STATEMENT OF ACCREDITATION

Paul Quinn College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) [P.O. Box 328, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org].

For information on filing a complaint against Paul Quinn College, visit the following website:

CERTIFICATE OF AUTHORIZATION

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

- Biology
- Business Administration – Accounting
- Business Administration – Entrepreneurship
- Business Administration – Fundraising & Philanthropy
- Business Administration – Management
- Computer Science
- Health & Wellness
- Legal Studies
- Liberal Arts
- Liberal Arts – Path to EC-6 Teacher Certification
- Religious Studies

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

Questions or complaints about the institution should be addressed to:

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

AFFILIATIONS

Paul Quinn College is affiliated with the Association of Institutions of Higher Education of the African Methodist Episcopal Church.

ANTI-DISCRIMINATION STATEMENT

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

The catalog presents information regarding admission requirements, offered courses, degree requirements, tuition, fees, and the general rules and regulations of Paul Quinn College. The information was as accurate as possible at the time of publication, September 4, 2015. Updates will be made in the catalog as needed. Such changes will be publicized through normal channels and updated to the electronic version available via the College website.
Dear Quinnites:

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

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

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

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

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

I look to forward to seeing you soon and often.

Take care,

President Michael J. Sorrell, Ed.D.
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<td>vv山村@pqc.edu</td>
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2 - Rhodes Education Building
3 - Comer Cottrell Student Union Building
4 - White Science Building
5 - John Hurst Adams Administration Building
6 - Richard Allen Chapel
7 - Zale Library
8 - Tiger Gymnasium
9 - The WE Over Me Farm
The college is located on the southern boundary of Dallas, Texas about one-half mile west of Interstate 45 and two miles north of interstate 20.

**From downtown Dallas:**
Take Interstate 45 (Houston) south. Take the Simpson Stuart Road exit and turn right (west) about one-half mile. Paul Quinn College will be on your right side.

**From Fort Worth/Arlington/Grand Prairie/Duncanville:**
Take Interstate 20 east. Exit Bonnie View Road and turn north (left) about 2 miles. At the Simpson Stuart Road, turn right (east) and head one-half mile. Paul Quinn College will be on your right.

---

**Paul Quinn College**

From DFW Airport:
1. Take SH-183 east to I-35E (south)
2. Travel I-35E (south) to Camp Wisdom Rd.
3. Travel east on Camp Wisdom Rd. Camp Wisdom Rd. will become Simpson-Stuart Road just prior to the intersection with I-45.

From I-20 (E) or (W):
1. Exit I-45 (north)
2. After approx. 2 miles, exit Simpson-Stuart Rd., travel west approx. 3/4 mile. Paul Quinn College will be on your right.

From SH 75:
1. Travel South on SH 75 and continue south on I-45.
2. Exit Simpson-Stuart Rd. and follow the signs.

From I-30:
1. Travel I-45 (South)
2. Exit Simpson-Stuart Rd.
WE ARE
PAUL QUINN COLLEGE:
The Quinnite Nation
WE ARE PAUL QUINN COLLEGE: THE QUINNITE NATION

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

CHRISTIAN PHILOSOPHY OF EDUCATION

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

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

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

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

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

THE QUINNITE CREED

THE 4 L’S OF SERVANT LEADERSHIP

The Quinnite Creed is recited by all new students on their first day on the Paul Quinn College campus. While the Four Ls of Quinnite Leadership are seen and heard on a daily basis, the full creed provides students, faculty and staff with the philosophical foundation of the College and guides all members of the Quinnite Nation to meet this standard.

I stand before you ready to accept my place in the Quinnite family.
As a Quinnite, I promise to embrace the ideals of servant leadership and will, at all times, display only the highest degree of ethical practices, spiritual faithfulness, and financial responsibility.
As a Quinnite, I believe in the “Four Ls of Quinnite Leadership”:
To Leave places better than you found them;
To Lead from wherever you are;
To Live a life that matters; and
To Love something greater than yourself.
As a Quinnite, I pledge to uphold the standards of selflessness embodied by our institutional ethos of WE over Me.
As a Quinnite, I believe in making no small plans and will never allow a stumble to become a fall.
As a Quinnite, I believe in the beauty and strength of families and vow to always be a respectful mate and a loving parent.

As a Quinnite, I believe in the words of Isaiah 58:9-12 and commit to feeding the hungry, taking care of the needs of the troubled and rebuilding old cities, roads and houses.

As a Quinnite, I accept that greatness is the goal for myself, for my school and for my community - - now and forever. Amen.

INSTITUTIONAL OBJECTIVES

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

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

EDUCATIONAL OBJECTIVES FOR ACADEMIC PROGRAMS

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

- Objective 1 - To prepare students for their career choices through an academically rigorous curriculum
- Objective 2 - To offer a strong Christian-based general education core curriculum that is inspired by the study of liberal arts and will provide a strong foundation for the student’s intended major
- Objective 3 - To provide a comprehensive assessment plan in every department
- Objective 4 - To prepare students for global citizenship as servant leaders in a diverse and interdependent world through curricular and co-curricular choices
- Objective 5 - To recruit and develop a highly qualified faculty
Paul Quinn College was founded by a small group of African Methodist Episcopal preachers, under the leadership of Bishop J. M. Brown, in Austin, Texas, on April 4, 1872. The school's original name was the Connectional High School and Institute and its purpose was to educate freed slaves and their offspring. In 1877, the College moved to Waco, Texas, and was renamed Waco College. The College was housed in a modest one-building trade school, where students were taught the skills of blacksmithing, carpentry, tanning and saddle work.

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

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

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

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

Paul Quinn College is located in the southern boundary of Dallas, Texas, one-half mile west of Interstate 45 and two miles north of Interstate 20. The College occupies a beautiful 147 acre campus that's filled with rolling hills, majestic trees and lush green landscapes. Chief administrative offices are in the John Hurst Adams Administrative Building. The Adams Building is named after AME Bishop and former Paul Quinn College President John Hurst Adams. It serves as the central administration building for the College and houses the Office of the President and offices for the Chief Operating Officer, Vice President of Academic Affairs, and Vice President of Enrollment Management and Student Affairs. The Adams Building also is home to the Registrar, Enrollment Management, Financial Aid, Campus Security, Facilities, the College Clothes Closet, the Writers’ Hub, and the Jason Auditorium.

Other buildings and points of interest on the campus are:

Richard Allen Chapel. This handsomely designed structure with an impressive sanctuary was the gift of Mr. Carr P. Collins, Sr., and Mr. and Mrs. Charles S. Sharp, philanthropists and prominent benefactors. It was re-named the Richard Allen Chapel in 1997 by Paul Quinn College in honor of the late Bishop and Founder of the A.M.E. Church.

Isabell and Comer Cottrell Student Union. The Cottrell Student Union houses the Tigers’ Den student lounge, Student Dining Hall, Student Government Association (SGA) Office, the President's Dining Hall, meeting and private dining rooms, food service facilities, the PQC Post Office, the Student Health and Wellness Center weight and aerobic facility, Career Development Office, Student Activity Center, Student Affairs, the Center for Student Support Services and a computer lab.

Physical Education Building. The campus facility for physical education classes, indoor varsity athletic events, intramurals, and other student activities.

Zale Library. The Zale Library was named for its original chief benefactors, Morris B. Zale and family. The facility houses the library stacks, distance-learning laboratory, learner assessment laboratory, open access student computer lab, media room, faculty development lab, African American Educators Hall of Fame, and Paul Quinn College archives.
Lucy Hughes Hall. Hughes Hall is residence up to 234 students. It is named in honor of Ms. Lucy Hughes, the first woman president of the Women's Missionary Society of the AME Church. Ms. Hughes was an outstanding leader, philanthropist and humanitarian. This facility also contains a computer lab, media rooms, and a student laundry room.

Food for Good Farm at Paul Quinn College. Located on the school's former football field, the Food for Good Farm is a fully operational project that emphasizes sustainable growing practices, stewardship, and community engagement. The College has developed an innovative curriculum that integrates the farm into the academic program, teaching principles not only of biology and botany, but also of social enterprise. The farm was made possible through a partnership from PepsiCo, which is working with the school to create farm-related businesses to serve local communities, chefs and restaurants.
Prospective Students
The close personal relationship among students, faculty, and the administration is one of the most vital parts of the Paul Quinn College experience. A liberal arts college designed to train students to be effective servant leaders, Paul Quinn offers professional and pre-professional training coupled with cultural and disciplinary studies. Students are selected on the basis of their ability to think, desire to learn, moral character, and intellectual maturity. The primary consideration for admission is the ability to complete academic work satisfactory to the College and beneficial to the student.

ADMISSIONS AND RECRUITING POLICIES

Paul Quinn College accepts, without regard to race, color, religion, sex, creed, sexual orientation, or national origin, qualified students who will benefit from its academic programs. The following policies in section D.1 govern the recruitment and admission of students to Paul Quinn College.

APPLICATION PROCEDURES

Admission Criteria for Traditional Freshmen

- Minimum grade point average of 2.5 on a 4.0 scale
- A preferred ACT composite score of 17 or higher or SAT combined score of 1210 or higher
- COMPLETED application packet
- Student information via PQC’s application portal (below)
- Final official transcript from diploma issuing high school
  - If you have not graduated high school during the application process, an In-Progress high school transcript is required for admission; a final official high school transcript is then required prior to enrollment. or
- Official copy of official home school transcript, or
- Official copy of GED Certification displaying scores
- High school transcript(s) - Students who take fewer than fifteen (15) credit hours are required to submit both college and high school transcripts. We will accepted electronic or faxed copies of transcripts until the official transcripts are received by the College.
- High school transcript(s) (and college/university transcript[s] for those who have earned fewer than fifteen [15] credit hours). Please note that scanned or electronic unofficial transcripts can be submitted until an official hard copy of transcript(s) and standardized test scores are submitted.
- Letter of recommendation from a high school principal, teacher, or guidance counsellor.
- Presentable photograph (JPEG no larger than 500KB recommended).
- 500 word essay on "Which of the ‘Four Ls of Quinnite Leadership' is your favorite and why?" The Four Ls of Quinnite Leadership are:
  LEAVE places better than you found them.
  LEAD from wherever you are.
  LIVE a life that matters.
  LOVE something greater than yourself.
- Interview with a Paul Quinn representative either in person, via video or phone

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

(a) Recommended high school curriculum

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

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

TRANSFER ADMISSIONS

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

1. Transferable credits are hours taken at other accredited institutions. Some courses not regarded as consistent with a liberal arts curriculum may not be accepted toward a degree;

2. Paul Quinn College will accept a maximum of 90 credit hours—or 75% of a degree’s required hours, whichever total is greater—from other 4-year and/or 2-year institutions of higher learning.

3. Candidates with fewer than 15 transferable semesters must submit a final high school transcript and official ACT or SAT scores may be requested as part of the application credentials for any transfer student;

4. A transfer student must complete the full application process for the College; Thus, transfer students are responsible for submitting the following to the Office of Enrollment Management:
   a. A complete online student information form
   b. Official transcripts from all post-secondary institutions attended.
   c. A 500-word essay: "Which of the ‘Four L’s of Quinnite Leadership’ is my favorite and why" (or a two-minute video on the same topic)
   d. A recommendation (letter or form) from an advisor, counselor, instructor, or dean
   e. A recent, presentable photo
   f. An interview with a PQC Enrollment Management representative

5. Enrollment Management will calculate the applicant’s college grade-point average from official transcripts. Transcripts must reflect a cumulative grade point average of 2.5 or higher on a 4.0 scale. Transcripts must be sealed by authorized individuals at the high schools and/or institutions and mailed directly to Paul Quinn College. Failure to inform the College of all institutions previously attended, regardless of status upon leaving those institutions, may result in denial of application, or dismissal from the College.

6. Transfer credit is given only for courses in which the student earned a C or higher. An overall grade point of 2.5 on a 4.0 scale is required for admissions. Developmental and remedial courses will not count toward degree completion; and

7. Transfer credit is given only for courses which will count toward the selected Paul Quinn College major; and only the transfer courses counted toward the Paul Quinn major will appear on the official College transcript.

8. The College reserves the right to accept or deny credits earned in the general or CORE curriculum of another institution. Specifically, Composition I is not automatically accepted as transfer credit. The transfer student will be required to take and pass an in-house writing assessment. Once the in-house assessment has been passed, Composition I transfer credit will be listed on the Paul Quinn College transcript. For further details on credit transfer, see D.1.03 below.

9. Transfer students are required to take the ACCUPLACER Placement Exam prior to enrolling in classes at Paul Quinn College. If the transfer student has already taken a placement exam, the official score report must be submitted for review prior to registration for classes.

GENERAL POLICIES GOVERNING CONSIDERATION AND ACCEPTANCE OF TRANSFER CREDITS

The following policies apply to both continuing students and transfer students wishing to transfer credit into or from Paul Quinn College. Transfer credits are hours of post-secondary education earned at other accredited institutions will be considered for transfer credit at
Paul Quinn. The accredited status of the other institution is a major factor, but not the sole determining factor in the acceptance of transfer credit. The following policies govern the consideration and acceptance of transfer credit at Paul Quinn College:

1. The Office of the Registrar will evaluate all college transcripts for transferable credit based on a Paul Quinn College degree plan in a declared or intended major. Upon completion of this review the student will be notified of transferable credits via letter. Assessment of potential credit hours awarded is provisional until the student enrolls and presents official transcripts from all institutions previously attended.

2. Paul Quinn College will accept a maximum of 90 credit hours—or 75% of a degree’s required hours, whichever total is greater—from other 4-year and/or 2-year institutions of higher learning.

3. The College will award transfer credit only for courses in which the student earned a C or higher. Developmental and remedial courses will not count toward degree completion.

4. The College will award transfer credit only for courses which will count towards an intended or declared Paul Quinn major. Only the transfer courses counted toward the Paul Quinn major will appear on the official College transcript.

5. The College reserves the right to accept or deny credits earned in the general or core curriculum of another institution. For example, Composition I is not automatically accepted as transfer credit. The transfer student may be required to take and pass an in-house writing assessment. Once the in-house assessment has been passed, Composition I transfer credit would be listed on the Paul Quinn College transcript.

6. Transfer credit will not be awarded for work experience.

7. Currently enrolled Paul Quinn College students wishing to take courses elsewhere for transfer credit must complete and submit the course credit request form prior to enrolling at the other institution. Failure to submit this form may result in the rejection of the transfer credit. If a student does submit the form correctly, all credit evaluation policies still apply.

8. Former Paul Quinn College students are defined as students not in enrolled at the College for more than two long semesters—both a fall and spring term. Students whose initial degree plan references a major the College no longer offers, or whose initial degree plan relied on a catalogue year dating more than seven years prior to the academic year of their re-application, will have their transcripts evaluated with reference to currently approved and offered degree plans rather than their former degree plans.

9. The College refuses transfer credits that, as outlined above, do not meet the performance standards or fit with the student’s intended degree plan. Students wishing to appeal decisions on transfer credits may use the appeals form available in the Registrar’s Office to request consideration from the Vice President for Academic Affairs in the Office of Academic Affairs.

10. Students transferring from PQC should expect other institutions to have similar policies with criteria of performance and fit governing the acceptance of transfer credits. While each institution is different, students should encounter no difficulty transferring credit from Paul Quinn. Any records office with questions about student credit should be directed to contact the Office of the Registrar at Paul Quinn College.

**NON-TRADITIONAL ADMISSION**

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

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

VETERAN STUDENTS

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

STUDENTS WITH DISABILITIES

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

INTERNATIONAL STUDENT ADMISSION

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

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

CONDITIONAL ADMITTANCE AND ABILITY-TO-BENEFIT

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

ABILITY TO BENEFIT

Ability to benefit (ATB) is a term used in the context of post-secondary education in the United States to refer to students who have sufficient competency to benefit from post-secondary education but do not have a high school diploma or the Certificate of High School Equivalency. As the admissions policy at D.1.01 above explains in detail, the College does not admit students who fail to provide a high school diploma or High School Equivalency, and thus does not enroll students in the ATB category.

RE-ADMISSION

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

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

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

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

(a). AP COURSES

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

AP Examinations – Table of Credits Accepted (Recommended)

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

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

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

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

THE COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (CAEL)

Ten Standards for Assessing Learning
Paul Quinn College's assessment of prior learning are also within the guidelines of the Council for Adult and Experiential Learning (CAEL) as outlined below:
To determine whether to award college credit to students for prior learning, follow these standards:
1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.


### STUDENTS WITH DISABILITIES

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

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

**STUDENT RECORDS AND FERPA**

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

2. Records may be released to school officials, faculty, and faculty advisers who have a legitimate educational interest.

3. Records may be released when the information is classified as “directory information.” The following categories of information have been designated by the College as directory information:
   a. name,
   b. email address,
   c. major field of study,
   d. participation in officially recognized activities and sports,
   e. weight and height of members of athletic teams,
   f. photographs (real, printed and/or digital),
   g. dates of attendance, degrees and awards received,
h. the most recent previous educational institution attended by the student, and
i. information needed for honors and awards.

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

5. Violations of drug and alcohol policies may be disclosed to parents of students who are under the age of 21.

6. Disciplinary proceedings of violent crimes or sex offenses may be disclosed to the victims of the crime regardless of the outcome of the proceedings. They may also be disclosed if the accused was found to have violated the College’s rules or policies.

7. Records may be released to a court if a parent or student has initiated legal action against the College or if the College has begun a legal action against a parent of a student.

8. Records may be released to the Texas Office of Student Financial Aid if a student’s legal residence is in the state.

9. If students would like their parents to have access to their records, they must give written consent in the Registrar’s Office. This consent must be renewed at the beginning of each academic year.

PRESIDENTIAL SCHOLARS PROGRAM

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

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

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

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

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

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

PAUL QUINN COLLEGE SCHOLARS PROGRAM

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

To be eligible for the Paul Quinn Scholars Program, each applicant must be a high school senior who is slated to graduate in the top 25 percent of his/her class with at least a 3.25 GPA, or a transfer student who has maintained a 3.50 GPA or better at their previous college. High school applicants must score at least a 20 on the ACT or a combined math/verbal score of an 1150 on the SAT. Each student must submit a typewritten essay, complete the financial aid application process, commit to applying for at least two external scholarships each year, execute the “Paul Quinn College Scholar's Letter-of-Intent,” and complete interviews with the Paul Quinn College Scholars Panel and president of the college.
To remain a Paul Quinn Scholar, a student must maintain a 3.25 GPA or better at all times, participate in at least one approved extra-curricular activity, graduate in four (4) years or less, commit no violations of the College’s disciplinary or honor codes; and live on campus for the first two (2) years.

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

SUMMER BRIDGE PROGRAM

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

NEW STUDENT ORIENTATION

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

PLACEMENT TESTING

Paul Quinn College requires the ACCUPLACER exam, or a similar placement exam, to determine placement in College level English and mathematics. This policy applies to students new to college and those transferring with college credits. Students may satisfy this requirement with one of the following:

1. Submit an official transcript (high school or college) with ACCUPLACER scores listed
2. Submit an official College transcript with English Composition and/or College Algebra (or their equivalents) shown with grades of 70% or above AND documentation of the placement process used by that accredited institution (placement testing, developmental course completion, etc.)
3. Request the ACCUPLACER score report be sent directly to the Paul Quinn College Registrar’s Office
4. Take the ACCUPLACER on the campus of Paul Quinn College prior to the beginning of classes

If neither of these options are met, the student will be placed in the developmental level of ENGL 1300, READ 1300 and MATH 1300 until scores are available. After the semester’s census date (12th class day), the enrollment placement will not be changed regardless of placement test score.

The ACCUPLACER exam is scheduled for new students the week prior to the beginning of classes, during the New Student Orientation session. Students in the area may contact Academic Affairs (academicaffairs@pqc.edu) for earlier testing dates. Eastfield College (Dallas, TX) is a testing center option for Paul Quinn students. Please contact Eastfield College for testing registration and cost information (http://www.efc.dcccd.edu/).

The developmental reading, writing and mathematics courses offered by Paul Quinn College are designed to prepare students for College level reading, writing and mathematics. The courses are to be taken in sequence. For example, a student who places into READ 1300 must pass the course with a 70% or above, and will then enroll in ENGL 1300. After successfully passing ENGL 1300, the student is ready to enroll in ENGL 1301. It is possible for a student to retake the ACCUPLACER to demonstrate preparedness to move on to ENGL 1301 while enrolled in READ 1300 or ENGL 1300. However, the student must wait for the next start date to begin ENGL 1301. The same pattern applies to mathematics. After successfully passing MATH 1300A, the student will move on to MATH 1300B, and then MATH 1301.
It is also important for a student who places into a developmental level course to enroll in the needed courses in math, reading and/or writing as soon as possible so the needed development is not delayed.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1300</td>
<td>WP &lt; 5 AND 60 ≤ SS ≤ 79 AND 70 ≤ READ ≤ 77</td>
</tr>
<tr>
<td>READ 1300</td>
<td>WP &lt; 5 AND 46 ≤ SS &lt; 60 AND 58 ≤ READ &lt; 69</td>
</tr>
<tr>
<td>ENGL 1301</td>
<td>WP ≥ 5 AND SS ≥ 80 AND READ ≥ 78</td>
</tr>
<tr>
<td>MATH 1300A</td>
<td>ARITH ≤ 84 AND ELALG ≤ 68</td>
</tr>
<tr>
<td>MATH 1300B</td>
<td>ARITH ≥ 85 AND ELALG ≥ 69 AND COLMATH ≤ 63</td>
</tr>
<tr>
<td>MATH 1301 College Algebra</td>
<td>ELALG ≥ 69 AND 64 ≤ COLMATH ≤ 84</td>
</tr>
<tr>
<td>MATH 2410 Precalculus</td>
<td>ELALG &gt; 69 AND COLMATH &gt; 85</td>
</tr>
</tbody>
</table>

Accuplacer scores which fall below the minimum placements listed here are reviewed by Academic Affairs for possible retesting or issues related to ability to benefit from College level courses.

Legend:
- WP – WritePlacer Essay Assessment
- SS – Sentence Structure
- READ – Reading Comprehension
- ARITH – Arithmetic
- ELALG – Elementary Algebra
- COLMATH – College Level Mathematics

REGISTRATION

Dates for registration and pre-registration for fall and spring sessions respectively are published in the College Academic Calendar. All students are required to register according to this schedule. A schedule of classes is available online during the registration periods. Using their Degree Plan, students are urged to study the schedule carefully, and in conjunction with their advisor, plan their schedule with appropriate classes. It is the student's responsibility to complete the registration process. Failure to complete the registration process within the scheduled time period will result in a late registration penalty of $250 added to the student's account.
Financial Information
# PAUL QUINN COLLEGE
Schedule of Fees
2015-2016 (rev. February 2015)

## Full-time On Campus

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (^1) (12-18 credit hours)</td>
<td>$2,887.50</td>
<td>$2,887.50</td>
<td>$5,775.00</td>
</tr>
<tr>
<td>Dormitory Room</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Meal Plan(^2)</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$200.00</td>
<td>$200.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$300.00</td>
<td>$300.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Books(^3)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Estimated Total On Campus with Fees</td>
<td>$7,137.50</td>
<td>$7,137.50</td>
<td>$14,275.00</td>
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</table>

## Full-time Off Campus

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (^1) (12-18 credit hours)</td>
<td>$2,887.50</td>
<td>$2,887.50</td>
<td>$5,775.00</td>
</tr>
<tr>
<td>Meal Plan(^2)</td>
<td>$750.00</td>
<td>$750.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$200.00</td>
<td>$200.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$300.00</td>
<td>$300.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Books(^3)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Estimated Total Costs with Fees</td>
<td>$4,887.50</td>
<td>$4,887.50</td>
<td>$9,775.00</td>
</tr>
</tbody>
</table>

## Part-time (6 Credit Hours)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (^1)</td>
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<td>$1,443.75</td>
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</tr>
<tr>
<td>Meal Plan(^2)</td>
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<td>$250.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$150.00</td>
<td>$150.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>$150.00</td>
<td>$150.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Books(^3)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Estimated Total Costs with Fees</td>
<td>$2,493.75</td>
<td>$2,493.75</td>
<td>$4,987.50</td>
</tr>
</tbody>
</table>

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1) Tuition is computed at $240.83 per credit hour. Part-time enrollment status, for Federal Financial Aid, is determined by a minimum of 6 credit hours.

2) Students living in College housing are required to participate in the 10-meal per week college meal plan. Full-time off-campus students are required to participate in the 10-meal per week college meal plan. Part-time students are required to participate in the 3-meal per week plan.

3) Paul Quinn College has adopted an open source policy for textbooks for the majority of course materials. There may be a limited number of required texts which are not available via open source and may generate a nominal fee to acquire or use.

The above information is provided as a guide to assist students in budgeting and planning for college enrollment. Exact tuition and fees are available upon course enrollment and completion of the registration process. The College reserves the right to update the above fee schedule at any time. Fees and/or fines which may be incurred by a student, which are not typically included in Financial Aid budgeting, such as the late registration penalty or the add/drop fee, are detailed in the current College catalog.
The schedule of fees is provided as a guide to assist students in budgeting and planning for college enrollment. Exact tuition and fees are available upon course enrollment and completion of the registration process. The College reserves the right to update the above fee schedule at any time. Fees and/or fines which me be incurred by a student, which are not typically included in Financial Aid budgeting, such as the late registration penalty or the add/drop fee are detailed in the following section.
FEES

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

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

**Course overload fee** - A fee of $240.63 per hour is charged for course loads above 18 hours.

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

**Health Services Fee** – Paul Quinn College students have the option of having their own family healthcare plan, a college sponsored, fully PPACA Compliant healthcare insurance plan, or a supplemental urgent care discount subscription plan (Non PPACA Compliant). Students will need to make the decision regarding the type of healthcare services they wish to purchase at the time of enrollment. The College has obtained these healthcare services as a benefit for all students who desire coverage as economically as possible.

Student athletes are required to have a PPACA Compliant healthcare insurance plan. Please read and make sure you understand what is covered by each plan before you complete the registration information. If you have questions regarding the coverage on these plans, or the PPACA, please contact the business office for more information.

**NOTE:** In 2010, Congress enacted the Patient Protection and Affordable Care Act (PPACA) in order to increase the number of Americans covered by health insurance and decrease the cost of health care. One key provision is the individual mandate, which requires most Americans to maintain “minimum essential” health insurance coverage. Beginning in 2014, those who do not comply with the mandate must make a “shared responsibility payment” to the Federal Government. The Act provides that this “penalty” will be paid to the IRS with an individual’s taxes, and “shall be assessed and collected in the same manner” as tax penalties.

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

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

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

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

PAYING FOR COLLEGE

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

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

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

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

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

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

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

Payment Methods
Cash
Money Order
Visa/MasterCard

Payment Plans
Paul Quinn College offers an Installment Payment program in which students can defer payment of the portion of their tuition and fees not covered by financial aid grants, loans and/or scholarships. A one-time installment agreement fee of $30 will be added to the outstanding student balance.
The specific terms of a payment plan are detailed on the installment agreement. Financial Aid, additional scholarships or third party payments and/or credits from dropping a class may reduce a payment amount, however, a payment is due on the due date as long as there is an outstanding balance.

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

Financial aid may NOT be used as your first payment.

Installment Payment Deadlines
Payment deadlines are approximately one month apart and typically fall on the 17th of the month, or the first business day immediately following the 17th of the month.

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

- 4th business day of long semester (includes the first day of class) ..........90% of tuition and fees
- 8th business day ..........................................................80%
- 12th business day .........................................................50%
- 16th business day ....................................................... 25%
- After the 16th business day .............................................0%

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

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

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

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

COMPREHENSIVE DEFAULT MANAGEMENT POLICY
This Comprehensive Default Management Policy has been created to strategically analyze and control the Cohort Default Rate at Paul Quinn College. We have included the policy and procedure detailing how information will be collected, analyzed, and used to keep updated contact information for our students and continued financial education. From enrolment, through matriculation, and finally, graduation and separation from the institution, we will detail how we assist borrowers through continual counseling related to responsible borrowing, debt management, and successful repayment of federal loans.

