic times to the present. **(3 hrs)**

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. **(3 hrs)**

Fall**HIS 223 – U.S. History since 1865**

Second of a two-semester survey, beginning with Reconstruction and ending with the present. **(3 hrs)**

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. **(3 hrs)**

Fall/Spring

HIS 310 – Georgia History

The history of Georgia from colonial times to the present. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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.

(3 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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. **(3 hrs)**

Spring

HIS 440 – United States Diplomatic History

A historical survey of the foreign relations of the United States from its foundation to the present. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. (3 hrs)

Fall

MAC 402 – Radio Production I

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. (3 hrs)

Fall

MAC 403 – Advanced Radio Production

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. (3 hrs)

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

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. (3 hrs)

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. (3 hrs)

Spring

MAC 471 – Public Relations Writing

This study examines the basic fundamentals of writing, editing, and producing communications vehicles for an employee, association, trade or industry. Emphasis is on writing news releases for print, feature stories, organizational advertising, advertorials, counseling, and planning. The student will obtain the necessary knowledge, skills, and competency to complete public relations writing assignments. (3 hrs)

Spring

MAC 472 – Public Relations Campaigns

This study explores the fundamentals of gathering and analyzing information and examines the interests, concerns, and attitudes of the various publics that the client serves. Emphasis is on research, strategies, tactics and trends, print ads, billboards, transit panels, button and bumper stickers, posters, t-shirts, direct mail, and brochures. Students will obtain the necessary skills for Running Public Relations Campaigns. (3 hrs)

Spring

MAC 473 – Magazine Writing

This course covers basic techniques and strategies for producing a variety of material for magazine writing including designs, layouts, and graphics. (3 hrs)

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. **(6 hrs)**

Fall

MATHEMATICS (MAT)**MAT 121 – College Mathematics**

Admission based on placement test score. Topics include logic, set theory, permutations, combinations, probability, statistics, geometry, and basic algebra. **(3 hrs)**

Fall/Spring

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. **(3 hrs)**

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. **(3 hrs)**

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 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Spring**MAT 450 – Modern Algebra****Prerequisite(s):** MAT 309 (“C” or better)

A course exploring the theory of groups, rings, integral domains, and fields. **(3 hrs)**

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. (1 hr)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

Fall**MIL 495 – Selected Topics****Prerequisite(s):** Permission of Departmental Chair

An intensive study of special areas of Military Science. (3 hrs)

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. (3 hrs)

MEDIA STUDIES (MST)**MST 315 – Photo Journalism**

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. (3 hrs)

MST 335 – Internet/Blogging**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. (3 hrs)

MST 345 – Sports Feature Writing**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. (3 hrs)

MST 360 – Editorial Writing**Prerequisite(s):** JRN 252

This course is a study of editorial writing for multimedia publications. Students will be required to write editorial features on a variety of subject matters that employ previously mastered writing skills and techniques. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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. **(3 hrs)**

MST 465 – Professional and Persuasive Speaking**Prerequisite(s):** MST 221

The course explores persuasive communications with stress on evidence and reasoning to support ideas and adapting to the audience and speaking situation. Instruction takes a research-based, strategic and integrated-communication-system approach to help students understand how communication elements work. **(3 hrs)**

MST 470 – Principles of Public Relations**Prerequisite(s):**

The course introduces the principles, process, and practice of public relations, advertising, and marketing in business, industry, government, service, and education by emphasizing writing skills, message design, and dissemination techniques that range across print and electronic media communications. **(3 hrs)**

MST 485 – Crisis Communications**Prerequisite(s):** MST 470

Instruction covers the basic elements of crisis communications and the procedures for creating crisis communications plans and for reacting to crises when they occur. The course examines various types of crises that can occur with corporations, governments, and nonprofit organizations and the differences and similarities among them. How to avoid the classic and common pitfalls of crisis communications are addressed, as are ethical issues that arise during crises. Numerous case studies are discussed in class and exercises both in and outside of class are assigned so students gain experience in crisis communication situations. **(3 hrs)**

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 lectures, timed writing and hands-on group activities, students will be capable of forging an emotional connection between character and self. **(3 hrs)**

MUSIC (MUS)**MUS 102 – Music Fundamentals****Prerequisite(s):** By permission only

An introduction to the theoretical principles of music **(3 hrs)**

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. **(3 hrs)**

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. **(1 hr)**
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. **(1 hr)**
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. **(3 hrs)**
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. **(1 hr)**
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. **(1 hr)**
Spring

MUS 485 – Concert Choir VII

Fourth year students enroll in an organization of singers open to the entire student body. **(1 hr)**
Fall

MUS 486 – Concert Choir VIII

Fourth year students enroll in an organization of singers open to the entire student body. **(1 hr)**
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. **(1 hr)**
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. **(2 hrs)**