Enrollment Management
Information is collected from the enrollment application and input into CAMS which is our system for processing student data. Enrollment Management ensures that applicants are pre-qualified by collecting transcripts, a required essay on the Four L’s of Quinnite Leadership, test scores, and a letter of recommendation. Regular admit students are those who hold at least a 2.5 cumulative GPA,
and make at least a 17 or higher on the ACT. Transfer students must have at least 15 earned credit hours in order to not be required to submit high school information.

Applicants are reviewed by the Director of Admissions and the Registrars’ Office; they assess the submitted file and render an opinion of the readiness of each student before a decision is reached. Students who are seen as potential Quinnites, but may not be as college-ready, can be flagged and addressed. Those students who are determined to be conditionally admitted are given guidelines that they must uphold during their freshman year in order to obtain a regular admit status.

Implementing a more selective admissions process will prove to be successful because it allows the institution the opportunity to assess the academic strengths and weaknesses of each student. Those who do not meet the initial criteria can be assessed to see if they can be successful at the institution or they may benefit from an education at the community college level. Having control over the types of students and potential borrower types will help to lower the default rate and lead to a more qualified student.

Financial Aid
The Office of Financial Aid is responsible for the collection of student data pertaining to students who borrow under the Federal Direct Loan Program. Students are introduced to responsible borrowing during their financial aid process before school. Each student is counseled on the cost of attendance for an academic year, awarded loans, and disbursement information. Once the student has accepted their awards, they are required to complete Entrance Counseling provided through www.studentloans.gov.

The financial aid administrator is able to track students who complete the entrance counseling through the Common Origination and Disbursement (COD) Website for the Department of Education. It is current policy that all first-time Paul Quinn students must complete entrance counseling before loans can be disbursed. Each student is encouraged to make small payments while enrolled in school to reduce the interest accrued.

Students will be presented with default management materials during campus assemblies and sponsored events. Each semester, students will be presented with options for repayment and management along with scholarship opportunities to reduce overall student borrowing. Students are required to apply for four external scholarships, and those scholarships are tracked for validation. Information is collected in reference to the donor and amount in an effort to track the potential savings for our students. These efforts are used to find alternatives to borrowing and reducing the student loan debt of enrolled and graduated students.

The Office of Financial Aid is also responsible for exit counseling for all graduates. Exit counseling is completed in one-on-one sessions to give each student the opportunity to gain insightful information on repayment and existing loan debt. Each student is required to meet with a financial aid administrator and receive a copy of their NSLDS and lender information and they are also required to update current contact information. Students receive assistance with understanding the information on the report and their options for managing their loan debt past graduation.

Student enrollment information is entered and updated into NSLDS according to a three month time schedule. Students are also, added to the transfer monitoring list to ensure that they do not have dual enrollment. The SSCR is submitted regularly to ensure that student information is accurate and up-to-date.

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

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

Need-based aid (institutional, federal and state grants, loans, and work-study) is awarded to students who show financial need as indicated from results of the Free Application for Federal Student Aid (FAFSA). The priority deadline for need-based assistance is March 1 and requires an annual application.
Federal aid is awarded by the Office of Financial Aid after completion of the Free Application for Federal Student Aid. Federal regulations and institutional policies may affect eligibility for these funds. Paul Quinn College participates in the following federal programs.

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

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

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

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

**Tuition Equalization Grants** are provided by the Texas Legislature to assist students with need in paying the difference between tuition charged in independent colleges and universities and public institutions in the State of Texas. Recipients of the grant must be a Texas resident or a National Merit Scholarship finalist, be enrolled at least half-time, and show financial need. Recipients cannot be enrolled in a religious degree program or be the recipient of any form of athletic scholarship.

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

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

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

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

**INSTITUTIONAL SCHOLARSHIPS**

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

**Athletic Scholarships** – are awarded to students with outstanding athletic abilities. All scholarships are made through recommendations from their respective coaches and approved by the Director of Athletics.
Qualitative and Quantitative Satisfactory Academic Progress & Eligibility for Financial Assistance

Students that receive financial assistance at PQC of any type (federal, state, institutional, or outside scholarships/grants) must demonstrate both qualitative and quantitative satisfactory academic progress toward a degree. At the end of the spring semester of each academic year, the Office of Financial Aid evaluates the qualitative and quantitative academic progress of each student receiving financial assistance. This evaluation determines a student’s eligibility to receive financial assistance in the next academic year.

In determining whether or not an undergraduate student is making satisfactory academic progress in order to continue to receive financial assistance, the following factors are considered:

1. The PQC cumulative GPA,
2. The percentage of credits completed/earned versus credits attempted at PQC, and, if applicable,
3. The total transfer credits plus the total credits attempted at PQC.

BACCALAUREATE STUDENTS

1. The minimum PQC cumulative GPA requirement is 2.0
2. The minimum credit completion requirement is a 67%. Students receiving financial aid must satisfactorily complete 67% of financial aid hours (hours in which a student is enrolled on the last day to add a class) at the end of each spring term. Passing grades include A, A, B+, B, B-, C+, C, and C-. Grades of I, W, NR, NC, IP, and AU will not be accepted as passing grades.
3. A student remains eligible to receive federal financial assistance as long as he or she has not attempted more than 150% of his or her degree completion requirements.

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

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

Total hours attempted will include credits taken at Paul Quinn College and any credit transferred from another institution. Grade point averages are based solely upon credits earned while enrolled at Paul Quinn College.

Minimum acceptable academic standards are represented below:

TRANSFER STUDENTS

Students transferring into Paul Quinn College shall be assumed to be maintaining satisfactory academic progress. Transferred hours accepted into Paul Quinn College from previously attended schools will be considered when establishing total hours attempted, as well as determining the maximum number of hours allowed for financial aid eligibility as long as the hours are within a student’s current program.
REPEAT COURSES

Repeat courses are counted for credit and will affect cumulative grade point averages in determining eligibility and maintaining financial aid as well as determining the maximum number of hours allowed for financial aid eligibility.

Students who receive or apply for financial aid must have a review of their SAP status completed at least once per academic year. Students who applied for financial aid during the academic year will have their SAP status evaluated after the end of the spring semester.

MONITORING AND PROCESSING SATISFACTORY ACADEMIC PROCESS

An academic completion report is run at the end of the Spring Semester for the past Academic Year to determine students’ qualitative and quantitative measurable progress. The report lists students who did not make quantitative and qualitative measurable progress. If a student fails to meet established Satisfactory Academic Progress (SAP) requirements, a financial aid suspension letter will be sent to the student via email and mail indicating the type of SAP violation. Should the student fail to complete the minimum number of credits for one year, the student will be placed on financial aid suspension and will be ineligible for federal financial assistance. Eligibility may be regained after the student successfully completes the required number of credits to meet 67 percent of all attempted credits or through the appeal process.

NOTIFICATION FOR NOT MEETING QUANTITATIVE/QUALITATIVE SATISFACTORY ACADEMIC PROGRESS

Undergraduates that do not meet Quantitative and Qualitative Satisfactory Progress are notified via mail and email at the end of the Spring semester for the upcoming financial aid award year. Notified students must follow the below Appeal process to be reconsidered for financial assistance.

SATISFACTORY ACADEMIC PROGRESS APPEAL PROCEDURE

APPEAL OF FINANCIAL ASSISTANCE SUSPENSION

A student who loses financial assistance due to the lack of Satisfactory Academic Progress (SAP) may submit a written appeal to the SAP Committee. Under extremely extenuating circumstances, such as, the death of a close relative, serious injury to the student, serious illness of the student, or other very special/extreme circumstances, the SAP Committee may grant an appeal. The appeal process involves the following steps:

1. The student submits a letter of Appeal to the Office Financial Aid, any supporting documentation outlining the extenuating circumstances that caused the minimum academic requirements not to be met.

2. At its discretion, the SAP Committee may elect to approve an appeal for the following academic school year. However, student appeals may be approved only for the one semester, at the end of which the student will have to meet SAP requirements, if not, the student will be suspended.
3. If you determine, based on the appeal, that the student should be able to meet the SAP standards by the end of the subsequent payment period, you may place him on probation without an academic plan. The student's progress must be reviewed at the end of that one payment period, as probation status is for one payment period only. If it is determined, based on the appeal, that the student will require more than one payment period to meet progress standards, you may place him on probation and develop an academic plan for the student. The student's progress will be reviewed at the end of one payment period as required of a student on probation status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

4. Upon SAP Committee approval of an appeal, the Director of Financial Aid will set up a meeting to counsel the student on the approved Satisfactory Academic Progress appeal, and determine program eligibility, create a financial aid award letter, and notify the student in writing.

PROBATION STATUS

If at the end of the probationary period the student still does not meet the minimum academic requirements set forth in this policy, eligibility to receive financial assistance of any type will be suspended. Under either circumstance of probation or suspension, students receive notification in writing from the Office of Financial Aid.

A student who loses financial assistance due to a lack of Satisfactory Academic Progress, is again eligible to receive financial assistance when he/she meets the minimum requirements at the end of any subsequent academic year.

RESOURCES

HEA Section 484(c)
34 CFR 668.16(e)
34 CFR 668.32(f)
34 CFR 668.34
Federal Register; October 29, 2010
2013-14 Federal Student Aid Handbook, Volume 1, Chapter 1
Student Affairs
THE CENTER FOR CIVIC ENGAGEMENT, ENTREPRENEURSHIP, AND LEADERSHIP (CEEL)

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

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

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

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

CEEL MISSION STATEMENT

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

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

1. Provide a positive growth experience for all Paul Quinn College students with particular attention to the maintenance or development of high self-esteem, leadership skills, and civic responsibility.

2. Secure greater opportunities through involvement in every aspect of campus life while providing appropriate support mechanisms in the form of counseling, career development, student activities, intramurals, student government, and many others. All students are encouraged to respect diversity and value heritage.

3. Provide Paul Quinn College students with a quality learning experience by exposing them to positive role models, seminars, workshops, and speakers from the local community and the nation.

4. Implement organized forums where meaningful dialogue may be shared, thereby encouraging students to understand and explore viewpoints and experiences different from their own.

5. Focus, integrate, and locate resources to support student affairs programs and services in ways that foster community and outreach relationships.

6. Demonstrate resource accountability by documenting effective use of personnel, equipment, and facilities.

7. Provide a supportive, safe, and positive environment where students are encouraged to develop their maximum potential through participating in the programs, activities, and services offered through the Student Affairs division.

8. Promote Health and Wellness among the Paul Quinn College Family.

9. Vigorously reaffirm the commitment to multi-cultural diversity to create a positive atmosphere where people of all ages, ethnicity, and gender work cooperatively together, to develop an atmosphere that nurtures the practice of ethical behavior of the highest level throughout the institution.
10. Maintain a continuous process for expanding partnerships with other Student Affairs Divisions by activity networking with other members of the Texas Association of Developing Colleges (TADC).

REGULATIONS FOR STUDENT LIFE

Student life is a vital extension of the classroom experience and it is an important component of the education and maturation process of students. All student life programs are run through the Center for Civic Engagement, Entrepreneurship, and Leadership (CEEL). CEEL’s primary responsibility is to provide opportunities to strengthen the students’ classroom experiences through their participation in citizenship activities. In addition, the Center offers an array of living-learning activities in order to learn self-discipline, time management skills, study skills, and organizational skills in order to manage their study, work, and social activities. The Center also seeks to develop high self-esteem, leadership skills, civic responsibility, appreciation of ethnic heritage, and respect for multi-cultural diversity in all students.

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

When students begin their journey to greatness at Paul Quinn College, some will choose to live in on-campus housing. On-campus students agree to adhere to the standards of personal conduct that the College considers fundamental to group living. It is expected that students will take advantage of the opportunities that campus living affords them in order to learn to make prudent decisions regarding their own conduct. Students are responsible for their actions as they relate to the rules, regulations, and policies of the College, and are expected to maintain high standards of courtesy, integrity, and personal attire.

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

The College reserves the right to notify civil authorities whenever a student, faculty, or staff member is guilty or has been charged with a violation of civil and criminal law. The College reserves the right to suspend or dismiss students, faculty and/or staff members when such activity is indicated in the best interests of the College or the overall student body.

The student handbook may be updated periodically and posted online. If this occurs, the only notification will be through the student’s Paul Quinn College email address. The student is responsible for reviewing and adhering to the updates.

ATHLETICS

Paul Quinn College is a member of the Red River Conference and the National Association of Intercollegiate Athletics (NAIA). A comprehensive intercollegiate athletic program for men and women is provided. The College sponsors men’s and women’s basketball. To be eligible to represent the College in intercollegiate athletics competition, the student must be in compliance with all applicable provisions of the institution, the Red River Conference, and the NAIA. Various sports teams have won eighteen conference championships since 1983. The men’s basketball team won the NSCAA National Championship in 1990 and 1995, and was runner-up in 1992. The men’s track and field team won two Regional Red River Men’s Track and Field Conference Championships in 2006 and 2007.

CULTURAL ACTIVITIES

The Dallas/Fort Worth metropolitan area offers a number of outstanding cultural opportunities. These include world-class museums, lectures, displays, exhibits, traditional dance, classical music, plays, and documentary films. Many of these activities are available to students for free or at a reduced price upon presentation of their identification card. From time to time, cultural events will be scheduled on the Paul Quinn College campus. Students should check their PQC email and campus bulletin boards for information about scheduled activities.
DRESS CODE POLICY

All students are required to be dressed in business casual attire between the hours of 8:00 a.m. until 5:30 p.m., Monday through Friday until after Chapel services, and during class time. This means that if a student has a night course, he/she is expected to adhere to the dress code. The only exception to this rule is if a student is enrolled in a physical education course. Students may wear PQC apparel or the PQC purple wristband with jeans on Friday's AFTER Chapel/College Assembly. Wearing jeans on Friday with no PQC apparel is a dress code violation.

Hats, hoods, headscarves, and do-rags are forbidden inside all campus buildings during business casual dress hours. After business casual dress hours, do-rags and headscarves are permitted within the residence hall. A student is not to be seen anywhere else on campus (inside or outside) with a do-rag or headscarf on his or her head. Any student found to be in violation of this guideline may be subject to disciplinary action per the rules of the dress code.

Listed below are examples of attire considered inappropriate for public display during business casual hours:

1. Sheer garments without proper undergarments to obscure their transparency;
2. Mini dresses shorter than the place on the thigh where a student's fingertip reaches from a fully extended arm while standing;
3. Midriff blouses or shirts without anything under it;
4. Jeans, shorts of any kind, and pajama pants or undergarments as clothing;
5. Sagging pants;
6. Shirts with profanity/indecent messages displayed;
7. Hair Rollers; bedroom slippers;
8. Clothing with shoulder straps that are narrower than the width of three fingers (this means spaghetti straps and strapless tops and dresses are inappropriate);
9. Halter tops and dresses;
10. Any display of underwear; and
11. Form fitting leggings (only appropriate when worn under dresses).

Appropriate attention should be given to personal cleanliness and good grooming, including hair. Students are to present a clean, neat, and orderly appearance representative of the College’s mission and values. It is the responsibility of the individual student to alert faculty and staff of special medical conditions that could prevent them from completing the standard dress code violations sanctions. The sanctions include: The President's Running Club, test of physical endurance, and/or a $200.00 fine for each violation. Furthermore, Paul Quinn College will not be held responsible for any injury that occurs while completing the dress code violation sanctions.

Note: Public display includes any location on the campus or at College sponsored off-campus events.

ELECTRONIC MAIL (EMAIL) ACCOUNTS

PQC email accounts assigned to students shall be considered the official method of communication from college faculty and administrators to faculty, enrolled students, and staff members, either collectively or individually. It is the responsibility of each enrolled student to check for and appropriately respond to all such email messages on a regular and frequent basis. The Dean of Student Talent will use the College’s email system to communicate official messages about event dates, new policies, handbook dates, career fairs and job announcements, residence hall and all town hall meetings, and other messages deemed important to student life. Students are responsible for protecting username and passwords assigned to them for the use of the campus email system, the CAMS Student Portal, and the MOODLE system. Paul Quinn College is firmly committed to data security. To restrict unauthorized access and to ensure data integrity and security, Paul Quinn College implements physical, electronic, and administrative policies and procedures intended to safeguard information the College collects and/or stores. However, the College cannot assure or warrant absolute data security.

FOOD SERVICE

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

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

**FOOD SERVICE RULES:**

All persons are expected to form a line at the dining hall as they arrive, and no one will take a position other than at the end of the line. Food, dishes, silverware, or other equipment may not be taken from the cafeteria without the written permission of the dining hall manager. Violations will result in the charge of theft.

Students are prohibited from entering the kitchen and service areas.

All food and beverages must be consumed in the dining hall unless previously arranged with the manager on duty.

Visitors are defined as persons who do not have a college approved meal plan.

Students are expected to behave appropriately when using the dining hall. This includes but is not limited to: not sitting on tables, not standing on chairs, not playing music loudly. Dining hall personnel are to be treated with courtesy.

Persons who fail to cooperate with cafeteria personnel or to comply with cafeteria regulations will lose their cafeteria privileges without compensation and may be referred for disciplinary action.

Student identification cards may not be used by anyone other than the person to whom it is issued. Students who use another student’s identification card or students who allow others to use their identification card will lose their identification card and be will be charged with fraud.

Students who are sick and cannot leave their rooms to have meals in the cafeteria should notify their resident assistant or the Residential Life Coordinator so that staff may make arrangements for meals.

Only valid identification or credit or debit cards will be accepted in the cafeteria. Notes will not be accepted for students who have lost or misplaced their identification card. Students must present their identification card when entering the cafeteria.

The College dress code is in effect for all meal periods, except Saturday and Sunday.

**STUDENT HEALTH SERVICES**

Paul Quinn College students have the option of having their own family healthcare plan, a college sponsored, fully PPACA Compliant healthcare insurance plan, or a supplemental urgent care discount subscription plan (Non PPACA Compliant). Students will need to make the decision regarding the type of healthcare services they wish to purchase at the time of enrollment. The College has obtained these healthcare services as a benefit for all students who desire coverage as economically as possible.

Student athletes are required to have a PPACA Compliant healthcare insurance plan. Please read and make sure you understand what is covered by each plan before you complete the registration information. If you have questions regarding the coverage on these plans, or the PPACA, please contact the business office for more information.

**NOTE:** In 2010, Congress enacted the Patient Protection and Affordable Care Act (PPACA) in order to increase the number of Americans covered by health insurance and decrease the cost of health care. One key provision is the individual mandate, which requires most Americans to maintain “minimum essential” health insurance coverage. Beginning in 2014, those who do not comply with the mandate must make a “shared responsibility payment” to the Federal Government. The Act provides that this “penalty” will be paid to the IRS with an individual’s taxes, and “shall be assessed and collected in the same manner” as tax penalties.

Students who require emergency treatment during hours when the Student Health Center is not open, should contact campus security at (214) 379-5599.

The following policies govern the Health Center:

1. Students should care for their needs through the Health Center during office hours - 8:30 a.m. - 5:30 p.m. Monday-Friday. You may contact the center at (214) 379-5526.
2. No student is permitted to remain in a residence hall in any state of illness that might cause harm to another student or self.
3. All emergencies caused by illness, even those occurring during the night, should be reported immediately to the residence life staff.
4. The nurse is called to the residence hall only in an emergency; otherwise, the student goes to the Health Center.
5. Students who need service from the Health Center after office hours are to contact the residence hall staff.
6. At the earliest sign of colds, sore throat, upset stomach, rash, etc., students are encouraged to come to the Health Center for preventive and early cure medication.
7. Paul Quinn College has secondary accident insurance for students participating in athletic teams.

**STUDENT HEALTH INSURANCE**

Paul Quinn College students who do not provide proof of their own health insurance prior to the term’s census date (posted in the Academic Calendar), each semester, will be automatically enrolled in the Paul Quinn College Student Health Insurance Plan, for which they will pay a fee. Paul Quinn College athletes must have the College’s insurance and do not have the option to waive coverage.

**MENINGITIS VACCINATION POLICY**

Texas State Law requires the meningitis vaccine for all students under the age of 22 years old, enrolled in on-campus college classes. Documentation of the meningitis immunization must be dated 10 days prior to the move in date or the first day of classes, or students will not be allowed to move into any campus residence hall space.

**PROFESSIONAL COUNSELING**

The College provides access to counseling services primarily through a partnership with MetroCare Services, which holds weekly office hours on-campus. Their services are provided at no cost to students who claim residency in Dallas county (this is possible if a student lives in the dorm), or low cost to students residing locally. To schedule a confidential appointment, please contact the MetroCare Coordinator at (214) 743-1261.

First-time student appointments will include an intake process. This includes completing the initial paperwork with the Coordinator and talking with a psychiatrist who will determine the best strategy to support each individual student. If a student misses an appointment, or is over 15 minutes late, they will be charged $100.

Students may receive counseling sessions that relate to depression, anxiety, anger management, time management, grief, substance abuse, interpersonal conflict, and other major mental and behavioral health issues. All records and documents will be filed confidentially and maintained in accordance with HIPPA policies and guidelines.

**IDENTIFICATION CARDS**

All registered students must have a Paul Quinn College identification card (ID card). The identification card is issued by The Office of Campus Facilities and Security upon completion of the registration process and must be validated for the year. The identification card is used for identification, admission to college sponsored events, entrance to and use of college facilities (dining hall, library, fitness room, residence hall, etc.), and entrance to the campus. The identification card is non-transferable and must be surrendered upon withdrawal from the college. A lost or damaged identification card may be replaced for a $10 fee. Misuse of the identification card or failure to present it upon request may result in disciplinary action.

**POSTAL SERVICE**

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

Motor vehicles must meet the requirements of the State of Texas, or the state within which the vehicle is registered. Students must have a valid Paul Quinn College parking sticker in order to receive parking privileges on campus. All vehicles must be registered in the Office of Campus Facilities. Students may park only in designated areas. All students must provide proof of insurance and a valid driver's license.

The campus speed limit is 15 mph.

The College assumes no responsibility or liability regarding students riding in public or private vehicles. Vehicles improperly parked on the grass, walkway, service roads, guest parking area, or in unauthorized parkways will be fined, and may be towed away at the owner's expense.

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

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

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

Motor vehicle fines must be paid in the Bursar/Business Office within 15 days upon receipt of ticket. Students with outstanding fines will not receive a transcript, cannot register for subsequent semesters, or participate in commencement activities.

Information on fines and penalties for vehicle violations are available in the Business Office.

CAMPUS SECURITY SERVICE

The purpose of the security team is to provide 24-hour security to protect the physical properties of the campus, students and employees. The security's authority encompasses all properties owned and operated by the College. The Security Station is located at the front entrance of the campus. It is open 24 hours a day. All reports or requests for security services should be directed to (214) 379-5599. It is security's function to patrol the campus to ensure the safety of the students and the college's property and facilities. Security has the authority to issue fines for violations and is authorized to notify the Dallas Police and/or Fire Department during emergencies. Security officers have the authority to remove a student and his/her personal belongings from campus when directed to do so by the Administrative Officers of Paul Quinn College. Security has the authority to have unauthorized and illegally parked vehicles towed without notice, and the authority with the approval of the President, CEEL, or the Office of the Chief Financial Officer to conduct searches of residence hall rooms when there is the suspicion of drugs, weapons, stolen items, any other legal activity or potentially threatening behavior.

The security team is a part of the Office of the President and is supervised by the Campus Facilities and Security Manager. The campus security officers investigate, prepare, and submit incident reports to the Campus Facilities and Security Manager, who will coordinate with CEEL and the CEEL professional staff for further investigation and charges. Serial numbers of stolen items from the campus are reported to the local authorities.

Criminal actions or concerns of emergency can and should be reported by any student. The Office of Campus Facilities and Security maintains the college buildings and grounds with a concern for the safety of all. Campus facilities are regularly checked and repaired for safety and security purposes; i.e., broken windows, locks, and doors.

College officials along with Security will observe the campus to maintain proper lighting and other items of concern for the well-being of our campus community. Any deficiencies observed are reported to the proper individuals for repairs.

During the time the College is officially closed, buildings are locked and cleaned and only dormitory personnel, physical plant, student workers, and other major officers have access to the facilities.

COLLEGE ACTIVITIES

FOUNDER'S DAY

Founder's Day is celebrated to commemorate the founding of the College. It includes scheduled events where Alumni participate and interact with students.

HERITAGE BELL CEREMONY

The Heritage Bell is an important historic symbol of Paul Quinn College. It has become a tradition that new students touch the bell as they enter the College during orientation, and departing students touch it as they graduate during the Commencement exercises.
HOMECOMING WEEK
Homecoming is a time when the Paul Quinn College family, students, alumni, faculty, staff, and friends, come together for an annual reunion and celebration. It is marked by a variety of activities, which may include the coronation of Miss Paul Quinn College and the crowning of the Homecoming King and Queen.

HONOR’S CONVOCATION
Honor’s Convocation is an annual activity, which honors the students who have excelled academically. During this special occasion, students are honored in the categories including President’s List, Vice-President of Academic Affairs List, and all honor societies.

NEW STUDENT ORIENTATION
Orientation activities are required of all students enrolling at Paul Quinn College for the first time. Activities include registration, testing, and entertainment. Students, staff, faculty, and administrators interact during orientation week. Although this is a time of intense activity, orientation does not end here. Orientation extends throughout the year to include student participation in academic and social programs and various activities that are designed to aid students in their adjustment to college life.

SPRINGFEST
This week in April of the Spring Semester is set aside to come together as a college community to celebrate the new season. Like Homecoming Week in the Fall Semester, Springfest includes a campus-wide church outing, a service project, and multiple social activities throughout the week.

SPIRITUAL LIFE
Paul Quinn College is committed to both the spiritual and academic development of students. One of the goals of the College is to develop servant leaders. It is the College’s desire to develop servant leaders who will go into society and make a positive difference. To accomplish this, Paul Quinn College holds College Assembly, Religious Emphasis Week, weekly Bible study, and weekly worship service. The College is affiliated with the African Methodist Episcopal Church.

RELIGIOUS EMPHASIS WEEK
This is a week generally during the spring term set aside by the College for spiritual renewal and revival. It is a time to deepen each student’s spiritual and prayer life as defined in the doctrinal statement. The week provides religious activities for all students, faculty, staff, administration and community.

BIBLE STUDY
The study of the Bible and spiritual principles are essential for growth and development. Bible study is a tool that helps to deepen the spiritual life of students. Ministers from the Dallas area teach Bible study each week to members of the Quinnite Nation.

CAMPUS EVENTS ANNOUNCED AS MANDATORY
Periodically, the campus will hold events that will be announced as mandatory. Students should expect to receive a fine if they do not attend a mandatory event. Students with direct work conflicts or other extenuating circumstances should contact the Dean of Student Talent before the event to inquire if their absence might be excused.

SMOKE FREE ENVIRONMENT
All members of the College community and visitors are expected to comply with the smoke free environment policy. In accordance with Paul Quinn College policy and the city of Dallas ordinance 27440, smoking is prohibited in all College buildings and on-campus. This is a tobacco free campus.

COMMUNITY SERVICE
Students participate in a wide variety of community service events/projects on and off campus. Community service activities are coordinated by the various campus departments as well as individual student organizations. These include: campus clean-up, breast cancer awareness, blood drives, clothing drives, and canned food drives for needy families, Penny for Peace drive to assist families in the surrounding area, Census education, and the annual President’s service learning trip. All students are expected to participate in service projects and opportunities. Students are encouraged to complete the community service form to document their hours. Forms are available in the CEEL office. This information is utilized for service recognition and leadership awards.

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

STUDENT ACTIVITIES/INTRAMURALS
CEEL coordinates student activities, oversees student organizations and provides programs that lead to the students’ mental, social, emotional, physical, and spiritual development. Student activities include cultural, social, and intramural events that fit into the overall objective of the College to develop well-rounded individuals. Meetings and every scheduled event held by a student organization must be approved at least 10 days in advance. The staff of the office will also provide assistance in planning and scheduling events.

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

RESIDENCE LIFE
Residence life at Paul Quinn College is an integral part of the student’s total educational experience. Students are provided opportunities to develop interpersonal skills, to increase their understanding of different cultures, and to learn self-discipline in organizing their time for study, work, and social activities. The experiences of residence hall living will enhance the student’s concern for the rights and interests of fellow students and promote Christian growth.

The College provides housing for resident students. Each room is furnished with single beds, extra-long twin sized mattresses, desk, chairs, and clothes closets. Students provide their own towels, study lamps, shower curtains/rods, toilet paper, and bed linens.

Paul Quinn College is a residential campus. It is the belief of the College that residential living can provide an opportunity for concentrated study, shared responsibility, cooperative and congenial living, self-management, and group cohesiveness, factors which can be influential in promoting values in group processes. The focus is on building community. Students, after having met the requirements of admission, re-admission or continuing attendance, may request housing according to the housing policy. These students have the responsibility of becoming fully aware of the following policies and procedures.

RESIDENTIAL HALL ASSIGNMENT
On-campus housing is available for full time students, under 23 years of age at the beginning of Fall Semester, who are matriculating at the college level. Students taking 12 or more hours per semester are eligible to live in the residence halls. Residents not enrolled or dropping below full time status, or are 23 years or older, may not occupy residence halls without the express written approval. All requests must be in writing with supporting documentation as needed.

REGISTRATION
Students must complete registration for full time student status and be cleared by Financial Aid and the Business office PRIOR to moving into the residence hall.

DISMISSAL FROM THE RESIDENCE HALL
Students who are on-campus residents may be subject to having their housing contract terminated for an indefinite period of time for serious or repetitive minor violations of the rules and regulations related to housing conduct and other conduct in violation of the provisions of this handbook. Students withdrawing or permanently leaving the residence hall for any reason should clear the room within 24 hours or as otherwise instructed by a college official. **Students dismissed for disciplinary actions will only receive refunds in accordance with applicable laws and regulations. Housing deposits are non-refundable.**

The College reserves the right to deny the privilege of residence hall accommodation to persons who show flagrant disregard for the policies and procedures governing the College and residential living.

Dismissal from the residence hall may be accompanied by additional disciplinary actions, up to and including expulsion from the College.

Please refer to the PQC Student Handbook for more detailed Residence Hall policies.

PREGNANCY
Pregnancy is protected under Title IX of the Education Amendments of 1972 and the College does not discriminate in its programs or activities because of pregnancy.
Students who are expectant mothers must inform the College's nurse immediately upon learning of the pregnancy. Failure to inform proper authorities of the College of a pregnancy while living in campus housing will result in required withdrawal from the residence hall. Providing false information will result in immediate removal from the residence hall.

A written statement from the doctor of the expectant, confirming the advisability of continued study, must be filed with the College's nurse no later than the end of the third month of pregnancy. The pregnant student must understand that the College is no more liable for her than any other student. No special dispensation or conditions are to be expected. Students are not permitted to reside in the residence hall after their first trimester of pregnancy unless they obtain express written permission from the Office of the President.

The College reserves the right to remove expectant mothers from the residence hall out of concern for the safety of the expectant, the unborn child, or other residents. The College reserves the right to request a pregnancy test and/or confirmation from a doctor when there is doubt.

MISSING STUDENT POLICY

Higher Education Act Reauthorization with Higher Education Opportunity Act – 2008 Section 485(j) requires all institutions of Higher Education that participate in any Title IV program and provide on-campus housing to students to establish both a Missing Student Notification Policy and Official Notification procedure for handling missing persons that apply to missing student's reports of student who reside on campus.

Missing student policy is defined as any currently registered student of Paul Quinn College who has not been seen by friends, family members or associates for 24 hours, and whose whereabouts have been questioned and brought to the attention of a staff member of the College community. The College will initiate an investigation when notified that a student; who resides in a campus residence hall, is missing, with no reasonable explanation for his/her absence. The investigation will include gathering of all information including: discussions with friends and roommate, meal and card access use around campus, social networking sites if possible, contacting them by phone or text. In the event of a missing student residing on campus, the President, Vice President for Academic Affairs, Dean of Student Talent, Director of Security, or designee will notify the parents/family members regarding the situation. In the event the student does not reside in a College residence hall, the appropriate local police authorities will be notified by Security and an investigation will be initiated. Each fall, new and continuing students will be provided with an opportunity to denote a confidential contact person. If a student has not reached their 18th birthday at the time they are reported missing, the student's custodial parent or guardian will be notified by the College.

PETS

Pets owned or housed by students are not allowed on campus. Pets are not allowed inside the residence hall at any time. Violations of this policy will result in disciplinary action including, but not limited to, eviction from the residence hall.

CAREER DEVELOPMENT

The Office of Personal and Career Development in collaboration with CEEL, Academic Affairs and Student Support Services will coordinate or facilitate opportunities for participation in a career development activities including an annual Career Fair, graduate school visits, and job skills workshop. These activities provide contacts for students and alumni with various professions from local and regional areas through face-to-face interaction with representation from private and public sector job markets. Students are able to meet with employers, become aware of current requirements, and use that information to improve their skills. The College may also host a Graduate and Professional School Visitation Day annually to provide an opportunity for students and alumni to meet with representatives from various universities to explore graduate and professional programs.

STUDENT ORGANIZATIONS

Student organizations serve a vital role in helping students become productive citizens in a democratic society by providing experience in decision-making and problem solving. Approved student organizations are an important component of the College, providing an opportunity for students to develop leadership skills, and maintain a sense of care and concern within the community. All student organizations and activities are expected to have educational values complementary to those derived from the pursuit of formal credit courses. A college education aims to provide the opportunity to build a foundation on which to construct a full life.

STUDENT GOVERNMENT ASSOCIATION

SGA serves as the official representative and liaison between the student body and the College administration. Annual elections are held for officers of the SGA, Miss Paul Quinn College, and officers for each class.
The Student Government's responsibility is to create and mold leaders, while at the same time providing vision and direction. To ensure continued professionalism and efficient handling of the numerous responsibilities of this body, faculty/staff advisors guide the leaders. Student government is the vehicle through which students actively participate in college decision-making. The College recommends students to serve on the various committees of the College and represent the student body.

**GENERAL ORGANIZATIONS**

**Student Government Association** - The SGA is the student governance in matters pertaining to the common interest of all students.

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

**Special Interest/Service Groups** – Association of Fundraising Professionals Paul Quinn College Chapter, Vocal Ensemble, Latino Student Association, Bible Study, Student Activities Council, Quinnite Ambassadors,

**Academic Clubs** – Legal Stars (for legal studies majors), The Society for Fundraising Professionals

**Greek Organizations** - Alpha Kappa Alpha Sorority, Inc.; Delta Sigma Theta Sorority, Inc.; Sigma Gamma Rho Sorority, Inc.; Kappa Alpha Psi Fraternity, Inc.; Phi Beta Sigma Fraternity, Inc.; Omega Psi Phi Fraternity, Inc.

**Athletic and Spirit Teams** - Women’s and Men’s Basketball, Women’s and Men’s Track & Field, Women’s and Men’s Cross Country, Club Soccer, and the Purple Elite Dance Team. PQC Athletes are required to participate in two different sports each academic year.

All student organizations operate at the will of Paul Quinn College. Therefore, all organizations must adhere to the policies, rules and regulations of the College. All student organization activities must be cleared through CEEL. Off campus activities must be approved by the organizations advisors and CEEL. Violation may result in suspension of individual members involved or suspension of the entire organization for up to two years.

**CODE OF CONDUCT AND DISCIPLINARY PROCEDURES**

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

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

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

Students charged with policy violations of the Code of Conduct are officially notified in writing of the allegations. The sanctions given as a result of a student being found in violation or responsible for a violation is one or more of the following:

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

RULES AND REGULATIONS
All rules of Paul Quinn College shall apply on campus as well as off campus and for any student currently enrolled at Paul Quinn College in the vicinity of the campus and/or representing the College in any capacity. Campus Security Officers, as well as any official of the College, are hired and are empowered to enforce these regulations and all applicable laws on campus and properties owned, rented, or leased by the College. The Security Officers have the added power to stop, identify and question individuals, and issue parking tickets. Students are encouraged to obtain and familiarize themselves with College Regulations.

The following are general rules and regulations, which are designed to promote the educational, social, and cultural well-being of students attending the College. There may be times when disciplinary action is necessary in response to behavior not specifically addressed in the Student Handbook. In such cases, the response will be determined by Academic Affairs or CEEL in keeping with the spirit of the College’s policies and values. The nature of some actions and certain violations of college rules and regulations by a student may subject him or her to automatic suspension from the College. The Vice-President of Academic Affairs or the Dean of Students (or their assignee) may impose automatic suspension and/or other sanctions to any student suspected of the following:

PROHIBITED CONDUCT
The following behavior is deemed unbecoming of a Quinnite and therefore it is strictly prohibited:
1. Willfully cause physical injury to any other person, or threaten to do so. Fighting is strictly prohibited.
2. Physically restrain or detain any other person;
3. Willfully damage or destroy property of the college, or of any other person, or removal or use such property without authorization;
4. Without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff or a student's residential room;
5. Enter upon and remain in any building or facility for any purpose other than its authorized use or in such manner as to obstruct its authorized use by others;
6. Without authorization enter or remain in any building or facility after it is normally closed;
7. Refuse to leave any building or facility after being instructed to do so by an authorized administrative officer/staff;
8. Obstruct the free movement of persons and vehicles in any place to which these rules apply;
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, assemblies and meetings or deliberately interfere with the freedom of any person to express his views, including invited speakers;
10. Incite others to commit any of the acts herein prohibited;
11. Exhibit unbecoming behavior and inappropriate conduct towards faculty, staff, administrators or other students (including but not limited to the use of abusive language, profanity, obscenity; attitudes which are negative and detrimental to the institution; and other conduct prohibited in these Standards of Conduct);
12. Failure to embrace the Quinnite spirit and respect for self, college, and community including, but not limited to, repetitive violations of the business casual dress code policy.
13. The use, possession, and/or distribution of marijuana and other illegal drugs or prescription drugs;
14. Possession and/or use of a weapon; and
15. Sexual assault, sexual harassment, and/or sexual misconduct.

**DRESS CODE**
A person is guilty of violating the school's business casual dress code policy if they are found wearing clothing that is considered outside of the mandatory dress policy Monday through Friday.

Any student found to be in violation of the dress code policy will receive one of the following penalties:
1) A $200 fine; or
2) A test of physical endurance.

**DISRUPTION**
A person is guilty of disruption when he/she by action, by threat or otherwise: interferes with college activities; interferes with an official performing his/her duty; and/or obstructs college activities.

College activities include, but are not limited to: teaching, research, administration, and public service functions or other authorized programs on the college premises.

**UNAUTHORIZED ENTRY**
No person shall break into or illegally enter any college building or room, nor shall any unauthorized person enter or remain in any college building or facility at a time when that facility normally is closed or after the facility has been closed because of special or unusual circumstances. College facilities include, but are not limited to, parking lots and campus areas.

**DAMAGE/VANDALISM OF PROPERTY**

a. No person shall take, steal, burn, destroy or otherwise damage any property on the College campus or any college property.

b. No person, in any manner whatsoever, shall deface walls or any other portions of any structure or sidewalks/streets. This includes the use of paints, posters, advertisements, and graffiti affixed in any areas other than those designed for such purposes.

**THEFT AND UNAUTHORIZED POSSESSION OF ANOTHER PERSON'S PROPERTY**

No person shall take, procure, or access another person's property without permission of the owner.

**HARRASSMENT**
A person is in violation of harassment when:

a. He/she engages in behaviors less than physical—in person, by email, by phone/text, or through social media—which create an environment of intimidation. This includes group intimidation and bullying.

b. He/she creates a condition that unnecessarily endangers or threatens the health, safety or well-being of other persons or property on college property.

**PHYSICAL ABUSE/FIGHTING OF ANOTHER PERSON**
A person is in violation of physical abuse/fighting when:

a. He/she intentionally assaults (a physical or verbal attack), strikes, threatens, forces, or intimidates (frightens) any person;

b. He/she creates a condition, which unnecessarily endangers or threatens the health, safety or well-being of other persons or property on college property.

Students have the right to file a complaint with Student Affairs against employees for abuse of their rights and privileges.

**SEXUAL MISCONDUCT/ABUSE/ASSAULT OF ANOTHER PERSON**
A person is guilty of sexual misconduct/abuse/assault when:

a. He/she touches another person in a sexual manner without penetration without consent.

b. He/she intentionally sexually assaults or rapes any person; this includes date or acquaintance rape defined as forcible, nonconsensual sexual intercourse perpetrated by a person known to the victim and with whom the victim is voluntarily
engaged in a social interaction, on or off college property.

DANGEROUS WEAPONS AND EXPLOSIVES

a. It is a violation of Paul Quinn College regulations for any student to possess a rifle, shotgun, firearms, ammunition, firecrackers or explosives.

b. No person, either single or in concert with others, shall possess and carry on any grounds or in any building of the College, a knife, dirk, staled, saber, cudgel, bludgeon, club or other things adaptable to the purpose of a weapon, including batons, canes or similar articles, excluding only orthopedic aids, athletic equipment and project or construction materials and tools with proof of a proper specific use of purpose on the day in question.

Any student found to be in violation of possessing a dangerous weapon and/or explosives will receive automatic suspension and face potential expulsion.

DRUGS

The use or possession without prescription of any drug or illegal substance, such as marijuana, marijuana butts, cocaine, crack cocaine, heroin, narcotics, barbiturates, and any other substance that is illegal in the state of Texas, and is contrary to federal and/or state law. Students who are found to be distributing drugs are also in violation of this policy. Students who violate this policy will be, at a minimum, suspended and may be reported to law enforcement.

GAMBLING

No student shall gamble for money or other valuables on college property or in any college facility. Gambling is prohibited.

FAILURE TO MEET FINANCIAL OBLIGATIONS TO THE COLLEGE

The college reserves the right to discipline students who do not meet their financial obligations to the college. Students are expected to pay their bills in full and on time.

AIDING AND ABETTING

Any student found in violation of assisting another person in bringing or storing illegal drugs or firearms of any kind on the campus and/or assisting another person to enter illegally any college facility will receive automatic suspension.

USE OF ALCOHOLIC BEVERAGES

Alcoholic beverages are not permitted on our campus regardless of age. Any person is guilty of the use of alcoholic beverages when he/she consumes any alcoholic beverages or brings, or assists another student in bringing alcohol beverages on to the campus or into any building. Students who provide or purchase alcohol for minors are also in violation. Students will not be permitted to maintain any alcohol container type displays in their residence hall space. Students are not to be intoxicated while on campus.

MISUSE OF COLLEGE SUPPLIES, DOCUMENTS OR SERVICES

A person is guilty of misuse of college supplies, documents or services when he/she:

a. forges, alters, or uses without authority;

b. possesses college supplies or documents without authority. (College supplies and documents include, but are not limited to supplies, equipment, keys, records, files, documents and other materials); fraudulently uses or abuses.

REASONABLE REQUEST OF COLLEGE OFFICIAL

A person is guilty of failure to comply when he/she knowingly fails to comply with a reasonable request of such college officials in the performance of his/her duty.

STUDENTS ARRESTED IN THE DALLAS CITY OR DALLAS COUNTY

A student who is arrested should contact their parent(s) for assistance. The College will not be responsible for assisting the student with the legal process.

HAZING

The Texas Legislature has enacted a law prohibiting hazing by person(s) against a student(s) at an educational institution. The law also prohibits the knowing, intentional, reckless failure to report hazing to school authorities. Failure to comply with the specific provisions of the law will result in criminal penalties and fines, as well as disciplinary action from the College. The following is a brief summary of the hazing law.
A person commits an offense under the hazing law if that person:

a. Engages in hazing;

b. Solicits, encourages, directs, aids, or attempts to aid another engaging in hazing;

c. Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report said knowledge in writing to the CEEL.

The Texas Education Code defines hazing as:

- *Any knowledge of or participation in physical brutality such as whipping, beating, striking, branding, electronic shock, placing of a harmful substance on the body or similar activity;

- Any knowledge of or participation in physical activity such as sleep deprivation, exposure to the elements, confinement in a small space or other forced physical activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health and safety of the student;

- Any knowledge of or participation in the consumption of food, liquid, alcoholic beverage, liquor, drugs, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

- Any knowledge of or participation in activity that intimidates or threatens the student with ostracism; that subjects the student to extreme mental stress, shame, or humiliation; that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution; or that may reasonably be expected to cause a student to leave the organization and the institution rather than submit to acts described above.

Any type of activity which falls within the general definition of hazing for the purpose of pledging, being initiated into, affiliating, holding office in, or maintaining membership in any organization whose members are or included students at an educational institution is prohibited under the hazing law. Consent of the individual(s) subject to the hazing is not a defense to prosecution of an offense under the hazing law. Organizations that are subjected to this law includes fraternities, sororities, societies, associations, corporations, orders, choruses, cooperates, service and social clubs or any similar group whose members are primarily students at an educational institution. A “student” is defined as an individual registered or in attendance at an educational institution, an individual accepted for admission at an educational institution, an individual who is on vacation from an educational institution and intends to attend that institution during any of its regular sessions after that period of vacation.

Specific state penalties that may be imposed against an individual or an organization found guilty of an offense under the hazing law include the imposition of fines ranging from $5,000 to $10,000 and/or imprisonment of 90 days to two years. The specific penalty imposed for a hazing offense depends on the seriousness of the offense and whether or not bodily injury to an individual or death results from the hazing incident.

The institution also has the authority to impose penalties ranging from probation to expulsion as hazing is a violation of the Code of Conduct. If hazing occurs within a fraternity or sorority, the national office will also impose penalties, which likely will consist of fines and suspension or expulsion from the organization.

**PAUL QUINN COLLEGE CLASSROOM ETIQUETTE**

The classroom is an exciting, energetic, and engaging environment conducive to learning. Students and instructors are expected to engage in a wholesome cooperative learning experience. Students are expected to behave as responsible adults and maintain an attentive posture in the classroom. They are expected to show respect for their peers and their instructors at all times. The following behaviors and restrictions should be observed:
• Attend class regularly
• Be on time for class
• Bring necessary textbooks and materials to class
• Dress for success (Follow the PQC dress code)
• Come to class prepared
• Be prepared to take notes when class begins
• Complete assignments on time
• Do not plagiarize any of your work
• Do not use cell phones, radio, video games, MP3 players or other electronic equipment other than for class purposes
• Do not talk out of term, pass notes, or send text messages during class
• Do not fall asleep during class
• Do not use obscenities, threatening, or offensive behavior
• Do not use violence, intimidation, abuse, or destructive behavior in or out of class.

-Adapted from Jennifer Hurd, *Campus Companion*

**IMMEDIATE EXPULSION**

Students may be expelled immediately for the following items:

a. Possession of illegal drugs. Drugs are not allowed on Paul Quinn College campus.
b. Possession of weapon(s), ammunition, or explosives of any kind
c. Storing, possession or detonation of firearms (including BB, paint ball, and Pellet guns)
d. Assault and/or intimidation of faculty or staff
e. Academic dishonesty
f. Theft on or off campus
g. Behavior unbecoming of a Quinnite

**WARNING/REPRIMAND**

Warnings or reprimands may be oral or in writing. Serious offenses will be documented in writing by the appropriate official and may be placed in the student’s file.

**SUSPENSION**

Suspension means separation from the College for a period set by the President, Vice President of Academic Affairs, or Dean of Student Talent. In some circumstances, the College may select to summarily suspended a student for his/her safety or while an investigation is being conducted.

Suspension shall:

a. Be effective on the date of notice of suspension, except that the notice may state otherwise;
b. Prescribe the conditions, including, but not limited to, the term of suspension;
c. Be entered into the student’s permanent record;
d. Prescribe the date and conditions upon which a student may petition for reinstatement;
e. Subject a student to re-instatement probation and to any or all of those conditions imposed therewith. Any student suspended from the College for disciplinary reasons shall not be permitted on campus during the period of such sanction without prior written approval from the President, Vice President of Academic Affairs, or Dean of Student Talent or their designee.

All students that are suspended must surrender their Paul Quinn College ID the day the sanction begins.

EXPULSION

Expulsion means permanent dismissal from the College. Expulsion means that a student may never return to the institution.

Expulsion shall be effective on the date of notice of expulsion, unless the notice states otherwise. Expulsion will be entered into the student’s permanent records.

SOCIAL/DISCIPLINARY PROBATION

Probation may be imposed for a period set by CEEL. A student placed on Social/Disciplinary Probation is not eligible:

a. To attend or participate in any intercollegiate events;
b. To attend or participate in any student organization or extracurricular activities, choir travel, etc.
c. To represent the College in any chosen, elected or other position (SGA, student delegation to conventions or conferences, etc.)
d. To work assignments independently or in concert with other sanctions;
e. In some cases, to remain in the residence hall;
f. To hold any position held prior to the Probation Period; and

g. To wear their sorority or fraternity letters on campus at any time.

Students who do not complete probation as outlined in their sanction letter and probation agreement may be removed from the residence halls if they reside on campus and/or subject to one semester or more suspension.

TERMINATION OF AN APPROVED STUDENT ORGANIZATION

This is the discontinuation of a registered student organization for a designated period of time, including the loss of all privileges as enumerated in this Code.

Any student organization may be terminated for a specified period of time with the loss of privileges as enumerated in this code.

RESTITUTION

Restitution is reimbursement for damage to, destruction of, or misappropriation of College property of any person(s) while on college property, which results from conduct in violation of this code. The Vice-President of Academic Affairs or Dean of Student Talent must approve all restitution.

a. Restitution may be ordered by the Vice-President of Academic Affairs, Dean of Student Talent, or CEEL professional staff in connection with the sanction, which may be imposed in accordance with code for damage to, destruction of, or misappropriation of property as defined above.
b. When restitution is ordered in connection with a sanction, it shall constitute a condition of reinstatement or restoration of privileges to a student.
c. When restitution is ordered, and the obligation is not met, a student or an organization is subject to additional disciplinary sanctions which could have been imposed in accordance with this Code for damage to, destruction of, or misappropriation of property and/or failure to comply

CONDITION OF SUSPENSION AND REINSTATEMENT

Any student suspended from the College:

a. Shall be denied all privileges afforded a student;
b. Shall be required to leave immediately when it is determined by CEEL that the student’s continued presence on the College property constitutes a danger to the College or threatens to disturb the normal educational functions of the College and to remain away so long as that threat or danger continues, except that the individual:
c. May petition to CEEL for entrance to the College for a specific purpose.
d. Has the right to petition to CEEL to remove or reduce the terms of this condition.
e. Shall petition for reinstatement to the College before being re-admitted and be subject to reinstatement probation.
f. May be required to meet certain conditions upon reinstatement that are recommended by the Vice President for Academic Affairs or Dean of Student Talent.

FAILURE TO OBSERVE TERMS AND CONDITIONS

Failure to observe the terms and conditions (Suspension or College Disciplinary Probation) will result in immediate suspension for not less than one academic semester. Students are expected to follow the terms of their Probation/Suspension. No exceptions. **Sanctions not followed to the letter will result in removal from the residence hall or suspension per your letter.**

VIOLATION OF CIVIL LAW

If a student is charged with an off campus violation of a criminal law, the College may delay taking disciplinary action until the student has been judged in a court of law, except if the student is incarcerated and unable to comply with academic requirements.

a. The College may impose sanctions for gross misconduct (E.g.: homicide, attempted rape, rape, felonious assault, robbery, arson, the possession of illegal drugs, etc.) All actions that are illegal in the State of Texas and the United States are included in this list.
b. The College may reinstate the student if he is acquitted or the charges are withdrawn.
c. The College may initiate its hearing and disciplinary proceedings against a student who violates a civil law which may be a violation of the above.
d. The College may initiate its hearing and disciplinary proceedings against a student who is found guilty of shoplifting, writing bad checks and failing to make good within 15 days of notification, and any form of conduct inconsistent with that of Paul Quinn College policies, whether the violation occurred on or off-campus.

DISCRIMINATION POLICY ON THE BASIS OF SEX, HANDICAP, RACE, COLOR OR NATIONAL ORIGIN POLICY STATEMENT

Paul Quinn College emphasizes its commitment to provide a professional working and learning environment that supports, nurtures and rewards educational and employment growth free of discriminatory, inappropriate and disrespectful conduct or communication. Discrimination of any kind threatens this type of learning environment in that it compromises institutional integrity and traditional academic values. Discrimination inhibits the individual’s performance as a student or employee and violates acceptable standards for accessibility, equal opportunity and interrelationships.

Students, staff, faculty and administrators should know that the College is concerned about discrimination. The institution is prepared to take preventive and corrective action to deal with an individual or individuals who engage in such actions or conduct.

Paul Quinn College, for the purpose of this policy, defines discrimination according to the categories listed below:

1. **Sexual Harassment**: Paul Quinn College defines sexual harassment as an action taken or situation created intentionally to produce psychological or physical discomfort, embarrassment, or ridicule.

   It may be characterized by, but not limited to:
   a. Unwelcome sexual advances;
   b. Unwelcome requests for sexual favors;
   c. Conduct (verbal or physical) of a nature that is intimidating, demeaning, hostile, or offensive;
   d. Unwelcome and inappropriate touching, patting, or pinching and obscene gestures;
2. **Student Disability**: Paul Quinn College defines student disability as a handicapped person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.

3. **Age Discrimination**: Paul Quinn College defines age discrimination as the denying or limiting individuals in their opportunity to participate in any program or activity because of their age.

**RESPONSIBILITIES**

All members of the College community are responsible for ensuring that their conduct and actions do not cause discrimination against any other member of the College community because of race, color, national origin, disability, age, or sex. The same responsibility extends to employees of third parties doing business with the college or on college property and to campus visitors.

**COMPLAINT PROCEDURES**

Paul Quinn College in its goal to provide quality instruction and service, provide students access to appropriate College staff and administration to resolve questions and concerns about PQC staff, policies, procedures, or other actions or inactions of the College. We also are committed to ensuring that students have access to appropriate procedures for articulating concerns and registering appeals. This section is designed to provide information and access to these resources.

**INFORMAL RESOLUTION**

A student with a complaint—a concern that a policy or procedure of a unit has been incorrectly or unfairly applied in his/her particular case, or a formal charge against a person’s behavior — has recourse through complaint procedures. In most instances, complaints can be resolved through an informal process beginning with talking to the individual and his/her supervisor if necessary.

Basic steps in the informal process include:

- Begin by discussing the matter with the staff, faculty, or department in which the issue originated.
- If the issue is not resolved, the next contact will be the supervisor, department chair, or associate/assistant dean to investigate the issue and allegations.
- If the issue is not resolved, the next step will be to file a formal complaint. Those procedures are outlined below.

**COMPLAINT PROCEDURES RELATED TO DISCRIMINATION**

Any student who believes that they have been subjected to discrimination because of gender, race, national origin, religion, disability or age should use the procedures outlined below. To the extent possible, the student should file a written complaint within one week of the alleged incident with CEEL. The written complaint must point out when the alleged incident occurred, the name of the alleged discriminator, name(s) of witnesses to the alleged discriminatory practice, if any, and exactly what the alleged discriminator said or did. Forms for a complaint can be obtained from CEEL or the Office of the Chief of Staff.

This grievance procedure deals with discrimination based on sex (including sexual harassment), age, race, national origin, religion, disability or age. All other complaints will be handled in accordance with procedures set out in the student handbook.

1. Students will make said discrimination known to CEEL.
2. If a member of the CEEL staff is the discriminator, then the complaint will be made to the Chief of Staff. The student is always free to make such complaints directly to the President, who will direct the investigation to the appropriate person.
3. An immediate investigation will be conducted and, if the charges are not resolved to the student's satisfaction at this level, the matter will be elevated to the Office of the President.
4. Confidentiality will be maintained, to the extent possible, but the accused has the right to face the accuser in a hearing.
5. If the student still dissatisfied, he or she may appeal directly to the President in writing. The President will conduct an appropriate determination and make a final determination.
COMPLAINT PROCEDURES FOR NON-DISCRIMINATION MATTERS

Any student who has a complaint that does not relate to discrimination (academic or student affairs) should use the procedures outlined below to make it known. The individual making the complaint must file a written statement and submit the appropriate form including the time, date, witness(es) and the circumstances surrounding the complaint.