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. **(3 hrs)**

Fall/Spring

PHI 234 – History of Western Philosophy

Pre-Socratic and other Greek philosophers, especially those flourishing in 5th and 4th 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. **(3 hrs)**

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 on Descartes, Hume, Kant, Hegelian Idealism, and selected 20th 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. **(3 hrs)**

Spring

PHI 432 – Aesthetics

This course is a critical survey of the principal theories of beauty in nature and art. (3 hrs)

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. (3 hrs)

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. (3 hrs)

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

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 hrs)

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. (4 hrs)

Spring

PHY 311 – Mechanics**Prerequisite(s):** PHY 202 and MAT 221Problem-solving and laboratory skills in mechanics. Three hours lecture and three hours laboratory per week. **(4 hrs)****Fall (Offered as needed)****PHY 312 – Electromagnetism****Prerequisite(s):** PHY 202 and MAT 221Electricity, 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 221Laws 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 221Refraction, optical instruments, coherence, interference, diffraction, and polarization. Three hours lecture and three hours laboratory per week. **(4 hrs)****Spring (Offered as needed)****PHY 453 – Modern Physics****Prerequisite(s):** PHY 202 and MAT 221Modern 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 442Quantum 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. **(3 hrs)****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. **(3 hrs)****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 330This 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. **(3 hrs)****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. (3 hrs)

(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. (3 hrs)

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. (3 hrs)

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. (3 hrs)

Fall

POS 432 – United States Foreign Policy Since 1945

Examines the structure of foreign policy-making 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. (3 hrs)

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. (3 hrs)

(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. (3 hrs)

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/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/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/Spring

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. (3 hrs)

Fall/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. (3 hrs)

Fall/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. (3 hrs)

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/Spring**PSY 401 – Physiological Psychology****Prerequisite(s):** PSY 201

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)

Fall/Spring**PSY 405 – History & Systems of Psychology****Prerequisite(s):** PSY 201

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/Spring**PSY 420 – Theories of Personality****Prerequisite(s):** PSY 201

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/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

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/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)

Fall/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)**

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. **(3 hrs)**

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. **(3 hrs)**

Fall/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. **(3 hrs)**

Fall/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. **(3 hrs)**

Fall/Spring**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. **(1 hrs)**

Fall/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/Spring**PSY 473 – Research Methods III****Prerequisite(s) or co-requisite:** PSY 322, 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. **(1 hrs)**

Fall/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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. (3 hrs)

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. (3 hrs)

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 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. Introduction to descriptive and inferential statistics; it provides basic statistical literacy and prepares students to be intellectual consumers of social research. (3 hrs)

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. (3 hrs)

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 unacceptable behavior. Particular emphasis will be given to theories of deviance. (3 hrs)

Fall/Spring

SOC 315 – Juvenile Delinquency**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. (3 hrs)

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**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. (3 hrs)

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. (3 hrs)

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 inter-organizational relations, processes and change. (3 hrs)

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. **(3 hrs)**

Fall/Spring

SOC 365 – Cultural Anthropology**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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Fall/Spring

SOC 395 – Sociology of Health and Medicine**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. **(3 hrs)**

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 first-hand 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 field as appropriate. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

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. **(3 hrs)**

Spring

ADDITIONAL ACADEMIC PROGRAMS

MILITARY SCIENCE

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 career-oriented 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 three-year 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	3

Basic Courses, Sophomore Year (MS II)	Hrs
MIL 201 Individual Leadership Studies	3
MIL 202 Leadership and Teamwork	3

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	3
MIL 495 Selected Topics	3
MIL 496 Battle Analysis	3

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**
(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	3
MIL 406 Leader Development and Assessment	<u>3</u>

Upper-Division Hours for the Military Science Minor **15**

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 counterparts.

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.

THE CENTER FOR ADVANCED PROFESSIONAL STUDIES AT PAINE COLLEGE

The Center for Advanced Professional Studies (CAPS) at Paine College offers a path toward a quality education for individuals seeking a Bachelor of Science or Bachelor of Arts degree. The CAPS student designation refers to working and returning adults in the Paine College environment who seek to complete a bachelor's degree. Classification as a CAPS student is available to working adults, active-duty military personnel and their dependents, retirees, Department of Army civilians, and others with special circumstances.

The high quality of excellence is maintained in the Center for Advanced Professional Studies as on the main campus. The academic calendar for the Center of Advanced Professional Studies varies from that of the main campus to better serve the working professional, active-duty military personnel and their dependents, retirees, Department of Army civilians, and others with special circumstances seeking educational endeavors. Accelerated terms are available to accommodate baccalaureate completion.

LOAD REGULATION

The normal 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. 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.

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, Monday-Thursday, 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 (2nd floor).

Library Directory

1st Floor Circulation desk
706.821.8308
2nd 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 Dr. Mack Gipson, Jr., 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 Dr. Mack Gipson, Jr., Tutorial and Enrichment Center Operates during all academic terms. Fall and Spring Semesters hours are Monday through Thursday from 9:00am-8:00pm and Friday from 9:00am-5:00pm. Summer hours are Monday-Friday from 9:00am-5:00pm. The Center is located in the Collins-Callaway Library. The Center may be reached by telephone at (706) 821-8345.

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 freshman and remains throughout their matriculation at Paine College. Students who

earn a grade point average (GPA) of 3.7 or higher after completing at least 12 credit hours at Paine College may be invited to apply for membership in the Paine College Honors Program.

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 the 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	Hours
HON 101 Honors Seminar	1
HON 102 Honors Seminar	1
HON 201 Honors Seminar	1
HON 202 Honors Seminar	1
HON 301 Honors Seminar	1
HON 302 Honors Seminar	1
HON 401 Honors Seminar	1
HON 402 Honors Seminar	1

PARTICIPATION IN HONORS COURSES BY NON-HONORS PROGRAM STUDENTS

Students who are not in the Honors Program but are motivated to engage in the rigor associated with honors courses may take an honors course. Students must have the permission of the Honors Program Director and the respective faculty person in order to “honorize” a course.

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 program 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

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Yao A. Amewokunu, Assistant Professor of Business; B.A. 1995, University of Lome; M.B.A., 2000, Ph.D., 2007, Laval University. (Business) August 2012

Andrew Attana, Assistant Professor of English; B.A., 2011, Portland State University; M.F.A., 2013, Pacific University; Ph.D., 2018, University of Louisiana. (English) July 2018

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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

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. Preparing for Excellence (Education): May 2011

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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

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

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Jacquelyn Wilson, Instructor/Director/Counselor for Student Support Services; B.A., 1979, Clark College; M.A., 1981, Atlanta University. (Education) January 1982

R. Wayne Woodson, Assistant Professor of Music and Dean of Student Affairs and Enrollment Management; B.A., 2001, Morehouse College; M.M., 2013, Georgia State University. (Music) August 2013

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

Paul Boaheng, Adjunct Instructor of Philosophy; B.A., 1992, University of Ghana; 1997, M.Phil., Norwegian University of Science and Technology; 2000, M.A., Simon Fraser University. (Philosophy) August 2005; September 2010

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

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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, Inerdenominational Theological Center; B.S., 1996, Miles College. (Religion) January 2019

Kisha Lucette, Adjunct Instructor of Physical Education; B.A., 2007, Paine College. (Education) October 2007

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Allison Smith, Adjunct Instructor of Psychology; B.A., 2011, University of Phoenix; M.S., 2017, Walden University. (Psychology) January 2019

William Courtney Trabue, Adjunct Instructor of Business; B.S., 1971, United States Military Academy; M.S., 1991, University of Southern Mississippi. (Business) June 2012

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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

FACULTY EMERITI

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	Consultant
Cinderella Walker	Assistant Director of Gifts and Database
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	Compliance and Communication
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	Women's Volleyball Coach/Assistant
	Women's Basketball Coach
Willie Adams	Assistant Athletics Director for External
	Relations/Head Women's Basketball and
	Head Men's Golf Coach
Darryl Stinson	Head Men's Basketball Coach/Assistant Baseball
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Vacant	Data Analyst
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PAINE COLLEGE CAMPUS MAP

PAINE COLLEGE CAMPUS MAP



- | | | | | |
|--|--|---|---|---|
| 1. Haygood-Holsey Hall | 8. Ervin House | 16. Epworth House | 24. Jackson House | 31. Intramural Field |
| 2. Peters Campus Center | 9. Mary Helm Hall | 17. Gray House | 25. Dr. Gipson Tutorial and
Enrichment Center and
Campus Police | 32. Plant Operations (Emmett
Avenue, not pictured) |
| 3. Lions Field | 10. Business Department
Office Building | 18. Berry-Gomillion House | 26. To be determined (former
Fitness Center) | 33. Baseball Club House |
| 4. Paine House | 11. Psychology Laboratory | 19. Hollis House | 27. McGinnis Office Building | |
| 5. Gilbert-Lambuth
Memorial Chapel | 12. Office Building | 20. Belle-Bennett House | 28. Walker Office Building | |
| 6. Health Education
Activities Learning
(HEAL) Complex | 13. Candler Memorial: Offices
and Conference Center | 21. Graham House | 29. Equipment Storage | |
| 7. Information Center | 14. Walker Science Building | 22. Basketball and Volleyball
Courts | 30. Alumni Relations Building | |
| | 15. Collins-Callaway Library | 23. Frank Yerby Museum and
Office Building | | |