1. The student will file the complaint in written form (Student Request for CEEL Resolution to the Dean of Student Talent or the Student Request for Academic Resolution to the Vice President of Academic Affairs) within one week of the incident or otherwise as soon as possible.

Complaints - Any member of the college community may file complaints with CEEL against a student or registered student organization for conduct or activities in violation of this code. All complaints must be written and cite:

a. Name of person making the complaint, the student or approved student organization accused and witnesses, if any;
b. Nature of charge and conduct in violation of this code; and
c. All other relevant information pertaining to the charge.

2. CEEL will follow through with an investigation of the alleged complaint and file charges once agreed upon by the parties involved. CEEL will present the complaint to the President.

3. Confidentiality will be maintained; to the extent possible, however, it should be known that the individual who the complaint was filed against has the right to face his or her accuser.

4. The complaint should be resolved within 10 working days from the time the written complaint is filed.

5. If a student finds that the response to the complaint is unsatisfactory, the student may appeal directly to the president in writing. The President will conduct an appropriate determination and make a final determination.

HEARING AND DISCIPLINARY PROCEEDING

In the interest of maintaining order on the campus and guaranteeing the broadest range of freedom to each member of the community, the students and other members of the college community acting in concert have established rules to maintain order. These rules reasonably limit some activities and prescribe certain behavior, which is harmful to the orderly operation of the institution and the pursuit of its legitimate goals. All enrolled students are held accountable to these rules, which are printed in this Student Handbook.

If any student is accused of a violation of any of these rules or is subject to a written charge, he or she is guaranteed a speedy and fair hearing. When a student is accused of violating a section of the Student Code of Conduct, a complaint is issued against the student through CEEL. CEEL will determine if the complaint(s) has merit and conduct any necessary preliminary investigation. CEEL will then adjudicate the case. When the preliminary investigation is not conclusive, CEEL will dismiss the case or schedule the adjudication. The student has a right to appeal any decision of CEEL to the President of the College.

APPEALS

When a student is dissatisfied with a decision of the Dean of Student Talent, a request for an appeal should be made in writing to CEEL within forty-eight (48) hours (or longer if there are reasonable grounds for the delay) after the date of notification of the penalty.

CEEL will then direct the appeal to the President of the College. The President may grant the appeal if one or more of the following reasons are justified in the written request:

a. New evidence or witnesses;
b. Improper investigation and/or adjudication procedures;
c. Sanctions too punitive for offense; and
d. Bias.

The President may:

a. Sustain the action of the Dean of Student Talent;
b. Add to the action of the Dean of Student Talent;

c. Return the case to the Dean of Student Talent for further deliberation on new evidence not available to her/him at the time of its actions;

d. Recommend a reduction of the penalty based on too punitive for offense;

e. Exonerate student from charges and penalties.

Students requesting an appeal may continue to attend class and other activities until notified in writing by the President or CEEL. Neither the student nor the college may have legal counsel present at the hearing.

COMPLAINT WITH THE TEXAS HIGHER EDUCATION COORDINATING BOARD

After exhausting the institution's internal grievance/complaint process without satisfactory resolution, current, former, and prospective students may initiate a complaint with The Texas Higher Education Coordinating Board (THECB). That process is described below.

The Texas Higher Education Coordinating Board Student Complaints Overview:

The Texas Higher Education Coordinating Board (THECB) adopted rules codified under Title 19 of the Texas Administrative Code, Sections 1.1101.120, on October 25, 2012. The rules create a student complaint procedure to comply with the U.S. Department of Education's “Program Integrity” regulations, which require each state to have a student complaint procedure in order for public and private higher education institutions to be eligible for federal Title IV funds. In December 2011, the Office of Attorney General of Texas issued an opinion stating that THECB has authority under Texas Education Code Section 61.031 to promulgate procedures for handling student complaints concerning higher education institutions.

How to submit a student complaint: After exhausting the institution's grievance/complaint process, current, former, and prospective students may initiate a complaint with THECB by sending the required forms either by electronic mail to StudentComplaints@thecb.state.tx.us or by mail to: Texas Higher Education Coordinating Board College Readiness and Success Division P.O. Box 12788 Austin, Texas 78711-2788.

Facsimile transmissions of the forms are not accepted. All submitted complaints must include a student complaint form, a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form, and a THECB Consent and Agreement Form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form. Links to the forms are available on the Paul Quinn College website under “Complaint Procedures”.

The following forms are required to start the complaint process:

- Student Complaint and Release Forms
- Authorization to Disclose Medical Record Information (Required if a disability is alleged)

The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures. Former students shall file a student complaint form with the Agency no later than one year after the student's last date of attendance at the institution, or within 6 months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

Process: The first step in addressing a complaint is to follow your institution's complaint procedures. If your institution is unable to resolve the matter after you have exhausted their complaint and appeal processes, you may file a complaint with this Agency. Once the Agency receives a student complaint form, the Agency may refer the complaint to other agencies or entities as follows: THECB will refer complaints alleging that an institution has violated state consumer protection laws to the Consumer Protection Division of the Office of the Attorney General of Texas for investigation and resolution, and will refer complaints pertaining to a component institution in a university system to the appropriate university system for investigation and resolution.

E.g., complaints pertaining to an institution in the University of Texas System, Texas A&M University System, University of Houston System, University of North Texas System, Texas Tech University System, or Texas State University System shall be referred to the appropriate university system for investigation and resolution.

Further, if THECB determines that a complaint is appropriate for investigation and resolution, by the institution's accrediting agency or an educational association such as ICUT (Independent Colleges & Universities of Texas, Inc.), the Agency may refer the complaint to the accrediting agency or educational association. THECB has the right to adopt any decision made by the accrediting agency or educational association, and may terminate the referral of the complaint to those entities at any time and proceed to investigate and adjudicate the complaint. If a student complaint concerns compliance with the statutes and regulations that THECB administers and the
complaint has not been referred to another entity, THECB will initiate an investigation. Prior to initiating an investigation, however, the student must exhaust all grievance/complaint and appeal procedures that the institution has established to address student complaints and provide documentation to THECB of such exhaustion.

As part of its investigation, THECB will request a response from the institution, and may also contact other persons or entities named in the student's complaint or in the institution’s response, in order to ascertain all relevant facts. During its investigation, THECB will, in appropriate cases, attempt to facilitate an informal resolution to the complaint that is mutually satisfactory to the student and institution. In cases in which an informal resolution between the student and the institution is not feasible, THECB will evaluate the results of the investigation of the student complaint and recommend a course of action to the Commissioner. After receiving staff's recommendation, the Commissioner will consider the recommendation regarding the complaint and render a written determination either dismissing the complaint or requiring the institution to take specific actions to remedy the complaint. The Commissioner may also request the Board to review and decide issues that regard institutional integrity.

SOCIAL MEDIA POLICY
Paul Quinn College recognizes that social media is a substantial part of communication and self-expression. It is expected that all members of the Paul Quinn College community that use social media observe the Standards of Conduct herein in their social media communication, as a parallel to their in-person communication on campus. This includes, above all, respect for individuals and the campus community. Students who fail to respect the privacy of others, whose posts may be construed as slander, or who act in a manner unbecoming of a Quinnite may face disciplinary sanctions.

FINES
All fines must be paid in the Business Office in cash or money orders. No personal checks are accepted. If the student cannot pay a fine when it is issued, it will be posted to the student's account. A receipt will be given upon payment of the fine. All fines must be paid prior to moving into the residence hall, participating in commencement, or requesting transcripts.

CAMPUS SAFETY PLAN
RECOMMENDATIONS FOR FLU SEASON

Self-Isolate:
Anyone with flu-like illness should stay away from classes and limit interactions with other people, except to seek medical care, for at least 24-hours after they no longer have a fever, or signs of a fever, with the use of fever-reducing medicines.

If you live off-campus, please remain at home until at least 24 hours after you are free of fever, or signs of a fever, with the use of fever-reducing medicines.

High-Risk Students or Staff:
If you become ill with flu-like symptoms, you should speak to your health care provider as soon as possible.

Hand Hygiene and Respiratory Etiquette:
Stay home when you are sick. Wash your hands frequently with soap and water when possible. Use hand sanitizers when soap and water are not available. Cover your nose and mouth with a tissue when coughing or sneezing (if a tissue is not available, use your shirt sleeve or elbow).

Routine Cleaning:
Keep all of your high-touch surfaces clean. The college provides routine cleaning one time per week.

For More Information:
Campus Facilities & Security Manager
214.379.5403 – Direct Line
facilities@pqc.edu
ACTIVE SHOOTER

If you witness the incident:
Call 911 and then call Campus Security, 214.379.5599.
Be prepared to give details: location, suspect description, how many people are involved, type of weapon (handgun, etc.)

If possible, safely exit the building, or seek immediate shelter behind a locked door/barricade and warn others.

Stay away from windows.
Turn cell phones to silence and turn computers off.

Direct students to remain in locked classrooms or offices. Remain in locked classroom or office until “all clear” is given by college officials or emergency personnel.

Only as a last resort, if the suspect enters your room, talk to the attacker. Talk about the good part of your life, i.e. your family, your dog, etc.

*Remain calm at all times.*

FIRE / ALARM PROCEDURES

To report an emergency:
Call (911) + Security 214.379.5599.

If you hear a fire alarm:
Turn off electrical equipment.
Close doors to prevent spreading fire.
Do NOT use elevators.
Evacuate to an open area at least 100 yards upwind away from the affected building.

If you discover a fire:
Activate the nearest fire alarm -Call 911+ Security 214.379.5599.
Notify others in the area -Evacuate to an open area at least 100 yards away upwind from the affected building.

*Remain in a safe location until “all clear” is given by college officials or emergency personnel.*

FIRE SAFETY

It is the responsibility of all members of the College community to be familiar with safety policies and procedures. Routes for existing buildings are posted in the halls; fire safety is discussed during residence hall meetings and at the beginning of each semester. The following items are prohibited from Paul Quinn College buildings: open flames such as candles, incense, appliances with exposed heating elements, appliances that overload the electrical system, and fireworks (except as authorized by College maintenance). This is a tobacco-free campus.

Tampering with fire control equipment or alarm systems is strictly prohibited. Any person who disregards the right and property of others by tampering with fire control equipment or alarm systems (including causing a “false alarm”) is not only in violation of College policy but is also subject to both civil charges and fines. Tampering with systems includes any vandalism or removal of batteries from smoke alarm systems or misuse of fire extinguisher. In the event of a malfunction of the system, maintenance should be notified immediately.
FIRE EVACUATION PLAN
Smoke detectors activate an alarm system automatically in case of a fire in a building. Manually operated alarms are also located in all residence halls. The residence life staff is responsible for scheduling regular fire drills throughout the year. Each time the fire alarm sounds, students should exit the building quietly in line and in an orderly fashion, to the nearest exit. Failure to exit the building in an orderly fashion may result in a turnaround fire drill. Tampering with fire safety equipment is an illegal offense and will subject the individual to prosecution under the law. Failure to evacuate a facility during an alarm will subject the student to disciplinary action.

FIRE INSTRUCTIONS
Evacuation is the priority. If you have time execute the following:
Close all windows and doors, open drapery, and turn off all electrical equipment.
2. Put on light coat or raincoat and walking shoes.
3. Grab a towel - use wet towel over nose and mouth in case of smoke.
4. Proceed single file and remain at least 100 feet from burning buildings.
5. Do not run or return to building unless the “All Clear” signal is given by a staff member, Resident Assistant, or Fire Officials.

Prolonged ringing of the fire alarm will indicate a fire or a fire drill. The most probable danger comes from fires in the waste basket or from a curtain, for which the fire extinguisher should be used. Always locate the nearest fire extinguisher and know how to use it. (All Paul Quinn College Buildings Are SMOKE FREE.)

BOMB THREATS/EXPLOSIONS
If you receive a bomb threat:
Collect as much information as possible from caller.

When a threatening call is received, attempt to learn the following:
When is the bomb set to go off?
What is the explosive?
What does it look like?
Where in the building is it?
What does the person's voice sound like? (man, woman, child, accents, etc.)

Were there any identifiable sounds in the background?
What is the exact wording of the threat?
Immediately after receiving the threat:
Call 911 + Security 214.379.5599.
Notify others in the area.

Appropriate personnel will begin a search of buildings and grounds for suspicious items.

If a bomb is found, isolate the area:
Evacuate the area or the building, (take personal belongings that are within reach).
DO NOT DO ANY OF THE FOLLOWING:
Handle the device, use two-way radios, use cell phones, use pagers, or turn lights on/off.
Keep all people a minimum of 300 yards away from the area where the bomb is located.
Only emergency personnel should enter the area.
Re-enter the building after the “all clear” is given by college officials or emergency personnel.

TORNADO

Tornado WATCH:
Definition: Weather conditions that could result in the formation of tornadoes.

Tornado WARNING:
Definition: A tornado has been spotted in the area or has been indicated by radar.
Campus Security will monitor weather conditions. Campus administration will be notified upon the issuance of a tornado watch.

People outside need to seek shelter immediately inside the nearest building. People on second floor of a building need to immediately move to the lowest level of the building.

Remain in a safe location until the “all clear” message is given from college officials or emergency personnel.

For More Information:
Campus Facilities & Security Manager
214.379.5403 – Direct Line
facilities@pqc.edu
ACADEMIC POLICIES
<table>
<thead>
<tr>
<th>EVENT</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Halls Open NEW Students ONLY</td>
<td>Saturday, August 1, 2015</td>
<td>Saturday, August 6, 2016</td>
</tr>
<tr>
<td>President’s Welcome Address &amp; Heritage Bell Ceremony: All students, faculty and staff invited</td>
<td>Sunday, August 2, 2015</td>
<td>Sunday, August 7, 2016</td>
</tr>
<tr>
<td>New Student Group Advising</td>
<td></td>
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<tr>
<td>FINAL FALL Term Online Registration for ALL Students ENDS</td>
<td>Friday, August 7, 2015</td>
<td>Friday, August 5, 2016</td>
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<tr>
<td>New Student Service Projects</td>
<td>Fri., Aug. 7 and Sat., Aug. 8, 2015</td>
<td>Fri., Aug. 5 and Sat. 6, 2016</td>
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<tr>
<td>Returning Student Move In</td>
<td>Saturday, August 8, 2015</td>
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<tr>
<td>First Day of Class</td>
<td>Monday, August 10, 2015</td>
<td>Monday, August 8, 2016</td>
</tr>
<tr>
<td>Late Registration for All Students; $250 LATE REGISTRATION FEE ADDED FOR CONTINUING STUDENTS</td>
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<tr>
<td>Financial Aid Disbursement Dates</td>
<td>Monday, August 10, 2015</td>
<td>Monday, August 8, 2016</td>
</tr>
<tr>
<td>Last Day to Add Classes</td>
<td>Friday, Aug. 21, 2015</td>
<td>Friday, August 19, 2016</td>
</tr>
<tr>
<td>Last Day to Drop Classes. A grade of “W” will be received for any class dropped after this date.</td>
<td>Tuesday, August 25, 2015</td>
<td>Tuesday, August 22, 2016</td>
</tr>
<tr>
<td>12th Class Day / Certification of Attendance: students who have not participated in their Fall classes are in jeopardy of losing financial aid funding.</td>
<td></td>
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</tr>
<tr>
<td>Labor Day; Campus Closed; Cafeteria on Brunch Schedule</td>
<td>Monday, September 07, 2015</td>
<td>Monday, September 5, 2016</td>
</tr>
<tr>
<td>Fall Opening Convocation</td>
<td>Friday, September 11, 2015</td>
<td>Friday, September 2, 2016</td>
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<tr>
<td>Beginning of Fall Midterms</td>
<td></td>
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<tr>
<td>SPRING Term Early Advising Continuing Students BEGINS</td>
<td>Thursday, October 15, 2015</td>
<td>Thursday, October 8, 2016</td>
</tr>
<tr>
<td>Midterm grades and updated attendance due in CAMS, hard copies to the Registrar’s Office and the VPAA (maintain copies for your records):</td>
<td></td>
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<tr>
<td>Deadline to remove an Incomplete grade from previous Spring and Summer sessions; Incomplete grades not changed by instructor will revert to a final grade of F</td>
<td>Monday, October 12, 2015</td>
<td>Monday, October 3, 2016</td>
</tr>
<tr>
<td>Last day to officially withdraw from a course and/or the College with a “W”; must be completed by 5:00pm (end of 12th week)</td>
<td>Friday, October 30, 2015</td>
<td>Friday, October 28, 2016</td>
</tr>
<tr>
<td>Homecoming Week Activities</td>
<td>Week of October 25, 2015</td>
<td>Week of October 23, 2016</td>
</tr>
<tr>
<td>Homecoming Convocation</td>
<td>Friday, October 30, 2015</td>
<td>Friday, October 28, 2016</td>
</tr>
<tr>
<td>Lady Tigers &amp; Men’s Homecoming Basketball Game</td>
<td>Saturday, October 31, 2015</td>
<td>Saturday, October 29, 2016</td>
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<tr>
<td>SPRING Term Online Registration for Continuing Students BEGINS</td>
<td>Monday, November 9, 2015</td>
<td>Monday, November 7, 2016</td>
</tr>
<tr>
<td>Last day of Fall Classes</td>
<td>Friday, November 20, 2015</td>
<td>Friday, November 18, 2016</td>
</tr>
<tr>
<td>First Day of Finals Exams</td>
<td>Saturday, November 21, 2015</td>
<td>Saturday, November 19, 2016</td>
</tr>
<tr>
<td>Admissions Application Deadline</td>
<td>Wednesday, November 18, 2015</td>
<td>Wednesday, November 16, 2016</td>
</tr>
<tr>
<td>Residence Hall &amp; Cafeteria to close after dinner (end of Fall Semester)</td>
<td>Wednesday, November 25, 2015</td>
<td>Wednesday, November 23, 2016</td>
</tr>
<tr>
<td>Fall Grades &amp; Attendance Records due in CAMS with Copies to AA and Registrar</td>
<td>Monday, November 30, 2015</td>
<td>Monday, November 28, 2016</td>
</tr>
<tr>
<td>Last Day for Faculty</td>
<td>Monday, November 30, 2015</td>
<td>Monday, November 28, 2016</td>
</tr>
<tr>
<td>Campus closed for Thanksgiving Holiday</td>
<td>November 26 - 29, 2015</td>
<td>November 24 - 27, 2016</td>
</tr>
<tr>
<td>SPRING Term Online Registration for Continuing Students ENDS</td>
<td>Sunday, November 29, 2015</td>
<td>Sunday, November 27, 2016</td>
</tr>
<tr>
<td>Campus Closed for Christmas &amp; New Year’s Break</td>
<td>December 21, 2015 - January 3, 2016</td>
<td>Friday, December 23 - Sunday, January 8, 2017</td>
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<tr>
<td>Event</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td><strong>SPRING &amp; SUMMER 2016</strong></td>
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<tr>
<td><strong>Campus Reopens (Cafeteria Closed)</strong></td>
<td>Monday, January 4, 2016</td>
<td>Monday, January 9, 2017</td>
</tr>
<tr>
<td><strong>Faculty / Staff Institute (9:00am - 4:30pm)</strong></td>
<td>Friday, January 8, 2016</td>
<td>Friday, January 13, 2017</td>
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<tr>
<td><strong>NEW Student Move In ONLY</strong></td>
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<tr>
<td>President's Welcome Address &amp; Heritage Bell Ceremony: All students, faculty and staff invited</td>
<td>Sunday, January 10, 2016</td>
<td>Sunday, January 15, 2017</td>
</tr>
<tr>
<td><strong>New Student Orientation</strong></td>
<td>January 11-12, 2016</td>
<td>January 16 - 17, 2017</td>
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<tr>
<td><strong>ACCUPLACER Testing (New Students)</strong></td>
<td>Wednesday, January 13, 2016</td>
<td>Wednesday, January 18, 2017</td>
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<tr>
<td><strong>SPRING Term Advising (Returning Students)</strong></td>
<td>January 12 &amp; 14, 2016</td>
<td>January 19 &amp;</td>
</tr>
<tr>
<td><strong>SPRING Term Online Registration for NEW students; continuing students will be charged a $250 late fee</strong></td>
<td>Monday, January 11, 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Returning Students Move In</strong></td>
<td>Saturday, January 16, 2016</td>
<td>Saturday, January 14, 2017</td>
</tr>
<tr>
<td><strong>College closed for Martin Luther King, Jr. Holiday Observance</strong></td>
<td>Monday, January 18, 2016</td>
<td>Monday, January 16, 2017</td>
</tr>
<tr>
<td><strong>SPRING Term FINAL Online Registration for ALL Students ENDS</strong></td>
<td>Sunday, January 17, 2016</td>
<td>Sunday, January 15, 2017</td>
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<tr>
<td><strong>First Day of Class</strong></td>
<td>Tuesday, January 19, 2016</td>
<td>Tuesday, January 17, 2017</td>
</tr>
<tr>
<td><strong>Financial Aid Disbursement Dates</strong></td>
<td>Tuesday, January 19, 2016</td>
<td>Tuesday, January 17, 2017</td>
</tr>
<tr>
<td><strong>Last Day to Add Classes</strong></td>
<td>Friday, January 29, 2016</td>
<td>Friday, January 27, 2017</td>
</tr>
<tr>
<td><strong>Last Day to Drop Classes. A grade of &quot;W&quot; will be received for any class dropped after this date. 12th Class Day / Certification of Attendance: students who have not participated in their Fall 2012 classes are in jeopardy of losing financial aid funding.</strong></td>
<td>Wednesday, February 3, 2016</td>
<td>Wednesday, February 1, 2017</td>
</tr>
<tr>
<td><strong>Beginning of Monthly Graduating Senior Class Meetings</strong></td>
<td>Tuesday, February 2, 2016</td>
<td>Tuesday, January 31, 2017</td>
</tr>
<tr>
<td><strong>ETS Profile Exam for CORE Completers</strong></td>
<td>Friday, February 26, 2016</td>
<td>Friday, February 24, 2017</td>
</tr>
<tr>
<td><strong>Major Field Tests (for all juniors and seniors)</strong></td>
<td>Friday, February 26, 2016</td>
<td>Friday, February 24, 2017</td>
</tr>
<tr>
<td><strong>Campus Wide Quinnite Qram: Extended Hours in Lib. &amp; SSS</strong></td>
<td>March 1, 2 &amp; 3, 2016</td>
<td>Feb. 28, March 1 &amp; 2, 2017</td>
</tr>
<tr>
<td><strong>Beginning of Mid-Term Exams</strong></td>
<td>Saturday, March 5, 2016</td>
<td>Saturday, March 4, 2017</td>
</tr>
<tr>
<td><strong>FAFSA Priority Deadline</strong></td>
<td>Tuesday, March 1, 2016</td>
<td>Wednesday, March 1, 2017</td>
</tr>
<tr>
<td><strong>Monthly Graduating Senior Class Meetings</strong></td>
<td>Tuesday, March 1, 2016</td>
<td>Tuesday, March 7, 2017</td>
</tr>
<tr>
<td><strong>End of Mid-Term Exam Period; midterm grades and attendance report due in CAMS with hard copies to registrar and AA.</strong></td>
<td></td>
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<tr>
<td><strong>Last Day to remove Incomplete (&quot;I&quot;) grade from the previous Fall semester</strong></td>
<td>Friday, March 11, 2016</td>
<td>Friday March 10, 2017</td>
</tr>
<tr>
<td><strong>Cafeteria Begins Spring Break Hours After Dinner</strong></td>
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<tr>
<td><strong>Beginning of Spring Break; no classes</strong></td>
<td>March 12 - March 20, 2016</td>
<td>March 11 - March 19, 2017</td>
</tr>
<tr>
<td><strong>Priority Admission Application Deadline (in time for May 1 Decision)</strong></td>
<td>Tuesday, March 15, 2016</td>
<td>Wednesday, March 15, 2017</td>
</tr>
<tr>
<td><strong>Classes Resume; Cafeteria Open Regular Hours</strong></td>
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<tr>
<td><strong>Candidacy Application for May Graduation and $135.00 Graduation Fee due to Registrar's Office by 5p</strong></td>
<td>Monday, March 21, 2016</td>
<td>Monday, March 20, 2017</td>
</tr>
<tr>
<td><strong>Fall Term Advising &amp; Online Registration for Continuing Students BEGINS</strong></td>
<td>Friday, March 25, 2016</td>
<td>Friday, March 24, 2017</td>
</tr>
<tr>
<td><strong>Honor's Convocation/Founder's Convocation</strong></td>
<td>Friday, March 25, 2016</td>
<td>Friday, March 24, 2017</td>
</tr>
<tr>
<td><strong>Freshman &amp; Sophomore: Student Group Advising Sessions</strong></td>
<td>Tuesday, March 29 &amp; Thursday, March 31, 2016</td>
<td>Tuesday, March 28 &amp; Thursday, March 30, 2017</td>
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<td>Tues. April 5, 12 &amp; 19, 2016</td>
<td>Tuesday, April 4, 11 &amp; 18, 2017</td>
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<td></td>
<td>Thurs., April 7, 14 &amp; 21, 2016</td>
<td>Thursday, April 6, 13 &amp; 20</td>
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<tr>
<td>Event Description</td>
<td>Date 1</td>
<td>Date 2</td>
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<tr>
<td>Graduating Senior Class Meeting</td>
<td>Tuesday, April 5, 2016</td>
<td>Tuesday, April 4, 2017</td>
</tr>
<tr>
<td>Deadline to withdraw from a Spring course and receive grade of a “W”</td>
<td>Friday, April 15, 2016</td>
<td>Thursday, April 13, 2017</td>
</tr>
<tr>
<td>Religious Emphasis Week</td>
<td>week of March 20</td>
<td>week of April 9</td>
</tr>
<tr>
<td>Admissions Application Deadline</td>
<td>Sunday, May 15, 2016</td>
<td>Monday, May 15, 2017</td>
</tr>
<tr>
<td>Campus closed for Good Friday &amp; Easter Holiday Weekend</td>
<td>Friday, April 26, 2016</td>
<td>Friday, April 14, 2017</td>
</tr>
<tr>
<td>Final Exams for Graduating Seniors (see individual instructors for schedule)</td>
<td>Monday, April 25, 2016</td>
<td>Monday, April 24, 2017</td>
</tr>
<tr>
<td>Commencement Rehearsal - Seniors Only</td>
<td>Tuesday, April 26, 2016</td>
<td>Tuesday, April 25, 2017</td>
</tr>
<tr>
<td>Final grades for Graduating Seniors due to Registrar’s Office with copies to AA</td>
<td>Wednesday, April 27, 2016</td>
<td>Wednesday, April 26, 2017</td>
</tr>
<tr>
<td>Last Day of Spring Classes</td>
<td>Friday, April 29, 2016</td>
<td>Friday, April 28, 2017</td>
</tr>
<tr>
<td>Completed Graduating Senior Clearance Form due to the Registrar’s Office by 5pm</td>
<td></td>
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<tr>
<td>Beginning of Finals Week for Continuing Students</td>
<td>Saturday, April 30, 2016</td>
<td>Saturday, April 29, 2017</td>
</tr>
<tr>
<td>Advising &amp; Online Registration for Continuing Students ENDS</td>
<td>Saturday, April 30, 2016</td>
<td>Sunday, April 30, 2017</td>
</tr>
<tr>
<td>“Priority” Admissions Notification</td>
<td>Sunday, May 1, 2016</td>
<td>Monday, May 1, 2017</td>
</tr>
<tr>
<td>Heritage Bell Ceremony / Senior Tea</td>
<td>Thursday, May 5, 2016</td>
<td>Thursday, May 4, 2017</td>
</tr>
<tr>
<td>Final Exams for Continuing Students</td>
<td>Saturday, April 30 - Friday, May 6, 2016</td>
<td>Saturday, April 29 - Friday May 5, 2017</td>
</tr>
<tr>
<td>Graduating Senior Cookout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Rehearsal for Commencement (All Participants)</td>
<td>Friday, May 6, 2016</td>
<td>Friday, May 5, 2017</td>
</tr>
<tr>
<td>Residence Hall closes for all students, except graduating seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday, May 7, 2016</td>
<td>Saturday, May 6, 2017</td>
</tr>
<tr>
<td>Residence Hall closes for graduating seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Spring grades and attendance reports for continuing students due in CAMS, with hard copies to registrar’s office and VPAA</td>
<td>Monday, May 9, 2016</td>
<td>Monday, May 8, 2017</td>
</tr>
<tr>
<td>Professional Development Series for Faculty</td>
<td>May 10 - 12, 2016</td>
<td>May 9 - 11, 2017</td>
</tr>
<tr>
<td>End of year for faculty</td>
<td>Friday, May 13, 2016</td>
<td>Friday, May 12, 2017</td>
</tr>
<tr>
<td>Residence Hall Opens for Summer Bridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>President’s Address and Heritage Bell Ceremony</td>
<td>Sunday, June 5, 2016</td>
<td>Sunday, June 4, 2017</td>
</tr>
<tr>
<td>First Day of Summer Bridge and UB Classes</td>
<td>Monday, June 6, 2016</td>
<td>Monday, June 6, 2017</td>
</tr>
<tr>
<td>FINAL Advising &amp; Online Registration for ALL Students BEGINS; $250 LATE REGISTRATION FEE ADDED FOR CONTINUING STUDENTS</td>
<td>Monday, June 20, 2016</td>
<td>Tuesday, June 20, 2017</td>
</tr>
<tr>
<td>End of Summer Bridge Program</td>
<td>Friday, July 15, 2016</td>
<td>Friday, July 14, 2017</td>
</tr>
<tr>
<td>End of UB Summer Program</td>
<td>Friday, July 22, 2016</td>
<td>Friday, July 21, 2017</td>
</tr>
</tbody>
</table>
ACADEMIC POLICIES

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

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

MATRICULATION

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

ACADEMIC ADVISING

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

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

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

STUDENT ACADEMIC INTEGRITY POLICY

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

1. Violations of Academic Integrity

   - **Cheating:** the act of using or attempting to use any materials, notes, information, study aids, electronic equipment, or other assistance in any type of written or oral examination/evaluation which has not been authorized by the faculty. Also, presenting previously graded material with the intent of aiding oneself or another on any academic work which is considered in any way in the determination of a course grade.

   - **Fabrication:** the act of inventing, counterfeiting, altering, forging, purchasing, or downloading materials, data or other information and submitting as your own work.

   - **Facilitating Academic Dishonesty:** any students who knowingly or negligently allow their work to be used by other students or who aid others in any acts of academic dishonesty.

   - **Plagiarism:** the act of intentionally or carelessly presenting work of another as one’s own. This includes inaccurately or inadequately citing sources from publications or from the Internet.

   - **Impersonation:** the act of allowing another person to take any examinations or to complete graded exams or assignments for another enrolled student under his/her name.

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

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

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

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

3. Process for Offenses Against Academic Integrity

- **Responsibility of Faculty:** The faculty member must meet with student to present the evidence of the offense, give the student an opportunity to state his/her case, and make known the charges and possible sanctions which may be imposed and/or recommended to the Department Chair. If the student does not meet with faculty, the faculty shall notify the student of the offense by certified mail with copies to the Department Chair and Vice President of Academic Affairs. In concert with the Department Chair, the faculty shall proceed to assign a failing grade for paper, examination or project related to the offense; or assigns the failing grade for the course. The faculty may recommend to the Department Chair a more severe sanction.

- **Responsibility of Department Chair:** After reviewing the materials furnished and conducting an appropriate investigation, the Department Chair will forward materials along with the recommendation for suspension or dismissal to the Vice President of Academic Affairs. If forced withdrawal is the sanction, the Department Chair will forward the completed withdrawal to the Vice President of Academic Affairs, who will notify the student by certified mail.

- **Responsibility of the Vice President of Academic Affairs:** After receipt of the student’s file, the Vice President of Academic Affairs will convene the Academic Council (Department Chairs and Vice President of Academic Affairs) for a hearing with the student of the offense and faculty member. After the hearing, the Academic Council will deliberate to support the recommendation of suspension or dismissal. The Vice President of Academic Affairs will inform Student Affairs and the President of the decision.

4. Right of Student to Appeal

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

**LEARNERS ASSESSMENT PROGRAM**

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

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

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

### MAJOR TEST

**During Senior Year**
- Biology
- Business Administration
- Computer Science
- Education

**AUTHENTIC CLASSROOM ASSESSMENTS**

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

### ASSESSMENT OF MAJOR CONCENTRATIONS

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

### OFFICIAL GRADES OF THE COLLEGE

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>GRADE POINTS PER SEMESTER CREDIT HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>= 4.00</td>
</tr>
<tr>
<td>A-</td>
<td>= 3.67</td>
</tr>
<tr>
<td>B+</td>
<td>= 3.33</td>
</tr>
<tr>
<td>B</td>
<td>= 3.00</td>
</tr>
<tr>
<td>B-</td>
<td>= 2.67</td>
</tr>
<tr>
<td>C+</td>
<td>= 2.33</td>
</tr>
<tr>
<td>C</td>
<td>= 2.00</td>
</tr>
<tr>
<td>C-</td>
<td>= 1.67</td>
</tr>
<tr>
<td>D+</td>
<td>= 1.33</td>
</tr>
<tr>
<td>D</td>
<td>= 1.00</td>
</tr>
<tr>
<td>F</td>
<td>= 0.00</td>
</tr>
</tbody>
</table>
GRADES NOT INCLUDED IN THE GRADE POINT AVERAGE:

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

COURSE NUMBERING SYSTEM

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

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

REPEATED COURSE GRADE

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

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

CHANGE OF GRADES AND GRADE DISPUTES

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

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

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

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

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

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

ATTENDANCE POLICY

The goal of the Paul Quinn College attendance policy is to provide students with the best opportunity to be successful in achieving a college education by motivating all students to attend class regularly. The College believes a contract is created between the faculty member and the student for teaching and learning. There are certain aspects of this contract, if not in place, will make it nearly impossible to fully complete the course to its full potential. Attendance is one such aspect of course success.

All Paul Quinn College students are viewed as students first. Status as an athlete, student leader, etc. is considered secondary to being a successful student. This perspective requires any student who does not regularly and consistently engage in all enrolled classes to not be allowed to participate in athletics, hold an office in a student organization or officially represent the College on or off campus.

This policy extends to Online and Independent Study courses which do not have scheduled meeting dates and times. In these learning situations, attendance is interpreted as course participation according to the course syllabus and calendar. Regular and engaged attendance in all classes requires preparation for the learning experience specific to the course content, and also assists the student in the development of discussion, debate, collaboration and problem solving skills which are useful in and outside of the classroom. Instructors evaluate student learning and comprehension on a regular basis by assessing student understanding and ability to use learned knowledge. Absenteeism disrupts these processes, and causes difficulty in carrying out the course content as planned. Regular and engaged attendance in all classes also allows a student to communicate their understanding and comprehension of the course material.

The Paul Quinn College learning contract expects students, as well as instructors, to attend classes regularly, prepared to engage in the learning process.

Although engagement is defined differently based on the specific course content, at a minimum engagement includes the following:

1. On time arrival to all class sessions. Arriving after official attendance has been recorded is considered absent.
2. Regular and consistent participation in course activities. Attendance is 10% of the final grade.
3. More than 5 absences (excused or unexcused) is considered excessive.
4. Consequences of violating the PQC Attendance Policy will be uniformly enforced.

Policy for Regular Engagement in an Online Course

The Student Engagement needs in an 100% ONLINE course a different from a traditional face to face course. Students are expected to participate in all classes for which they are registered. An online student who does not maintain course and instructor contact for more than one week, or for more than 48 hours (in an 8 week course) will be deemed excessively absent, and their course grade will suffer as a result. Students who are unable to participate in class regularly, regardless of the reason or circumstance, should withdraw from the class. A student in an online course should expect a response from their instructor during stated office hours, and within 72 hours or 3 business days, or 24 hours or one business day for 8 week courses.

Examples of regular participation may include:

- submitting assignments according to posted deadline
- participating in discussions
- responding to emails / phone calls
- attendance at scheduled chats
- adherence to scheduled events in the syllabus
- logging into the virtual classroom, reviewing messages and responding to messages
- Web conferences or other live events scheduled for the class
- On-campus events or other locations where instructor and students meet for class; i.e. museum, observatory, etc.
Attendance records are collected for retention purposes. Not attending and engaging in class on a regular basis is a red flag that will trigger certain provisions of the Leave No Quininite Behind Retention Plan.

**CLASS STANDING**

Class standing is defined as follows:

- **Freshman**: 0 to 30 semester hours
- **Sophomore**: 31 to 60 semester hours
- **Junior**: 61 to 90 semester hours
- **Senior**: 91 or more semester hours

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

**STUDENT STATUS**

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

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

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

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

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

**CREDIT HOUR**

One credit hour may be earned for at least 15 hours of seat time. The 15 hours may be spread out over a 16 week semester, which includes the final exam period. As the number of credit hours increases, the required seat time increases proportionally. Three credit hours are earned for 45 hours of seat time. In a 16 week semester, a three credit hour course will meet three times for one hour at a time, or two times for one hour and twenty minutes each time. If an 8 week term, a three credit hour course will meet 6 hours per week to reach the required seat time minimum. The College includes a buffer of time in the seat time requirement to allow for a 10 minute break for each hour of instruction. The following chart addresses other credit hour and term length configurations currently used by the College:

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>Course Length in a 16 week semester</th>
<th>Course Length per week</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 hours</td>
<td>1 hour</td>
<td>Biology Lab</td>
</tr>
<tr>
<td>2</td>
<td>30 hours</td>
<td>2 hours</td>
<td>Texas Government</td>
</tr>
<tr>
<td>3</td>
<td>45 hours</td>
<td>3 hours</td>
<td>College Algebra, English Composition</td>
</tr>
<tr>
<td>4</td>
<td>60 hours</td>
<td>4 hours</td>
<td>Upper level courses in Online Business Program</td>
</tr>
<tr>
<td>5</td>
<td>75 hours</td>
<td>5 hours</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

The number of credits a particular course is worth is determined by the faculty who are credentialed to teach the course, and is based on the type and amount of content to be covered in the course, the length of the course, and whether or not the course content is beginner level, intermediate, advanced, etc.

**COURSE LOAD**

A student must be registered for no fewer than 12 semester hours during the fall or spring semester or six credit hours during the summer session to be classified as a full-time student. A normal course load for a full-time student is 12 to 18 semester hours per fall or spring semester. A credit overload fee is charged for each credit over 18 credit hours.
A student with a 3.0 GPA or higher who wishes to take more than 18 hours must obtain approval from the Vice President of Academic Affairs. A course overload fee will be charged for each hour the student is enrolled over 18 credits.

**INCOMPLETE GRADE POLICY**

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

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

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

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

**AUDITING COURSES**

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

**INSTITUTIONAL SATISFACTORY ACADEMIC PROGRESS**

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

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

Every student is expected to maintain an overall cumulative grade point average (GPA) of 2.0. Any student who earns below a 2.0 GPA during a semester will be placed on academic probation for the following semester. If he or she again fails to maintain a 2.0 GPA, they may be suspended from the College for a minimum of one semester. After the initial suspension, the student may be re-admitted. If the student again fails to earn at least a 2.0 GPA, they may be suspended for one full academic year or dismissed from the College. Unless specifically approved by the President or the Vice President of Academic Affairs, a student on academic probation is denied the privileges of:

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

**GRADUATION REQUIREMENTS**

A candidate for graduation must meet the following requirements:

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

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

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

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

RESIDENCY REQUIREMENT
The final 25% of a student’s coursework must be completed in residence at Paul Quinn College. Credit earned for college level courses through CLEP, AP, Credit by Exam, portfolio, and the like, will not be considered as “credits in residence.”

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

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

GRADE POINT AVERAGE REQUIREMENT
An overall grade point average (GPA) of 2.00 is required for graduation. Education majors must earn an overall grade point average (GPA) of 2.5 to graduate. Transfer students must have a minimum GPA of 2.00 on their Paul Quinn work. The GPA is calculated on the total number of courses attempted; including courses repeated for a better grade (see section on Grades, Honors, and Class Standing). Transfer credits are not included in the calculation of the Paul Quinn College grade point average.

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

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

COLLEGE ASSEMBLY / CHAPEL

All students must enroll in College Assembly each semester through graduation. The College Assembly or weekly Chapel service is designed to impact the religious and spiritual education of the student. Effective fall 2010, degree-seeking students are required to attend at least 80% of the chapel sessions each semester. Students with regular schedule conflicts due to off-campus work hours, student teaching or PQC related internships may request access to the Online Chapel course. The request must be received in Academic Affairs by the Friday immediately following the semester’s census date. Required in all degree plans.

TEXTBOOKS

Beginning with the Summer 2015 term, students are not required to purchase textbooks or supplemental course materials. All required course content will be provided to students by the instructor as electronic resources, links to websites, and/or handouts. All students and faculty members have access to the Zale Library Electronic Databases, from on and off campus. Electronic resources may also be posted in the CAMS Student Portal and/or MOODLE for student access. In rare cases where open resources are not available for a particular course, the College will acquire a course set of resources which will be loaned to students for the duration of the course. If the loaned resources are not returned to the Institution in a timely manner, there will be a replacement charge applied to the student’s account.

MANAGING DEFAULTED STUDENTS

Paul Quinn College uses several different methods to address defaulted students and student who are at risk of defaulting with continued missed payments. The School Portfolio Report and borrower information are imported into the processing system provided through USAFunds (Borrower Connect).

Monthly reports are run to identify students at risk of default by number of days, and those closest to default are contacted first in an attempt to gain any updated information since the last date of attendance. Student information can also be obtained from other public sources such as phone books, internet sites, and publications.

Paul Quinn College contacts delinquent students to assist with disseminating information and collecting data to assist the borrower with repayment options. Borrowers are encouraged to explore options for lowering the payment amount, income based, repayment options, and if necessary, options for deferment or forbearance. Letters are mailed to the last known address on file detailing how the student can get assistance for repayment of their loans. Updated address forms are included in the letters so borrowers can submit their updated contact information to the school. Calls are attempted to reach each borrower and give assistance for repayment, curing defaults, and loan rehabilitation. We also partnered with a third party vendor, InTouch Services, to reach defaulted and students at risk of defaulting. This service helps students who graduated or withdrew from the institution to help with calls, mailed letters and emails, counsel students with repayment options and help defaulted students through loan rehabilitation.

“LEAVE NO QUINNITE BEHIND” RETENTION PROGRAM

The “Leave No Quinnite” Behind Retention Program is uniquely designed to retain all students who enter the Quinnite Nation to successfully graduate in four years or less. The program provides intrusive advising, academic advising, one on one goal setting, course progress tracking, seminars, guest speakers, and other resources that will enhance student engagement and retention. All students will experience selected aspects of the retention program. Conditional admits, students on SAP probation, as well as other who are special designation. The retention program is housed in Academic Affairs and is coordinated by the College’s Retention Manager.

Once a student has been admitted and accepted into Paul Quinn College, the Retention manager is responsible for using the strategies to ensure student success and retention from year-to-year. Students are monitored through attendance for signs of unofficial withdrawal or other issues stemming from the classroom or students environment.

Conditionally admitted students are also tracked by the Retention Manager for compliance to the academic plan created for the success of the institution. The academic plan is customized to each student and can require tasks ranging from monthly meetings to tutoring sessions. Although SAP (Satisfactory Academic Progress) is completed on an annual basis, the Retention Manager and Financial Aid use each semester to calculate SAP to identify students at risk of not meeting satisfactory academic progress at the end of the academic year.

Paul Quinn College has also enacted an early alert system that tracks missed attendance for each student. The Retention manager, along with the Dean of Students, are responsible for having one-on-one visits with students who are flagged at risk to determine possible solutions to get the
student back on track. In addition, the early alert system forewarns those connected with retention to possible unofficial withdrawals and ensures that the institution is addressing student retention issues.

During the fall term of 2015, Paul Quinn College opened the Carrington Academic Center. This is a state of the art learning center, designed for assisting with the retention of at risk students. Students are assigned specific times during each weekday to report to the Carrington Academic Center to work on academic areas in which they are experiencing challenges and are assisted by faculty members and other students under the supervision of the Retention Manager.

“WE OVER ME” FARM AT PAUL QUINN COLLEGE

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

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

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

THE WORK COLLEGE PROGRAM

Paul Quinn College is in the process of becoming a federally recognized Work College. The Work College Program provides an opportunity for all on-campus students to work up to 20 hours per week in an on or off campus work assignment to earn a stipend toward their tuition and fees, as well as wages paid directly to the student as work hours are completed.

CAREER PREPARATION AND GRADUATION RATES

Paul Quinn College is currently instituting policies which will allow students to gain employment at the college and earn money to go toward their education. The work college model will address responsible borrowing for the management of those students and tracking money earned by students for their education.

In addition, the college offers students who are eligible for work study funds the option to participate in a hiring fair for the institution. Students are required to come prepared to interview for different positions throughout the college which includes preparing a resume and dressing in business casual attire. These events expose students to interview etiquette, and prepare them for real-life application once they graduate from the institution.

Lastly, students are presented with opportunities for internships with outside organizations to increase exposure to trends in their field and options for career advancement. Most majors require students to participate in an approved internship related to their field of study. Students can receive credit for their participation and are required to submit a report detailing their experience to the Vice-President of Academic Affairs.

Frequently, students working as interns with outside companies are offered employment during the summer and in between semesters. It also is quite common for college interns to be offered full time positions with these companies immediately after graduation, incenting students to compete their program of study and graduate on-time. Graduates who are employed soon after they separate from the institution are more likely to be in a position to pay back their loans and stay out of default status.

INDEPENDENT STUDY / INTERNSHIPS

The internship experience supports students to enter local businesses, community organizations and schools to engage in hands on learning experiences. Paul Quinn College provides the opportunity for certain students to earn credit toward degree completion via internship experiences. The internship course(s) must be identified before the internship begins, and be documented via the Request for Independent Study form. All majors have some type of internship experience. Teacher Education majors complete students teaching, as well as in school observation hours.
A typical internship experience should earn three (3) academic credits and last a minimum of three (3) weeks with the student working 16 hours per week in the internship. Or three credits can be earned over a 15 week period with the student working three (3) hours per week in the internship. The number of hours worked per week varies with the length of the internship. An internship experience that provides more than three (3) academic credits will require a proportional increase in the number of hours spent working in the internship per week, as well as an increase in the length and depth of internship assignments.

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

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

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

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

LIBRARY SERVICES

The library subscribes to electronic databases providing access to ProQuest newspapers online, as well as Reference USA/InfoUSA, JSTOR (Journal Storage), and the TexShare Card Program (Texas State Library and Archives Commission) that focuses on the sharing of library holdings (academic, public, and special libraries) throughout the state. The consortium provides students and faculty with access to more than 28,281 e-books, electronic resources and 10,588 journals in addition to traditional print collections available through the Inter Library Loan System (ILLS). Remote access to all electronic resources is available to library users with Internet connectivity. Library staff members are available to assist students with finding appropriate research materials for class assignments.

LEAVE OF ABSENCE

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

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

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

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

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

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COURSE WITHDRAWAL

The official withdrawal deadline is posted in the academic calendar. Students who withdraw from a course(s) prior to the withdrawal deadline will receive a grade of W on their Paul Quinn College transcript. After the deadline has passed, a student who is unable to complete the semester will receive a performance grade earned at the time the student stopped attending. If there are extenuating circumstances which restrict a student from withdrawing from a course prior to the deadline, individual circumstances will be considered by the Vice President of Academic Affairs. Written documentation of extenuating circumstances is required.

Depending on when the request to withdraw from a course is submitted, the student's Financial Aid Award MAY be impacted. A student who changes from full-time to three-fourths time, or to part-time status MAY be required to pay Financial Aid funds back to the Department of Education. Any funds required to be returned will be calculated by the Financial Aid Office and updated to the student's account. Students are encouraged to consult with the Financial Aid Office and the Retention Managers prior to withdrawing for any course.

WITHDRAWAL FROM THE INSTITUTION

In order to completely withdraw from the College within any term, a student must meet with their academic advisor to obtain a withdrawal form and to begin the withdrawal process. Refunds will be made according to the policy outlined in the Financial Regulations section.

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

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

RETURN OF FINANCIAL AID FUNDS

Depending on when the request to withdraw from the institution is submitted, the student's Financial Aid Award MAY be impacted. A student who, who completely withdraws from ALL classes MAY be required to pay Financial Aid funds back to the Department of Education. Any funds required to be returned will be calculated by the Financial Aid Office and updated to the student's account. Students are encouraged to consult with the Financial Aid Office and the Retention Managers prior to withdrawing for any course.

ADMINISTRATIVE WITHDRAWAL

Administration Withdrawal from a course(s) may result from habitual delinquency in class or any other circumstance that prevents the student from fulfilling the purpose of the class. The College reserves the right to cancel the registration of any student. Students who are withdrawn due to disciplinary issues forfeit the right to a refund.

MEDICAL WITHDRAWAL

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

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

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

EMERGENCY WITHDRAWAL

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

Documentation of the circumstances must be provided before an emergency withdrawal will be considered and must be provided at the time the emergency arises. Students granted any type of emergency withdrawal will receive the grade of W in all attempted classes.
THE CURRICULUM AND DEGREE PROGRAMS
THE GENERAL EDUCATION CORE CURRICULUM

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

CORE CURRICULUM REQUIREMENTS FOR ALL DEGREES

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
<th>Credits (STEM Majors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1308 General Biology I or Chem I or Physics I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BUSA 1302 Social Entrepreneurship</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1311 Intro to Public Speaking</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2302 Principles of Microeconomics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1301 Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1302 Composition II</td>
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<td>3</td>
</tr>
<tr>
<td>FUND 1303 Intro to Quinntie Servant Leadership</td>
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<td>3</td>
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<tr>
<td>GOVT 2305 American Govt I (Federal)</td>
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<td>3</td>
</tr>
<tr>
<td>HIST 2301 US History I</td>
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<td>3</td>
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<tr>
<td>HIST 2302 US History II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HUMA 1315 Art Appreciation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1301 College Algebra OR MATH 2412 Pre-calculus</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 2306 Introduction to Christian Ethics</td>
<td>3</td>
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<tr>
<td>FINA 1101 Personal Finance</td>
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<tr>
<td>Total hours in CORE</td>
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<tr>
<td>BIOL 1309 General Biology II or Chem II or Physics II</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2319 Social Psychology or MATH 2411 Calculus I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1303 Basic Statistics or STEM MATH or Lab Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2331 or Upper Level Humanities or Literature or MATH 2414 Calculus II</td>
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<td>4</td>
</tr>
<tr>
<td>SPAN 1312 Elementary Spanish II or Advanced Spanish II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Year 1</td>
<td>Year 2</td>
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<tr>
<td>----------------------</td>
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<tr>
<td>GOVT 2206 Texas Govt</td>
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<tr>
<td>Total Remaining Hours in First Two Years</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Total Credits Completed in First Two Years</td>
<td>60</td>
<td>66</td>
</tr>
</tbody>
</table>

**LIBERAL ARTS ABILITIES**

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

- **Reasoning**—the ability to analyze and synthesize arguments, to question assumptions, to evaluate evidence, to argue positions, to draw conclusions, and to raise new questions; varieties of reasoning include quantitative, scientific, ethical, and aesthetic.
- **Quantitative**—the ability to use mathematical reasoning as a tool of analysis and as a means of conveying information
- **Scientific**—the ability to understand and to use the scientific method
- **Ethical**—the ability to analyze the principles and assumptions of moral claims and to make informed and reasoned moral arguments
- **Aesthetic**—the ability to analyze visual, performing, or literary art
- **Communication**—the ability to express ideas, arguments, and information coherently and persuasively orally, and in writing
- **Historical Consciousness**—the ability to understand the achievements, problems, and perspectives of the past and to recognize their influence upon the course of events
- **Social & Cultural Awareness**—the ability to engage perspectives other than one's own.

**MAJORS**

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

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

**WRITING ACROSS THE CURRICULUM**

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

**THE WRITING PROFICIENCY PORTFOLIO**

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

Each student's portfolio will include the following:

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

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

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

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

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

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

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

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

FREQUENCY OF COURSE OFFERINGS

Academic affairs selects courses to offer based on enrollment factors, which includes the number of students who have selected a particular majors, the last offering of a course instructor availability, classroom space. General Core and First Two Years Curriculum courses are offered regularly, every semester depending on the course. The degree plans of juniors and seniors are used to plan the course schedule, especially upper level courses in the major. As regular registration proceeds, course sections with low enrollment may be cancelled and offered in a future term.
ACADEMIC PROGRAMS

The academic programs of the College are organized as follows:

General Education
  Core & First Two Years Curriculum

Business Administration
  Accounting
  Entrepreneurship
  Management
  Fundraising & Philanthropy

Education
  Post-Baccalaureate Teacher Certification
    EC-6
    Secondary English, Language Arts
    Secondary Mathematics
    Secondary History

Health & Wellness

Legal Studies

Liberal Arts
  Communications
  History
  Mathematics
  Political Science
  Psychology
  Path to Teacher Certification

Religious Studies

Biology

Computer Science

As the Quinnite Nation is growing, we anticipate adding new academic programs to the curriculum in the near future. This will be done in full compliance with the process articulated by our accrediting body, TRACS. As these programs are approved, the website will be updated accordingly.

All questions regarding Paul Quinn's academic programs should be directed to Dr. Kizuwarda G. Grant, Vice President of Academic Affairs, kgrant@pqc.edu.

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

GENERAL EDUCATION

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

The FTYC of PQC prepares students to serve as agents of social change by enhancing the abilities of students to solve problems, communicate effectively and think critically and creatively.

**Learning Outcomes for General Education**

A. Demonstrate communication skills (reading, writing and speaking) using appropriate forms, conventions and styles
B. Interpret and analyze various types of information
C. Use mathematical and scientific reasoning to solve problems
D. Implement ETA (Entrepreneurial thought and Action) to solve problems
E. Demonstrate computer and information literacy
F. Engage in leadership to initiate social change

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

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**CORE CURRICULUM & FIRST TWO YEARS CURRICULUM**

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<td>HUMA 1315 Art Appreciation</td>
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<td>MATH 1301 College Algebra OR MATH 2412 Pre-calculus</td>
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<td>PHIL 2306 Introduction to Christian Ethics</td>
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<td>BIOL 1309 General Biology II or Chem II or Physics II</td>
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<td>PSYC 2319 Social Psychology or MATH 2411 Calculus I</td>
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<td>MATH 1303 Basic Statistics or STEM MATH or Lab Science</td>
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<tr>
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<td>ENGL 2331 or Upper Level Humanities or Literature or MATH 2414 Calculus II</td>
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<td><strong>Total Credits Completed in First Two Years</strong></td>
<td><strong>60</strong></td>
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</table>
BUSINESS ADMINISTRATION & LEGAL STUDIES GOALS

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

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

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

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

Evaluated by: Major Field Achievement Exam (Business Administration), course embedded assignments and exam questions, and graduating senior survey
BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: ACCOUNTING

(126.5 Credit hours)

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

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

Four Year Plan
Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.
BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: ENTREPRENEURSHIP

(126.5 Credit hours)

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

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

Four Year Plan
Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.
BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION: MANAGEMENT
(130.5 Credit Hours)

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

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

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

MKTG 3301 Principles of Marketing
BUSA 4309 Topical Seminar: Negotiations

Four Year Plan
Please contact your advisor for a recommended sequence of courses which takes into account the student's academic needs as well as prerequisites.
In addition to the core curriculum, students seeking a Bachelor of Science Degree in Business Administration: Fundraising & Philanthropy will need to complete the following courses:

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

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

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

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

Evaluated by: Legal Studies Departmental Exam, Mock Trial Rubric, course embedded exam questions, a writing assignment
In addition to the core curriculum, students seeking a Bachelor of Science Degree in Legal Studies will need to complete the following courses:
COSC 1301 Computer Applications
LGLS 2301 Introduction to Legal Studies
LGLS 2302 Law and Politics
LGLS 2304 Constitutional Law
LGLS 3302 Criminal Evidence
LGLS 3325 Criminal Procedure
LGLS 3327 Logic Reasoning, Legal Philosophy
LGLS 3328 Business Law
LGLS 4303 Legal Research and Writing
LGLS 4311 Criminal Investigations
LGLS 4315 Family Law
LGLS 4316 Mock Trial
Legal Studies majors will select nine (9) electives from the list below:
LGLS 2315 Criminology
LGLS 2321 Victimology
LGLS 2323 Law, Psychology and Morality
LGLS 3300 Law in Literature
LGLS 3321 Administrative Law
LGLS 3326 Juvenile Delinquency
LGLS 3330 Internship
LGLS 3331 International Law
LGLS 3332 Peace, War and Treason
LGLS 3334 Negotiations
LGLS 3335 Special Topics
LGLS 4301 Introduction to Law Enforcement
LGLS 4307 Probation, Penitentiary and Parole
LGLS 4325 Torts
LGLS 4331 National Security Law
LGLS 4332 Comparative Law
LGLS 4333 Moot Court
LGLS 4339 Internship II
LGLS 4435 Property, Wills and Estates
LGLS 4436 Civil Procedure
SPAN 1302 Elementary Spanish II

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

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

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

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

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

Evaluated by: TExES Certification pre-test, course embedded assignments and the graduating senior survey
POST-BACCALUARATE PROGRAM FOR TEACHER CERTIFICATION

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

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

Four Year Plan

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

Health & Wellness Program Goals

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

Mission Statement Health & Wellness

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

Program Learning Outcomes for Health & Wellness

A. Demonstrate effective oral and written health and wellness communication skills and apply strategies for effective communication with other health professionals
B. Develop skills to effectively motivate change in health behavior, utilize health assessment tools and implement/evaluate health and wellness programs among diverse populations and in various settings
C. Understand the components of health/wellness and the importance of such as related to healthy lifestyles
D. Promote health and wellness among students, faculty and staff as well as members of the local community through service learning
E. Demonstrate problem solving, critical thinking and ethical decision making skills pertinent in the health and wellness field
F. Demonstrate the uses of technology within the health and wellness field
In addition to the core curriculum, students seeking a Bachelor of Science Degree in Health & Wellness will need to complete the following courses:

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

**Four Year Plan**

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

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

**Mission Statement Liberal Arts**

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

**Learning Outcomes for Liberal Arts**

G. Demonstrate knowledge of key concepts in health and wellness with specific attention to differences in cultural, gender, age and socioeconomic characteristics

H. Utilize technology to identify, organize and communicate health and wellness information

I. Assess and interpret data to create unique strategies in response to challenges in health and wellness

J. to improve personal, family and community health disparities

K. Create, implement and evaluate a personal health and wellness plan that seeks to maintain and improve key health and wellness traits and characteristics, including physical activity, healthy weight maintenance, nutrition, mental health and spiritual fitness.
In addition to the core curriculum, students seeking a Bachelor of Science Degree in Liberal Arts will need to complete the following courses:

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

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

English
- ENGL 2311 Advanced Writing

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

Social Science
- Upper Level History Course
- ECON 2301 Principles of Microeconomics
- Upper Level Psychology Course

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

Concentration or Electives (Communications, History, Political Science, Psychology, Humanities, Mathematics)
- Upper Elective
- Upper Elective
- Upper Elective
- Upper Elective
- Upper Elective
- Upper Elective
- Internship I
- Internship II

Four Year Plan

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

Department of Science and Technology Department Goals

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

BIOLOGY

Mission Statement for Biology

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

Biology Program Goals

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

Program Learning outcomes for Biology

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

Evaluated by: Major Field Achievement Exam (Biology), term paper, and course embedded exam questions, and graduating senior survey
BACHELOR OF SCIENCE: BIOLOGY
(129.5 Credit Hours)

*Biology is closed to new students

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

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

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

Mission Statement for Computer Science

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

Computer Science Program Goals

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

Program Learning Outcomes for Computer Science

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

Evaluated by: Major Field Achievement Exam (Computer Science), Course embedded assignments related to programming skills, and the Graduating Senior Survey
BACHELOR OF SCIENCE: COMPUTER SCIENCE*
(126.5 Credit Hours)

*Computer Science is closed to new students.

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

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

Computer Science majors will select three (3) electives from the list below:
- COSC 4300 Parallel Processing (3 Credit Hours)
- COSC 4301 Computer Networking (3 Credit Hours)
- COSC 4302 Numerical Methods (3 Credit Hours)
- COSC 4303 Numerical Analysis (3 Credit Hours)
- COSC 4306 Artificial Intelligence (3 Credit Hours)

Four Year Plan

Please contact your advisor for a recommended sequence of courses which takes in
RELIGIOUS STUDIES

Mission Statement for Religious Studies
The Paul Quinn College Religious Studies program is designed to prepare leaders, critical thinkers, entrepreneurs, and biblical apologist to serve in church ministries, para-church ministries, faith-based community organizations, and church administration. Program completers may immediately enter the career field of their choice, or continue on to graduate study in Religion, Theology or similar fields.

Religious Studies Program Goal
- To prepare leaders, critical thinkers, entrepreneurs, and biblical apologist to serve in church ministries, para-church ministries, faith-based community organizations, and church administration.

Program Learning Outcomes for Religious Studies
1. Examine the role of religion in humankind
2. Analyze the connection between religion and ethical behavior
3. Apply specific cultural and denominational perspectives to solve present day challenges in religion, especially Christianity
4. Apply entrepreneurial thinking, business principals and management strategies to the implementation and maintenance of a ministry, faith based organization or community organization
5. Demonstrate effective oral and written communication skills, and effective use of technology in the religious studies field
6. Develop skills to effectively motivate change in moral, ethical and spiritual behavior in personal, family and community settings
7. Demonstrate problem solving, critical and comparative thinking and ethical decision making skills pertinent to the religious studies field

Evaluated by: Major Field Achievement Exam (to be created), course embedded assignments related to programming skills, and the Graduating Senior Survey
In addition to the core curriculum, students seeking a Bachelor of Science: Religious Studies will need to complete the following courses:

- Principles of Accounting I or Macroeconomics (3 credit course)
- Business Law (3 credit course)
- Small Business Management or Human Resource Management (3 credit course)
- Principles of Management or Principles of Marketing (3 credit course)
- Principles of Entrepreneurship or Intro to Fundraising & Philanthropy (3 credit course)
- Homiletics (counted in the CORE in place of COMM 1311 Intro to Public Speaking) (3 credit course)

- World Religions (3 credit course)
- Survey of the Old Testament (3 credit course)
- Survey of the New Testament (3 credit course)
- GEOG 1303 World Geography (3 credit course)
- Upper Level Elective in Fundraising/Philanthropy, Entrepreneurship or Religious Studies (3 credit course)
- Upper Level Elective in Fundraising/Philanthropy, Entrepreneurship or Religious Studies (3 credit course)
- Jesus and the Christian Church (3 credit course)
- Hebrew and Greek in the Bible (3 credit course)
- Ministry of the Black Church (3 credit course)
- The African Methodist Episcopal Church History and Traditions (3 credit course)
- Christian Leadership (3 credit course)
- RELI 4401 Experiential Internship I (3 credit course)
- RELI 4402 Entrepreneurship Internship II (3 credit course)
- Church Administration (3 credit course)
- Pastoral Counseling (3 credit course)
DIRECTORY
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<th>BOARD OF TRUSTEES</th>
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<tr>
<td>Bishop Vashti Murphy McKenzie</td>
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<tr>
<td>Mr. William Brewer, Esq.</td>
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<tr>
<td>Mr. Don J. Clevenger, Esq.</td>
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<tr>
<td>Rev. Dr. Floyd Flake</td>
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<td>Rev. Dr. Frederick D. Haynes, III</td>
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<td>Rev. Dr. Daryl B. Ingram</td>
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<td>Ms. Tanya E. Sanders</td>
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<tr>
<td>Rev. Dr. Juan N. Tolliver</td>
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<td>Mr. Hiawatha Williams</td>
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Executive Cabinet

Michael J. Sorrell, President of Paul Quinn College
Ed.D., Higher Education, University of Pennsylvania
J.D., Duke University
M.A., Public Policy, Duke University
B.A., Government, Oberlin College

Bruce A. Brinson, Jr., Chief Financial Officer
M.B.A., University of Michigan
B.S. Business Administration, Wayne State University

Dr. Kizuwanda Grant, Vice President of Academic Affairs
Ph.D., Higher Education, University of North Texas
M.S., Mathematics Education, Columbia University Teacher's College
B.S., Secondary Education - Mathematics, Grambling State University

Office of the President

Cecilyn Bryan, Special Assistant to the President
B.S., Accounting, Paul Quinn College

Christopher J. Dowdy, Special Assistant to the President and Institutional Research Assistant
Ph.D., Religious Ethics, Southern Methodist University
M.A., History and Theology, Abilene Christian University
B.A., Biblical Text, Abilene Christian University

Victoria Wilson, Dean of the Work College
M.P.P., Global Policy, Duke University, Certificate in International Development
B.A., English, University of North Carolina at Chapel Hill

Kelsel Thompson, External Affairs
M.S., College Student Personnel Services, Miami University
B.S., Engineering Technology, Texas A&M University

Maurice West, External Affairs
M.Ed., Education Administration, Alabama State University
B.S., History and Health, Paul Quinn College

Office of Academic Affairs

Clarice Medley-Weeks, Director of Library
M.L.S., St. John's University
B.S., Business Administration, Livingstone College
Tiffany Gurley-Alloway, Director of TRiO-Student Support Services
Ph. D., Public and Urban Administration, University of Texas at Arlington
M.Ed., Higher Education, University of Toledo
B.S., Business Marketing, Kelley School of Business, Indiana University

Adrienne Wilson, Assistant Director Upward Bound Program
M.S., St. Georgia University
B.S., English, Bishop College

Felicia Shepherd, Retention Manager-Carrington Plan / Adjunct-Introduction Writing & Reading
Ed. D, Higher Education, Texas A&M University-Commerce
M.A., Education / Elementary Education, Texas A&M University-Commerce
B.S., Political Science, Texas Southern University

Rosa Johnson, Program Coordinator & Field Supervisor for Teacher Education
M.A., Education, University of Texas
B.A., English, Governors State University

The Center for Civic Engagement, Entrepreneurship, & Leadership (CEEL)
Stacy Cherones, Director of CEEL
M.A.T.S., Religious Ethics, Columbia Theological Seminary
B.A., History, B.A., Urban Studies, B.S., Education & Social Policy, Northwestern University

Dexter Evans, Coordinator, Civic Engagement
B.S., Legal Studies, Paul Quinn College

Ronisha Isham, CEEL Intern
B.S., Business Administration: Management, Paul Quinn College

Enrollment Management and Student Affairs
Jessika Lara, Director of Recruiting
B.S., Business Administration - Management, Paul Quinn College

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

Athletics
Kelsel Thompson, Director of Athletics
M.S., College Student Personnel Services, Miami University
B.S., Engineering Technology, Texas A&M University

Operations Management
Marquita Mitchell, Bursar
B.S., Physical Education, Paul Quinn College
Dr. Samuel Eguae, Associate Professor of Biology
Ph.D., Biological Sciences, University of North Texas
M.S., Microbiology, Pittsburg State University
B.S., Biology/Chemistry, Pittsburg State University

Dr. Michael Greene, Division Chair, Business and Legal Studies
Ph.D., Economics, University of New Hampshire
Ph.D., Religious Ethics, Southern Methodist University
B.A., Economics, Columbia University

Ms. Alysmarie Hodges, Associate Professor Mathematics
M.S., Applied Mathematics, University of Texas
B.S., Mathematics, Tennessee States University

Dr. Ervin James, Associate Professor of History
Ph.D. History, Texas A & M University
M.A., History, Texas Southern University
B.S., Political Science, Tuskegee University

Dr. Misti Knight, Associate Professor of Health and Wellness
Ph.D., Kinesiology, Texas Woman's University
M.S., Kinesiology, University of North Texas
B.S., Exercise and Sports Science, Tarleton State University

Ann Mathews, Associate Professor of History
M.A., History, Howard University
B.A., History, Texas Southern University

Myra McIntosh, Esq., Associate Professor of Legal Studies
J.D., Georgetown University Law Center
B.S., Business Administration (Finance), Howard University

Ms. Mariola Rosario, Associate Professor of Spanish
M.A., Spanish and Latin American Literatures and Cultures, New York University
B.A., Comparative Literature Spanish and Latin American Literature, University of Puerto Rico

Dr. Robert Tinajero, Associate Professor of English, and the Writers Hub
Ph.D., Rhetoric and Composition/Writing Studies, University of Texas
M.F.A., Creative Writing, University of Houston
M.T.S., Theological Studies, Perkins School of Theology (SMU)
B.A., English and Religion, Austin College

Rev. Dr. C. Dennis Williams
D. Min., Preaching, United Theological Seminary, Dayton, OH
Post-Graduate, Payne Theological Seminary, Xenia, OH
Post-Graduate, McCormick Theological Seminary, Chicago, IL
M.A., Biblical Studies, Bethany Theological Seminary, Dothan, AL
B.S., History & Religion, Paul Quinn College, Dallas, TX
PART-TIME FACULTY

Ms. Shulanda Barnett, Adjunct – Health and Wellness
M.S., Kinesiology, Texas A&M University
B.S., Business Administration, Letourneau University

Ms. Monique Broadnax, Adjunct – Legal Studies
J.D., Indiana University School of Law
B.A., Social Science, Pre-law, Pittsburg State University

Ms. Regina Brown, Adjunct – Accounting
M.B.A., Business Administration – Strategic Leadership
B.S., Finance, Chicago State University

Mr. Throy Campbell, Adjunct – Business
ABD Ph.D., Educational Leadership/Policy Studies, University of Texas at Arlington
M.B.A., Business Administration – Specialization: Quantitative Finance, University of Texas at Arlington
M.S., Healthcare Administration Specialization: Finance, University of Texas at Arlington
B.A., Business Administration, Prairie View A&M University

Dr. Janice Carter-Steward, Adjunct – Communication
Ph.D., Business Organization and Management, Capella University
M.S., Human Relations and Business – Human Behavioral Development, Amberton University
M.A., Professional Development – Communication, Amberton University
M.B.A., Business Administration – Management, University of Phoenix
B.A., Management, University of Phoenix

Dr. C. Ja'net Chappelle, Adjunct – Government
Ph.D., Organizational Leadership, Grand Canyon University
M.S., Public Administration, North Carolina Central University
B.A., History, Xavier University

Ms. RonAmber Deloney, Adjunct – Humanities
M.S., Education - Adolescent Education, St. John's University
M.A., Art and Public Policy, New York University
B.A., English, Austin College

Mr. Steve Denson, Adjunct – Business Administration
M.S., Public Policy and Management, Carnegie Mellon University
B.A., Political Science/History, East Central University

Mr. Dexter Dumas, Adjunct - Education
M. Ed., Education - Administration/Mid Management Certification, Texas A&M University
B.S., Psychology, University of Arkansas
Generic Special Education (Certification), Texas Woman's University
Ms. Cherly Furdge, Adjunct – Sociology /Legal Studies
Ph.D., Sociology, Texas Woman’s University
M.S., Criminal Justice, Mississippi Valley State University
B.S., Criminal Justice, Mississippi Valley State University

Ms. Diana Gill, Adjunct – Education
M. A., History, University of Texas
M. A., Education, University of Texas
B.A., History, University of Texas

Dr. Silva G. Graham, Adjunct – Spanish
Ed. D., Education Supervision Curriculum & Instruction, Texas A & M Commerce
M. A., English, Texas A & M Commerce
B.A., Spanish, University of Texas

Mr. Jamie Grant, Adjunct – Personal Finance
B.S., Economics, Grambling State University

Dr. Kizuwanda G. Grant, Adjunct – Education
Ph.D., Higher Education, University of North Texas
M.S., Education, Mathematics Education, Columbia University, Teachers College
B.S., Secondary Education, Mathematics, Grambling State University

Ms. Carolyn E. Griffen, Adjunct - Business Administration
M.B.A., Accounting, University of Phoenix
B.S., Business Administration, University of Phoenix

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

Dr. Vickie Hester, Adjunct - Education
M.S., Education, Instructional Design, Western Governor’s University
Post Baccalaureate Degree, Elementary Education, Western Governor’s University

Ms. Jessica Hornbeck, Adjunct – Accounting
M.B.A., General Management, New York University, New York, NY
B.S., Economics and Finance, Manhattan College, Riverdale, NY

Ms. Beverly Johnson, Adjunct – Management
M.B.A., Marketing and General Management, J.L. Kellogg Graduate School of Management
M.S., Engineering Management, University of Missouri-Rolla
B.S., Mechanical Engineering, United States Military Academy

Dr. Mary Catherine Loving, Adjunct – English
Ph.D. in Humanities (major in literature), University of Texas at Dallas
M.A. in Humanities (major in literature), University of Texas at Dallas
B.A. in Interdisciplinary Studies, University of Texas at Dallas

Mr. Charles Mensah, Adjunct – Mathematics
M.S., Computer Science, University of Texas
M.S., Applied Mathematics, Hampton University
M.B.A., Business, University of Ghana
B.S., Mathematics, Kwame Nkrumah University of Science and Technology

Ms. Clarice Medley-Weeks, Adjunct - Information Literacy
M.L.S., Library Science, St. John's University
B.S., Business Administration, Livingstone College

Dr. Nathan Nwobi, Adjunct – Mathematics
Ph.D., Economics and Higher Education Administration, Jackson State University
M.S., Mathematics and Economics, Texas A&M University
B.A., Business Administration, Texas A&M University

Dr. K. A'jaydin Roberts, Adjunct – English
Ph.D., Education Administration Leadership, Capella University
M.A., Education Curriculum & Instruction, Midwestern State University
B.A., Mass Communication, Dillard University

Mr. Ronald Scott, Adjunct – Reading
M.S., Speech Communication, Texas A&M University, Commerce, TX
B.S., Speech Communication & Theatre, Texas A&M University, Commerce, TX

Felicia Shepherd, Retention Manager-Carrington Plan / Adjunct-Introduction Writing & Reading
Ed. D, Higher Education, Texas A&M University-Commerce
M.A., Education / Elementary Education, Texas A&M University-Commerce
B.S., Political Science, Texas Southern University

Mr. Michael J. Sorrell, Adjunct - Business Administration
J.D., Duke University
M.A., Public Policy, Duke University
B.A., Government, Oberlin College

Mr. Freddie Spencer, Adjunct – Mathematics
M.S., Mathematics, Southern University
B.S., Mathematics, Texas College

Dr. Donald Williams, Adjunct – Health and Wellness
Ph.D., Healthcare Administration, University of Phoenix
M.S., Health and Physical Education, Louisiana Tech University
B.S., Health and Physical Education, Fitness Wellness Management, Louisiana Tech University
Jabez P. Campbell  1866-1868  Henry Y. Tookes  1948
James A. Shorter  1868-1872  John A. Gregg  1948
John M. Brown  1872-1876  Joseph Gomez  1948-1956
Thomas H.D. Ward  1876-1880  Howard Thomas Primm  1956-1960
Richard H. Cain  1880-1884  William F. Ball, Sr.  1960-1964
Alexander W. Wayman  1884-1888  Odie Lee Sherman  1964-1972
Abram Grant  1888-1892  John Hurst Adams  1972-1980
Moses B. Salter  1898-1904  James Haskell Mayo  1988-1989
Joshua H. Jones  1916-1920  McKinley Young  2000-2004
William S. Brooks  1928-1934  Vashti Murphy McKenzie  2012 -
PRESIDENTS OF PAUL QUINN COLLEGE

Bishop J. M. Brown (1872-1876)
Bishop R. H. Cain (1876-1880)
  H. T. Keiling (1880-1883)
  I. M. Burgan (1883-1891)
  N.A. Banks (1891-1892)
  H. T. Keiling (1892-1896)
  I. M. Burgan (1896-1904)
  W. J. Laws (1904-1908)
  D. A. Butler (1908-1911)
  I. M. Burgan (1911-1914)
  J. K. Williams (1914-1924)
  J. F. Williams (1924-1926)
  N.A. Banks (1926-1928)
  Dean Mohr (1928-1932)
  A.S. Jackson (1932-1939)
  J. W. Yancy II (1939-1942)
  George Davis (1942-1943)
  George Singleton (1943-1946)
  Nannie Bell Aycock (1946-1951)
  Sherman L. Green, Jr. (1951-1953)
  Frank R. Veal (1953-1956)
  John H. Adams (1956-1962)
  L. H. McCloney (1962-1969)
  Reuben D. Manning (1976-1978)
  Norman W. Handy (1982-1984)
  Lee E. Monroe (1992-2001)
  Dwight J. Fennell (2001-2005)
  John K. Waddell (2006-2007)
  Michael J. Sorrell (2007–present)
COURSE DESCRIPTIONS
ACCT 2301, Principles of Accounting I (3 semester hours)
This is an introduction to the study of the principles of accounting as applied to business entities as well as fundamental procedures in analyzing and recording business transactions. Journal, ledgers, and preparation of income statements are emphasized. Prerequisites: Sophomore standing and completion of MATH 1301 College Algebra. Required in Accounting and Management.

ACCT 2302, Principles of Accounting II (3 semester hours)
This involves a study of accounting procedures and practices in partnerships and corporations, cost data, and budgetary control in business decisions and financial reports. Prerequisites: ACCT 2301 Principles of Accounting I. Required in Accounting and Management.

ACCT 3310, Managerial Accounting (3 semester hours)
This involves a study of the measurement and analysis of accounting data appropriate to managerial decision making, including comprehensive budgeting, statistical cost estimation, cost-volume-profit analysis, gross profit analysis, and capital planning. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective for the Management degree plan.

ACCT 3314, Intermediate Accounting I (3 semester hours)
This involves a study of application of generally accepted accounting principles in accounting and reporting for business entities. Students are introduced to the conceptual framework underlying financial accounting and reporting. Accounting and reporting for cash, short-term investments, receivables, liabilities, inventories, and plant assets are covered. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

ACCT 3315, Federal Income Tax Accounting – Individual (3 semester hours)
This is an overview of income tax laws and regulations, income legislation, treasury and court decision, income tax problems and returns, and social security and self-employed taxes. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

ACCT 3324, Accounting Information System (3 semester hours)
This is an introduction to system design, system analysis, and implementation. Emphasis is placed on business resource planning systems and control. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

ACCT 3325, Intermediate Accounting II (3 semester hours)
This is an in-depth study of accounting for long-term investments, earning per share, revenue recognition, contributed capital, pensions, and leases. Also included are segment reporting, inter-period tax allocation, and interim reporting. Prerequisites: ACCT 3314 Intermediate Accounting I. Required in Accounting.

ACCT 4300, Internship in Accounting (3 semester hours)
This course is designed to provide an introduction to a career in accounting and/or business. The internship includes mentoring experiences, field observations and the opportunity to participate in real-world accounting work. Required course in Business Administration: Accounting degree plan. Prerequisite: ACCT 3314, Intermediate Accounting I.

ACCT 4310, Governmental and Non-Profit Accounting (3 semester hours)
A study of the role financial reporting plays in fulfilling government's duty to be publicly accountable in a democratic society, and a study of the accounting concepts that are applicable to governmental activities of a non-business nature, hospitals, universities, and
other non-profit entities. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in Accounting. This course can be used as an elective in the Management degree plan.

ACCT 4320, Cost Accounting (3 semester hours)
This course emphasizes the study of accounting procedures for material, labor and manufacturing expenses for both job order and process cost systems. Special attention is given to the distribution of service area cost and the cost of by-products and joint products. Prerequisites: ACCT 2301 Principles of Accounting I and ACCT 2302 Principles of Accounting II. Required in the Accounting degree plan. This course can be used as an elective in the Management degree plan.

ACCT 4321, Advanced Accounting (3 semester hours)
This involves a study of international trade and finance, tariffs, barriers to trade, foreign exchange transactions, balance of payment and consolidated financial statements of parents and subsidiaries. Students are also introduced to business combination, mergers, type of mergers, and liquidation of partnership. Prerequisites: ACCT 3314 Intermediate Accounting I. Required in the Accounting degree plan.

ACCT 4328, Auditing (3 semester hours)
This involves a study of auditing procedures used by internal auditors, independent public accountants, and preparation of working papers. Prerequisites: ACCT 3325 Intermediate Accounting II. Required in the Accounting degree plan.

BIOL 1424, General Biology I (4 semester hours)
An introductory course that emphasizes the molecular and metabolic aspects of biology. The course will also cover the molecular basis of disease and how the disease process affects man. Three hours of lecture and two hours of laboratory per week. Laboratory fee. Prerequisites: None. Required General Core course.

BIOL 1425, General Biology II (4 semester hours)
An introductory biology course that emphasizes animal and plant kingdoms and their relationships to their environment. Three hours of lecture and two hours of laboratory per week. Laboratory fee. Prerequisite: BIOL 1424 General Biology I. Required in Biology, Early Childhood, and Physical Education degree plans.

BIOL 2401, Human Anatomy and Physiology I (4 semester hours)
The anatomy and physiology of cells, tissues and organs, the architectural plan of the human body and the integument, skeletal, muscular, and nervous systems. Laboratory Fee. Prerequisite: BIOL 1424 General Biology I. Required in Biology, Early Childhood, and Physical Education .

BIOL 2402, Human Anatomy and Physiology II (4 semester hours)
A study of the circulatory, digestive, respiratory, excretory, reproductive, and endocrine systems of the human body. Laboratory Fee Prerequisite: BIOL 1425 General Biology II or Department al approval. Required in Biology, Early Childhood, and Physical Education degree plans.

BIOL 3411, Genetics (4 semester hours)
Principles of genetics and their application to living organisms. Prerequisite: BIOL 1425. Laboratory Fee. Required in the Biology degree plan.

BIOL 3420, General Botany (4 semester hours)
Introduction to the study of plants with emphasis on structure, functions, distribution, economic importance, and phylogenetic relations. Prerequisite: BIOL 1424. Laboratory Fee. Required in the Biology degree plan.
BIOL 4111, Biology Seminar (1 semester hour)
Required of majors and minors in the biological sciences. Reports and discussions of current literature in the biological sciences. May be repeated for credit with different topics for a maximum of three times. Prerequisite: Approval by the Department Chairperson. Required in the Biology degree plan.

BIOL 4301, Special Projects in Biology (3 semester hours)
Directed research and study in the field of the student’s interest and preparation. A minimum of 45 laboratory hours per semester credit. Prerequisite: A major in Biology with advanced standing and permission of the Department Chairperson. Laboratory Fee per semester hour. Required in Biology degree plan.

BIOL 4411, General Microbiology (4 semester hours)
Topics cover microbial structure and function, growth and reproduction, sterility and disinfectants, preservation, and taxonomy. Laboratory topics will include isolation and study of pure cultures and enumeration and control of bacterial populations. Laboratory fee. Prerequisites: BIOL 1425 General Biology II. Required in Biology degree plan.

BIOL 4420, Cell Biology (4 semester hours)
A study of the structure, organization, physiochemical activities, and extracellular environment of the cell. Laboratory Fee. Prerequisites: CHEM 4421 General Biochemistry and BIOL 3420 General Botany. Required in Biology degree plan.

BLAW 3324, Business Law (3 semester hours)
This course focuses on the principles of laws applicable to business, which includes the role of law in such areas as contracts and sales, agency, partnerships, bankruptcy, negotiable instruments, torts, and other legal subjects. Cross listed with LGLS 3328 Business Law. Required in the Accounting, Management and Legal Studies degree plans.

BUSA 1301, Introduction to Business (3 semester hours)
This course surveys the entire field of business; builds vocabulary and broadens the students’ perspective of the business field and aids in selecting a field of vocational speculation. Prerequisite: None. General Elective.

BUSA 1302, Introduction to Social Entrepreneurship I (3 credit hours)
This course will explore the challenges and rewards of engaging innovative entrepreneurial practices and endeavors to address social needs both globally and in the US, through private and public nonprofit, for profit, government, non-government and/or public institutions. A special emphasis on urban needs will be introduced. Required General Core course.

BUSA 1303, Introduction to Social Entrepreneurship II (3 credit hours)
This course will extend the concepts, practices and endeavors introduced in BUSA 1302 to issues related to health and wellness. Prerequisite: BUSA 1302. Required General Core course.

BUSA 2200, Social Media and Its Uses (2 credit hours)
This course will explore how web-based technologies add to and transform traditional media uses. It will also address the appropriate uses and its continuous development. This will include the exchange and creation of user-generated content in moving from traditional media monologues into social media dialogues. General Elective

BUSA 2300, Special Topics in Economic Development I (3 credit hours)
This course represents an integrated approach to understanding, reflecting, and problem solving using the knowledge of organizational structure, a variety of resources and leadership skills to solve societal and economic problems. Key scientific concepts including health, wellness, human development and/or nutrition will be examined. Additionally entrepreneurial and marketing endeavors will be
explored in the context of ethics and social responsibility while supported by developing a computer literacy background. General Elective

BUSA 2304, Introduction to Internship: College Guided Internship I (3 credit hours)
This course represents a college directed interdisciplinary field internship focusing on business-related skills, scientific concepts, and/or an understanding of the interrelationship between nutrition, wellness and human development. General Elective.

BUSA 3302, Business Communications (3 semester hours)
Analysis of all types of business letters. Writing of forceful and effective business letters, adhering to the best forms of English usage and practice, and the application of practical psychology in the construction of the letter. Prerequisite: ENGL 1301 Composition I and ENGL 1302 Composition II. Students should have basic typing skills and familiar with keyboard and the Internet. Required in the Accounting and Management degree plans.

BUSA 3322, Business Statistics (3 semester hours)
This course will use statistics to solve business and economic problems. Descriptive and inferential statistics; probability, regression analysis, Chi-Square, ANOVA and MANOVA techniques are some of the tools that will be used in practical problem solving. Required in the Accounting and Management degree plans.

BUSA 4304, Topical Seminar on Leadership I (3 semester hours)
Advanced topics in management/leadership and topics not adequately covered in the published curriculum. Prerequisite: Consent of the instructor. Minimum of nine credit hours of coursework in subject area, and junior or senior classification. Required in the Management degree plans.

BUSA 4305, Topical Seminar on Leadership II (3 semester hours)
Advanced topics in management/leadership and topics not adequately covered in the published curriculum. Prerequisite: Consent of the instructor. Minimum of nine credit hours of coursework in subject area, and junior or senior classification. Business Elective

BUSA 4321, Business Ethics and Social Responsibility (3 semester hours)
Helps students comprehend ethical issues, theories, and issues related to businesses at local, national, and international levels. Business Elective

BUSA 4322, Advanced Business Statistics (3 semester hours)
Course coverage includes multivariate and logistic regression, analysis of variance, times series analysis, and forecasting. A central aim of the course is to provide students with the skills to perform and present statistical analyses of data pertaining to fundamental trends in business and the economy. Prerequisite: BUSA 3322 Business Statistics. Required in the Accounting and Management degree plans.

BUSA 4323, Business Policy and Strategy (3 semester hours)
Study and analyze comprehensive business cases with an emphasis on decision-making processes using skills and techniques from previous courses. Prerequisite: Senior standing and consent of instructor Required in the Accounting and Management degree plans.

BUSA 4325, Internship (3 semester hours)
Supervised work experience in a business-related position with a public agency, private business, or organization. Required in the Management degree plans.

CHEM 1411, General Chemistry I (4 semester hours)
Study of atomic and molecular structure, periodicity, stoichiometry, chemical reactions, thermochemistry, bonding, states of matter, gas laws, and solutions. Prerequisite: concurrent enrollment in MATH 1301 College Algebra. Laboratory Fee. Required General Core Science option. Not an option but mandatory for the Biology, Early Childhood and Physical Education degree plans.

CHEM 1412, General Chemistry II (4 semester hours)
A continuation of Chemistry I. Study of chemical kinetics, equilibrium, acid-base chemistry, chemical thermodynamics, electrochemistry, radiochemistry, and descriptive inorganic chemistry. Prerequisites: CHEM 1411 or the equivalent and approval of the Department Chairperson. Laboratory Fee. Required in the Biology, Early Childhood, and Physical Education degree plans.

CHEM 2411, Organic Chemistry I (4 semester hours)
Theory of the covalent bond; classes, nomenclature, structure and properties of carbon compounds, reaction mechanisms, syntheses, stereochemistry, and spectroscopy. Prerequisite: CHEM 1412. Laboratory Fee. Required in the Biology degree plan.

CHEM 2412, Organic Chemistry II (4 semester hours)
Continuation of Chemistry 2411. Advanced concepts of synthesis and reaction theories of common classes of organic compounds including aliphatic and aromatic systems, and carbon compounds and their derivatives. Prerequisite: CHEM 2411 Organic Chemistry I. Laboratory Fee. Required in the Biology degree plan.

CHEM 4421, General Biochemistry (4 semester hours)
A study of the bio-molecules including amino acids, enzymes, the metabolism of bio-molecules, and the generation and utilization of energy. The laboratory will include the analysis of bio-molecules, techniques in chromatographic methods, electrophoresis, and UV-V is spectroscopy. Prerequisites: CHEM 2412 Organic Chemistry II and approval of the Department Chairperson. Laboratory Fee. Required in the Biology degree plan.

CHIN 1301, Mandarin Chinese (3 credit hours)
This course offers an introduction to the Mandarin Chinese language and the development of the four language skills: listening comprehension, speaking, reading, and writing. The course emphasizes speaking simple contemporary Mandarin Chinese with correct pronunciation and intonation. In addition, intensive drills on sounds and tones, vocabulary, and sentence patterns in meaningful contexts will be used in order for the students to communicate appropriately and accurately in authentic contexts. General Core Foreign Language option. Required of all Scholars.

COSC 1301, Computer Applications (3 credit hours)
This course is an introduction to the use of computers as a data processing and problem solving tool for business purposes. Fundamental concepts, technology and theory, use of existing word processing programs, spreadsheets, database and presentation packages, including integration with the Internet, to solve various business oriented problems will be examined. This course incorporates current business end-user application software packages applied to contemporary problems to enhance productivity and critical thinking skills. Required in all degree plans.

COSC 1421, Introduction to Computer Programming in JAVA I (4 semester hours)
This course is an introduction to programming using Java. The course covers the fundamentals of object-oriented programming utilizing the Java programming language for general purpose business programs and interactive World Wide Web-based Internet programs. Fundamentals of problem solving, algorithms, and programming. Emphasis is given to problem solving through programming including data types, control structures, use of existing libraries and modular algorithm design. Extending to procedural and object-oriented programming. This course has a required lab component. This course is required for the major or minor in computer science. Prerequisites: COSC 1301 Computer Applications. Required in the Computer Science Degree plan.

COSC 2313, Assembly Language Programming (3 semester hours)
A study of assembly language programming and its applications. The course includes addressing techniques, index registers, concepts of paging, machine organization to facilitate modes of addressing, program linkage, and other topics. Writing and debugging programs. Three lectures and laboratory sessions per week. Prerequisite: COSC 2412 Advanced Computer Programming in Java II. Required in the Computer Science Degree plan.

COSC 2412, Advanced Computer Programming in JAVA II (4 semester hours)
This course is a continuation of COSC 1421 (Java Programming II). The focus is on the development of client-server applications and advanced GUI. Topics include Java features (such as enums, autoboxing, and generic types), multithreading, collections, files, advanced multimedia and GUIs, internationalization, and web programming (including database use, networking, security, servlets, Java Server Pages, JavaBeans, and Remote Method Invocation). An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development, especially abstraction and encapsulation using object-oriented programming. It covers such standard topics as control structures, subroutines, objects, multidimensional arrays, pointers, logical records, searching, sorting algorithms, binary file I/O, linked lists, and recursion. This course has a required lab component. This course is required for the major or minor in computer science. Prerequisites: COSC 1421 Introduction to Computer Programming in JAVA I. Required in the Computer Science Degree plan.

COSC 3314 C/C++ Programming (3 semester hours)
A study of the fundamentals of the C/C++ Programming language. The course includes structured programming and problem solving techniques. Writing and debugging programs. Three lectures and laboratory sessions per week. Prerequisite: COSC 2313 Assembly Language Programming. Required in the Computer Science Degree plan.

COSC 3326 Programming Languages (3 semester hours)
This course is a formal definition of programming languages, including specification of syntax and semantics. Scope of declarations, storage allocation, group statements, binding time of constituents, subroutines, and tasks. Data description, run-time representation of program and data structure. An examination of the syntax, semantics, and usage of a selected programming language. Introduction to flowcharting: Developing a flowchart, flowcharting problems, and programming flowcharts. Programming techniques: Step 1; given, Step 2; analyzes, Step 3; flowchart, Step 4; program, and Step 5; run job. Three lectures and laboratory sessions per week. Prerequisite: COSC 3314 C/C++ Programming Languages. Required in the Computer Science Degree plan.

COSC 3327, Data Structures (3 semester hours)
A study of formal specifications and representation of lists, arrays, trees, graphs, multilinked structures, string, and recursive pattern structures. Analysis of associated algorithms. Sorting and searching, file structures. Three lectures and laboratory sessions per week. Prerequisites: COSC 3314 C/C++ Programming. Required in the Computer Science Degree plan.

COSC 3353, Fortran Programming (3 semester hours)
A study of the FORTRAN programming languages and its applications. Topics include; FORTRAN programming language: Coding form, kinds of programs, specification statements, control statements, expression statements, and I/O statements. Three lectures and laboratory sessions per week. Prerequisite: COSC 2412 Advanced Computer Programming in JAVA II. Required in the Computer Science Degree plan.

COSC 3415, Discrete Computational Structures (4 semester hours)
This computer science course has a lecture and a laboratory component. The subjects included in this course are: Introduction to sets, relations, propositional and predicate logic, number systems, Boolean algebra, finite state machines, computability, graphs, and trees. Prerequisite: COSC 2412 Advanced Computer Programming in JAVA II and MATH 2311 Calculus I. Required in the Computer Science Degree plan.

COSC 4300, Parallel Processing (3 semester hours)
This course covers the theory and practice of parallel processing, including characterization of parallel processors, models for memory, algorithms, and inter-process synchronization. Issues in parallelizing, serial computations, efficiency, and speedup analysis. The
course will include programming exercises using one or more concurrent programming languages, on one or more parallel computers. Prerequisites: COSC 4313 Computer Organization and Architecture and COSC 4321 System Analysis and Design. Required in the Computer Science degree plan.

COSC 4301, Computer Networking (3 semester hours)
This course covers a study of storage and retrieval systems. Topics include information storage and retrieval system models, internal information structures and organization, storage allocation and representation, algorithms to create, alter, and destroy structured information, direct access storage devices, and data structure and file organization. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 4321 System Analysis and Design. Required in the Computer Science degree plan.

COSC 4302, Numerical Methods (3 semester hours)
This course covers a study of numerical analysis techniques. Taylor series, finite difference calculus, interpolation and extrapolation, roots of equations, solution of algebraic and transcendental equations, curve fitting and functional approximation, and numerical differentiation and integration. Computer applications are emphasized. Three lectures and laboratory sessions are held per week. Prerequisites: COSC 3314 C/C++ Programming, MATH 2311 Calculus I, and MATH 2322 Linear Algebra. Required in the Computer Science degree plan.

COSC 4303, Numerical Analysis (3 semester hours)
A study of roots of polynomials, interpolation, functional approximation, numerical differentiation and integration, numerical solutions of ordinary differential equations, linear systems of equations, difference equations and error analysis. Study gives special consideration of computer applications for problems arising in science and engineering. Three lectures and laboratory sessions are held per week. Prerequisites: COSC 4302 Numerical Math, and MATH 2312 Calculus II. Required in the Computer Science degree plan.

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

COSC 4313, Computer Organization and Architecture (3 semester hours)
This course covers an introduction to the organization and design of hardware features of computers. Includes, computer architecture, logic design, codes, number representations, arithmetic, and an introduction to assembly language programming concepts. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 3326 Programming Languages. Required in the Computer Science degree plan.

COSC 4314, System Analysis and Design (3 semester hours)
This course is an analysis of software and systems, including specification techniques, software design methodologies, performance measurement, validation and verification, and quality assurance techniques. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 4321 Operating Systems. Required in the Computer Science degree plan.

COSC 4320, Database System Design (3 semester hours)
Information structures and external storage, file processing, and information retrieval. Introduction to database system concepts, including multiple file organization, data independence, and languages for data description and manipulation. Prerequisites COSC 3314, C/C++ Programming and MATH 1302 College Algebra or MATH 2311 Calculus I. Required in the Computer Science degree plan.

COSC 4321, Operating Systems (3 semester hours)
This course covers an introduction to the principles of operating systems. Discussion of various operating systems, in terms of memory management, processor management, device management, and information management will be conducted. Three lectures and laboratory sessions are held per week. Prerequisite: COSC 3327 Data Structures. Required in the Computer Science degree plan.

ECON 2301, Principles of Microeconomics (3 semester hours)
This course involves the analysis of the role of price systems in the resource allocation in free market economy. Topics include the determination of price and output in different forms of market structure, the theory of consumer demands, and the theories of marginal productivity and income determination. Prerequisites: MATH 1301 College Algebra. Required in the Accounting, Management and Computer Science degree plans.

ECON 2302, Principles of Macroeconomics (3 semester hours)
This course involves the study of the measures and determination of national income, price-level, inflation, unemployment, and the role of monetary and fiscal policy. Prerequisites: ECON 2301 Micro-Economics. Required in the Accounting, Management and Computer Science degree plans.

ECON 3320, Money and Banking (3 semester hours)
This involves the study of money supply, financial intermediation and the role of banks and non-bank financial institutions in money supply process. Topics also address the determination of interest rates, the Federal Reserve System, and conduct of monetary policy. Prerequisites: ECON 2301 Micro-Economics and ECON 2302 Macro-Economics. Required in the Accounting and Management degree plans.

EDUC 1001, College Assembly (Attendance is a graduation requirement)
The College Assembly or weekly Chapel service is designed to supplement and complement the total educational experience at the college. Emphasis is placed on the broad dimensions of the academic, social, cultural, and religious experiences. The opportunity is provided for students to apply these lectures/presentations to their daily lives. Effective fall 2010, degree-seeking students are required to attend at least 80% of the sessions each semester. Exemptions related to off-campus work hours or hardships must be approved by the Dean of Students, and a substitute project will be assigned. Transfer students’ requirements will begin during the first semester that they enroll at Paul Quinn College. Attendance records will be maintained by the Dean of Students and recorded in the CAMS system. Additional information about Chapel service requirements can be obtained from the Dean of Students or the Office of Academic Affairs. Required of all students.

EDUC 2301, Introduction to Education (3 semester hours)
Students are provided information concerning the field of education, schools and students, teachers and the teaching profession, parental and community involvement and governance of schools. Additionally, the requirements for admission to the teacher education program are presented. Pre-requisite: ENGL 1301. Required in the Early Childhood and Physical Education degree plans.

EDUC 3101, Preparation for State Exam (PPR, EC-12) (1 semester hour)
This course offers a systematic focus on the teaching strategies and professional responsibilities needed to successfully pass the state Pedagogy and Professional Responsibilities exam (PPR) for EC-12 grade levels. Pre-requisite: Admission to Teacher Education program completion of 12 hours in major courses. Required in the Early Childhood and Physical Education degree plans.

EDUC 3102, Preparation for the State Exams (Content- EC-6) (1 semester hour)
This course focuses on the content and strategies needed to successfully pass the required content exam for the teacher certification area of Early Childhood – 6th grade. Pre-requisite: Admission to the Teacher Education program; completion of English, math, science and social science CORE requirements. Required in the Early Childhood degree plan.

EDUC 3300 Instructional Strategies I (3 semester hours)
This course is part one in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching reading, language arts and social studies to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching reading, language arts and social studies. Pre-requisite: EDUC 2301 Introduction to Education and READ 3301 Emergent Literacy; or READ 3304 Reading in the Elementary School. Required in the Early Childhood degree plan.

EDUC 3301, Human Development & Learning (3 semester hours)
This course focuses on developmental theories applied to learning and teaching in school settings. Theorists such as Piaget, Freud, Erickson, Maslow and Pearce will be covered. Included also are current philosophies and practices for the exceptional child. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood and Physical Education degree plans.

EDUC 3302, Technology In Teaching (3 semester hours)
This course is an introduction to educational technology. Students will explore the theory behind incorporating technology into an effective lesson, and will utilize multimedia equipment and the Internet to design effective lesson plans, assessment tools and other instructional materials. Pre-requisite: COSC 1301 Computer Applications I. Required in the Early Childhood and Physical Education degree plans.

EDUC 3305, Introduction to English as A Second Language (3 semester hours)
This course is designed to introduce the general classroom teacher candidate to the theory, concepts, research, and best practices required to plan supportive classroom instruction for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced. Candidates will be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood.

EDUC 3310 Instructional Strategies II (3 semester hours) this course is part two in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching the fine arts, physical education, health and music to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching art, physical education, health and music. Pre-requisite: Completion of Introduction of Education and Instructional Strategies I. Required in the Early Childhood degree plan.

EDUC 4300, Instructional Strategies III (3 semester hours)
This course is part three in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching math, science and technology to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching math, science and technology. Pre-requisite: Completion of Introduction of Education, College Algebra, Math for Elementary Teachers I and II, and Instructional Strategies I. Required in the Early Childhood degree plans.

EDUC 4001, Student Teaching Seminar (1 semester hour)
This course provides opportunities for student teachers to discuss the clinical experience. Reinforcement and feedback are provided to enable the student teachers to experience success. Some of the topics covered are: lesson plans, classroom management strategies, working with the cooperating teacher use of technology, current issues in education and other topics. Prerequisite: Student Teaching Clearance. Required in the Early Childhood and Physical Education degree plans.

EDUC 4304, Assessment in Learning (3 semester hours)
This course focuses on techniques involved in the development of tests, collecting data; analysis of data, interpreting data, assessment (performance and portfolio) of students, legal and ethical considerations, descriptive statistics, outcomes based accountability assessment and other topics. Specific consideration is given to the assessment processes used in the state of Texas to assess learners. Pre-Requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood degree plan.

EDUC 4305, Classroom Management (3 semester hours)
This course presents an examination of the relationship between the teacher, pupil, and classroom environment in the early childhood grades through 12th grade. Topics covered included teacher as instructional leader, identification of learning, leadership and teaching styles, instructional planning methods, use of technology/audio visual aids in classroom management, effective teaching strategies for diverse student populations, etc., Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood and Physical Education degree plans.

ENGL 4393 / EDUC 4393, Children's Literature (3 semester hours)
This course is a study of literature suitable for pre-school and elementary school children, including criteria for judging and selecting children's books. Storytelling and dramatization are also covered. Prerequisite: ENGL 1302 Composition II and EDUC 2301 Introduction to Education. Required in the Early Childhood degree plans.

EDUC 4501, Student Teaching Elementary (5 semester hours)
Students participate full-time for a minimum of twelve weeks in all phases of teaching in an elementary school, under the joint supervision of the college and the school site. Periodic meetings are held with the cooperating teacher and the college supervisor of student teaching. Observations the student teaching experience are done on an on-going basis. Feedback is provided to the student teacher in order to make the experience productive. Pre-requisite: Student Teaching Clearance. Required in the Early Childhood degree plan.

EDUC 4503, Student Teaching All Levels (5 semester hours)
Students participate full-time for a minimum of twelve weeks in all phases of teaching in grades Pre-K-12 under the supervision of the college and school. Periodic meetings are held with the cooperating teacher and college supervisor of student teaching. Assessments of the student teaching experience are done on an on-going basis and at the end of the experience. Feedback is provided to the student teacher in order to make the experience productive. Pre-requisite: Student Teaching Clearance. Required in the Physical Education degree plan.

ENGL 1301, Composition I (3 semester hours)
In this course, students will have the opportunity to read, discuss, and analyze a variety of essays that will serve as patterns for their own writing. Methods of development will be studied as students experiment with improving their own skills. A grade “C” or better is required to pass this course. Required General Core course.

ENGL 1302, Composition II (3 semester hours)
This course is a continuation of writing practice and application. Besides continued study of essays, with an emphasis on persuasive and argumentative writing, students will also be introduced to critical analysis of literature. Documented essays and the research paper will be the focus of this course. Students will continue to analyze and employ various strategies in their expositions. A grade of “C” is required to pass this course. Prerequisite: ENG 1301 Composition I. Required General Core course.

ENGL 1311, Speech I (3 semester hours)
The student will learn effective oral communication through speech preparation and group/panel discussion. Emphasis is on preparation, enunciation, language selectivity, and general delivery. Required General Core course.

ENGL 2320, World Literature (3 semester hours)
A chronological survey of selected multicultural masterpieces of world literature from ancient to modern periods with emphasis on literary and historical analysis. Prerequisite: ENGL 1302 Composition II. Required General Core course.

FINA 1101, Personal Finance (1 semester hour)
This course will address financial literacy by examining topics such as personal goal setting, career planning, consumer skills, budgeting, banking services, savings, investing, credit and homeownership. Required General Core course.
FINA 1302, Introduction to Investment Strategies (3 semester hours)
This course introduces students to the fundamentals of basic investment strategies, particularly as they relate to portfolio management. Topics include the concepts of risk and return, portfolio theory, asset allocation, and asset pricing models with an emphasis on equities, fixed income, and derivative securities. Investment decision-making skills are developed and sharpened through classroom lectures, discussions, homework assignments, and case studies. General elective course.

FINA 3313, Business Finance (3 semester hours)
This is an introduction to the principles of financial management. Primary focus is on the role of financial manager and the tools used in making investing and financing decision in order to maximize the value of the firm. Areas examined include profit planning, risk of a portfolio, capital budgeting techniques, time value of money, management of short-term and long-term funds, cost of capital, optimal capital structure and liquidity versus profitability. Prerequisites: ACCT 2301 Principles of Accounting, ACCT 2302 Principles of Accounting II, ECON 2301 Micro-Economics, and ECON 2302 Macro-economics. Required in the Accounting and Management degree plans.

FUND 1303, Introduction to Quinnite Servant Leadership (3 semester hours)
This course is an introduction into the Quinnite community. It will explore the life of a Quinnite Scholar, the history and future of the AME Church, the history of Paul Quinn College, the history of Bishop College and the economics of a Quinnite education. In addition, this course will explore the role of service learning and character in becoming ethical servant leaders. Required General Core course.

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

HUMA 1302, African American Experience and History I (3 semester hours)
This course will explore the contributions of African people to the culture and history of an emerging American nation from pre-history on the African continent through Reconstruction. Required General Core course.

HUMA 1303, African American Experience and History II (3 semester hours)
This course will survey the historical developments of African Americans that have had the greatest influence on the American experience since the Reconstruction era. Required General Core course.

GEOG 1303, World Geography (3 semester hours)
An introduction to modern geography, including regions and nations of the world, major types of land surfaces, climatic regions, water and mineral resources, and world distribution of populations. Map study will be given importance. No prerequisites required. Required in the Early Childhood degree plan.

GOVT 2301, American Government (3 semester hours)
A study of the federal government of the United States emphasizing the origins of the United States Constitution, its amendments, the principles of federalism, judicial interpretations, and political party developments. Required General Core course.

GOVT 2202, Texas Government (2 semester hours)
This course is the study of the constitutional structure, function and role of government in Texas and at the national level. The course includes an examination of Texas public education laws. General Elective course. This course fulfills legislative requirements for Teacher Certification.

HLTH 2329 Introduction to Health & Wellness (3 semester hours)
The Fundamentals of Health course is designed to provide students with information and skills needed to achieve and maintain optimal wellness. The course will examine the emotional, physical, and spiritual dimensions of health and wellness. Major topics covered: health and wellness, stress, stress management, physical health, nutrition, body image, mental health, sexuality, alcohol/drug use. Students will also examine health and wellness issues which plague people of color, such as diabetes, high blood pressure and HIV/AIDS in order to counteract these issues in their personal, family and community lives.

HLTH 3345 Health & Stress Management (3 semester hours)
The Health & Stress Management course will examine the body’s physiological and psychological responses to stress, recognize the manifestations of stress, and explore adaptive and maladaptive methods of coping with stress. Pre-requisite: HLTH 2329

HIST 2301, United States History I (3 semester hours)
This course will offer a general survey of the social, political, and economic history of the United States to 1877. Required General Core course.

HIST 2302, United States History II (3 semester hours)
This course will offer a general survey of the social, political, and economic history of the United States since 1877. Prerequisite: HIST 2301 United States History I. General elective course.

HIST 3345 Research and Writing in History (3 semester hours)
This course introduces students to how and why historians debate issues of evidence and interpretation. Students will learn to distinguish between various schools or styles of academic history to improve their reading, note-taking, and library research skills; to formulate meaningful thesis statements and to successfully write a research paper. Hands-on research will be used to produce a scholarly paper capable of publication and/or presentation.

HUMA 1302, African American Experience I (3 credit hours)
This course will explore the contributions of African people to the culture and history of an emerging American nation from pre-history on the African continent through Reconstruction. Required General Core course.

HUMA 1303, African American Experience II (3 credit hours)
This course will survey the historical developments of African Americans that have had the greatest influence on the American experience since the Reconstruction era. Required General Core course.

LGLS 2301, Introduction to Legal Studies (3 semester hours) (Prerequisite for other major core classes)
This course is as an overview of the criminal justice system including law enforcement, court systems, prosecution and defense, the trial process, and corrections, criminal offenses and penalties. Basic legal theories of the criminal law will also be introduced. Students will learn the common legal defenses for crimes and the elements the prosecution has to prove for certain crimes. The lecture program will be supported by problem-solving tutorials aimed at enabling students to give legal advice as to criminal liability and the resolution of procedural problems. It provides students with an overview of the structure and operations of American law and the American legal system. It offers examples of the types of topics treated in depth in substantive legal studies courses. This course introduces the student to the nature, functions, limitations and operations of law as an institution in modern society. Required in the Legal Studies degree plan.

LGLS 2302, Law and Politics (3 semester hours)
This course examines law as an integral part of the political process. Topics include American legal culture; legal socialization; legal decision-makers; the politics of formulating legal policy; the politics of implementing legal policy; and the effect of legal decisions on the operation of the political process. Lecture and intensive class discussion. Required in the Legal Studies degree plan.

LGLS 2304, Constitutional Law (3 Semester Hours)
Cases introduce general principles of federal constitutional law, including government authority and its distribution under the constitution; the judicial function in constitutional cases; powers delegated to the national government, and powers of the states in areas of federal authority; and intergovernmental relations. Rights, privileges, and immunities under the constitution; national citizenship; due process; equal protection; and the contract clause are also covered. Required in the Legal Studies degree plan.

LGLS 2315 Criminology (3 semester hours)
This course is the study of criminals and the offenses they committed. Students will explore the philosophical and psychological aspects of a criminal and his anti-social, ill-fated behavior. Students will critically examine the spectrum of scientific theories and psychiatric diagnoses that seek to delineate and explain human violence. Elective option in the Legal Studies degree plan.

LGLS 2321, Victimology (3 semester hours) [formerly CJUS 4322]
This course is designed to acquaint students with the plight of victims in the Criminal Justice systems. Required in the Legal Studies degree plan. Elective option in the Legal Studies degree plan.

LGLS 2323, Law, Psychology, and Morality: An Exploration through Film, Art, and Music (3 semester hours)
This seminar will deal with subjects at the intersection of law, psychology, and morality using film, art and music as ‘text.’ Subjects include: responsibility and community, love and redemption, reconstructing the claims of family, gender and sexual identity, narratives of justice and injustice, the lawyer’s identity, patriarchy and misogyny, and race and the subculture of poverty. Elective option in the Legal Studies degree plan.

LGLS 3300, Law in Literature (3 Semester Hours)
This course is designed to help students explore various historical, social, economic and political injustices throughout the world and critically scrutinize how a person’s reality is inevitably shaped by the legal system that exist in his or her culture. Students will analyze the begging questions of what is divine law, why do we have the law and what does justice mean? Students will study the devastating psychological and social effects of a legal climate based on oppression, which ultimately induces violent and/or nonviolent reactions by an individual(s) in an effort to hopefully transform it into a more ideal system for everyone. The student will endlessly ponder the way the law works- its authority, legitimacy, psychology, bureaucracy, procedure, and finally is there such a notion as street justice. This course will provide an opportunity to think about law, justice, and morality, to read engaging work of fiction and non-fiction, and to examine the law from a humanistic and philosophical perspective. Elective option in the Legal Studies degree plan.

LGLS 3302 Evidence (3 semester hours)
This course is a study of laws that govern the admissibility and exclusion of evidence for establishing or contesting facts in trials, administrative hearings and other court proceedings. Topics covered include the relevance of evidence; the hearsay rule and its exceptions; examination of witnesses, cross-examination, and impeachment; competency of witnesses; opinion, expertise, and experts; scientific and demonstrative evidence; writing; the best evidence rule and authentication; privileges of witnesses; judicial notice; presumptions; among other subjects relating to the regulation of proof at trials. Required in the Legal Studies degree plan.

LGLS 3321, Administrative Law (3 Semester Hours)
An examination of the role and operation of government agencies, including the procedures agencies are required to follow, public participation and hearing requirements, and the standards and mechanisms governing judicial review of agency decisions. Elective option in the Legal Studies degree plan.

LGLS 3325, Criminal Procedure (3 semester hours)
This course is an examination of the Fourth, Fifth, and Sixth Amendments of the United States Constitution, which govern the interaction of the police and suspects in a criminal investigation. From search warrants to coerced confessions, the course will examine the constitutional doctrines developed to regulate police behavior, and the admissibility of any subsequent seized evidence by law enforcement in a court proceeding. Required in the Legal Studies degree plan.

LGLS 3326, Juvenile Delinquency (3 semester hours) (formerly CJUS 3326)
This course will study the history and philosophy of the juvenile court system; the juvenile justice process in modern social context; definition of delinquency; the substantive law governing juvenile conduct; intake; waiver or certification; pre-trial detention; hearing; and adjudication proceedings. Elective option in the Legal Studies degree plan.

LGLS 3327, Logical Reasoning, Legal Thought and Philosophy (3 Semester Hours)
This course is designed to teach students to analyze arguments, to recognize flaws in logic and draw conclusions through inference and deductive reasoning. Students will explore a standard technique that has been developed to organize thinking about decision-making problems and to solve them. Students will also consider strategic interactions between parties and considerations related to imperfect information. Students will also study the significance of the rule of law. Considers the questions: What is law? Why does law have authority? What is the relation between law and morality? What is justice? Is breaking the law ever justified? Required in the Legal Studies degree plan.

LGLS 3328, Business Law (3 semester hours)
This course focuses on the principles applicable to business, which includes the role of law in such areas as contracts and sales, agency, partnerships, bankruptcy, negotiable instruments, torts, and other legal subjects. Crosslisted with BLAW 3324 Business Law. Required in the Legal Studies degree plan.

LGLS 3330, Internship 1 (3 semester hours)
This course is designed to provide an introduction to a career in the legal field. Forty-five hours of introductory field observations are required. Elective option in the Legal Studies degree plan.

LGLS 3331, International Law (3 semester hours)
This course introduces fundamental questions and principles of international law. Topics include the creation and interpretation of treaties, the role of custom in international law, the use of force and the laws of war, transnational crime and extradition, the growth and codification of international human rights law, the relationship between international and domestic law; and state sovereignty as manifested in sovereign immunity and other doctrines. Also students are introduced to the great variety of international organizations increasingly influencing the development of international law, including the United Nations, the European Union, NATO, the permanent and ad hoc international criminal courts, the WTO, NAFTA, the Organization of American States, the World Bank, and others. Elective option in the Legal Studies degree plan.

LGLS 3332, Peace, War, and Treason (3 semester hours)
This seminar investigates whether and how the laws of war constrain different actors. It provides a historical overview as well as an exploration of the different purposes of the laws of war. The class covers the means and methods of war as well as protection of civilians and issues surrounding prisoners of war. It also addresses such issues as the scope of liability during conflict; the differing constraints over international and non-international armed conflict; terrorism and the future of humanitarian law; as well as the environmental regulation of conflict. A study of both international and domestic legal standards regarding the treatment of refugees, torture victims and those seeking political asylum. This seminar will explore the international law that governs criminal behavior that transcends national borders. The seminar will cover general issues of accountability, the concepts of terrorism, genocide, war crimes and crimes against humanity. It will examine questions of command responsibility and superior orders, as well as the nature and scope of the current war on international terrorism. Elective option in the Legal Studies degree plan.

LGLS 3334, Negotiations (3 semester hours)
Through a combination of theoretical analysis, case-studies, and simulations, this course will address the following issues: Negotiating across and behind the table; strategies and tactics in diplomacy and international negotiations; multilateral negotiations; cross-cultural dimensions of negotiations; the concept of power in negotiations; designing and drafting agreements; and ethics in negotiations. This course, by combining theory and practice, aims to improve both the participants’ understanding of negotiation and their effectiveness as negotiators. Elective option in the Legal Studies degree plan.

LGLS 3335, Special Topics: Understanding the Legal Field (3 semester hours)
This course will expose the student to the variety of specialties in the legal profession by introducing the student to practitioners of the various specialties. This course will also go in some depth on selected areas of the profession, specifically criminal law and civil law, exploring the differences. This course will also enable the student to understand the functions of the individual participants in the legal process by viewing and commenting upon Court proceedings. Additionally, visiting legal practitioners will be asked to discuss their particular areas of law from a practical viewpoint. Elective option in the Legal Studies degree plan.

LGLS 4301, Introduction to Law Enforcement (3 semester hours) [formerly CJUS 4301]
An overview of the law enforcement system, including the organization and functions of local, state, and federal enforcement agencies involved in the administration of criminal justice. Other topics to be discussed are centralized versus decentralized police systems and the history of the World Police Organization. Elective option in the Legal Studies degree plan.

LGLS 4303, Legal Research and Writing (3 Semester Hours) (Techniques of Legal Research and Investigative Practices Prerequisite)
This course introduces students to the way lawyers analyze and frame legal positions in litigation, conduct legal research, and present their work in writing and in oral argument. Students actively learn research and writing skills by preparing initial and final drafts of memoranda and briefs and by becoming familiar with accessing both print and electronic research materials. Required in the Legal Studies degree plan.

LGLS 4305, Probation, Penitentiary and Parole (3 semester hours) [formerly CJUS 4305]
The processes of probation and parole in the United States in terms of its historical development, philosophy, and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. This course also considers the legal, political, and social implications of the practice of capital punishment in America, with an emphasis on contemporary legal issues. The course will frame contemporary questions by considering some historical perspectives on the use of the death penalty in America and by delving into the moral philosophical debate about the justice of capital punishment as a state practice. Doctrinal topics to be covered include the role of aggravating and mitigating factors in guiding the decision to impose life or death; challenges to the arbitrary and/or racially discriminatory application of the death penalty; the ineligibility of juveniles and persons with mental retardation for capital punishment, limits on the exclusion and inclusion of jurors in capital trials; allocation of authority between judges and juries in capital sentencing; and the scope of federal habeas review of death sentences, among other topics. Students will examine the concepts of rehabilitation, deterrence, and punishment in the criminal justice system. Elective option in the Legal Studies degree plan.

LGLS 4315, Family Law (3 semester hours)
A study of legal and attendant practical, social, legislative, and economic problems involved in the organization, operation, and dissolution of the family. Husband/wife (and other adult), parent/child and family/state relationships are considered critically in light of new developments in social structure, morals and technology. Required in the Legal Studies degree plan.

LGLS 4316  Mock Trial (3 semester hours) (Capstone Course)
This course seeks to examine the nature, functions, dynamics, and ethics of such tasks as interviewing, investigation, examination and cross-examination of witnesses, argument, and from the prosecution and criminal defense advocacy, both in and out of the courtroom. It is designed to teach students to evaluate and prepare a case for trial. Students will develop trial techniques and skills by reenacting real life scenarios in a mock courtroom setting. This course Students will also examine the litigation of systemic criminal justice issues, including race bias issues, eyewitness identification issues, forensic issues, and issues pertaining to the suppression of exculpatory information by the government. Required in the Legal Studies degree plan.
LGLS 4425, Torts (3 semester hours)
Introduction to the law of torts, which covers a miscellaneous group of civil wrongs against persons and their interests in property, other than breach of contract, for which a court of law affords a remedy in the form of an action for money damages. Included are wrongs committed intentionally, and injuries resulting from negligence. Subjects covered are the law of assault, battery, false imprisonment, trespass to land and personal property, intentional and negligent infliction of mental distress, and negligent injuries to person and property. Elective option in the Legal Studies degree plan.

LGLS 4330, Internship 2 (3 semester hours)
This course is designed to supplement the legal studies courses with experiences at agencies/ government facilities/ law firms to provide broad-based participation in field observations and volunteer work. The basic requirements include eighty (80) hours of practical experiences within the professional organization. Elective option in the Legal Studies degree plan.

LGLS 4331, National Security Law
This course is an introductory examination of U.S. national security law. We will study questions relating to the exercise of military force, the conduct of intelligence operations, and the detention of enemy combatants. In considering those questions, special attention will be paid to (1) how to allocate decision-making authority among the President, the Congress, and the courts; (2) how to strike the proper balance, substantively, between security and liberty, and, procedurally, between secrecy and transparency; and, (3) how to reconcile domestic law and policy objectives with international obligations and norms. We will be guided by domestic sources of law — the Constitution and such statutes as the National Security Act, the War Powers Resolution, the Foreign Intelligence Surveillance Act, the USA PATRIOT Act, and the Military Commissions Act — and by international sources of law as well — the U.N. Charter and the Geneva Conventions. Elective option in the Legal Studies degree plan.

LGLS 4332, Comparative Law (3 semester hours)
An introduction to the characteristic features and functioning of non-common law legal systems. This course seeks to provide American lawyers with a basic framework for understanding foreign legal systems. Elective option in the Legal Studies degree plan.

LGLS 4333, Moot Court (3 semester hours)
This course combines a substantive review of key appellate litigation doctrines concerning appellate jurisdiction, standards of review, and other topics, with an intensive advocacy component, including motion and brief writing. The course considers each stage of the appellate litigation process, beginning with a general overview, moving to the various bases for appellate jurisdiction in the federal courts, then discussing standards of review, and concluding with an intense review of the anatomy of an appellate brief. U.S. Supreme Court practice will also be considered. Students will brief and argue moot appellate cases. Elective option in the Legal Studies degree plan.

LGLS 4435 (formerly 3301), Property, Wills and Estates (3 semester hours)
This course deals with characteristic arrangements under American law for the creation and transfer of rights to control and exploit property. The relationships of these arrangements to efficient resource use, the pattern of wealth distribution, and other social concerns will be explored as they are reflected in both judicial decision-making and legislative reform. The course will explore such subject matters as easements, adverse possession, restrictive covenants, wills and various will substitutes, inter vivos and testamentary trusts, future interests in real and personal property, and problems arising in the administration of decedents’ estates and trusts. Elective option in the Legal Studies degree plan.

LGLS 4436, Civil Procedure (3 semester hours)
This class introduces students to the rules governing the conduct of civil litigation in the United States. It covers personal jurisdiction, subject matter jurisdiction and notice, and the Erie doctrine, which sets standards for deciding when federal courts must apply state law. Also the course traces civil litigation chronologically from the pleadings and defenses to joinder of claims and parties, and finally to the effect of prior decisions. Primary focus is on the Federal Rules of Civil Procedure, although common-law and statutory antecedents are studied when important to understanding modern rules. Elective option in the Legal Studies degree plan.
MATH 1300, Introduction to College Mathematics (3 credit hours)
This course is designed to develop an understanding of fundamental operations using percentages, statistics, measurements, geometric figures, integers, algebraic expressions, polynomials, and rational numbers required for college readiness. Word problems associated with these subjects are also studied. Additional support and tutoring is available through the Center for Student Success and Student Support Services. This course does not satisfy the general education or elective credit requirement.

MATH 1301, College Algebra (3 semester hours)
This is a study of algebraic equations and inequalities, the real number system, complex numbers, relations and functions, rational functions and conic sections, exponential and logarithmic functions, matrices and determinants, and the binomial theorem. Prerequisite: Satisfactory SAT, ACT, or placement test scores. Required General Core course.

MATH 1302, College Trigonometry (3 semester hours)
This is a study of circular measure, trigonometric functions, equations and identities, Laws of Sine and Cosine, simple solutions of triangles, De Moivre's theorem, vectors, the dot product, exponential and logarithmic functions, rotation of axes, polar coordinates, polar equation of conic, and plane curves and parametric equations. Prerequisite: MATH 1301 College Algebra. Required General Core Math Option.

MATH 1303, Basic Statistics (3 semester hours)
A study of elementary statistics including the examination of frequency distributions and measures of central tendency, and the calculation of tests of significance and simple correlation. Prerequisite: MATH 1301 College Algebra. Required in the Biology degree plan.

MATH 1350, Math for Elementary Teachers I (3 semester hours)
Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek EC-6th grade teacher certification. Prerequisite: Math 1301 College Algebra. Required in the Early Childhood degree plan.

MATH 1351, Math for Elementary Teachers II (3 semester hours)
Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek EC-6th grade teacher certification. Prerequisite: MATH 1350 Math for Elementary Teachers I. Required in the Early Childhood degree plan.

MATH 2311, Calculus I (3 semester hours)
This is an introduction to functions and relations, limits and continuity, graphs, derivatives, the integration of algebraic functions, product and quotient formulae, higher order derivatives, and maxim and minima. Prerequisite: MATH 1302 College Trigonometry. Required in the Biology and Computer Science degree plans and is a Math option for the General Core.

MATH 2312, Calculus II (3 semester hours)
Continuation of MATH 2311 that includes differentiation and integration of trigonometric functions, exponential and logarithmic functions, Rolle's Mean Value Theorems, areas and volumes, and various techniques of integration and reduction. Prerequisite: MATH 2311 Calculus I. Required in the Biology and Computer Science degree plans.

MATH 2322, Linear Algebra (3 semester hours)
A study of abstract systems, vector spaces, linear transformation matrices, linear equations and determinants, canonical form for similarity, metric concepts, combinatorial equivalence, and functions of matrices. Prerequisite: MATH 1302 College Trigonometry. Required in the Computer Science degree plans.

MATH 3322, Differential Equations (3 semester hours)
The solutions of equations of the first order and other degree applications, Laplace, transform solutions in series, and partial differential equations. Prerequisite: MATH 2312 Calculus II. Required in the Computer Science degree plans.

MGMT 3310, Production And Operations Management (3 semester hours)
Management of the production function focusing on productivity, quality and profitability including production design, resource requirement planning, facility location and distribution system design. Prerequisite: BUSA 3322 Business Statistic. Required in the Management degree plan.

MGMT 3314, Principles of Management (3 semester hours)
Management philosophy, planning, organizing, supervising, staffing, controlling, and decision-making processes. Required in the Business Administration Degree Plans.

MGMT 3315, Human Resource Management (3 semester hours)
Principles, policies, and practices involved with administering to personnel department, such as recruitment, employment, placement, training, evaluation, promotion, retirement, records, reports, supervision, and management. Prerequisite: MGMT 3314 Principles of Management. Required in the Management degree plan.

MGMT 3317, Organizational Behavior (3 semester hours)
An analysis of interpersonal relations and interactions, group dynamics, development of effective work groups and influence of the organization system on behavior. Prerequisites: MGMT 3314 Principles of Management. Required in the Management degree plan.

MGMT 4302, Small Business Management (3 semester hours)
Principles and problems of organizing and operating a small business, with special emphasis on personal qualifications, capital requirements, location, and sources of assistance. MGMT 3314 Principles of Management. Required in the Management degree plan.

MGMT 4303, Industrial Labor Relations (3 semester hours)
An analysis of the labor relations process, background of rights and responsibilities of labor and management, negotiation and administration of the labor agreement, collective bargaining issues, and emerging labor relations process. Prerequisite: MGMT 3314 Principles of Management. Required in the Management degree plan.

MGMT 4307, Managerial Economics (3 semester hours)
A study of the individual firm apart from that of the entire industry. The topics include the pricing process, the nature of the market, changes in the prices of the agents of production by the individual firm, problems and policies of business planning, forecasting dynamics, conditions, and business risks. Prerequisite: MGMT 3314 Principles of Management. Required in the Management degree plan.

MGMT 4309, Topical Seminar (3 semester hours)
Advanced topics in management/leadership and topics not adequately covered in the published curriculum. At least Junior Status. Prerequisite: Consent of the instructor. Required in the Management degree plan and can also be an elective for the Accounting degree plan.

MGMT 4325, Internship in Management (3 semester hours)
Supervised work experience in a business-related position with a public agency, private business, or organization. Required in the Management degree plan.

MKTG 3301, Principles of Marketing (3 semester hours)
Topics include researching and analyzing customers, understanding the competitive environment, segmenting the market, strategic positioning, pricing, communications, and distribution strategies. Principles and methods of marketing and analysis of market structure. Dynamic nature of American business studied, taking into consideration factors that produce changing business patterns. Required in the Accounting and Management degree plans.

PHED 1103, Cardiovascular Health and Physical Development I (1 credit hour)  
This course is designed to develop and/or improve basic aerobic skills, and to improve cardiovascular fitness, coordination, strength, and rhythm through modeling of fitness techniques and participation in fitness activities. Required General Core course.

PHED 1104, Cardiovascular Health and Physical Development II (1 credit hour)
This course is designed for engagement in a personalized fitness plan. Barriers to personal fitness will be discussed and assessed and personal fitness progress will be tracked to support the development of lifelong commitment to physical activity and fitness. Topics covered include: cardiovascular fitness, strength training, flexibility and aerobic skills. Required General Core course.

PHED 3302, Sociology of Sports (3 semester hours)
This course offers a sociological and psychological interpretation of modern sports. The course includes an in-depth analysis of rules, crowd response, and sociological demands of the athlete. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHED 3303, History and Principles of Physical Education (3 semester hours)
This course includes a brief history and review of major objectives of the Area of Physical Education. Basic principles of the profession, as well as the sources of these principles, are included. This course is designed to serve as an introductory course for all students interested in pursuing careers related to Physical Education. Required in the Physical Education degree plan.

PHED 3304, Physiology of Exercise (3 semester hours)
This course covers a study of the physiological effects of exercise upon the human body and the relationship of these effects to physical education programs and athletics. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHED 3305, Tests, Measurements, and Evaluation in Physical Education (3 semester hours)
This course is designed to assist prospective teachers of Physical Education in developing the skills to test, measure, and evaluate students who participate in their programs. It will enable the individual to understand essential statistical techniques, relevant measurement theory, and available tests which enables the creative instructor of Physical Education to develop valid methods of testing, measuring, and evaluating students. Pre-requisite: MATH 1301 College Algebra and EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHED 3306, Physical Education for Special Individuals (3 semester hours)
This course embraces adapted, corrective, and developmental physical education activities. Adapted activities will be presented for the mentally, physically, emotionally, and socially handicapped, with corrective physical education activities and body mechanics, and with developmental physical education and physical fitness. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHED 3307, Kinesiology (3 semester hours)
This course places emphasis upon the analysis of both structural and functional human motion. The course also includes scientific information concerned with the mechanical laws of nature and their effects upon physical education. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHED 3308, First Aid (3 semester hours)
This course is designed to provide students with the knowledge and skills to recognize and provide basic care for injuries and sudden illness until competent medical personnel arrive. Students will be exposed to standard procedures for dealing with head to toe examinations, shock signs, head, neck and spinal injuries, strokes, bleeding response, burn care, poisoning, splints, CPR and other emergency responses. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHED 3309, Physical Education Strategies (3 semester hours)
This experience is designed to assist the prospective teacher to develop plans, materials, strategies and present physical education concepts to students in grades Pre-K-12 and other settings (recreation centers, senior citizens facilities, etc.) State and national standards are incorporated into the lessons. Classroom presentations and field experiences are required. Pre-requisite: Admission to Teacher Education program and completion of 12 hours in physical education major. Required in the Physical Education degree plan.

PHED 3101 Preparation for State Exam, Content
This course focuses on the content and strategies needed to successfully pass the required content exam for the teacher certification area of physical education. Pre-requisite: Admission to the Teacher Education program; successful completion of 18 credit hours of physical education major courses. Required in the physical education degree plan.

PHED 4301, Organization & Administration of Physical Education Programs, Including Athletics (3 semester hours)
This course provides information and experiences relative to basic principles involved in organizing, supervising, developing, managing and administering physical education programs, including athletics in Elementary, Middle, and Secondary schools, as well as, college. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Physical Education degree plan.

PHYS 1415, Physical Science (4 semester hours)
This course is a survey of the Physical Sciences for non-science majors. The topics included in the course are physics, chemistry, geology, and astronomy. The Physics unit will present the concept of measurement in relativity and the nuclear age. The unit in chemistry will start with the chemical elements and end with the basic understanding of the ozone, and the atmosphere, and pollution. The Geology unit will include topics from the basic concepts and techniques of environmental geology. The final unit will cover basic concepts in Astronomy from the motion in the heavens to cosmology. This course includes a laboratory. Laboratory Fee. Required Science General Core option.

PHYS 3411, General Physics I (4 semester hours)
An algebra-based treatment of the laws of mechanics, heat, and sound. Focused attention is given to the solution of mathematical problems illustrating natural laws. This course is designed for all Non-Technical Science majors. Prerequisite: MATH 1301 College Algebra. Laboratory Fee. Required science option in the Biology, Computer Science, Early Childhood and Physical Education degree plans.

PHYS 3412, General Physics II (4 semester hours)
The second part of the algebra-based course of PHYS 3411. This course will include the following areas of coverage: electrostatics, magnetism and charges in motion, optics, and special relativity and introduction to modern concepts in physics. Prerequisite: PHYS 3411 General Physics I. Laboratory Fee. Required in the Biology degree plan.

PSYC 2301, Introduction to Psychology (3 semester hours)
Introduction to Psychology surveys major topics in the study of behavior. Factors which determine and affect behavior are examined. Psychological principles are applied to human experience. Required General Core course.
READ 1300 - Introduction to Reading Comprehension and Effective Writing (3 credit hours)
This course will address improving reading comprehension, vocabulary building and effective writing for college readiness. Emphasis is placed on determining main ideas, critical thinking skills and evaluating the writer’s technique. Study skills will also be included. Additional support is available through the Writing Program Resources and tutoring services through the Center for Student Success and Student Support Services. This course does not satisfy the general education or elective requirements.

READ 3301, Emergent Literacy (3 semester hours)
This course teaches the skills essential for nurturing and promoting early literacy development (oral language, reading and writing) for young children. Areas of focus include: research theories, developmental trends and instructional materials, methods and strategies for grades EC-6. Pre-requisite: EDUC 2301 Introduction to Education. This course is required in the Teacher Certification Program.

READ 3303, Reading in the Content Areas (3 semester hours)
This course is designed to study theories, research, processes, strategies, practical applications, as well as the selection, administration and evaluation of assessment instruments appropriate for diagnosing and correcting classroom reading difficulties. Strategies are presented for teaching reading across the curriculum. This is an elective option in the Teacher Certification Program and may be taken to satisfy the Reading requirement for EC-6 Teacher Certification.

READ 3304, Reading in the Elementary School (3 semester hours)
This course is designed to prepare the EC-6 grade teacher to understand the English/Language Arts and Reading TEKS, strategies for instruction, current research, lesson planning, monitoring/assessment of instruction and use of a variety of reading programs/materials. This course is required in the Teacher Certification Program.

READ 4301 Diagnostic Teaching of Reading (3 semester hours)
This course teaches the selection, administration, and evaluation of assessment instruments, and instructional techniques appropriate for diagnosing and correcting classroom reading difficulties. This course is required in the Teacher Certification Program.

REAL 2300, Principles of Real Estate (3 semester hours)
A survey of real estate principles, including real estate market, financial, investment, and legal analysis. Home ownership and real estate investment for personal benefit are emphasized. General or Business elective

RELI 1301, Ethics (3 semester hours)
This course provides a general framework for studying historical and contemporary Christian ethical beliefs. The course objective is to sharpen critical thinking skills and dimensions of decision making in selected areas, and to identify new ways of communicating Christian values in a pluralistic society. Required General Core course.

RELI 2313, Survey of the Old Testament (3 semester hours)
This course offers an exploration of the historical, cultural, and theological background of the Old Testament as expressed in the Law, Prophets, and other writings.

RELI 2323, Survey of the New Testament (3 semester hours)
This course is an introduction to the New Testament studies focusing on the origin of Christianity and the New Testament’s social, political, and cultural settings. General elective course.

RELI 3330, The Ministry of the Black Church (3 semester hours)
This course examines the historical and sociological role that the minister has played in the Black community. Focus is on the way the special leadership styles and posturing affects the Black Church. General elective course.
RELI 4301, Introduction to Theology (3 semester hours)
This course covers the study of theological leaders and issues including developments in Christian theology during the twentieth century.

RELI 4330, Topical Seminar in Theology (3 semester hours)
A seminar which focuses on selected topics related to Christian theology. Prerequisite: REL 4301 Introduction to Theology. General elective course.

RELI 4333, Topical Seminar in Old Testament Studies (3 semester hours)
A seminar on selected topics related to the Old Testament. General elective course.

RELI 4343 Topical Seminar in New Testament Studies (3 semester hours)
A seminar on selected topics related to the New Testament. General elective course.

SOCI 1301 Introduction to Sociology (3 semester hours)
Introduction to Sociology This course is an introduction to the scientific study of social factors that influence human behavior. It includes analysis of culture and socialization processes, social interaction, human sexuality, deviance, social stratification/inequality, race relations, global interdependence, and gender in the context of everyday social life. General elective course.

SPAN 1301, Elementary Spanish I (3 semester hours)
This is an intensive first semester of the elementary foreign language courses, which fully integrates audio-visuals and computer technologies. The course is designed to teach the student pronunciation, vocabulary, grammar and sentence structure. The primary purpose of this course is to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. General elective course. Required General Core course.

SPAN 1302, Elementary Spanish II (3 semester hours)
This is an intensive second semester of the elementary foreign language courses, which fully integrates audio-visuals and computer technologies. The course is designed to continue to teach the student pronunciation, vocabulary, grammar and sentence structure. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to continue to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 1301 Elementary Spanish I. General elective course.

SPAN 2301, Intermediate Spanish I (3 semester hours)
This is the first semester of an intensive intermediate foreign language course, which fully integrates audio-visuals and computer technologies. This course is an in-depth review of the grammar learned in the first year Spanish. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 1302 or approval by the instructor. General elective course.

SPAN 2302, Intermediate Spanish II (3 semester hours)
This is the second semester of an intensive intermediate foreign language course, which fully integrates audio-visuals and computer technologies. This course is a continuation of an in-depth review of the grammar learned during the first year Spanish and the first semester of the intermediate Spanish course. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to continue to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 2301 Intermediate Spanish I or approval by the instructor. General elective course.
SPED 3301, Exceptional Learners (3 semester hours)

An introduction to major areas of exceptionality, focusing on legislation and research requiring an appropriate education for all children. Students will acquire information related to intervention strategies, methods, materials and adaptations, as well as being made aware of other available personnel and related services required and dictated by legislation. Pre-requisite: EDUC 2301 Introduction to Education. Required in the Early Childhood degree plan.